

**AMERICAN VETERINARY MEDICAL ASSOCIATION  
COUNCIL ON EDUCATION**

**REPORT OF EVALUATION  
UNIVERSITY OF UTRECHT  
FACULTY OF VETERINARY MEDICINE**

Date of site visit	September 21-25, 2014
Site Team	Dr. Sheila Allen, Chair, COE Dr. Kent Hoblet, COE Dr. Peter Fretz, Canadian VMA Prof. Philip Duffus, Regional Rep. Prof. Hans Henrik Dietz, Regional
Rep.	
COE Observer	Dr. John Scamahorn
AVMA Staff	Dr. Karen Martens Brandt

**PRINCIPAL UNIVERSITY ADMINISTRATIVE OFFICERS**

President	Marjan J. Oudeman
Rector Magnificus	Prof. Bert van der Zwaan
Vice-President	Prof. Anton Pijpers
Dean Ad Interim, Faculty of Veterinary Medicine	Prof. Jos van Putten

**University of Utrecht  
Faculty of Veterinary Medicine  
Site visit: September 21-25, 2014  
THE STANDARDS OF ACCREDITATION  
SITE TEAM SCORING RUBRIC**

**Standard 1, Organization**

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

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

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

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

**Y MD N**

**Comments:**

See page 1 Self Study Objectives 0.1 - Major Goals and Objectives of the Faculty of Veterinary Medicine.

**Site Team's Assessment:**

The Faculty of Veterinary Medicine works collaboratively to follow the major goals and objectives in its mission statement.

**1.2- 1.3 An accredited college of veterinary medicine must be a part of an institution of higher learning accredited by an organization recognized for that purpose by its country's government.**

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

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

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

Y MD N

**Comments:**

The University of Utrecht was last accredited by the Nederlands-Vlaamse Accreditatie Organisatie (NVAO) in 2012 and the Faculty of Veterinary Medicine in 2008. The NVAO is the accrediting organization of the Netherlands and Flanders.

**Site Team's Assessment:**

A representative from the NVAO participated in the site visit and will prepare a report to the NVAO.

**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

Y MD N

colleges.

**Comments:**

The Board of Deans includes all seven (7) Deans of the University of Utrecht. All Deans share equal power and report to the Executive Board. See Table 1.3.1 on page 6 of self-study.

**Site Team's Assessment:**

The Faculty of Veterinary Medicine has equal status with the other six faculties within Utrecht University.

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

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

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

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

**Y MD N**

**Comments:**

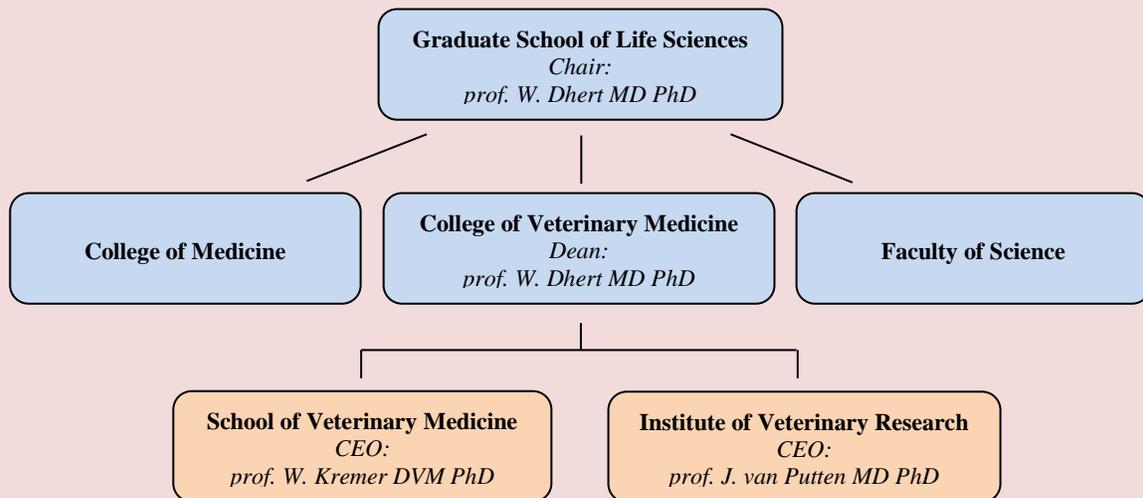
The present Dean carries the title of MD PhD and is *Dean ad interim*. The past Dean was elevated to the position of Vice President Utrecht University approximately six months ago. The Faculty of Veterinary Medicine Utrecht University is actively engaged in an open international search for a Dean with a time line of December 31, 2014. Holding the degree of DVM or equivalent is a requirement to fill this position.

