Veterinary Technology - BAS

Enhanced Comprehensive Academic Program Review 2016-17

Bachelor of Applied Science Degree:
Veterinary Technology

Bachelor Certificate:
Veterinary Practice Management

Academic Effectiveness and Assessment
St. Petersburg College

May 2017

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Enhanced Comprehensive Academic Program Review Produced by

Veterinary Technology – BAS Program

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Executive Summary

Introduction

The program review process at St. Petersburg College (SPC) is a collaborative effort designed to continuously measure and improve the quality of educational services provided to the community.

Program Description

Get ahead in your veterinary technology career with SPC's Bachelor of Applied Science in Veterinary Technology. This degree gives students the knowledge and skills and a solid credential to further their career and become a leader in their profession. SPC's online program means students don't have to give up their jobs to finish their degree. Other features of this program include advanced training in a wide range of skills including animal anesthesia, dental hygiene, emergency and critical care, pharmacology, nutrition, behavior, finance, supervision, practice management and legal and ethical responsibilities.

Degrees Offered

A Bachelor of Applied Science Degree in Veterinary Technology is offered at SPC. A certificate in Veterinary Practice Management is also offered at SPC.

Program Performance

- *Actual Course Enrollment* increased in 2015 (974) from the previous year (847).
- *Unduplicated Headcount* increased in 2015 (353) from the previous year (295).
- *SSH Enrollment* increased in 2015 (2,472) from the previous year (2,189).
- Comparisons between the Fall semesters indicated that the *Percent Full Metric* increased in Fall 2016 (150.9%) from Fall 2015 (133.0%).
- The *course success rate* increased in 2015 (87.3%) from the previous year (87.1%).
- *Grade Distribution* indicated the majority of students (87%) received an 'A', 'B' or 'C' during 2015.
- An *Industry Certification* or equivalent state or national exam has not been identified for the Veterinary Technology, BAS program for evidence of certification attainment at the baccalaureate level.
- *Program Plans Taken by Plan* revealed that more than half of the students who were enrolled in the program during fall 2014, and had not graduated, remained in the program by fall 2015. By fall 2016, less than one-third of the original (fall 2014) VETTEC-BAS students remained in the program. This measure does not display the number of students who graduated during any given term.
- The number of *program graduates* in the Veterinary Technology - BAS program increased in 2015 (22) from the previous year (16). The number of *program graduates* in the Veterinary Technology - CT program remained the same in 2015 from the previous year (4).
- *Fulltime Faculty* taught 78.2% of the ECHs in 2015-16 as compared to 75.2% of the ECHs in 2014-15. Adjunct Faculty taught 19.7% of the ECHs in 2015-16 as compared to 22.8% of the ECHs in 2014-15.

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- The highest semester for Adjunct ECHs was Fall 2015-16 in which adjunct faculty taught 29.6% of the program's course load. The three-semester average for adjuncts (19.7%) is consistent with the College's general 55/45 Fulltime/Adjunct Faculty Ratio guideline.

Occupation Profile

- One *occupation description,* Veterinary technologists and technicians, was located in the Florida Department of Economic Opportunity (DEO) website for the Veterinary Technology – BAS program.
- The *2016 median hourly earnings* for Veterinary technologists and technicians was $14.71 in Florida and $13.84 in Pinellas County.
- *Employment trend information* for Veterinary technologists and technicians showed an average annual increase (19.5% - 21.1%) for the period between 2016 and 2024 across the state.
- The *major employers* of the Veterinary Technology – BAS graduates are Poland Veterinary Centre, Eastern Wyoming College Veterinary Technology, Heritage College, Alex Steverson, Lake City Animal Hospital, Dogs and Cats Veterinary Referral, Blue Pearl Veterinary Partners, VCA – Veterinary Clinics of America, and Oakhurst Animal Hospital.
- *Total Placement* in the Veterinary Technology – BAS program increased for students whom were reported as being employed or in the military in 2012-13 (40%) from the previous year (22%).

Academics

- The *2015-16 Academic Program Assessment Report* indicated that the desired results were met for all six Program Learning Outcomes (PLOs) assessed in the Veterinary Technology – BAS Program.
- The *2015-16 Academic Program Assessment Follow-Up Report* was completed in March 2017. All of the action items were successfully completed, and the results published in the 2015-16 follow-up report. The next assessment report is scheduled to be completed during the 2018-19 academic year.

Stakeholder Perceptions

- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Veterinary Technology – BAS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
- Nineteen *Recent Alumni surveys* were provided to the 2014-15 graduates of the Veterinary Technology – BAS program. Fifty-eight percent of the graduates responded to the survey (11 of the 19). Not all respondents answer every survey question; therefore the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.
  Notable results include:

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- 54.5% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to "*Continue my education*"; 18.2% selected "Earn more money"; 9.1% selected "Change career fields"; another 9.1% "Get a promotion"; while the remaining 9.1% said "*Other*."
- 81.8% of recent graduate survey respondents indicated that SPC did "*Exceptionally well*" in helping them meet their goal; while 18.2% selected "*Very well.*"
- 100.0% of recent graduate survey respondents would recommend SPC's Veterinary Technology, B.A.S. program to another.

- Six *employer surveys* were sent based on permissions provided by recent graduates in the 2014-15 recent alumni survey. Eighty-three percent of the employers surveyed responded to the survey.
  Notable results include:
  - 100% of employers responding to the survey indicated they would hire another graduate from SPC.
  - 60.0% of employers responding to the survey had graduate employees who earned between $15.00 and $19.99 per hour ($31,000 and $41,999 annually); 20.0% had employees who earned $25.00 or more per hour ($52,000 or more annually); while another 20.0% had employees who had earned between $20.00 and $24.99 per hour ($42,000 and $51,999 annually).
- *Labor Insight/Jobs* reports indicated the majority of workforce openings during the past six months, for Veterinary Technicians and Technologists were in Tampa, FL. The top skills listed in the openings were surgery and preventive care; and the top industry sector was `Professional, Scientific and Technical Services.'

Dean's Perspective: Issues, Trends, and Recent Successes

As more students require accommodations, it is becoming more critical that our courses meet accessibility requirements. These requirements are addressed as our courses go through the revitalization process.

In our ATE 3200 Safety and regulatory Compliance in Veterinary Technology course, students perform an on-site safety inspection of their clinics based on OSHA regulations, write a report with recommendations to address safety issues within their clinic, then present the report to their clinic staff. Several students have reported their clinics have implemented their recommendations. One student has become the OSHA officer in her clinic.

We utilize the Health Science Reasoning Test (HSRT) to evaluate our influence on our students' development in five areas: Induction, Deduction, Analysis, Inference, and Evaluation. Students take the evaluation while they are enrolled in our ATE 3100 Tools for Success course during their first semester in our program and again while they are enrolled in our ATE 4814 Capstone course during their final semester in our program. The findings for our students from 2012 through 2014 are:

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HSRT Scale Item	Difference in Aggregate Mean
Induction	No Change
Deduction	Increase of 0.866
Analysis	Increase of 0.945
Inference	Increase of 0.697
Evaluation	Increase of 0.931

According to the Insight Assessment Handbook (6.61-62) "a mean score improvement for the group of one point from pretest to post test is indicative of some degree of educationally significant improvement.

These findings indicate our students improve in their critical thinking skills and abilities as they progress through our program.

Recommendations/Action Plan

Program Recommendations and action plans are compiled by the Dean and Program Administrators, and are located at the end of the document.

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SPC Mission Statement

The mission of St. Petersburg College is to promote student success and enrich our communities through education, career development and self-discovery. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

Introduction

In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over eighty-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state, and beyond. This is due, in large part, to the College's institutional effectiveness.

Institutional Effectiveness

Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Department of Academic Effectiveness works with all departments and units to establish measurable statements of intent that are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish

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its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

Educational Assessment

Educational programs use a variety of assessment methods to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers, and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change, the assessment strategies remain consistent and integrated to the fullest extent possible. The focus of Associate in Arts degrees is students continuing on to four-year degree programs. The Associate in Science programs are targeted towards students seeking employable skills, which does not require but may include continuing on to a four-year program. The General Education based assessments focus on the general learning outcomes from all degree programs, while Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans have improved learning in their program. The College has developed an Educational Assessment Website http://www.spcollege.edu/edoutcomes/ to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.

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Program Review Process

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the "periodic review of existing programs" required by the Florida College System, and exceed the necessary guidelines within the Southern Association of Community Colleges and Schools Commission on Colleges (SACSCOC) review procedures.

State guidelines require institutions to conduct program reviews every seven years as mandated in chapter 1001.03(13) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

> *(13) …CYCLIC REVIEW OF POSTSECONDARY ACADEMIC PROGRAMS.--The State Board of Education shall provide for the cyclic review of all academic programs in Florida College System institutions at least every 7 years. Program reviews shall document how individual academic programs are achieving stated student learning and program objectives within the context of the institution's mission. The results of the program reviews shall inform strategic planning, program development, and budgeting decisions at the institutional level.*

In addition, Rule 6A-14.060 (5) states that each community college shall:

> *(5) …Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected outcomes are achieved, and shall be the basis for necessary improvements.*

The recommended program review timeline at SPC is four years and is aligned with the long-standing three-year academic program assessment cycle, producing a coherent and integrated review process. Figure 1

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represents the relationship between program assessment, program review, and the viability report processes that comprise the academic program assessment cycle.

