AMERICAN VETERINARY MEDICAL ASSOCIATION
COUNCIL ON EDUCATION

REPORT OF EVALUATION
COLORADO STATE UNIVERSITY
COLLEGE OF VETERINARY MEDICINE AND BIOMEDICAL SCIENCES

Date of site visit
April 12-16, 2015

Site Team
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Dr. Andrew Parks, COE
Dr. Christina Tran, COE
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PRINCIPAL COLORADO STATE UNIVERSITY ADMINISTRATIVE OFFICERS

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Provost, Executive Vice President
Dr. Rick Miranda

Vice President University Advancement
Mr. Brett Anderson

Vice President Diversity
Ms. Mary Ontiveros

Vice President Engagement
Dr. Louis Swanson

Vice President University Operations
Ms. Amy Parsons

Dean, College of Veterinary Medicine and Biomedical Sciences
Dr. Mark Setter
**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.

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**Comments:**
The dean presented a strategic map for the college and the current areas of action.

**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.

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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:
The College of Veterinary Medicine and Biomedical Science is the only professional school on the CSU campus and has the largest budget of all colleges.

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

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.

Sufficient administrative staff is present to support the operational needs of the college.

Does the college plan to change its current organization?

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:

New personnel additions were outlined in the self-study, with most additions in the area of curriculum and student services. Most positions have been filled in the last 12 months with a current search for the Education Development Manager.

Students were uniformly complementary of the services provided by the new career development services manager and financial education specialist.

The site team was provided with Code of the College of Veterinary Medicine and Biomedical Sciences (updated January 2015), which outlines committee structure and function. There is no consistency in the committee descriptions, terms, charge, and membership.

Dean’s Comments:

In regards to College committees, their description, membership and terms are outlined in our college code. The college code is administered through our faculty and changes must be approved through a 2/3 vote. Each of these committees has been formed at different times through the lifetime of the college and the college administration has not mandated consistency in items such as term limits and membership structure. Some committees may represent all college degree programs (i.e., the scholarship committee which oversees our bachelor, graduate and DVM programs) while others are specific to the DVM program (i.e., admissions and steering committees). The committees have been effective in carrying out their various charges. The site visit team may have been responding to a perceived lack of clarity with the DVM steering committee, which is relatively nascent in creation and is not commonly found at other institutions. Members of this committee worked to develop a unanimously approved mission statement in the summer of 2014, and members also approved the current committee structure as outlined in the college code.
Suggestions:
The college is encouraged to standardize committee descriptions, membership, terms of appointment, and reappointment.

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

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### 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.

<table>
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<th>Analysis of revenues and expenditures for the past five years</th>
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<td>demonstrate adequate, sustainable financial resources to fulfill the teaching, research, and service mission.</td>
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Financial resources are adequate and deployed efficiently and effectively to:

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<td>Ensure stability in the delivery of the program</td>
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<td>Allow effective faculty, administrator, and staff recruitment, retention, remuneration, and development</td>
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<td>Maintain and improve physical facilities, equipment, and other educational and research resources</td>
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<td>Enable innovation in education, inter-professional activities, research and other scholarly activities, and practice</td>
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<td>Measure, record, analyze, document, and distribute assessment and evaluation activities</td>
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<td>Ensure an adequate quantity and quality of practice sites and preceptors are provided to support the curriculum, as needed.</td>
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**Comments:**

The college outlined a plan for utilization of funds for current operations and allocation for resources for renovation of the current VTH and construction of new buildings. The college does not have a mechanism to roll over funds to accrue sufficient monies to pay for major pieces of equipment or expensive renovations. The college recognizes the limitations of state support and thus uses a combination of funds generated from the VTH, the diagnostic lab, student tuition and donations to meet strategic objectives relative to additional personnel and facilities. To overcome the limitations of state support and the inability to accrue funds, the
college works with central administration through the use of bonds and the foundation to pay for major expenditures.

All tenure track faculty and most staff in the VTH are on state supported salary lines. The college has added additional staff and special appointment faculty (clinical track) to the VTH from clinical revenue to support clinical services.