The administrators in charge of each teaching hospital (equine, companion animal, and food animal) are veterinarians.

**Dean's Comments:**

The College is a key pillar of the Graduate School of Life Sciences. Other partners in the Graduate School are the College of Medicine and the Faculty of Science. As Chair of the Graduate School of Life Sciences and Dean of the College of Veterinary Medicine will be appointed prof. Wouter Dhert MD PhD. The College of Veterinary Medicine consists of the School of Veterinary Medicine and the Institute of Veterinary Research. The Chief

Executive Officer of the School of Veterinary Medicine with full responsibility for the educational program and finances will be Prof. Wim Kremer DVM PhD, consistent with standard 1. The officers responsible for the professional, ethical, and academic affairs of the veterinary medical teaching hospital are also veterinarians. The Chief Executive Officer of the Institute of Veterinary Research is prof. Jos van Putten MD PhD. The changes are scheduled to be implemented as per February 1, 2015. A flow chart of the organizational design of the Graduate School of Life Sciences, the College of Veterinary Medicine and the School of Veterinary Medicine is given below.



**Site Team’s Assessment:**

Please see the comments above describing the updated organizational structure that will be in place February 1, 2015. The site team’s assessment is based on the structure that will be in place at the time of the COE meeting.

**Deficiencies (Major/Minor):**

The chief executive officer or dean must be a veterinarian.

**Directives:**

The Dean of the Faculty of Veterinary Medicine must be a veterinarian.

**1.7-1.8 There must be sufficient administrative staff to adequately manage the affairs of the college as appropriate to the enrollment and operation.**

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

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

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

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

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

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

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

**Comments:**

See supplemental information (entitled Educational Duties and Responsibilities) provided in: 1) Educational duties and responsibilities Faculty of Veterinary Medicine, 2) Boards and committees in education and 3) Consultative bodies in education.

The Faculty of Veterinary Medicine has no plans to change the organizational structure in the future.

**Overall, can the college be said to be in compliance with Standard 1?** **YES MD NO**

## Standard 2, Finances

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

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

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

Analysis of revenues and expenditures for the past five years demonstrate adequate, sustainable financial resources to fulfill the teaching, research, and service mission.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Financial resources are adequate and deployed efficiently and effectively to:

	<b>Y</b>	<b>MD</b>	<b>N</b>
Support all aspects of the mission, goals, and strategic plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Y</b>	<b>MD</b>	<b>N</b>
Ensure stability in the delivery of the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Y</b>	<b>MD</b>	<b>N</b>
Allow effective faculty, administrator, and staff recruitment, retention, remuneration, and development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Y</b>	<b>MD</b>	<b>N</b>
Maintain and improve physical facilities, equipment, and other educational and research resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Y</b>	<b>MD</b>	<b>N</b>
Enable innovation in education, inter-professional activities, research and other scholarly activities, and practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Y</b>	<b>MD</b>	<b>N</b>
Measure, record, analyze, document, and distribute assessment and evaluation activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Y</b>	<b>MD</b>	<b>N</b>
Ensure an adequate quantity and quality of practice sites and preceptors are provided to support the curriculum, as needed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Comments:**

The information in the self-study was verified during the site visit. Clarification was requested on the amount of tuition paid by each student. Students pay approximately 1,900 euro per year in all phases of the program (bachelor's and master's). Students receive 150 euro per month educational stipend. Students with documented financial

hardship can receive additional funds (up to 6,000 euro per year).

The financial resources are sufficient to support the education of veterinary students. Although the government subsidy of the University and College has fluctuated somewhat since the last self-study, the primary mission of teaching veterinary students is well supported.

**Site Team's Assessment:**

The government subsidizes the students' education such that the financial burden on the individual student is minimized.

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

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

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

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

**Comments:**

The Faculty of Veterinary Medicine does not offer undergraduate programs in the North American sense. The three-year "bachelor's" program is an essential part of the overall veterinary curriculum (see Standard 9).

***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

**Y MD N**

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

**Y MD N**

**Comments:**

The Teaching Hospital in Utrecht and the ULP are subsidized by the University for its teaching function. Extramural practices are financially compensated for teaching students.