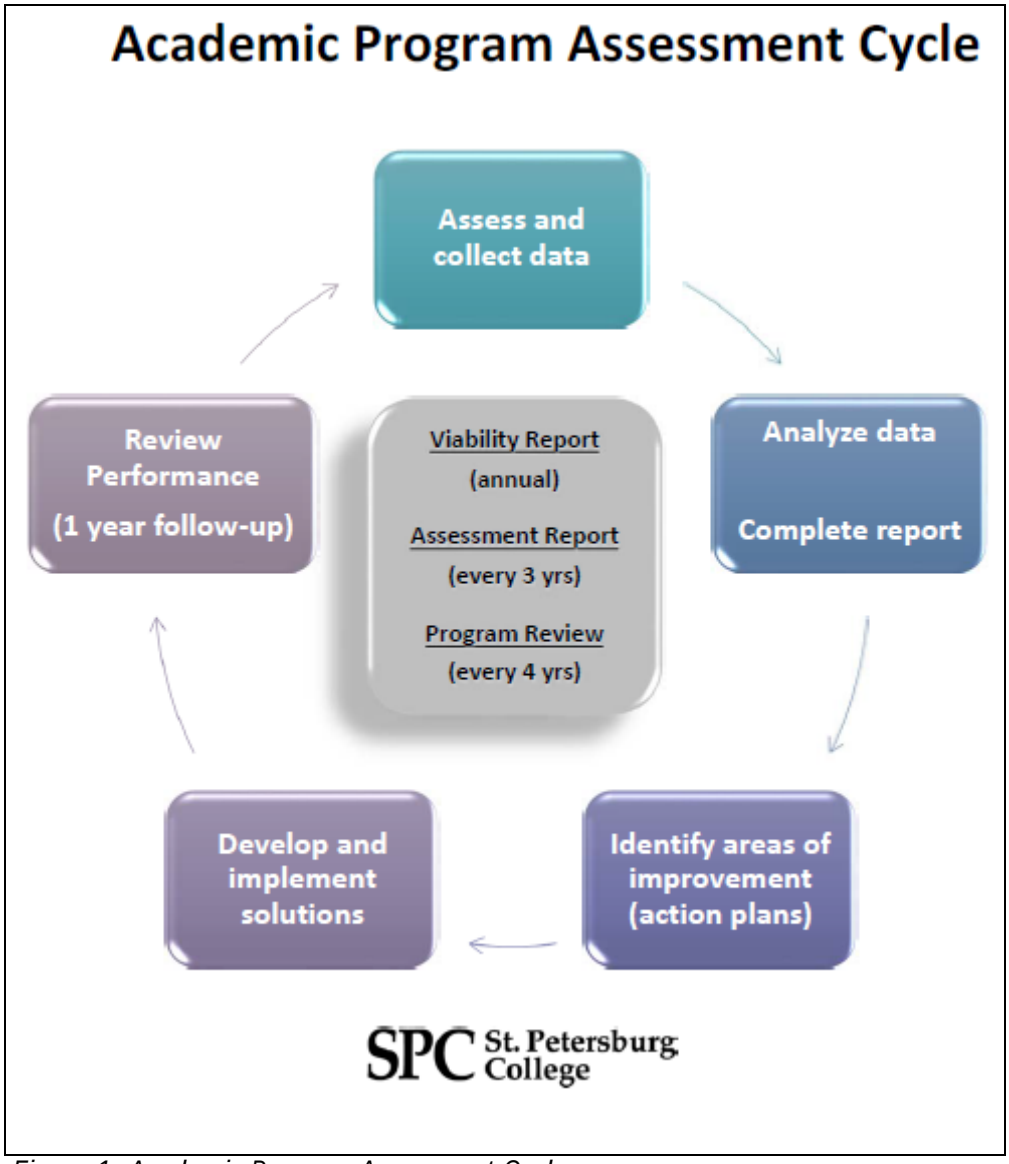

Figure 1: Academic Program Assessment Cycle

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Program Description

Get ahead in your veterinary technology career with SPC's Bachelor of Applied Science in Veterinary Technology. This degree gives students the knowledge and skills and a solid credential to further their career and become a leader in their profession. SPC's online program means students don't have to give up their jobs to finish their degree. Other features of this program include advanced training in a wide range of skills including animal anesthesia, dental hygiene, emergency and critical care, pharmacology, nutrition, behavior, finance, supervision, practice management and legal and ethical responsibilities.

Degrees Offered

A Bachelor of Applied Science Degree in Veterinary Technology is offered at SPC. A certificate in Veterinary Practice Management is also offered at SPC.

For a complete listing of all courses within the Veterinary Technology Program, please see Appendix A.

Accreditation

SPC's Bachelor of Applied Science Veterinary Technology program is accredited by the American Veterinary Medical Association – Committee on Veterinary Education and Activities. The program was last accredited in 2011, and the next accreditation is scheduled for 2017.

Program Learning Outcomes

1. Interpret veterinary research, pharmacological documents, and hospital safety protocols.
2. Identify distinctions between the veterinary technology profession in other countries and the profession in the United States.
3. Serve as a change agent in the veterinary technology profession by applying critical thinking skills.
4. Distinguish between leadership in patient care and supporting patient care through the synthesis of veterinary nursing plans.
5. Communicate effectively as a veterinary professional in oral and written form.

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6. Solve practice management concerns through the application of context knowledge and demonstrating leadership.

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Measure Descriptions

The CAPR reports include twenty-three measures designed to provide an overview of all the various elements pertaining to the program. The source of the information for nine of the first ten measures is the Program Review CAPR Dashboard in the SPC Pulse/Business Intelligence system. Sources for the remaining measures can be found within their measure description. Measures obtained from SPC Pulse/Business Intelligence were extracted in fall 2016. Each measure is described in detail below.

Measure #1: *Actual Course Enrollment (Enrollment Count)*
Actual Course Enrollment is the sum of actual student enrollment for the courses within the specified Academic Organization during the selected academic years. This number is a duplicated headcount of students enrolled in the program's courses, and does not reflect the actual number of students enrolled in the program or its associated certificates (if applicable). The filters for the Actual Course Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2012, 2013, 2014, 2015
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

Measure #2: *Unduplicated Headcount*
Unduplicated Headcount is the total number of unduplicated students enrolled in courses within the specified Academic Organization during the selected academic years. The filters for the Unduplicated Headcount measure are as follows:

- **Academic Year - Term Desc - Multi:** 2012, 2013, 2014, 2015
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

Measure #3: *SSH Enrollment*
Student Semester Hours (SSH) Enrollment is defined as the total number of student semester hours in the specified Academic Organization during the selected academic years. The filters for the SSH Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2012, 2013, 2014, 2015
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

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Measure #4: *Percent Full*

The Percent Full metric is the actual enrollment count of the specified Academic Organization divided by the Standard Course Load (SCL) for the selected academic terms. The filters for the Percent Full metric are as follows:

- **Academic Year - Term Desc - Multi:** 2015-16 Fall, Spring, Summer; 2016-17 Fall
- **College - Group - Acad Org - Subject:** Academic Organization
- **Class Status:** Active, Full, Stop Further Enrollment
- **All other filters:** All

Measure #5: *Course Success (Performance)*

The Performance measure is defined as the number of students successfully completing a course with a grade of A, B, or C (success rate), divided by the total number of students enrolled in courses within the Academic Organization during the selected academic years. The filters for the Performance measure are as follows:

- **Academic Year - Term Desc - Multi:** 2012, 2013, 2014, 2015
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

Measure #6: *Grade Distribution*

The Grade Distribution measure reports the number of students receiving an A, B, C, D, F, N, W, or WF in courses within the academic program plan during the selected academic years. The filters for the Grade Distribution measure are as follows:

- **Academic Year - Term Desc - Multi:** 2012, 2013, 2014, 2015
- **Academic Plan - Multi:** Program Plan
- **All other filters:** All

Measure #7: *Industry Certification Attainment*

The Industry Certification Attainment measure reports the number of students in the program plan that have attained an industry certification or have passed a licensing exam. *Source: SPC Factbook, Table 9; Workforce database of student certifications.*

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Measure #8: *Internship Enrollment (Course Groups)*
The Internship Enrollment measure reports the number of students enrolled in clinical, practicum, or internship courses within the program plan during the selected academic years. The filters for the Internship Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2015-16 Fall, Spring, Summer; 2016-17 Fall
- **Academic Plan - Multi:** Program Plan
- **All other filters:** All

Measure #9: *Program Plans Taken by Plan*
The Program Plans Taken by Plan measure reports the number of students in the specified program plan in a selected cohort (by Term) that have continued in the plan, and the number of students that have since transferred to other plans, for the selected academic terms or years. The filters for the Program Plans Taken by Plan measure are as follows:

- **Student Cohort Student Term History Academic Year-Term Desc:** 2014-15 Fall
- **Enroll History Acad Term Desc (must be same as above):** 2014-15 Fall
- **Student Term History Academic Plan:** Applicable Program plan
- **Comparison Filters**
  Academic Year - Term Desc - Multi: 2014-15 Fall, Spring, Summer; 2015-16 Fall, Spring, Summer; 2016-17 Fall
- **All other filters:** All

Measure #10: *Graduates*
The Graduates measure depicts the total number of graduates within specified program plan(s) associated with the Academic Organization, for the selected academic years. The filters for the Graduates measure are as follows:

- **Academic Year - Term Desc - Multi:** 2012, 2013, 2014, 2015
- **Graduation Degree Plan Subplan - Multi:** All Applicable Program Plans
- **All other filters:** All

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Measure #11: *Faculty/Adjunct Ratio*
The Faculty/Adjunct Ratio measure reports the number and percentage of program equated credit hours (ECHs) taught by the individual faculty classifications. *Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).*

Measure #12: *Revenue and Expenses (will be available by December 2017)*

Measure #13: *Capital Expenditures (will be available by December 2017)*

Measure #14: *State and County Trends and Wage Information*
Employment trend information is reported by state and county. Jobs (2016) refers to the average annual job openings due to growth and net replacement; % Change (2016-2024) depicts the percent change in the number of annual job openings during the eight-year period; and Median Earnings refers to the average earnings for the specified job title. *Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections*

Measure #15: *Major Employers*
Major employers consist of the primary local employers of SPC graduates. These names are obtained from the Recent Alumni Survey Report and Program Administrators.

Measure #16: *Total Placement*
Total Placement is the percentage of students who have enlisted in the military, are continuing their education, or are employed in their field within the first year of graduation. *Source: FETPIP Florida College System Vocational Reports http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml.*

Measure #17: *State Graduates Outcomes*
State graduates outcomes provide reference data for the employment trend data. Specifically, data on former students and program participants who have graduated, exited or completed a public or training program within the State of Florida are documented. *Source: FETPIP Florida College System Vocational Reports http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml.*

Measure #18: *Educational Outcomes*
End-of-program assessment data that are reported in the program's most recent Academic Program Assessment Report (APAR) are summarized and reported with

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the program's learning outcomes, means of assessment, and information about the program's next assessment report.

Measure #19: *Three-Year Course Review* *(will be available by December 2017)*

Measure #20: *Student Survey of Instruction*
The Student Survey of Instruction (SSI) is electronically distributed to all students enrolled in traditional classroom sections, lab courses and self-paced or directed individual study, and online courses at the College. The purpose of the SSI is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

Measure #21: *Recent Alumni Survey*
Recent alumni surveys are administered to measure alumni satisfaction with SPC's education programs. The Recent Alumni Survey collects information related to career preparation, preparation for continuing education, and the current employment information and educational status of former students. Recent Alumni are surveyed six months after they graduate from SPC.

Measure #22: *Employer Survey*
Employer surveys are used to measure employer satisfaction with SPC graduates. Employers evaluate graduates from Bachelor of Science/Bachelor of Applied Science (BS/BAS), Associate in Science/Associate in Applied Science (AA/AS), and certificate programs. Surveys are sent to employers of recent graduates annually each spring semester.