**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. ☒ ☐ ☐

**Comments:**

The college currently enrolls 642 students in undergraduate programs. Current expense and revenue reports were separated for the DVM program from the undergraduate program. Salaries of faculty who participate in both programs are paid from separate accounts in proportion to instruction time credited to the separate programs.

**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. ☒ ☐ ☐

Instructional integrity of these resources takes priority over financial self-sufficiency of clinical services operations (educational objectives take priority). ☒ ☐ ☐
Comments:
The college provides a percentage of service revenue (total amount $237,852) for FY 14-15 to support clinic teaching through a program called Teaching Credits. These funds are distributed to the clinical sections for distribution to support teaching.

There are specific services in which the caseload is very high. In instances where teaching might otherwise be compromised by caseload, the college has hired staff and faculty through the veterinary teaching hospital to manage the caseload (for example, in oncology and orthopedics) such that the student exposure to cases is consistent with instruction.

Overall, can the college be said to be in compliance with Standard 2?
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.

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

Adequate in number, size, and equipment for the instructional purposes intended

Adequate in number, size, and equipment for the number of students enrolled.
Administrative and faculty offices and research laboratories are sufficient for the needs of faculty and staff.

Adequate on-campus veterinary teaching hospital(s), or formal affiliation with one or more adequate off-campus veterinary hospitals are provided for teaching.

Diagnostic and therapeutic service components, including but not limited to the following are available that reflect contemporary standards and provide an adequate learning environment:

- Pharmacy
- Diagnostic imaging
- Diagnostic support services
- Isolation facilities
- Intensive/critical care
- Ambulatory/field service vehicles
- Necropsy facilities.

Effective college and/or institutional biosecurity officer/committee and safety officers responsible for clinical and research facilities in place.

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.

Operational policies and procedures are posted in appropriate places.

Protocols (SOP’s) for Isolation units or other biosecurity areas are posted or readily accessible.

If Isolation units do not have separate external entrances, appropriate protocols for admission of isolation patients are in place.
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.

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Evidence of safe handling of chemotherapeutic/cytotoxic drugs.

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Evidence of regular monitoring of radiation safety.

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

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Evidence that learning and clinical facilities are accessible to disabled students.

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**Comments:**

First-year students report that they are using extension cords in order to power laptops in the first-year lecture room.

The teaching hospital facilities are a mixture of forty-year old and recently renovated facilities. While the newer facilities provide more efficient workspaces, the older spaces are clean and functional.

Infection control principles and procedures were available at all appropriate sites in a format that was readily accessible and easy to understand. This protocol appears designed to be applied to all animals regardless of status, not just those with only highly infectious disease.

The recently renovated small animal isolation is a contemporary facility with outside access.

There are separate equine and food animal isolation facilities with external access and appropriate posting of infectious disease protocols.

Recent renovations to the teaching hospital ensure that movement of shelter animals within the hospital do not cross paths with animals admitted to the community practice or referral services.

The college presented plans for continued renovations of the veterinary teaching hospital.

The faculty office space on the second floor of the teaching hospital is limited such that faculty are doubled up in offices. Consensus is that while this is suboptimal, faculty are currently able to make it work.

The college does not provide radiation safety badges to students who are on externships off campus, nor does it appear that there is a process in place to ensure that the externship sites are providing badges.
Dean’s Comments:

The college is currently investigating options to enhance the number of electrical outlets in our First-year lecture hall. Over the last year, the first-year student study area and lounge (directly across the hall from the lecture hall), have gone through a million dollar renovation including significantly improved electrical upgrades and multiple electrical plug options for each student.

In regards to radiation safety badges for students who are participating in off campus externships. Our radiation safety officers are not in support of allowing students to utilize their CSU badges during off-campus externships. The reason is that any breach of radiation safety techniques or otherwise heavy exposure would show up on the badge, but the origin of the large dose would not be identifiable. Keeping badges restricted to CSU ensures that only CSU-related radiation activity is measured, and this is important for accurate monitoring and problem identification. However, to ensure the safety of our students, our policy indicates that separate radiation badges are to be utilized for off-campus experiences and that the radiation dose information be provided back to the university and a cumulative radiation exposure report should be generated.