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

**YES MD NO**

**Standard 3, Physical Facilities and Equipment**

***3.1-3.7 All aspects of the physical facilities must provide an appropriate learning environment. Classrooms, teaching laboratories, teaching hospitals, which may include but are not limited to ambulatory/field service vehicles, seminar rooms, and other teaching spaces shall be clean, maintained in good repair, and adequate in number, size, and equipment for the instructional purposes intended and the number of students enrolled.***

***Administrative and faculty offices and research laboratories must be sufficient for the needs of the faculty and staff.***

***An accredited college must maintain an on-campus veterinary teaching hospital(s), or have formal affiliation with one or more off-campus veterinary hospitals used for teaching. Appropriate diagnostic and therapeutic service components including but not limited to pharmacy, diagnostic imaging, diagnostic support services, isolation facilities, intensive/critical care, ambulatory/field service vehicles, and necropsy facilities to support the teaching hospital(s) or facilities must be provided to support the teaching hospital(s) or facilities with operational policies and procedures posted in appropriate places.***

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

What to look for:

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

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 Y MD N

Adequate in number, size, and equipment for the instructional purposes intended. Y MD N

Adequate in number, size, and equipment for the number of students enrolled.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrative and faculty offices and research laboratories are sufficient for the needs of faculty and staff.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input 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.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic and therapeutic service components, including but not limited to the following are available that reflect contemporary standards and provide an adequate learning environment:			
	<b>Y</b>	<b>MD</b>	<b>N</b>
Pharmacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Y</b>	<b>MD</b>	<b>N</b>
Diagnostic imaging	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Y</b>	<b>MD</b>	<b>N</b>
Diagnostic support services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Y</b>	<b>MD</b>	<b>N</b>
Isolation facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Y</b>	<b>MD</b>	<b>N</b>
Intensive/critical care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Y</b>	<b>MD</b>	<b>N</b>
Ambulatory/field service vehicles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Y</b>	<b>MD</b>	<b>N</b>
Necropsy facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective college and/or institutional biosecurity officer/committee and safety officers responsible for clinical and research facilities in place	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence that building materials, especially flooring and wall surfaces are in good repair, promote animal and personnel safety, and can be adequately disinfected for infectious disease control	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operational policies and procedures are posted in appropriate places.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protocols (SOP's) for Isolation units or other biosecurity areas are posted or readily accessible	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If Isolation units do not have separate external entrances, appropriate protocols for admission of isolation patients are in place	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of appropriate controlled substance management and auditing in the hospital pharmacy, at distributed dispensing sites in clinical facilities and in ambulatory facilities, including policies related to student access to/use of controlled substances	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of safe handling of chemotherapeutic/cytotoxic drugs	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of regular monitoring of radiation safety	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of regular monitoring of formaldehyde levels in anatomy laboratories and compliance with OSHA or other state regulations	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence that learning and clinical facilities are accessible to disabled students	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

Facilities were very clean and in good repair. There is no exterior entrance to small animal isolation. There are protocols in place for entry and exit of the isolation unit; and a protocol is in place for the transportation of animals from the consultation rooms to the isolation unit. In addition, not all students are physically trained in the protocols of the unit. Students who have patients in the isolation unit are trained for its use; however, if a student does not have a case in the unit, he/she does not receive this instruction. In the equine hospital, all students are instructed in isolation protocols, whether they have a case in isolation or not.

Due to the mandatory requirement for student laptops there are now insufficient electrical sockets within the lecture theaters. This concern was voiced by the students during the site visit.

**Dean's Comments:**

This is a misunderstanding. All veterinary students are trained in biosecurity protocols during the curriculum. More in particular:

**In the Bachelor Program:**

During the longitudinal courses 2, 3 and 5 in the first year of the bachelor program students are taught how to approach (the) isolated patient(s) and how to manage the potential risks (exposure, transmission, environment). One of the major topics is the use of the "hygiene barrier". This procedure is assessed for all students by an OSCE in the second and third year.

In addition to this, in the first year veterinary students are taught the basic principles of hygiene which they have to demonstrate during a dissection in the dissection room

(pathology). All students have to demonstrate their understanding of these hygiene principles when they enter teaching farm “De Tolakker” (hygiene barrier included).

**In the Master Program:**

All first year Master students are educated in hygiene and hygiene protocols in the dissection room and microbiology lab during the basic rotations in the Hygiene, Microbiological and Pathological Diagnostics course.

During the basic rotations in the department of Farm Animal Health (10 weeks, second year of the Master), master students in the Companion Animals en Equine programs are taught how to use the “hygiene barrier” at the workplace. Master students Farm Animal Health are taught at the workplace throughout the Master. Students in the Master program Companion Animals rotate in the first (1 week), second (2 weeks) and third (2 weeks) year at the intensive care unit (ICU). This unit has an isolation room with strict protocols. During their rotations students work at the ICU with isolated (infectious) patients on a case-by-case approach. Students get the opportunity to demonstrate their knowledge and skills regarding the approach of isolated infectious patients.

In the third year of the Master program Companion Animals students can follow an elective minor, the Shelter Medicine program. Topics addressed in this program are “Use of hygiene barrier, Disinfection of contaminated areas, Personal hygiene, Quarantine guidelines and Legislation). Students are assessed based on a presentation and a report they have to write on real-life problems within shelters (e.g. disease outbreaks, managerial problems).