Measure #23: *Labor Insight/Jobs*
Labor Insight/Jobs provides a variety of reports which are based on current workforce openings. Reports are available by occupations, top titles, education and experience, top skills, top industry sectors, top employers, salary distributions, and job counts. Filters allow the user to select a timeframe, geographic location, and job title. A license is required to access Burning Glass at *http://laborinsight.burning-glass.com/*

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Program Performance

Veterinary Technology - BAS
2016-17 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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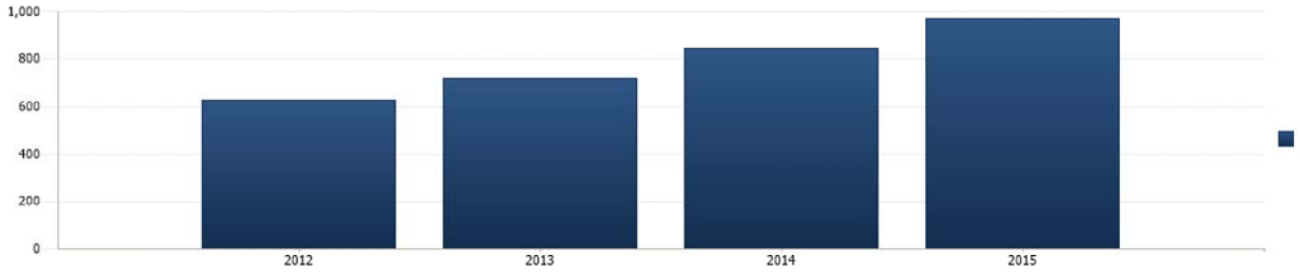
CAPR > Enrollment

Enrollment Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **VETTEC-UD**, Class Academic Career: **UGRD**



Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **VETTEC-UD**, Class Academic Career: **UGRD**

Term Academic Year - Term Desc	Enrollment Count
2012	630
2013	720
2014	847
2015	974

Student System Cube Refresh

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CAPR Process Document

CAPR Process Document

Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015

Campus Description: All

Academic Plan - Multi: All

College - Group - Acad Org - Subject: VETTEC-UD

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

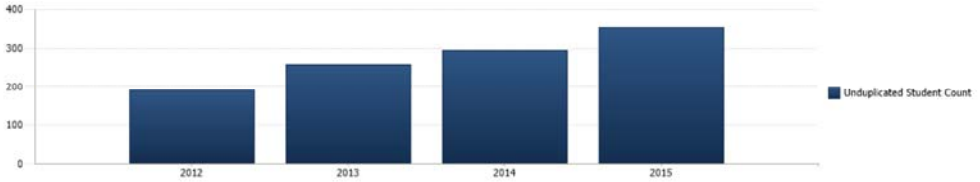
Student Group: All

Course Group: All

Academic Program Viability Report > Enrollment

Unduplicated Student Count Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **VETTEC-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan De...



Unduplicated Student Count

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **VETTEC-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan De...

Term Academic Year - Term Desc	Unduplicated Student Count
2012	190
2013	258
2014	295
2015	353

Student System Cube Refresh

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Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: VETTEC-UD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

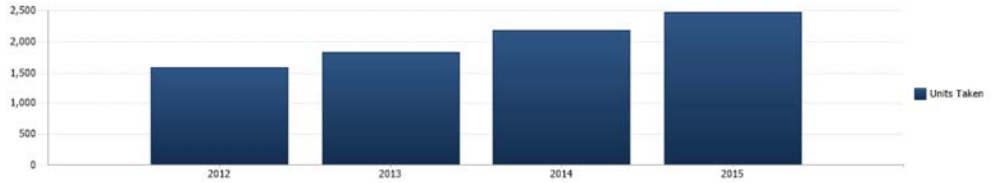
Student Group: All

Course Group: All

Academic Program Viability Report > Enrollment

SSH Enrollment Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **VETTEC-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan De...



SSH Enrollment

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **VETTEC-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan De...

Term Academic Year - Term Desc	Units Taken
2012	1,584
2013	1,838
2014	2,189
2015	2,472

Student System Cube Refresh

Last Refresh: 10/26/2016 6:02:31 AM

Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: VETTEC-UD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

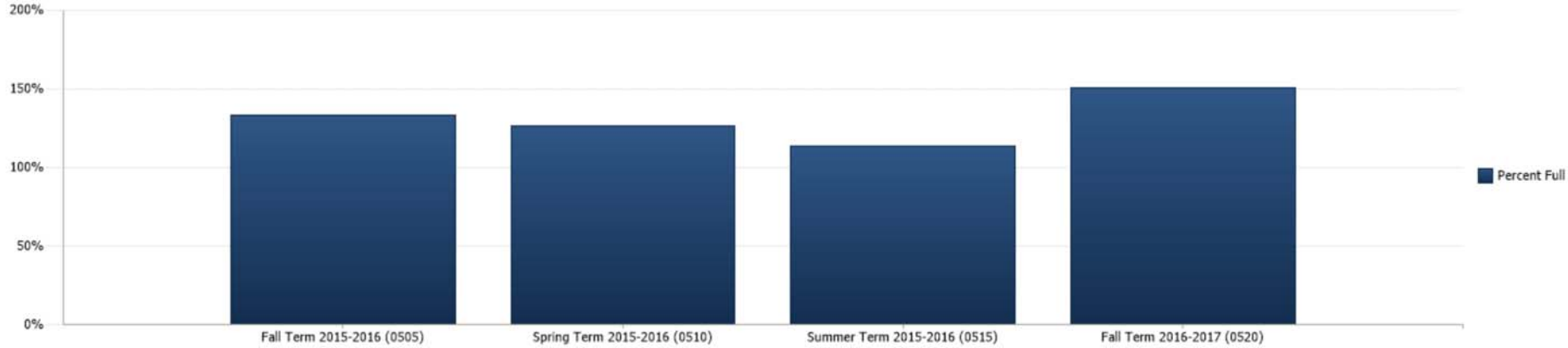
Student Group: All

Course Group: All

Academic Program Viability Report > Percent Full

Percent Full Metric Graph

Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **VETTEC-UD**



Percent Full Metric by Instructional Method

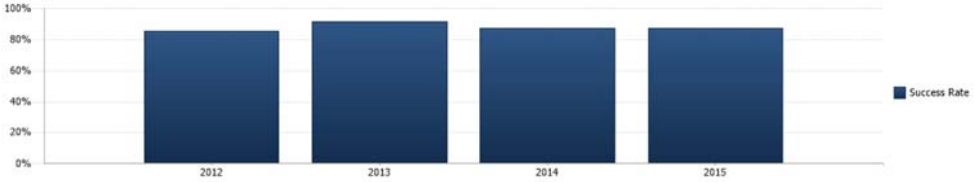
Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **VETTEC-UD**, Filter empty rows and columns

		All	
Term Academic Year - Term Desc	Measures		Online
Fall Term 2015-2016 (0505)	Enrollment Count	395	395
Fall Term 2015-2016 (0505)	Standard Course Load	297	297
Fall Term 2015-2016 (0505)	Percent Full	133.0%	133.0%
Spring Term 2015-2016 (0510)	Enrollment Count	356	356
Spring Term 2015-2016 (0510)	Standard Course Load	282	282
Spring Term 2015-2016 (0510)	Percent Full	126.2%	126.2%
Summer Term 2015-2016 (0515)	Enrollment Count	223	223
Summer Term 2015-2016 (0515)	Standard Course Load	197	197
Summer Term 2015-2016 (0515)	Percent Full	113.2%	113.2%
Fall Term 2016-2017 (0520)	Enrollment Count	403	403
Fall Term 2016-2017 (0520)	Standard Course Load	267	267
Fall Term 2016-2017 (0520)	Percent Full	150.9%	150.9%

Academic Program Viability Report > Performance

Success Rate Graph

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Ac...



Performance

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Ac...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
2012	630	85.4%	6.3%	3.2%	2.1%
2013	720	91.3%	4.0%	2.1%	1.4%
2014	847	87.1%	4.3%	3.5%	3.4%
2015	974	87.3%	5.2%	3.1%	3.8%

Student System Cube Refresh

Last Refresh: 10/26/2016 6:02:31 AM

Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: VETTEC-UD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

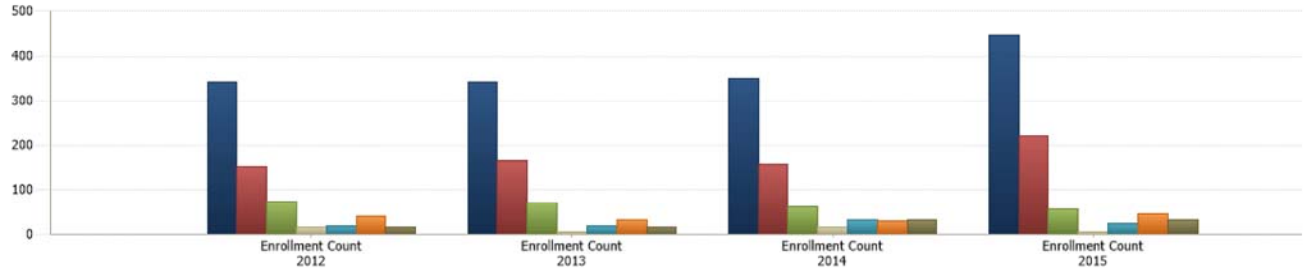
Student Group: All

Course Group: All

CAPR > Grade Distribution

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **VETTC-BAS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career: **UGRD**, Filter empty...



Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **VETTC-BAS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career: **UGRD**, Filter empty...

	Enrollment Count							
	All							
Term Academic Year - Term Desc		A	B	C	D	F	W	WF
2012	659	341	150	72	16	20	42	18
2013	653	342	165	70	6	20	34	16
2014	681	351	156	63	16	34	29	32
2015	834	448	220	56	5	26	46	33

Student System Cube Refresh

Last Refresh: 5/18/2017 7:12:35 AM

CAPR Process Document

CAPR Process Document

Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015

Campus Description: All

Academic Plan - Multi: VETTC-BAS

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

Gender: All

Student Group: All

Course Group: All

Industry Certification Attainment

An industry certification or equivalent state or national exam has not been identified for the Veterinary Technology, BAS program for evidence of certification attainment at the baccalaureate level.