CSU is required to maintain each individual’s dose records so that total occupational dose does not exceed the state and federal dose limits. As part of 3rd year orientation, all students receive module training, which includes information regarding radiation safety and proper use of dosimeter badges. Also in these sessions, students are instructed to request a report from outside licensees (entities with a radiographic license who provide workers with dosimeter badges) regarding badge readings so that the dose may be included in the total measured dose records maintained by CSU.

Suggestions:

The college is encouraged to pursue the planned renovations to the veterinary teaching hospital.

The college is encouraged to increase the number of electrical outlets in the first year lecture room so that students can power each laptop directly.

The college is encouraged to increase the number of faculty offices in the renovation plans of the veterinary teaching hospital.

The college is encouraged to monitor radiation exposure of students while at externships.

Commendations:

The design of the infection control protocols is thorough and comprehensive.

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.

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

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

Overall, can the college be said to be in compliance with Standard 3?

YES  MD  NO

☒  ☐  ☐
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 .

There is an adequate mix of domestic and exotic animal species.

There are adequate numbers of in-hospital patients and outpatients.

There is adequate access to a reasonable number of surgical and medical patients.
There are adequate number of patients available for instructional purposes, either as clinical patients or provided by the institution.

Core off-campus clinical experiences occur in settings/field practice centers that provide:

- Consistent and appropriate access to subject matter expertise
- Adequate reference resources
- Access to modern and complete clinical laboratories
- Sufficient access to advanced diagnostic instrumentation and ready confirmation (including necropsy)
- Appropriate numbers of adjunct faculty members.

Students have multiple opportunities to obtain clinical experience under field conditions.

Students are active participants in the workup of the patient including physical diagnosis and diagnostic problem oriented decision making and client communication.

Comments:
The rotation of students to the Larimer Humane Society enhances exposure to small animal primary care in both the junior and senior practicum. The Flint Animal Cancer Center has a robust caseload and provides a diverse range of treatment modalities for cancer patients. The college has a strong equine caseload, an equine orthopedics and sports medicine program; and the Bud and Jo Adams Equine Reproduction Laboratory provides exposure to cutting edge reproductive technology to students as an elective.

CSU has contracted with several large dairies to expose students to all aspects of dairy practice. There is a limited amount of beef cattle exposure in the clinic or in field services. Students and alumni voiced a concern on the limited exposure to beef and swine production medicine.

The College provided an updated number of equine ambulatory cases (see supplemental material) which reflect a sufficient caseload.

Dean’s Comments:
In regards to the comment about our “limited beef cattle exposure”, we have noted over the last five years that changes in beef cattle production have reduced the in-hospital livestock caseload. In order to ensure our students are provided with adequate exposure to this area and to enhance the service we provide to the beef industry, the follow steps have been taken:
• Dr. Tim Holt (Associate Professor, Clinical Sciences) has been hired to develop a new Livestock Field Service with a specific focus on the beef industry.
• In August 2015, a new faculty member will start with a 50% appointment with the Livestock Field Service and 50% appointment working with inpatient livestock cases.
• In August 2015, a new faculty member will start with a 50% appointment with Livestock Field Service and 50% appointment with our Dairy Field Service.
• A new elective rotation in senior year called Herd Management offers training in infectious disease risk assessment, pharmaceutical use and residue avoidance, evaluation of livestock biologic products, feedlot nutrition, media training, tours of slaughter plants and time with USDA.
• In the fall of 2016, in partnership with the College of Agricultural Sciences, CSU will offer a combined DVM-Masters in Animal Science degree. This five year combined program will provide additional livestock research and summer externship opportunities in the beef industry.
• Dr. Paul Morley (Professor, Clinical Sciences) has recently received a $5M USDA grant. The focus of this research is to study antimicrobial resistance in beef cattle, in order to test the idea that antimicrobial use in these animals contributes to human antimicrobial resistance. It is anticipated that this large research program will create multiple livestock opportunities for DVM students.

Travel funds are provided annually to students with livestock interests. Students wishing to gain experience in swine, poultry or beef health are referred to established programs at other veterinary colleges (e.g. the Swine Medicine Education Center at Iowa State University and feedlot rotations at Kansas State University).

Suggestions:
The college is encouraged to explore options to enhance exposure to production food animal medicine relative to the needs of the stakeholders and the college’s mission.