We will facilitate the students with electrical sockets in the lecture theaters.

**Site Team’s Assessment:**

The site team has accepted the dean’s comments regarding isolation.

**Additional Reporting:**

The FVM must provide evidence in the next interim report that electrical sockets have been added for student use in the lecture theaters.

***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. **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:**

Facilities for both teaching and research animals were excellent on both the main campus as well as the off-site clinical facilities run by the Faculty.

**Commendations:**

The College is to be commended for the excellent clinical and teaching

**Comments**

[Click here t](#)

**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

**Y MD N**

**Y MD N**

There is an adequate mix of domestic and exotic animal species	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are adequate numbers of in-hospital patients and outpatients	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is adequate access to a reasonable number of surgical and medical patients	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are adequate number of patients available for instructional purposes, either as clinical patients or provided by the institution.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Core off-campus clinical experiences occur in settings/field practice centers that provide:	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistent and appropriate access to subject matter expertise.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate reference resources	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to modern and complete clinical laboratories	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient access to advanced diagnostic instrumentation and ready confirmation (including necropsy)	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate numbers of adjunct faculty members	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students have multiple opportunities to obtain clinical experience under field conditions.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are active participants in the workup of the patient including physical diagnosis and diagnostic problem oriented decision making and client communication	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

The number of patient visits in companion animals is adequate, as is the number of hospitalized days. The FVM has not provided information on the number of hospitalized animals for dogs and cats as required on Table 4.1. It appears the companion animal caseload is adequate; but the FVM should provide information on patient visits, hospitalized days, and number of hospitalized animals in future interim reports.

There is concern regarding student exposure to/participation in common surgeries (see commentary in Standard 9).

The FVM is relying on extramural experiences for student exposure to companion animal first opinion cases (wellness, preventive medicine, immunizations etc.). The site team

was informed that these experiences (companion animal wellness visits) are available only to students on the companion animal track. The Faculty presented the recent addition of a companion animal emergency service as their first opinion experience. UUFVM appears to provide adequate first opinion cases for horses and farm animals.

**Dean's Comments:**

The complete table 4.1 was sent to the committee. We include the table as an annex. There is much exposure to surgery during extramural studies. It is important to realize that extramural studies are not apart from the program, but are an integral part of the 3 master curricula, including exposure to/participation in common surgeries (see Self Study Report annex 9.I). See the Dean's comments on standard 9.

We will further investigate the reported deficiencies and we will make clear in the next interim report how we solved this item.

***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**

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

## Standard 5, Information Resources

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

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

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

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

### **Comments:**

#### **LIBRARY**

The main library which until recently was based in the main campus of the College has now relocated to a position between the Medical Faculty, the Veterinary Faculty and the Life Sciences Faculty. In this new geographical position the library serves all three faculties. The Library retains a highly experienced and qualified staff, has an extensive

collection of teaching material, and has sufficient quiet study spaces and sufficient access to computers.

In addition, there are small collections of teaching material (mostly texts) within many of the teaching departments and clinical facilities.

#### INFORMATION SOURCES

Other than the extensive written material, students and staff have electronic access to over 18,000 peer reviewed journals and a plethora of electronic books.

#### IT RESOURCES

The College has free Wi-Fi throughout the campus and also in the associated student accommodation. Although the possession of a suitable laptop is now mandatory (since 2012) almost all of the current students possess a laptop. In addition, there are nearly 300 computers available to students on campus.

Students can access all the teaching material off campus via the internet and a personalized log-in authentication.

The internationally recognized *Blackboard* system is widely used for course material, communication and formative assessments.

#### IT SUPPORT

There is an extensive system of IT support in place: newly admitted students are sent details of suitable laptops and logged into the intranet before arrival, there is then a number of introductory seminars, access to trained IT technicians for troubleshooting and training in the use of the “Blackboard” system for access to all the teaching material

**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    **Y**   **MD**   **N**  
     

#### **Comments:**

Presently 225 students are admitted into the first year class and there are no increases in enrollment planned for the immediate future. Please see Appendix 3.1 Description of Facilities, Total Square Meters, Number of Rooms and the Situation of the Physical Facilities on page 72 of the Self Study.

There is adequate space in the existing lecture theaters and laboratories for the present number of students. However, there are plans for building renovations, demolition and reconstruction in the following 5 to 10 years.

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

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

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

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

Y MD N

**Comments:**

The Faculty of Veterinary Medicine – Utrecht University has interns, residents and PhD candidates functioning within the teaching program. Table 6B1 – page 27 of the Self Study.