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CAPR > Program Plans Taken by Plan

Program Plans Taken by Plan

Student Enrollment History Class Academic Career: **UGRD**, Class Academic Career: **UGRD**, Student Enrollment History Academic Year - Term Desc: **Fall Term 2014-2015 (0490)**, Student Term History Academic Plan: **VETTC-BAS**, Student Term History Academic Year - Term Desc: **Fall Term**

	Fall Term 2014-2015 (0490)	Spring Term 2014-2015 (0495)	Fall Term 2015-2016 (0505)	Spring Term 2015-2016 (0510)	Fall Term 2016-2017 (0520)	Spring Term 2016-2017 (0525)
Academic Plan	Unduplicated Student Count ↑	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count
All	106	78	60	49	35	25
VETTC-BAS	106	76	58	45	32	24
BACCAPP-NO						1
HSA-AS		1	1	1		
LEGAL-AS				1	1	
VETTC-CT		1	1	2	2	

Student System Cube Refresh

Last Refresh: 5/18/2017 7:12:35 AM

CAPR Process Document

CAPR Process Document

Cohort Selection Filters

Student Term History Academic Year-Term Desc: Fall Term 2014-2015 (0490)

Enroll History Acad Term Desc (must be same as above): Fall Term 2014-2015 (0490)

Student Term History Academic Plan: VETTC-BAS

Student Term History FTIC: All

Student Term History Enrollment Type: All

Student Term History Total Cumulative Units: All

Student Term History Home Campus Desc: All

Cohort Selection Filters

Student Enroll History Instructional Modality: All

Student Term History Part Full Time: All

Student Term History Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

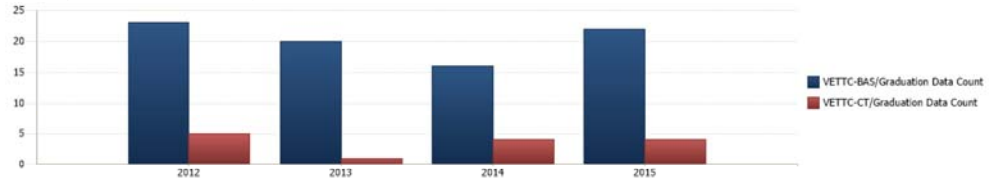
Comparison Filters

Academic Year - Term Desc - Multi: Fall Term 2014-2015 (0490), Spring Term...

Academic Program Viability Report > Graduates

Overall Graduates Trend

No background selections exist, Filter empty series and bottom axis items



Overall Graduates Count

No background selections exist, Filter empty rows and columns

Graduation Degree - Plan - Sub Plan	Measures	2012	2013	2014	2015
VETTC-BAS	Graduation Data Count	23	20	16	22
VETTC-CT	Graduation Data Count	5	1	4	4

Student System Cube Refresh

Last Refresh: 10/26/2016 6:02:31 AM

Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015

Graduation Degree Plan Subplan - Multi: VETTC-BAS, VETTC-CT

Age Group: All

Gender: All

Ethnic Group: All

Custom Cohort: All

Student Group: All

Faculty/Adjunct Ratio

Equated Credit Hours by Faculty Classification

	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2012-2013	32.0	72.7%	3.0	6.8%	9.0	20.5%
Spring 2012-2013	41.0	82.0%	0.0	0.0%	9.0	18.0%
Summer 2012-2013	25.0	75.8%	0.0	0.0%	8.0	24.2%
2012-2013 Total	98.0	77.2%	3.0	2.4%	26.0	20.5%
Fall 2013-2014	34.0	70.8%	3.0	6.3%	11.0	22.9%
Spring 2013-2014	40.0	87.0%	0.0	0.0%	6.0	13.0%
Summer 2013-2014	34.0	87.2%	0.0	0.0%	5.0	12.8%
2013-2014 Total	108.0	81.2%	3.0	2.3%	22.0	16.5%
Fall 2014-2015	38.0	74.5%	3.0	5.9%	10.0	19.6%
Spring 2014-2015	40.0	71.4%	0.0	0.0%	16.0	28.6%
Summer 2014-2015	34.0	81.0%	0.0	0.0%	8.0	19.0%
2014-2015 Total	112.0	75.2%	3.0	2.0%	34.0	22.8%
Fall 2015-2016	35.0	64.8%	3.0	5.6%	16.0	29.6%
Spring 2015-2016	43.0	81.1%	0.0	0.0%	10.0	18.9%
Summer 2015-2016	33.0	94.3%	0.0	0.0%	2.0	5.7%
2015-2016 Total	111.0	78.2%	3.0	2.1%	28.0	19.7%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

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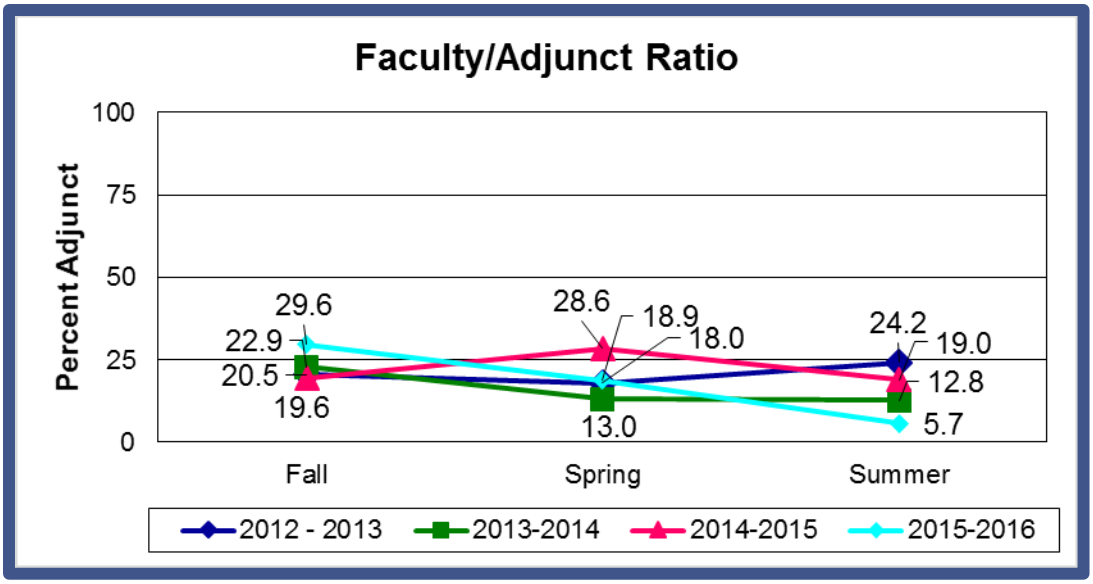

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

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Occupation Profile

Veterinary Technology - BAS
2016-17 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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Occupation Description

The occupation description for Veterinary technologists and technicians (292056) used by the DEO is shown below:

Perform medical tests in a laboratory environment for use in the treatment and diagnosis of diseases in animals. Prepare vaccines and serums for prevention of diseases. Prepare tissue samples, take blood samples, and execute laboratory tests, such as urinalysis and blood counts. Clean and sterilize instruments and materials and maintain equipment and machines.

State and County Trends and Wage Information

The distribution of 2016 wage information for Veterinary technologists and technicians is located in the table below. The median hourly earnings for Veterinary technologists and technicians was $14.71 in Florida and $13.84 in Pinellas County.

Employment trend information for occupations related to Veterinary Technology are also provided in the tables. An average annual increase in employment for Veterinary technologists and technicians (19.5% - 21.1%) is shown for the period between 2016 and 2024, across the state and county.

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Employment Data

Growth for Veterinary technologists and technicians

	Jobs (2016)	% Change (2016-2024)	Median Earnings
Florida	9,194	21.1%	$14.71/hr
Pinellas County	789	19.5%	$13.84/hr

Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

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Major Employers

Graduates of SPC's Veterinary Technology – BAS program are employed in various areas related to their field. The primary local employers of these graduates are Poland Veterinary Centre, Eastern Wyoming College Veterinary Technology, Heritage College, Alex Steverson, Lake City Animal Hospital, Dogs and Cats Veterinary Referral, Blue Pearl Veterinary Partners, VCA – Veterinary Clinics of America, and Oakhurst Animal Hospital, as depicted in the table below.

Major Employers

Employers of Veterinary Technology - BAS Graduates
Poland Veterinary Centre
Eastern Wyoming College Veterinary Technology
Heritage College
Alex Steverson
Lake City Animal Hospital
Dogs and Cats Veterinary Referral
Blue Pearl Veterinary Partners
VCA – Veterinary Clinics of America
Oakhurst Animal Hospital

Source: Recent Alumni Survey reports and program administrator records

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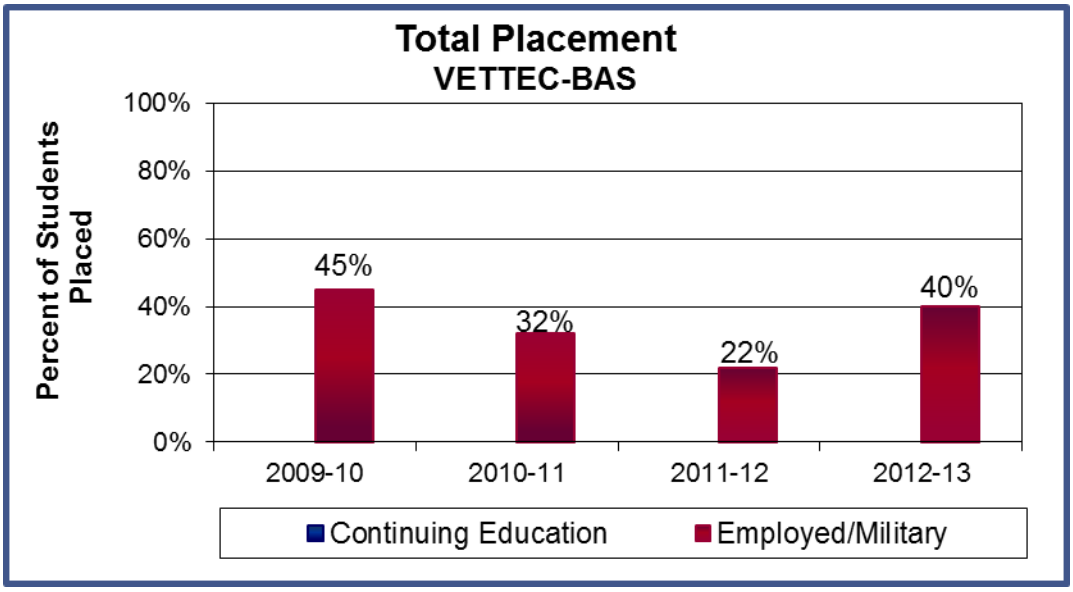
2015-16 Placement Data



VETTC BAS		
	Continuing Education	**Employed/Military**
2009-10		45%
2010-11		32%
2011-12		22%
2012-13		40%

Source: FETPIP Follow-up Outcomes http://www.fldoe.org/fetpip/ccs.asp

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Academics

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Educational Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The Veterinary Technology – BAS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2015-16 assessment. Each of the six PLOs is listed below:

1. Interpret veterinary research, pharmacological documents, and hospital safety protocols.
2. Identify distinctions between the veterinary technology profession in other countries and the profession in the United States.
3. Serve as a change agent in the veterinary technology profession by applying critical thinking skills.
4. Distinguish between leadership in patient care and supporting patient care through the synthesis of veterinary nursing plans.
5. Communicate effectively as a veterinary professional in oral and written form.
6. Solve practice management concerns through the application of context knowledge and demonstrating leadership.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The Veterinary Technology (BAS) program used the results of quiz scores, the student success rate for ATE 3615, and a final paper (PLO 1); an assignment, quiz, and discussion questions (PLO 2); an assessment (PLO 3); case studies (PLO 4), a capstone project and the Health Skills Reasoning Test (PLO 5); and a self-reflection assignment along with the Health Skills Reasoning Test (PLO 6). The criteria for success stated that students should attain a minimum score of 70% for PLOs 1, 2, 4, and 5. For PLO 3, the criteria of success stated that students should attain a score of 18; whereas, PLO 6 stated that any comment reflecting a specific example where students applied their ability to adapt would

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meet the requirements for the program. The results of the Health Skills Reasoning Test had no defined criteria for success.