Commendations:
The college is commended for the growth in the Flint Animal Cancer Center and the multiple post-graduate opportunities available in oncology.

\[
\text{4.6 Medical records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programs of the college.}
\]

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.

**Comments:**
The college has recently updated its VetPoint system to a web-based interface.

Overall, can the college be said to be in compliance with Standard 4?
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.

Access to information resources for students and faculty is adequate on and off-campus.

The qualifications of personnel who support learning and information technology resources for faculty and students are adequate.

Access to personnel who support learning and information technology resources for faculty and students is adequate.

Access to qualified personnel necessary for development of instructional materials is adequate.

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

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.

Current plans for improvement are adequate, if indicated.

Comments:
The college is in the initial process of transitioning to the use of Canvas as their learning management system.

Additional Reporting:
The college is encouraged to provide an update to the Council on the conversion to Canvas.

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.  

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Comments:

Students have access to dogs and cats at the Larimer Humane Society, where they develop skills in handling and conducting physical exams. The college maintains horses, cattle, camelids, and a goat on site to support handling and exam of those species. The College also has limited or specialized access to the Equine Reproduction Laboratory and the College of Agriculture Livestock farm.

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.  

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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. ☒ ☐ ☐

Comments:
The site team met with the counselor, career development services manager, financial education specialist, student coordinators and academic support staff. Each explained their role in providing student support. Students supplied positive comments on the accessibility and the assistance provided by the student services team.

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. ☒ ☐ ☐

Printed catalog or electronic information:
States the purpose and goals of the program

Provides admission requirements and procedures

States degree requirements

Presents faculty descriptions

States information on tuition and fees

States procedures for withdrawal

Gives necessary information for financial aid programs

Provides an accurate academic calendar

Includes national and state requirements for licensure.

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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.

Student comments have been made available to the Council annually.
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 website.

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

- The selection process is fair and unbiased
  - 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.
  - Y ☒ MD ☐ N ☐

**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.

Admission policy provides for an admissions committee.
  - ☒ MD ☐ N ☐
Majority of the admission committee are full-time faculty members.

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

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

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

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

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

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

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<th>YES</th>
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**Comments:**

The college is considering re-introducing interviews in the form of Multiple Mini Interviews to assess non-cognitive attributes of applicants in a manner that will minimize individual interviewer bias.

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<th>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.</th>
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<tbody>
<tr>
<td>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.</td>
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<td>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.</td>
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<tr>
<td>Subjects for admission includes courses prerequisite to the professional program in veterinary medicine.</td>
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<td>Subjects for admission include courses that contribute to a broad general education.</td>
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### 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.

<table>
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<tr>
<th>Factors other than academic achievement are considered for admission.</th>
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<td>Selected candidates meet academic and non-academic requirements as defined in the college's formal admission policy.</td>
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<tr>
<td>Transfer policies are academically appropriate and the five year trend for admittance is reasonable based on available resources.</td>
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**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.

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

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<th>The college utilizes a well-defined and comprehensive program for the evaluation of professional growth, development, and scholarly activities of the faculty.</th>
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<th>Appropriate weight is assigned to teaching, research and service activities for career advancement.</th>
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**Comments:*

For clinical faculty, time spent in the clinic is considered 50% teaching and 50% service.

Overall, faculty members feel that faculty development is well fostered within the departments. Some departments have had a mentoring process for several years, and faculty in those departments feel the process works very well in guiding the professional
development and the path to promotion for young faculty. Other departments are just starting mentoring for young faculty, such that all departments now have this process.

Department heads noted that teaching and service excellence is recognized at the college and university level for promotion and tenure evaluations.

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

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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.

Faculty turnover the last five years is within normal limits (typically ≤ 10%).

Adequate professional development opportunities are available for faculty growth.

Academic positions offer adequate security and benefits to attract and retain qualified faculty.

**Comments:**

Special appointment faculty members are on one year contracts, but there is a promotion track comparable to that of tenure track faculty. There is a general feeling that special appointment faculty and tenure track faculty feel equally valued.

### 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.

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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.

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.

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:

In addition to the Year 4 clinical rotations, DVM students also participate in the junior practicum for half of each weekday during fall and spring of Year 3.

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.

