

## **Standard 11 Input Sought, COE Standards 6 and 9 Revisions Approved**

### **Proposed Changes to Standard 11**

Please note that the Council is seeking public comment on a proposed revision to Standard 11, Outcomes Assessment (see below). Written comments regarding the proposed revision must be postmarked or emailed no later than **January 31, 2018**. Mail comments to Anahita Gonda, Administrative Assistant, AVMA. 1931 N. Meacham Rd., Ste. 100, Schaumburg, IL 60173-4360. Emailed comments should be sent to [agonda@avma.org](mailto:agonda@avma.org) and must use the following subject line: Standard 11 Public Comments. All comments will be forwarded to the AVMA Council on Education for consideration.

### **Proposed Revision to Standard 11**

The school/college must have processes in place whereby students are observed and assessed **formatively and summatively**, with timely documentation to assure accuracy of the assessment, performing each of 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

### **Update on Accreditation Standards Revision**

At the March 2017 meeting of the Assembly, it was requested that a report be given to the deans on what input was received by the COE pertaining to proposed standards revisions, and how that input was incorporated into the finalized standards. Changes to Standards 6 and 9 were finalized in September 2017 after input from academia, private practitioners, and the public was considered. The following summarizes that input and the resulting deliberations and decisions. This report will be summarized at the deans' meeting in January 2018.

## Standard 6

### Proposed revision to Standard 6

“The college or parent institution must provide information and counseling services regarding financial aid and debt management. Colleges must provide career advising to assist students in their selection of electives, extramural rotations, and externships. Advice on how these decisions could impact career choices, including post graduate education, and beginning employment, must be available.

In relationship to enrollment, the colleges must provide accurate information for all advertisements regarding the educational program by providing clear and current information for prospective students. Further, printed catalog or electronic information must state the purpose and goals of the program, provide admission requirements and procedures, state degree requirements, present faculty descriptions, provide an accurate academic calendar, and clearly state comprehensive information on ~~tuition and fees along with procedures for withdrawal, give necessary information for financial aid programs, and provide an accurate academic calendar~~ educational cost and debt risk, for the college. The college must provide information on procedures for withdrawal including the refund of student’s tuition and fees as allowable. Information available to prospective students must include relevant requirements for professional licensure.”

### Summarized input received

The major concerns expressed centered around a potential requirement for hiring individuals who are not veterinarians to provide career advising. This was not stipulated in the proposed language, nor is it in the finalized version. The other concern raised was how the word “comprehensive” would be interpreted and enforced by the COE. The COE understood this concern and deleted that term.

### Finalized language for Standard 6

The college or parent institution must provide information and access to counseling services regarding financial aid, debt management, and career advising. Career advising must include selection of clinical experiences.

In relationship to enrollment, the colleges must provide accurate information for all advertisements regarding the educational program by providing clear and current information for prospective students. Further, printed catalog or electronic information, must state the purpose and goals of the program, provide admission requirements and procedures, state degree requirements, present faculty descriptions, provide an accurate academic calendar, and clearly state information on educational cost and debt risk, for the college. The college must provide information on procedures for withdrawal including the refund of student’s tuition and fees as allowable. Information available to prospective students must include relevant requirements for professional licensure.

## Proposed Revision to Standard 6 Self-Study Guidelines

- 12.6.2** Provide a listing of student services. These services must include, but are not limited to, registration, testing, mentoring (advising), counseling, tutoring, peer assistance, [financial aid counseling programs](#), and clubs and organizations. [Demonstrate that students are informed of and have ready access to academic counseling, personal wellness coaching, financial aid, and career planning services. Demonstrate that students with educational loans have the opportunity to develop an understanding of the long-term financial obligation associated with their educational debt and create a loan repayment plan.](#)
- 12.6.3** [Provide a list of tuition-related information available for prospective students. This information, as consistent with applicable law, must include estimated total educational cost, cost of living considerations, tuition increases over the last 10 years, a description of financial aid programs, and contemporary data regarding recent graduates including employment rates, salaries and educational debt : salary ratios.](#)
- 12.6.4** [Demonstrate that the individuals who provide personal psychiatric or psychological counseling for students must have no involvement in the academic assessment of students..](#)
- 12.6.35** Provide a summary of college activities in support of placement of graduates.
- 12.6.46** Provide academic catalogue(s) (or an electronic address for this resource) and freshman/upper-class orientation materials.
- 12.6.57** Describe the system used on an ongoing basis to collect student suggestions, comments, and complaints related to the standards for accreditation
- 12.6.68** [For student services that the college does not provide directly, describe how students have reasonable access to such services from the parent institution or from other sources that are relevant to the specific needs of students, and describe current plans for improvement in resources for students.](#)