Data were collected between 2013 and 2016 for PLOs 1, 2, and 4; whereas, data were collected during 2012 and 2013 for PLOs 5 and 6. For PLO 3, data were collected during 2012 through the present. The students whom were assessed achieved a minimum score of 70% and 18 for their respective assessments on all six PLOs and met the criteria for success.

The 2015-16 follow-up report was completed in March 2017. All of the action items were successfully completed, and the results published in the 2015-16 follow-up report. The next assessment report is scheduled to be completed during the 2018-19 academic year.

For the complete 2015-16 Veterinary Technology Program Assessment Report, please see Appendix B.

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Stakeholder Perceptions

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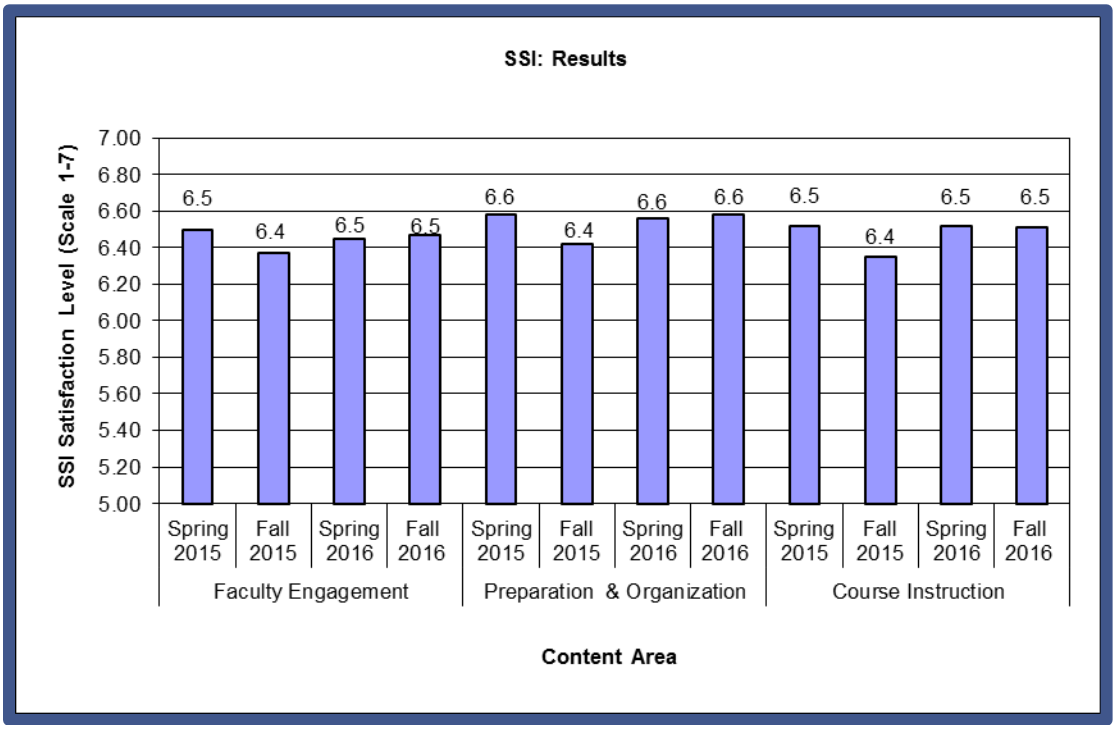
Student Survey of Instruction (SSI)



Source: St. Petersburg College Student Survey of Instruction database

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Veterinary Technology, B.A.S.

2015-16 Alumni Survey Report

Survey of 2014-15 Graduates

- *B.A.S. Degree: Veterinary Technology*
- *Certificate: Veterinary Practice Management*

Alumni Survey Information

Graduates are sent one survey to complete, even in cases where they may have earned multiple degrees within the same year. In these cases, the reported number of surveys sent and responses received are counted once per degree or certificate awarded to the student.

Nineteen Alumni Surveys were provided to the 2014-15 graduates of the Veterinary Technology, B.A.S. program. Responses were received from 10 B.A.S. graduates and 1 Certificate completer.

Fifty-eight percent (11/19) of the graduates surveyed responded to the survey. After receiving permission from the respondents to contact their employers, six employer surveys were sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 90.9% (10/11) of recent graduate survey respondents, who were employed, were employed full-time.
- 90.9% (10/11) of recent graduate survey respondents had a current position related to their studies.
- 54.5% (6/11) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Continue my education"*; 18.2% (2/11) *"Earn more money"*; 9.1% (1/11) *"Change career fields"*; 9.1% (1/11) *"Get a promotion"*; and 9.1% (1/11) *"Other"*.
- 90.9% (10/11) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Continue my education"*; 63.6% (7/11) *"Earn more money"*; 45.5% (5/11) *"Get a promotion"*; 27.3% (3/11) *"Meet certification/training needs"*; 27.3% (3/11) *"Obtain employment"*; 27.3% (3/11) *"Other"*; and 9.1% (1/11) *"Change career fields"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 81.8% (9/11) of recent graduate survey respondents indicated that SPC did "*Exceptionally well"* in helping them meet their goal; and 18.2% (2/11) *"Very well"*.
- 45.5% (5/11) of recent graduate survey respondents indicated that they earned $15.00-$19.99 per hour ($31,000-$41,999 annually); 27.3% (3/11) earned $25.00 or more per hour ($52,000 or more annually); and 27.3% (3/11) earned $20.00-$24.99 per hour ($42,000-$51,999 annually).

- 27.3% (3/11) of recent graduate survey respondents indicated they are continuing their education.
- 100.0% (11/11) of recent graduate survey respondents would recommend SPC's Veterinary Technology, B.A.S. program to another.
- 90.9% (10/11) of recent graduate survey respondents indicated being a credentialed Veterinary Technician.
- 10.0% (1/10) of recent graduate survey respondents were members of a Local Association; 80.0% (8/10) were members of a State Association; and 90.0% (9/10) were members of a National Association; while 10.0% (1/10) were not members of an association. [Note: The total may exceed 100% as this question allows multiple responses]
- Survey respondents were asked to select the areas for which they believed they were *best* prepared by their SPC education. 90.0% (9/10) of respondents selected *"Animal nursing"*; 90.0% (9/10) *"Anesthesia"*; 90.0% (9/10) *"Management"*; 90.0% (9/10) *"Leadership"*; 80.0% (8/10) *"Pharmacy and Pharmacology"*; 80.0% (8/10) *"Safety"*; 70.0% (7/10) *"Knowledge of diseases"*; 60.0% (6/10) *"Surgery preparation and assisting"*; and 60.0% (6/10) *"Nutrition".* [Note: The total may exceed 100% as this question allows multiple responses]
- Survey respondents were asked to select the areas for which they believed they were *least* prepared by their SPC education. 57.1% (4/7) of respondents selected *"Nutrition"*; 14.3% (1/7) *"Pharmacy and Pharmacology"*; 14.3% (1/7) *"Surgery preparation and assisting"*; 14.3% (1/7) *"Anesthesia"*; 14.3% (1/7) *"Management"*; 14.3% (1/7) *"Safety"*; and 14.3% (1/7) *"Knowledge of diseases".* [Note: The total may exceed 100% as this question allows multiple responses]
- 60.0% (6/10) of recent graduate survey respondents worked at a *"Small animal, exclusive"* practice; 30.0% (3/10) worked at an *"Other"* practice; and 10.0% (1/10) worked at a *"Small animal, predominant"* practice.
- 100.0% (6/6) of recent graduate survey respondents worked at a practice with a *"Primarily teaching/clinical"* academic purpose.
- 100.0% (1/1) of recent graduate survey respondents worked at an *"Industry/commercial"* organization.
- 90.0% (9/10) of recent graduate survey respondents received *"Pension/retirement/401K"* as a benefit; 90.0% (9/10) *"Continuing education paid"*; 80.0% (8/10) *"Medical/hospitalization plan"*; 80.0% (8/10) *"Uniform allowance"*; 80.0% (8/10) *"Paid vacation"*; 80.0% (8/10) *"Reduced or no cost veterinary services or products"*; 60.0% (6/10) *"Paid sick leave"*; 60.0% (6/10) *"Dental plan"*; 60.0% (6/10) *"Life insurance"*; 40.0% (4/10) *"Professional dues paid"*; 40.0% (4/10) *"Liability insurance"*; 30.0% (3/10) *"Vision plan"*; 20.0% (2/10) *"Paid maternity/paternity leave"*; 20.0% (2/10) *"Sales incentive plan"*; and 20.0% (2/10) *"Profit sharing"*. [Note: The total may exceed 100% as this question allows multiple responses]
- An evaluation of Veterinary Technology, B.A.S. graduates' general education outcomes is displayed in Table 1. Graduates indicated satisfaction with their college preparation in the area of general education outcomes. Two outcomes received a mean score of 5.0, fourteen received mean scores between 4.5 and

4.9, seven received mean scores between 4.0 and 4.4, and two received mean scores between 3.8 and 3.9.

Table 1
College Preparation Ratings for Recent Veterinary Technology, B.A.S. Program Graduates

General Education Outcomes (Five point rating scale with five being the highest)	*Item Ratings*		
	N	*Mean*	*SD*
Communicating clearly and effectively with others through:			
Speaking	11	4.2	0.6
Listening	11	4.1	0.7
Reading	11	4.8	0.4
Writing	11	4.5	0.7
Your use of mathematical and computational skills:			
Comfortable with mathematical calculations	11	4.0	0.9
Using computational skills appropriately	11	3.9	0.8
Accurately interpreting mathematical data	11	3.8	0.9
Using the following forms of technology:			
Email	11	5.0	0.0
Word Processing	11	5.0	0.0
Spreadsheets	11	4.1	0.8
Databases	11	4.1	0.8
Internet Research	11	4.6	0.7
Thinking logically and critically to solve problems:			
Gathering and assessing relevant information	11	4.6	0.7
Inquiring about and interpreting information	11	4.5	0.7
Organizing and evaluating information	11	4.6	0.7
Analyzing and explaining information to others	11	4.5	0.7
Using information to solve problems	11	4.5	0.8
Working effectively with others in a variety of settings:			
Participating as a team player (e.g., group projects)	11	4.4	0.7
Working well with individuals from diverse backgrounds	11	4.4	0.7
Using ethical courses of action	11	4.6	0.5
Demonstrating leadership skills	11	4.6	0.5

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings		
	N	Mean	SD
Appreciating the importance of lifelong learning:			
Showing an interest in career development	11	4.9	0.3
Being open to new ideas and challenges	11	4.6	0.5
Willingness to take on new responsibilities	11	4.9	0.3
Pursuing additional educational opportunities	11	4.8	0.4

St. Petersburg College SPC

Veterinary Technology, B.A.S.