**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

Y MD N

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

**Comments:**

Students felt that the University of Utrecht campus is a safe environment and in addition there are extensive support services available, for example:

- A personal tutor which students keep for all six years
- A mentoring system with experienced students
- Student Counselors
- Student Psychologists
- Study Advisors for each program

Extra-curricular activities – Appendix 6.A page 73 of Self Study

**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

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

Provides an accurate academic calendar

Y MD N

Includes national and state requirements for licensure

Y MD N

**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.

Y MD N

Student comments have been made available to the Council annually

Y MD N

**Comments:**

The site team asked to see comments written by students and none had been received. The site team saw the box provided for students to submit suggestions.

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

YES MD NO

Click here to enter text.

**Standard 7, Admission**

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

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

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

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

**Y MD N**

The selection process is fair and unbiased

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

**Y MD N**

**Y MD N**

The admissions policy is clearly stated and readily accessible

**Comments**

Although the admissions policy is to a large extent influenced by national policy decisions, the process is open and transparent. A proportion of the criteria for admissions for about 30% of the class involves interviews, where academic staff, students, and veterinarians in practice have access to mandatory training seminars before participating.

**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.

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

**Comments:**

It is unclear if the committee that oversees admissions consists of a majority of faculty.

**Dean’s Comments:**

The admissions policy is in line with the Utrecht University policy. The Board of Studies oversees the admission process and the dean and the CEO of the School of Veterinary Medicine are responsible for the selection process and the admission of the new students. This implicates that the majority of the “admissions committee” are full-time faculty members.

In the near future the admissions procedure will completely change. The weighted lottery will be abolished. The admissions procedure will be adapted to future legislation. We will keep you informed on the developments.

**Site Team’s Assessment:**

Clarity is needed regarding the makeup of the Admissions committee.

**Deficiencies (Major/Minor):**

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

**Directives:**

A majority of the body overseeing admissions must be faculty.

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

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

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

Subjects for admission includes courses prerequisite to the professional program in veterinary medicine	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subjects for admission include courses that contribute to a broad general education.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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

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

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

	<b>Y</b>	<b>MD</b>	<b>N</b>
Factors other than academic achievement are considered for admission	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selected candidates meet academic and non-academic requirements as defined in the college's formal admission policy	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transfer policies are academically appropriate and the five year trend for admittance is reasonable based on available resources.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

The FVM is required by law to admit students over a certain score on what is essentially an aptitude test/entrance exam. Another cohort is admitted by what is called a weighted lottery. This lottery is set up by the scores obtained on the same exam. Thus, approximately 70% of the students are admitted based on exam performance. This is by law. The other 30% of the students are assessed using non-academic criteria via interviews and file evaluation. Students, alumni and faculty serve as interviewers. The candidates admitted under this system are required to enroll in the Food Animal track. Essentially no transfer students are admitted because of the lock-step nature of the curriculum, and because this is the only veterinary school in the country. It also is unlikely that students from outside the Netherlands would apply for transfer because the curriculum is taught in the Dutch language.

	<b>YES</b>	<b>MD</b>	<b>NO</b>
<b>Overall, can the college be said to be in compliance with Standard 7?</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



## **Standard 8, Faculty**

### ***8.1-8.2 Faculty numbers and qualifications must be sufficient to deliver the educational program and fulfill the mission of the college.***

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

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

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

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

#### **Comments:**

Replacement of lost faculty by external teachers/practitioners in private practices has compensated for the loss of clinicians. The Extramural Studies Program incorporates veterinarians from the private sector who are well trained and supervised in their teaching by faculty at the FVM.

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

Intent: A comprehensive faculty evaluation program stimulates continuous professional development

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

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

Appropriate weight is assigned to teaching, research and service activities for career advancement **Y MD N**

**Comments:**

Faculty must meet requirements in at least two of three categories: didactics and research or didactics and clinical service. This is followed by a comprehensive program especially directed to younger faculty.

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

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

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

Faculty turnover the last five years is within normal limits (typically  $\leq 10\%$ ) **Y MD N**

Adequate professional development opportunities are available for faculty growth **Y MD N**

Academic positions offer adequate security and benefits to attract and retain qualified faculty **Y MD N**

**Comments:**

Sixty-one faculty lost, 27 gained. Partly due to privatization of the ambulatory clinic, partly due to reorganization of the departments.

Staff members decreased due to centralization of services (finances, facility management). These services are now provided through the University, which has resulted in cost savings for the University as a whole.

Salary for faculty is in line with the limits set by national law for the entire university.

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

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

What to look for: Evidence that full-time, permanent faculty provide adequate supervision of part-time faculty, residents, and interns. If part-time faculty are used, evidence that there is stability/consistency of curricular contributions and that there are plans to replace these faculty with permanent faculty. If residents and graduate students are used in instruction of professional students, evidence that they are appropriately mentored in effective teaching and not solely responsible for student grades for didactic and clinical courses/rotations.