### Summarized input received

Concerns were expressed about the ability of colleges to prove that students were informed about personal financial considerations. There was no resistance to making the information readily available to the students. The language was modified to address this concern.

Concerns also were expressed about the colleges' ability to collect personal financial information (debt and salary) from students with a high enough response rate that would result in accurate, meaningful data. It was noted by the colleges that students report this information in the AVMA graduate surveys with a higher response rate than college surveys. The language was modified such that schools are required to report information on debt, salaries, and employment, without stipulating that the data come from college surveys.

Colleges expressed the value of having personal counselors directly involved in the curriculum. Limiting this would be detrimental to wellness education, and these individuals also are often involved in communications skills training and other curricular offerings. The language was modified to allow these individuals to teach the students, but colleges must demonstrate measures taken to minimize conflict of interest in academic assessment.

#### Finalized Language for Standard 6 Self-Study Guidelines

**12.6.2** Provide a listing of student services. These services must include, but are not limited to, registration, testing, mentoring (advising), counseling, tutoring, peer assistance, [financial aid counseling programs](#), and clubs and organizations. [Demonstrate that students are informed of and have ready access to academic counseling, personal wellness, financial aid, and career planning services.](#)

**12.6.3** [Provide a list of tuition-related information available for prospective students. This information, as consistent with applicable law, must include estimated total educational cost, cost of living considerations, and a description of financial aid programs. Make collected data on salaries, employment rates, and educational debt available to the public, as consistent with applicable law.](#)

**12.6.4** [Describe how conflicts of interest regarding academic assessment of students are avoided with individuals who provide student counseling.](#)

**12.6.35** Provide a summary of college activities in support of placement of graduates.

**12.6.46** Provide academic catalogue(s) (or an electronic address for this resource) and freshman/upper-class orientation materials.

**12.6.57** Describe the system used on an ongoing basis to collect student suggestions, comments, and complaints related to the standards for accreditation

**12.6.68** [For student services that the college does not provide directly, describe how students have reasonable access to such services from the parent institution or from other sources that are relevant to the specific needs of students, and d](#) Describe current plans for improvement in resources for students.

#### Standard 9

##### Proposed Revision of Standard 9

The curriculum shall provide:

- f opportunities throughout the curriculum for students to gain an understanding of professional, [ethical](#)s, [influences of different cultures on](#) legal, economic, and [regulatory principles related to](#) 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.

#### Summary of Input Received

Concern was expressed about the deletion of language regarding the appreciation of the impact of different cultures on the delivery of veterinary medical services. This language was deleted because that consideration was added to the standard in March 2017 in part g. of the Curriculum Standard (see below).

g. opportunities throughout the curriculum for students to gain and integrate an understanding of the important influences of diversity and inclusion in veterinary medicine, including the impact of implicit bias related to an individual's personal circumstance on the delivery of veterinary medical services.

Finalized Language for Standard 9

The Standard change was finalized as proposed.

#### Proposed Changes to the Self-Study Guidelines for Standard 9

12.9.10 Describe opportunities for students to learn principles of business management skills in veterinary skills and opportunities to learn personal financial management (e.g., coursework in financial literacy in the curriculum).

#### Summary of Input Received

It was suggested that the standard should state “veterinary medicine” rather than “veterinary skills”. This change was made.

Finalized Language for Standard 9 Self-Study Guidelines

12.9.10 Describe opportunities for students to learn principles of business management skills in veterinary medicine and opportunities to learn personal financial management (e.g., coursework in financial literacy in the curriculum).