2015-16 Employer Survey Report

Employer Survey of 2014-15 Graduates

Employer Survey Information

Although employers are surveyed one time per graduate, some graduates may have earned multiple awards. Therefore, the number of surveys administered and responses received are reported for each degree or certificate the student was awarded.

Six employer surveys were sent out to employers based on the permission provided by recent graduates in the 2014-15 recent graduate survey. Eighty-three percent of the employers surveyed responded to the survey (5/6). Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 100% (5/5) of employers responding to the survey indicated they would hire another graduate from SPC.
- 60.0% (3/5) of employers responding to the survey had graduate employees who earned $15.00-$19.99 per hour ($31,000-$41,999 annually); 20.0% (1/5) had employees who earned $25.00 or more per hour ($52,000 or more annually); and 20.0% (1/5) had employees who earned $20.00-$24.99 per hour ($42,000-$51,999 annually).
- 60.0% (3/5) of employers responding to the survey indicated that their practice was a *"Small animal"* practice; and 40.0% (2/5) another type of practice.
- 60.0% (3/5) of employers responding to the survey indicated that their practice had *21 or more* employees; 20.0% (1/5) *11 to 20* employees; and 20.0% (1/5) *1 to 10* employees.
- 80.0% (4/5) of employers responding to the survey indicated that their practice employed *1 to 4* veterinary technicians; and 20.0% (1/5) *9 or more* veterinary technicians.
- 100% (5/5) of employers responding to the survey indicated that their practice employed *1 to 4* SPC graduates.
- 100% (5/5) of employers responding to the survey indicated that the SPC graduate received *"Medical/hospitalization plan"* benefits in addition to their salary; 100% (5/5) *"Uniform allowance"*; 100% (5/5) *"Continuing education paid"*; 100% (5/5) *"Paid vacation"*; 80.0% (4/5) *"Paid sick leave"*; 80.0% (4/5) *"Pension/retirement/401K"*; 80.0% (4/5) *"Professional dues paid"*; 80.0% (4/5) *"Reduced or no cost veterinary services or products"*; 80.0% (4/5) *"Life insurance"*; 60.0% (3/5) *"Dental plan"*; 40.0% (2/5) *"Vision plan"*; 40.0% (2/5) *"Paid maternity/paternity leave"*; and 20.0% (1/5) *"Liability insurance"*. [Note: The total may exceed 100% as this question allows multiple responses]

- Employers were asked to select the areas for which they felt the SPC graduate was *best* prepared. 75.0% (3/4) of employers responding to the survey selected *"Surgery preparation and assisting"*; 50.0% (2/4) *"Animal nursing"*; 50.0% (2/4) *"Anesthesia"*; 50.0% (2/4) *"Management"*; 25.0% (1/4) *"Pharmacy and Pharmacology"*; 25.0% (1/4) *"Safety"*; 25.0% (1/4) *"Leadership"*; and 25.0% (1/4) *"Knowledge of diseases"*. [Note: The total may exceed 100% as this question allows multiple responses]
- Employers were asked to select the areas for which they felt the SPC graduate was *least* prepared. 75.0% (3/4) of employers responding to the survey selected *"Nutrition"*; 25.0% (1/4) *"Pharmacy and Pharmacology"*; 25.0% (1/4) *"Anesthesia"*; 25.0% (1/4) *"Leadership"*; and 25.0% (1/4) *"Knowledge of diseases"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 60.0% (3/5) of employers responding to the survey indicated that the SPC graduate had worked at their practice for *5 or more years*; 20.0% (1/5) *2 years to 4 years*; and 20.0% (1/5) *0 months to 1 year*.
- An employer evaluation of Veterinary Technology, B.A.S. graduates' general education outcomes is displayed in Table 1. Employers indicated satisfaction with graduates' general education outcomes. Eight outcomes received mean scores between 4.5 and 4.8, thirteen received mean scores between 4.0 and 4.4, and four received mean scores between 3.6 and 3.8.

Table 1
Employer Competency Ratings for Recent Veterinary Technology, B.A.S. Graduates

General Education Outcomes (Five point rating scale with five being the highest)	*Item Ratings*			
	N	*Mean*	*SD*	*N/A**
Communicate clearly and effectively with others through:				
Speaking	5	4.0	0.7	0
Listening	5	4.0	1.0	0
Reading	5	4.6	0.5	0
Writing	5	4.6	0.5	0
Use mathematical and computational skills:				
Comfortable with mathematical calculations	5	3.6	0.9	0
Uses computational skills appropriately	5	3.6	1.1	0
Accurately interprets mathematical data	5	3.6	0.9	0
Use the following forms of technology:				
E-mail	5	4.4	0.9	0
Word Processing	5	4.6	0.5	0
Spreadsheets	4	3.8	1.0	1
Databases	5	4.2	1.1	0
Internet Research	4	4.5	1.0	1

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings			
	N	Mean	SD	N/A*
Think logically and critically to solve problems				
Gathers and assesses relevant information	5	4.4	0.9	0
Inquires and interprets information	5	4.2	0.8	0
Organizes and evaluates information	5	4.6	0.5	0
Analyzes and explains information to others	5	4.4	0.5	0
Uses information to solve problems	5	4.4	0.5	0
Work effectively with others in a variety of settings:				
Participates as team player (e.g., groups projects)	5	4.0	1.0	0
Works well with individuals from diverse backgrounds	5	4.0	0.7	0
Uses ethical courses of action	5	4.4	0.5	0
Demonstrates leadership skills	5	4.0	0.7	0
Appreciate the importance of lifelong learning:				
Shows interest in career development	5	4.8	0.4	0
Open to new ideas and challenges	5	4.8	0.4	0
Willing to take on new responsibilities	5	4.2	1.3	0
Pursues additional educational opportunities	5	4.8	0.4	0

**The survey allowed employers to select N/A if a competency was not applicable for an employee.*

LABOR INSIGHT/JOBS

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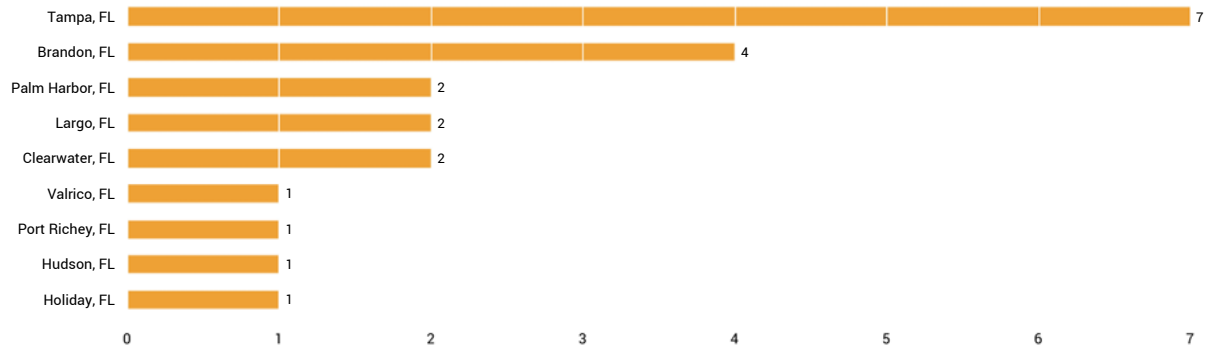
Job Title

Last 60 days **AND (** ***MSA*** *: Tampa-St. Petersburg-Clearwater, FL (Metropolitan Statistical Area)* **)AND (** ***Title with*** *: veterinary technician* OR ***Title with*** *: veterinary technologist* **)**

Top Cities

City | Numbers

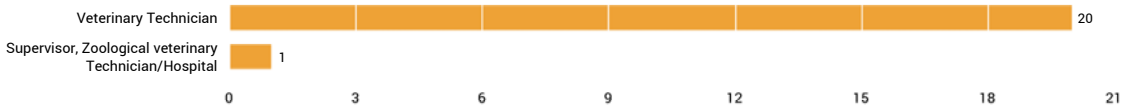
Feb. 13, 2017 - Apr. 13, 2017 (Data not available after Apr. 11, 2017)
There are 21 postings available with the current filters applied.
There are 0 unspecified or unclassified postings.



Top Titles

Numbers

Feb. 13, 2017 - Apr. 13, 2017 (Data not available after Apr. 11, 2017)
There are 21 postings available with the current filters applied.
There are 0 unspecified or unclassified postings.



Education and Experience

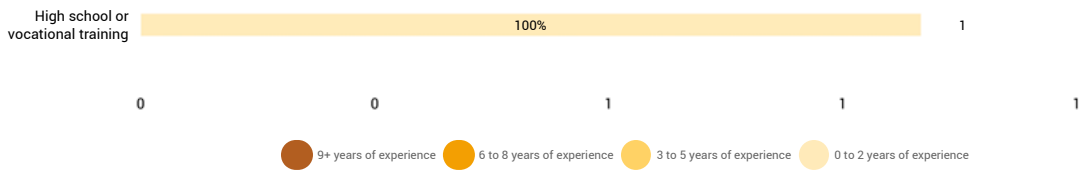
Note: 95% of records have been excluded because they do not include both a degree level and experience requirements. As a result, the chart below may not be representative of the full sample.

This report provides information on both the preferred and minimum/required education levels listed in job postings. For this reason, a job posting may be counted in more than one of the educational categories shown belc

Feb. 13, 2017 - Apr. 13, 2017 (Data not available after Apr. 11, 2017)

There are 21 postings available with the current filters applied.