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

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



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



## 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:**

Hands-on clinical education is interspersed throughout the six-year program, but concentrated in the Master's program. The total amount of hands-on clinical training exceeds a calendar year.

**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

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collection and analysis of sufficient qualitative and quantitative data to ensure curricular revisions promote instructional quality and effectiveness and include current concepts and principles necessary to meet societal needs.

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

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

Adequate process for assessing curricular overlaps, redundancies, omissions Y MD N

**Comments:**

The curriculum is centrally managed by the Board of Studies. This Board is overseen by the Director of Education. The faculty members of the Board are appointed by the dean and serve 4-year terms. The dean can appoint members for a second, consecutive term. There is one student member who is elected.

**9.4-9.5 The curriculum shall provide:**

- a. an understanding of the central biological principles and mechanisms that underlie animal health and disease from the molecular and cellular level to organismal and population manifestations.**
- b. scientific, discipline-based instruction in an orderly and concise manner so that students gain an understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important animal diseases, both domestic and foreign.**
- c. instruction in both the theory and practice of medicine and surgery applicable to a broad range of species. The instruction must include principles and hands-on experiences in physical and laboratory diagnostic methods and interpretation (including diagnostic imaging, diagnostic pathology, and necropsy), disease prevention, biosecurity, therapeutic intervention (including surgery), and patient management and care (including intensive care, emergency medicine and isolation procedures) involving clinical diseases of individual animals and populations. Instruction should emphasize problem solving that results in making and applying medical judgments.**

- d. instruction in the principles of epidemiology, zoonoses, food safety, the interrelationship of animals and the environment, and the contribution of the veterinarian to the overall public and professional healthcare teams.***
- e. opportunities for students to learn how to acquire information from clients (e.g. history) and about patients (e.g. medical records), to obtain, store and retrieve such information, and to communicate effectively with clients and colleagues.***
- f. opportunities throughout the curriculum for students to gain an understanding of professional ethics, influences of different cultures on the delivery of veterinary medical services, delivery of professional services to the public, personal and business finance and management skills; and gain an understanding of the breadth of veterinary medicine, career opportunities and other information about the profession.***
- g. knowledge, skills, values, attitudes, aptitudes and behaviors necessary to address responsibly the health and well-being of animals in the context of ever-changing societal expectations.***
- h. fair and equitable assessment of student progress. The grading system for the college must be relevant and applied to all students in a fair and uniform manner.***

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

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

Stated curricular objectives are appropriate and clearly integrated into individual courses	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The curricular digest indicates courses and rotations as a whole provide appropriate rigor and sequence to meet curricular objectives and the mission of the college	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curricular changes since the last accreditation site visit reflect appropriate curricular review and management	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Self-identified curricular weaknesses have been or are being addressed by the curriculum committee in a timely manner	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preceptor and externship programs are effectively managed and evaluated by faculty to ensure educational objectives are met	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum content provides current concepts and principles that underlie animal health and disease	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum covers mechanisms from the molecular and cellular level to organismal and population manifestations	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of students' understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important domestic animal diseases is adequate	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of students' understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important foreign animal diseases is adequate	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curricular delivery is rooted in scientific, discipline-based instruction	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of high quality and effective instruction in theory and practice of medicine and surgery applicable to a broad range of species is adequate	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction includes principles and hands-on experience in physical and laboratory diagnostic methods and interpretation (including diagnostic imaging, diagnostic pathology, and necropsy)	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction includes principles and hands-on experience in disease prevention	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction includes principles and hands-on experience in biosecurity	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction includes principles and hands-on experience in therapeutic intervention (including surgery)	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Instruction includes patient management and care (including intensive care, emergency medicine and isolation procedures)	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction includes principles and hands-on experience involving clinical diseases of individual animals and populations	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction emphasizes problem-solving that results in making and applying medical judgments	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instruction includes principles of epidemiology, zoonoses, food safety, the interrelationship of animals and the environment, and the contribution of the veterinarian to the overall public and professional healthcare teams	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction allows for opportunities for students to learn how to acquire information from clients (e.g. history) and about patients (e.g. medical records).	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction allows for opportunities to obtain, store and retrieve medical records information, and to communicate effectively with clients and colleagues.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum provides for knowledge, skills, values, attitudes, aptitudes and behaviors necessary to address responsibly the health and well-being of animals in the context of ever-changing societal expectations	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment of student progress is fair and equitable.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Adequate procedures in place to uphold academic standards</i>	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The grading system is relevant and applied to all students in a fair and uniform manner.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

Hands-on training in surgery at the College is limited in the companion animal and equine tracks. The FVM relies on experiences at extramural studies to provide live animal surgical experiences for companion animal and equine track students. All students will have surgical experiences in cattle, but food animal and equine track students may graduate without actively participating in a small animal surgery on a live animal. Employer and externship mentor surveys validate that surgical skills need improvement. See supplemental materials (entitled Utrecht University Surgery Skills Training) for a summary of the surgery curriculum conveyed to the site team.