The curriculum is regularly reviewed and managed (revised), as indicated, by the dean’s office in conjunction with an appropriately configured college curriculum committee.

Adequate process for assessing curricular overlaps, redundancies, omissions.

**Comments:**

The curriculum was holistically reviewed in 2011-12. A summary of key findings and recommendations was provided to the site team (see supplemental material).

The curriculum committee meets every other week and is in the process of reviewing courses based on when the course is taken in the DVM curriculum. At the time of the site visit, the curriculum committee has reviewed Year 1 and 2 DVM core coursework.

The college currently has an excel spreadsheet with lecture titles that can be searched. The college has purchased the mapping option of One45 where they may map individual lectures and labs to lecture objectives, outcomes, and Bloom’s taxonomy.

**Dean’s Comments:**

In regards to the college having “Adequate process for assessing curricular overlaps, redundancies, omissions”, the Associate Dean of Veterinary Academic and Student Affairs, Program Effectiveness Coordinator and the Student Coordinator are undergoing extensive training in the application of curriculum mapping with One45. Entry of all course content and associated student learning outcomes is in progress. Both course topics and student learning outcomes will be mapped to competencies, species, body system and Bloom’s taxonomy. Also within One45, each clinical and laboratory rotation within Year 4 is associated with student learning objectives that are individually mapped to competencies. Faculty evaluate student performance in relation to each learning objective. Collectively, these data are incorporated into cyclical course reviews conducted by the DVM Curriculum Committee (each course is reviewed every four years) and by the overall curricular review that is conducted at least every seven years (noted above as the 2011-2012 holistic review).

Our aim is to complete mapping of didactic course content to species and body system by September 2015, improving our ability to identify curricular overlaps, redundancies and omissions in a timely manner.

**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.
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.

Curricular changes since the last accreditation site visit reflect appropriate curricular review and management.

Self-identified curricular weaknesses have been or are being addressed by the curriculum committee in a timely manner.

Preceptor and externship programs are effectively managed and evaluated by faculty to ensure educational objectives are met.

Curriculum content provides current concepts and principles that underlie animal health and disease.

Curriculum covers mechanisms from the molecular and cellular level to organismal and population manifestations.

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.

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.

Curricular delivery is rooted in scientific, discipline-based instruction.

Evidence of high quality and effective instruction in theory and practice of medicine and surgery applicable to a broad range of species is adequate.

Instruction includes principles and hands-on experience in physical and laboratory diagnostic methods and interpretation (including diagnostic imaging, diagnostic pathology, and necropsy).

Instruction includes principles and hands-on experience in disease prevention.

Instruction includes principles and hands-on experience in biosecurity.

Instruction includes principles and hands-on experience in therapeutic intervention (including surgery).

Instruction includes patient management and care (including intensive care, emergency medicine and isolation procedures).

Instruction includes principles and hands-on experience involving clinical diseases of individual animals and populations.
Instruction emphasizes problem-solving that results in making and applying medical judgments.

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.

Instruction allows for opportunities for students to learn how to acquire information from clients (e.g. history) and about patients (e.g. medical records).

Instruction allows for opportunities to obtain, store and retrieve medical records information, and to communicate effectively with clients and colleagues.

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.

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.

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.

Assessment of student progress is fair and equitable.

Adequate procedures in place to uphold academic standards.

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

Comments:

Beginning with the DVM Class of 2016, the curriculum committee voted to utilize traditional grading (A-F) for all courses except junior practicum.

Recent administrative turnover has limited the curriculum committee’s ability to implement changes identified in the 2011-12 Curricular Review. Efforts are being made with the recent hire of the program effectiveness coordinator to align curricular revisions with measureable outcomes. The search for an education development manager continues and the college hopes to have the position filled in the coming months.

Faculty members have resources available to develop teaching proficiency, which include teaching mentors, Committee for Assessment and Development of Effective Teaching (CADET), DVM steering committee, and the Western Consortium Teaching Academy. An education development manager is in the process of being hired.

A financial education specialist was hired two months prior to the site visit. While he has made significant progress in meeting with DVM students regarding financial matters, no
Curricular changes have been implemented at this time.

The recent hire of a career development services manager has resulted in the start of program and service development in the areas of resume writing, interviewing skills, and employment opportunities.