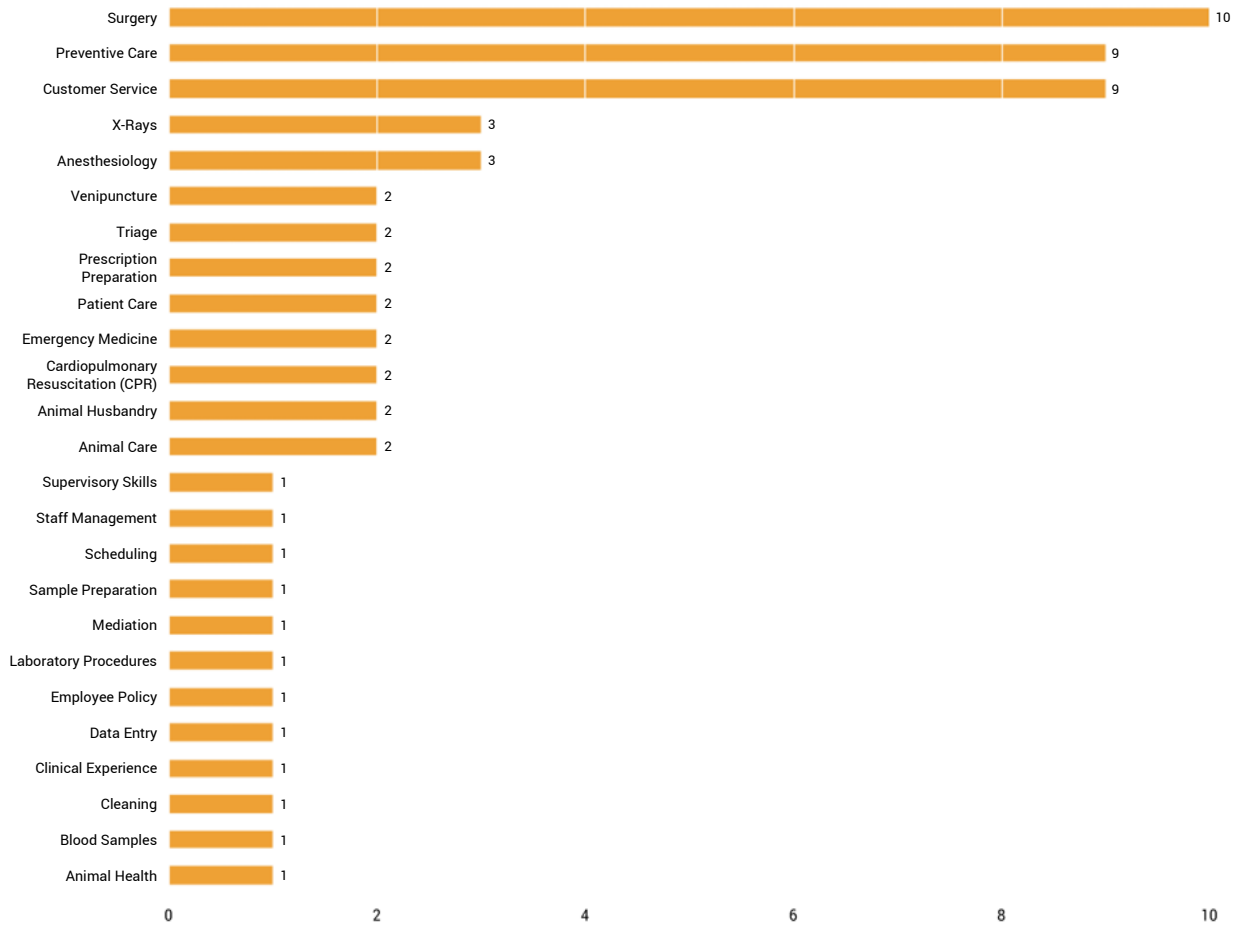
There are 20 unspecified or unclassified postings.



Top Skills

Feb. 13, 2017 - Apr. 13, 2017 (Data not available after Apr. 11, 2017)
There are 21 postings available with the current filters applied.
There are 7 unspecified or unclassified postings.

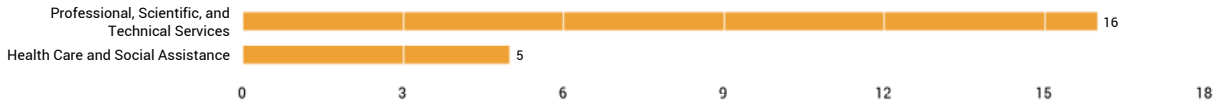
Specialized Skills | Numbers



Top Industry Sectors

Feb. 13, 2017 - Apr. 13, 2017 (Data not available after Apr. 11, 2017)
There are 21 postings available with the current filters applied.
There are 0 unspecified or unclassified postings.

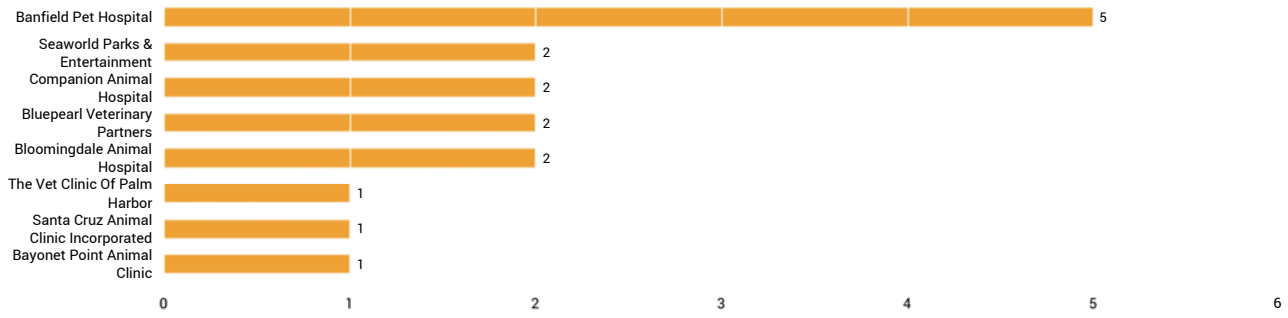
Numbers



Top Employers

Feb. 13, 2017 - Apr. 13, 2017 (Data not available after Apr. 11, 2017)
There are 21 postings available with the current filters applied.
There are 5 unspecified or unclassified postings.

Numbers



Salary Distribution

Note: 86% of records have been excluded because they do not include salary information. As a result, the chart below may not be representative of the full sample.

Mean real-time salary = N/A

Feb. 13, 2017 - Apr. 13, 2017 (Data not available after Apr. 11, 2017)

There are 21 postings available with the current filters applied.

There are 18 unspecified or unclassified postings.

Numbers

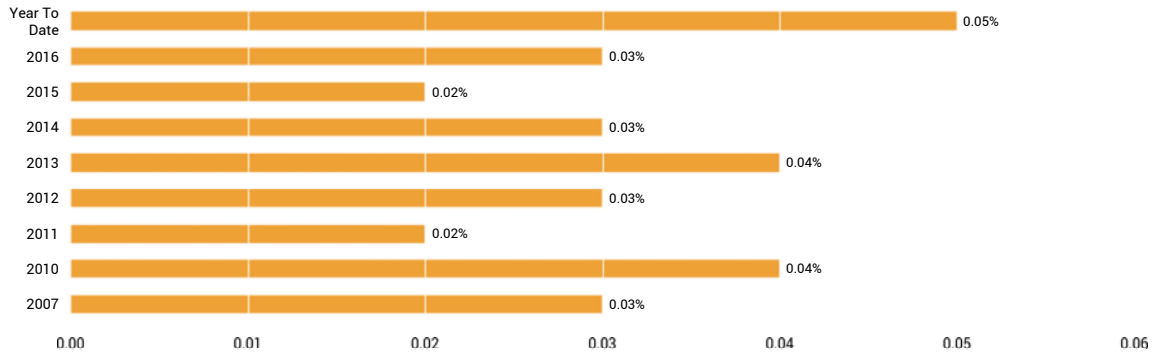
***This report uses data from real-time job postings. Salary figures are prorated to reflect full-time, annual wage status. For additional salary data by occupation from the Bureau of Labor Statistics, please refer to the summa occupation category on the "Create reports" tab.**

Job Counts By Year

This report shows data for the following time periods: 2007, 2010, 2011, 2012, 2013, 2014, 2015 and 2016. Any active time period filters have not been applied. Percentages shown are out of the total number of postings fc
Please also note that these results reflect point-in-time data and are subject to change as improvements are made to our aggregation and reporting methodologies. Burning Glass does not recommend use of this data for ti

Percentages

Feb. 13, 2017 - Apr. 13, 2017 (Data not available after Apr. 11, 2017)
There are 21 postings available with the current filters applied.
There are 0 unspecified or unclassified postings.



Program Action Plan

Program: Veterinary Technology, BAS

Date Completed: May 2017

Prepared By: Richard Flora

I. Action Plan Items:

	Action Item	Measure Addressed	Completion Date	Responsible Party
1	Increase students' global understanding of the veterinary technician profession - In ATE 3515 Legal & Ethical Issues in Veterinary Technology students will analyze state, federal and international veterinary law cases	Performance, Course Success Rates	May 2018	Cynthia Grey
2	Revitalize ATE 4814 Capstone II course – introduce case-based capstone project in ATE 4814 Capstone II course.	Performance, Course Success Rates	May 2018	Cynthia Grey Wendy Rib
3	Increase student-to-student interaction - through video presentations in ATE 3515 Legal & Ethical Issues in Veterinary Technology.	Performance, Course Success Rates	May 2018	Cynthia Grey

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II. Special Resources Needed:

Accessibility assessment of all courses in program, potentially sign-language interpreter.

III. Area(s) of Concern/Improvement:

Availability of accessibility services resources.

Richard Flora, Dean

9-22-17
Date

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References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards.* Retrieved October 2002, from the Division of Community Colleges Web site: http://www.firn.edu/doe/rules/6A-14.htm

Contact Information

Please address any questions or comments regarding this evaluation to:

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St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3118
crawford.sabrina@spcollege.edu

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Appendices

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PROGRAM OF STUDY

School of Veterinary Technology
Veterinary Technology Bachelor of Applied Science
VETTC-BAS

Effective Beginning Catalog Term: Fall 2016 (0520)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Dr. Richard Flora, Dean, Vet Tech
(727) 302-6721

Program Summary

Veterinary Technology (VETTC-BAS) program provides terminal degree opportunity for veterinary technicians. Tracks in clinical techniques and hospital management are offered. Program builds on technical skills acquired in AS Veterinary Technology programs with more in-depth knowledge in subject areas critical for veterinary technicians to be highly capable and contributing members of the profession.

The **Academic Pathway** is a tool for students that lists the following items:
• the recommended order in which to take the program courses
• suggested course when more than one option exists
• which semester each course is typically offered
• if the course has a prerequisite
• courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the recommended Academic Pathway.

If you have already started the program, click here for the archived Academic Pathways.

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

Research, teaching, referral hospitals, specialty hospitals, federal and state regulatory agencies, public health, military, pharmaceutical and equipment companies

Program Related Web Sites

http://www.spcollege.edu/vt-bas/

http://www.spcollege.edu/vt/

Admission Rules

Graduation from an American Veterinary Medical Association accredited associates degree veterinary technology program and 15 credits of transferrable gen ed.