Students in the companion animal hospital are not instructed in isolation procedures unless they have a case in isolation.

Students on the companion animal track gain experience in companion animal preventive health care on extramural, private practice rotations that are overseen by

the College and the experiences are documented. It does not appear that equine and food animal track students have preventative health care experiences in companion animals.

**Dean's Comments:**

We have end-of-study terms (including skills list and day one competencies). We will further investigate the reported deficiencies and we will make clear in the next interim report how we solved this item.

**Deficiencies (Major/Minor):**

The curriculum shall provide 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.

**Directives:**

The curriculum must provide hands-on experiences in live-animal surgery.

**Commendations:**

There is exceptional oversight of the curriculum as a whole, and the response to concerns is well-considered and timely.

The Extramural studies program is carefully monitored and augments the clinical experiences obtained at the College.

The curriculum provides an innovative integration of basic and clinical sciences.

**Overall, can the college be said to be in compliance with Standard 9?**

YES	MD	NO
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Standard 10, Research Programs**

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

Intent: The research standard serves to ensure student exposure to performance of high quality research and ability to acquire, evaluate, and use new knowledge. DVM students should be introduced to how new knowledge is developed and disseminated and should have access to participation in coursework and career development in research.

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

Objective metrics indicate substantial, high quality level of faculty research activity, for example: **Y MD N**

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

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

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**

D.V.M. program learning objectives demonstrate emphasis on which of the following: **YES NO**  
Acquisition and evaluation of scientific literature

Experimental and non-experimental research design **YES NO**

	<b>YES</b>	<b>NO</b>	
Critical analysis of data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<b>YES</b>	<b>NO</b>	
Scientific writing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Students have had opportunities to do which of the following:			
	<b>YES</b>	<b>NO</b>	
Write research proposals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<b>YES</b>	<b>NO</b>	
Submit manuscripts for publication	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<b>YES</b>	<b>NO</b>	
Hands-on experience in bench, clinical, or field research	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<b>YES</b>	<b>NO</b>	
Interaction with graduate students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<b>YES</b>	<b>NO</b>	
Evidence that students learn to acquire, evaluate, and use new knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<b>YES</b>	<b>NO</b>	
Evidence of student involvement in research after graduation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<b>Y</b>	<b>MD</b>	<b>N</b>
Adequate student exposure to performance of high quality research	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

See Table 10.2 page 46 of Self Study “Evidence for the Breadth and Quality of the FVM Research Program”. All students are required to complete at minimum a 12 week mentored research experience, culminated by a written research report and oral presentation.

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

Click here to enter text.

## **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:

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

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

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

Direct and indirect evidence exists for student competency in:

	<b>Y</b>	<b>MD</b>	<b>N</b>
Comprehensive patient diagnosis (problem solving skills)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate use of clinical laboratory testing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Record management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensive treatment planning including patient referral when indicated	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patient welfare	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Y MD N</b>
Anesthesia and pain management	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
Basic surgery skills, experience, case management	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
Basic medicine skills, experience, case management	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
Emergency and intensive care case management	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
Health promotion, disease prevention/biosecurity	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
Zoonosis and food safety	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
Client communications	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
Ethical conduct	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
Critical analysis of new information and research findings relevant to veterinary medicine	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
Evidence of plan to reverse negative trend(s) if and when necessary	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
Adequacy of NAVLE School Score Report within expected range of NAVLE passing percentages	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
If applicable, adequate explanation and corrective remediation measures for decrease in in NAVLE passing percentages	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
Five-year trends in student attrition rates within reason	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
If applicable, adequate explanation and corrective remediation measures for increase in student attrition rates	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
Five-year trends in one-year post-graduation employment rates	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
	<b>Y MD N</b>
If applicable, adequate explanation and corrective remediation measures for decrease in employment rates	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Evidence of assessments of educational preparedness and employment satisfaction of:

	<b>Y MD N</b>
Graduating seniors	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Alumni at some post-graduation point	<b>Y MD N</b> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence of assessments of faculty, instructors, interns, residents	<b>Y MD N</b> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence of assessments of adequacy of clinical resources, facilities and equipment	<b>Y MD N</b> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Institutional Outcomes</b>	
Evidence of evaluation of college progress	<b>Y MD N</b> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Adequacy of resources and organizational structure to meet the educational purposes	<b>Y MD N</b> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Appropriateness of outcomes assessed that are meaningful for the overall educational process	<b>Y MD N</b> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence that outcome findings are used by the college to improve the educational program	<b>Y MD N</b> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Comments:**

A robust system (e-pass, e-portfolio) is in use to monitor competencies of individual students in a formative and summative manner. This system was demonstrated for the site team. Each student has a tutor and the e-portfolio is carefully reviewed at least twice per year. Faculty members readily communicate to discuss concerns in a real-time manner if a student is encountering difficulties.