The students uniformly praised the Foundations of Veterinary Medicine Course.

The communication curriculum is robust and positive outcomes were noted by clinical faculty and employers.

**Commendations:**

The Veterinary Communication for Professional Excellence curriculum is exceptional in the development of communication skills.

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:

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

Regular participation and presentation of original research in scientific meetings, poster sessions, publication of abstracts  YES  NO

Involvement in external research panels, commissions, and advisory or editorial boards  YES  NO

Number and amount of competitive, extramural research funding  YES  NO

National and international research awards received.  YES  NO

DVM program learning objectives demonstrate emphasis on which of the following:

Acquisition and evaluation of scientific literature  YES  NO

Experimental and non-experimental research design  YES  NO

Critical analysis of data  YES  NO
Students have had opportunities to do which of the following:

Scientific writing.  
Write research proposals  
Submit manuscripts for publication  
Hands-on experience in bench, clinical, or field research  
Interaction with graduate students.

Evidence that students learn to acquire, evaluate, and use new knowledge.  
Evidence of student involvement in research after graduation.

Adequate student exposure to performance of high quality research.

Comments: 
Students have multiple research opportunities available to them through CSU’s CVMBS. 
Students and faculty had positive comments regarding VM 603 01 Veterinary Science: Research and Methods. 
According to the 2015 CSU Self-Study (pg. 41), there is an increasing percentage of students that actively participate in research programs during their time in the professional program. From 2008-present, the participation has increased from less than 20% to nearly 30%.

Commendations: 
The college is to be commended for its active efforts to increase student participation in research. The DVM/PhD and DVM/Masters combined degree program provides students an opportunity to develop and pursue research interests within veterinary medicine. Students enjoy the mentorship provided by the program.

Overall, can the college be said to be in compliance with Standard 10?
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:

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<tr>
<td>Pre-clinical years</td>
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<td>Clinical years</td>
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<td>After graduation</td>
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Outcome assessment includes evidence that students and graduates at the time of graduation, have:

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<tr>
<td>Basic scientific knowledge</td>
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<td>Entry-level clinical skills</td>
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<td>Values to provide entry-level health care independently.</td>
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Direct and indirect evidence exists for student competency in:

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<tr>
<td>Comprehensive patient diagnosis (problem solving skills)</td>
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<td>Appropriate use of clinical laboratory testing</td>
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<td>Record management</td>
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<td>Comprehensive treatment planning including patient referral when indicated</td>
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<td>Patient welfare</td>
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<td>Anesthesia and pain management</td>
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Basic surgery skills, experience, case management

Basic medicine skills, experience, case management

Emergency and intensive care case management

Health promotion, disease prevention/biosecurity

Zoonosis and food safety

Client communications

Ethical conduct

Critical analysis of new information and research findings relevant to veterinary medicine.

Evidence of plan to reverse negative trend(s) if and when necessary.

Adequacy of NAVLE School Score Report within expected range of NAVLE passing percentages.

If applicable, adequate explanation and corrective remediation measures for decrease in NAVLE passing percentages.

Five-year trends in student attrition rates within reason.

If applicable, adequate explanation and corrective remediation measures for increase in student attrition rates.

Five-year trends in one-year post-graduation employment rates.

If applicable, adequate explanation and corrective remediation measures for decrease in employment rates.

Evidence of assessments of educational preparedness and employment satisfaction of:

Graduating seniors
Alumni at some post-graduation point.

Evidence of assessments of faculty, instructors, interns, residents.

Evidence of assessments of adequacy of clinical resources, facilities and equipment.

Institutional Outcomes:

Evidence of evaluation of college progress

Adequacy of resources and organizational structure to meet the educational purposes

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

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

Comments:

The college acquires alumni information through regional / national meetings and an alumni survey of the Class of 2013, conducted in 2014. The College acquires employer information through regional / national meeting and a 2012 employer survey sent to members of the Colorado VMA: 59 responses, 23 had hired a CSU graduate. The site team is unclear on the reliability of employer information that has been collected. The College has leveraged university resources to acquire data through Equifax Workforce Solutions to get historic 10 year data on employment and income data on a national level. The College has recently hired a program effectiveness coordinator who will have a primary focus on outcomes assessment for the DVM program.

The college uses task books for the evaluation of clinical skills demonstrated in Years 3 and 4 of the curriculum, respectively. The College uses rubrics for clerkship evaluations that are mapped to the 9 COE required competencies. Although rubric scores are captured in One45, there does not appear to be a mechanism to consistently evaluate the competency of an individual student in an individual competency over the clinical year.

The College reported that primary outcomes findings that are used to improve the education program include:

1. the 2012 Curricular review
2. employer and student surveys, which noted the need for more robust training in surgery, primary care, dentistry, and business experience.

Dean’s Comments:

As it relates to the comment above regarding the college has a “mechanism to consistently evaluate the competency of an individual student in an individual competency over the clinical year”, within One45, the college utilizes is a ‘low performance option’ that allows the
Student Coordinator to be alerted electronically when a student score falls below a given cutoff. This is completely independent of the student’s overall performance on a given rotation. We have enacted this option and established limits so that the Student Coordinator is notified when a student receives a score of “1” or “2”. The Student Coordinator maintains an Excel spreadsheet containing these data, and must notify the faculty Practicum Coordinator and the Associate Dean of Academic and Student Affairs (AD) if a student receives three scores of “1” or “2” relevant to a single competency. If this occurs, the Practicum Coordinator works with the student, clinical faculty and the Student Coordinator to create opportunities to improve the student’s skills and generate a mechanism by which successful performance is measured. The AD is notified if the student does not successfully demonstrate competency despite provision of reasonable opportunities and resources; thereafter, each case is carefully reviewed to establish appropriate actions (i.e., extended opportunities, incomplete grade, dismissal from program).

In regards to the student survey and interest in more robust training in certain areas. Partnerships with Larimer, Weld, and Cheyenne county humane societies continue to ensure opportunities for 3rd and 4th year students in assisting with and performing spay/neuter procedures. We have initiated a new program where students can participate in the Humane Society of Boulder Valley’s Spay Days. Our satellite campus in Todos Santos, Mexico has just opened in March and will provide spay/neuter and community practice opportunities for our DVM students. In relation to primary care, the hire of a second community practice faculty member allowed for a consistent offering of the rotation and an increase in the number of animals served. Additionally, the junior community practice rotation was increased to two weeks compared to the historical one-week duration. Additional training in primary care is offered through outreach opportunities such as Project Homeless Connect and Pet Health Check, and with PetAid Colorado, the latter being a nonprofit clinic for underprivileged and at-risk pets created by the Colorado Veterinary Medicine Foundation. Additionally, the new Larimer Humane Society will be completed in 2017, and will be state-of-the-art facilities serving to further enhance student opportunities in primary care, surgery and shelter medicine.

The dentistry and oral surgery service is currently being expanded through increased numbers of boarded faculty, development of small animal and equine didactic and clinical learning opportunities, and enhanced diagnostic and therapeutic capabilities.

As noted in the self-report, recent hires of a Financial Education Specialist and Career Development Services Manager have enhanced the services offered by the DVM Student Services Team. One-on-one counseling by both individuals, in addition to small group presentations, occur regularly. Additionally, course evaluations revealed that students would greatly benefit from earlier exposure to financial and career content that is currently contained with the 3rd year spring course VM712 Practice Management and Professional Development. Accordingly, time for presentation of this material in the first two years of the program is being created through modification of the 1st and 2nd year Foundations courses (VM610, 611, 710, 711); this will allow for introduction of relevant topics early in the program (i.e., career exploration, portfolio development, job search strategies, budgeting, loan forgiveness/repayment programs, implications of student debt) with retention of content more relevant to 3rd and 4th year students in VM712. Student travel funds in support of nonpractice learning opportunities (e.g., Live Oak Bank externship) are also available.
**Additional Reporting:**

The Council requests an update, to be included in the next interim report, on the effectiveness of expanded opportunities in dentistry, surgery, community practice and business to address concerns raised in student and employers’ surveys.

**Suggestions:**

The college is encouraged to develop a mechanism to ensure that individual students are competent in all nine COE clinical competencies.

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

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CLASSIFICATION OF ACCREDITATION

Colorado State University College of Veterinary Medicine and Biomedical Sciences is Accredited for a period up to seven years.