NAVLE scores were provided on site and are included in the supplementary materials (Utrecht NAVLE results) and below:

**Utrecht NAVLE Results (last 5 years)**

Year	2010	2011	2012	2013	2014
# taking exam	1	3	5	13	7
# passed	1	3	3	11	2
95% exact binomial confidence interval upper limit	100%	100%	94.7%	98.1%	71%

Absolute attrition is within reasonable expectations for the institution. Attrition for students in the Master's program is low.

The FVM did not provide 5 years of one year employment rate data.

The college distributes surveys and conducts alumni telephone interviews to get feedback on graduate performance.

An example of responding to outcomes information is the incorporation of communication skills training throughout the curriculum. Communication skills seminars, adding communication skills assessment to the e-portfolio, and adding communication skills to the OSCE exams are examples of such measures taken to respond to outcomes assessment.

**Dean's Comments:**

Already planned. We agree with the remarks and will adapt our processes.

**Attrition rates (specified as requested):**

<b>Academic Year</b>	<b>2008- 2009</b>	<b>2009- 2010</b>	<b>2010- 2011</b>	<b>2011- 2012</b>	<b>2012- 2013</b>	<b>2013- 2014</b>
Number matriculated as 1st year Bachelor's	225+ 8	225+12	225+17	225+9	225+6	225+13
1st yr withdrawals (permanent withdrawal)	10	22	37	30	22	26
1st year withdrawal (re-entered subsequent yr)	22	25	22	15	20	18
Number enrolled as 2nd yr. Bachelor's	275	223	215	205	204	209
2nd yr withdrawal (permanent)	14	5	7	9	6	11
2nd yr withdrawal for subsequent readmission	n/a	n/a	n/a	n/a	n/a	n/a
Number enrolled as 3rd yr. Bachelor's	0	261	218	208	196	198
3rd yr withdrawal (permanent)	0	0	2	1	1	0
3rd yr withdrawal for subsequent readmission	n/a	n/a	n/a	n/a	n/a	n/a
Number completing Bachelor's degree	0	129	204	186	193	186
Number matriculated as 1st year Master's	0	0	182	192	182	202
1st yr Master's withdrawals	0	0	1	0	3	3

(permanent withdrawal)						
1st year Master's withdrawal (re-entered subsequent yr)	n/a	n/a	n/a	n/a	n/a	n/a
Number enrolled as 2nd yr. Master's	0	0	0	181	192	179
2nd yr withdrawal (permanent)	0	0	0	1	1	3
2nd yr withdrawal for subsequent readmission	n/a	n/a	n/a	n/a	n/a	n/a
Number enrolled as 3rd yr. Master's	0	0	0	0	180	191
3rd yr withdrawal (permanent)	0	0	0	0	1	0
3rd yr withdrawal for subsequent readmission	n/a	n/a	n/a	n/a	n/a	n/a
Number completing Master's degree	0	0	0	0	76	156
Absolute attrition Bachelor's program	24	27	46	40	29	37
Absolute attrition Master's program	0	0	1	1	5	6

**Deficiencies (Major/Minor):**

Student achievement during the pre-clinical and clinical curriculum and after graduation must be included in outcome assessment.

**Directives:**

The Faculty must submit data on one-year-post graduate employment rates. Declining trends in employment must be explained.

**Additional Reporting:**

The School must provide five years of one-year-post employment data as directed in the next interim report.

**Commendations:**

Use of the e-portfolio provides a timely manner to track outcomes assessment and respond to areas of concern.

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

**YES**    **MD**    **NO**  
       

The COE noted that the upper limit of the exact binomial confidence interval is below 85%. This is a major concern because colleges with recurring passing percentages less than 85% for two successive years will be placed on Probationary Accreditation. College with passing percentages less than 85% for four successive years will, for cause, be placed on Terminal Accreditation.

# **CLASSIFICATION OF ACCREDITATION**

**University of Utrecht Faculty of Veterinary Medicine is Accredited with a minor deficiencies in Standard 1 Organization, Standard 7 Admission, Standard 9 Curriculum and Standard 11 Outcomes Assessment.**