Graduation Rules

GRADE OF “C” REQUIRED IN ALL COURSES

GENERAL EDUCATION REQUIREMENT AA Degree: transferrable credits	Credits
Total Credits	**37**

ADMISSIONS COURSES Lower Division Veterinary Technology (by transfer)	Credits
Total Credits	**41**

MAJOR CORE COURSES CORE COURSES (Complete 18 credits)		Credits
ATE 3100	Tools For Success	1
ATE 3200	Safety and Regulatory Compliance in Veterinary Technology	1
ATE 3615	Veterinary Pharmacology	3
ATE 3744	Advanced Veterinary Terminology	1
ATE 3914	Introduction to Veterinary Technology Research	3
ATE 4000	Veterinary Technology Precapstone	3
ATE 4814	Veterinary Technology Capstone II	3
ATE 4854	Leadership in Veterinary Technology	3
Total Credits		**18**

SUBPLANS Select ONE subplan from below (Complete 24 credits)	Credits
Total Credits	**24**

SUBPLAN CORE COURSES CLINICAL TRACK (Complete 12 credits)		Credits
ATE 3605	Small Animal Nutrition	3
ATE 3616	Small Animal Nursing	3
ATE 3617	Companion Animal Diseases	3
ATE 3658	Anesthesia and Surgical Nursing	3

SUBPLAN ELECTIVE COURSES CLINICAL TRACK (Select 12 credits)		Credits
ANS 3006	Introduction to Animal Science	3
ATE 3316	Finance for the Veterinary Manager	3
ATE 3344	Supervision in the Veterinary Hospital	3
ATE 3410	Dental Techniques in Veterinary Technology	3
ATE 3510	Understanding the Human-Animal Bond	3

ATE 3515	Legal & Ethical Issues in Veterinary Technology	3
ATE 3601	Integrative Veterinary Nursing	3
ATE 3642	Veterinary Ophthalmic Nursing	3
ATE 3643	Large Animal Nursing	3
ATE 3803	Teaching Techniques for Veterinary Technicians	3
ATE 4051	Advanced Veterinary Behavior	3
ATE 4317	Veterinary Hospital Management	3
ATE 4319	Veterinary Hospital Marketing	3
ATE 4711	Emergency and Critical Care	3
ANS 3440	Principles of Animal Nutrition	3

SUBPLAN CORE COURSES HOSPITAL MANAGEMENT TRACK (Complete 12 credits)		**Credits**
ATE 3316	Finance for the Veterinary Manager	3
ATE 3344	Supervision in the Veterinary Hospital	3
ATE 3515	Legal & Ethical Issues in Veterinary Technology	3
ATE 4317	Veterinary Hospital Management	3

SUBPLAN ELECTIVE COURSES HOSPITAL MANAGEMENT TRACK (Select 12 credits)		**Credits**
ANS 3006	Introduction to Animal Science	3
ATE 3410	Dental Techniques in Veterinary Technology	3
ATE 3510	Understanding the Human-Animal Bond	3
ATE 3601	Integrative Veterinary Nursing	3
ATE 3605	Small Animal Nutrition	3
ATE 3616	Small Animal Nursing	3
ATE 3617	Companion Animal Diseases	3
ATE 3642	Veterinary Ophthalmic Nursing	3
ATE 3643	Large Animal Nursing	3
ATE 3658	Anesthesia and Surgical Nursing	3
ATE 3803	Teaching Techniques for Veterinary Technicians	3
ATE 4051	Advanced Veterinary Behavior	3
ATE 4319	Veterinary Hospital Marketing	3
ATE 4711	Emergency and Critical Care	3
ANS 3440	Principles of Animal Nutrition	3

SUBPLAN CORE COURSES COMBINED CLINICAL AND HOSPITAL MANAGEMENT TRACK (Select 24 credits)	**Credits**

SUBPLAN ELECTIVE COURSES COMBINED CLINICAL & HOSPITAL MGMT TRACK (Select 6 credits)		**Credits**
ATE 3605	Small Animal Nutrition	3

ATE 3616	Small Animal Nursing	3
ATE 3617	Companion Animal Diseases	3
ATE 3658	Anesthesia and Surgical Nursing	3

SUBPLAN ELECTIVE COURSES COMBINED CLINICAL & HOSPITAL MGMT TRACK (Select 6 credits)		**Credits**
ATE 3316	Finance for the Veterinary Manager	3
ATE 3344	Supervision in the Veterinary Hospital	3
ATE 3515	Legal & Ethical Issues in Veterinary Technology	3
ATE 4317	Veterinary Hospital Management	3

SUBPLAN ELECTIVE COURSES COMBINED CLINICAL & HOSPITAL MGMT TRACK (Select 12 credits)		**Credits**
ATE 3316	Finance for the Veterinary Manager	3
ATE 3344	Supervision in the Veterinary Hospital	3
ATE 3410	Dental Techniques in Veterinary Technology	3
ATE 3510	Understanding the Human-Animal Bond	3
ATE 3515	Legal & Ethical Issues in Veterinary Technology	3
ATE 3601	Integrative Veterinary Nursing	3
ATE 3616	Small Animal Nursing	3
ATE 3617	Companion Animal Diseases	3
ATE 3605	Small Animal Nutrition	3
ATE 3642	Veterinary Ophthalmic Nursing	3
ATE 3643	Large Animal Nursing	3
ATE 3658	Anesthesia and Surgical Nursing	3
ATE 3803	Teaching Techniques for Veterinary Technicians	3
ATE 4051	Advanced Veterinary Behavior	3
ATE 4711	Emergency and Critical Care	3
ATE 4317	Veterinary Hospital Management	3
ATE 4319	Veterinary Hospital Marketing	3
ANS 3006	Introduction to Animal Science	3
ANS 3440	Principles of Animal Nutrition	3

Total Credits	**120**

PID 496

PROGRAM OF STUDY

School of Veterinary Technology

Veterinary Practice Management Certificate with Financial Aid Eligibility

VETTC-CT

Effective Beginning Catalog Term: Spring 2010 (0420)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Dr. Richard Flora, Dean, Vet Tech
(727) 302-6721

Program Summary

The veterinary hospital management courses identified in this certificate program will meet the educational requirements for the Veterinary Hospital Managers Association examination for Certified Veterinary Practice Managers. The 8 courses will cover the areas of personnel, accounting and finance, marketing, legal requirements and budgeting and planning.

The **Academic Pathway** is a tool for students that lists the following items:
• the recommended order in which to take the program courses
• suggested course when more than one option exists
• which semester each course is typically offered
• if the course has a prerequisite
• courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the recommended Academic Pathway.

If you have already started the program, click here for the archived Academic Pathways.

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

• Certified Veterinary Practice Manager

Admission Rules

To be admitted to this certificate program, the student must have graduated with a bachelor's degree or higher from a regionally accredited college or university.

MAJOR CORE COURSES		Credits
ATE 3100	Tools For Success	1
ATE 3200	Safety and Regulatory Compliance in Veterinary Technology	1
ATE 3316	Finance for the Veterinary Manager	3
ATE 3344	Supervision in the Veterinary Hospital	3
ATE 3515	Legal & Ethical Issues in Veterinary Technology	3
ATE 4317	Veterinary Hospital Management	3
ATE 4319	Veterinary Hospital Marketing	3

ATE 4854	Leadership in Veterinary Technology	3
Total Credits		**20**

Total Credits	**20**

PID 246

Program Assessment Report

Program: (School of) Veterinary Technology, BAS
Option: Vet Tech
Report Year: 2015-16

Drafted by Richard Flora on Aug 2, 2016

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established several specific goals. Two of these goals, as stated in the College's Mission Statement are to:

- Expand student access to baccalaureate programs, bachelor's degrees, graduate degrees, and careers; as well as prepare lower division students for successful transfer into baccalaureate programs through the associate in arts and articulated associate in science degree programs
- Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

The four-year degree program in Veterinary Technology at St. Petersburg College is accredited by the American Veterinary Medical Association (AVMA). This program is designed to facilitate the development of requisite skills and provide students with the necessary knowledge needed to assume administrative and leadership roles in the Veterinary Technology field. Graduates will have developed the knowledge, skills, attitudes and values necessary for positions of responsibility in a variety of advanced clinical, educational, research and management settings. Students will also acquire advanced technical knowledge and applied principles of sound research design in order to engage in the critical evaluation of scientific literature related to veterinary technology as a foundation for lifelong learning.

Program Learning Outcomes

#1: Interpret veterinary research, pharmacological documents, and hospital safety protocols.

I. Use of Past Results

The Vet Tech, BAS program revised its program learning outcomes (PLOs) to address the items listed in the SMART checklist provided by the Curriculum and Assessment staff during the 2013 Summer Institute. PLO 1 is a newly created outcome that will be formally assessed for the first time in 2015-16.

II. Methodology

Means of Assessment:

Research - successful completion of ATE 4814 and successful completion of the Capstone final research paper.

Pharmacological documents - successful completion of ATE 3615 Veterinary Pharmacology

Safety protocols - successful completion of ATE 3200 Safety and Regulatory Compliance in the Veterinary Hospital and successful completion of the Safety Hazard Assessment.

Date(s) of Administration: 2013-2016

Method 1: Student Quiz scores in ATE 3200

Method 2: Student Success cores in ATE 3615

Method 3: Final Research Paper in ATE 4814

Assessment Instrument:

Method 1: ATE 3200 Safety and Regulatory Issues

In adressing MLO2 as it relates to interpreting hospital safety protocols, the specific assignment of completing an site Safety Inspection and apply the appropraite OSHA regulations is an effective measurement. Quizzes 2, 3, and 4 in the course assess knowledge relating to OSHA regulations and practices.

Method 2: ATE 3615 Veterinary Pharmacology

In addressing MLO2 associated with interpreting pharmacology documents, the program supports the contention that the entire course supports this MLO, so it is appropriate to use success rate of the course as supporting evidience.

Method 3: ATE 4814 Capstone

The specific Assessment that addressed meeting MLO2 associated with research is the entire course, culminating in the final reserach paper for ATE 4814.

Population: BAS veterinary technology students enrolled in ATE 3200, ATE 3615, & ATE 4814.

III. Criteria for Success

Pass courses with minimum 70% overall success on course assessments.

IV. Summary of Assessment Findings

Results via Face-to-Face

Assessment course(s) are taught exclusively online, there are no face-to-face sections.

Results via Distance Delivery (Online)

Method 1: ATE 3200 Safety and Regulatory Issues

Course: ATE 3200	Score
Quiz 1	92.1%
Quiz 2	94.3%
Quiz 3	92.3%

Method 2: ATE 3615 Veterinary Pharmacology

Overall course success range: 74.0 - 95.3%.

In addressing MLO2 associated with interpreting pharmacology documents, the program supports the contention that the entire course supports this MLO, so it is appropriate to use success rate of the course as supporting evidience.

The completion rate for the course was 83.1%

Method 3: ATE 4814 Capstone

Overall course success range: 95.5 - 100%.

The specific Assessment that addressed meeting MLO2 associated with research is the entire course, culminating in the final reserach paper for ATE 4814. This class is ony offered in the Fall and Spring Semesters. The completion rate for both semesters was 100% with a grade break down of:

Final Research Paper	Fall	Spring
A	50%	88%
B	50%	11%
C	-	1%

V. Discussion and Analysis of Assessment Findings

ATE 3200 and ATE 3615 are courses taken in the student's first semester in the program. Lower success rates reflect increased withdrawal rates and lower grades for new students finding out the program is not consistent with their professional goals or ability to commit required time to be successful in the courses. In addition, students often find during the first year of the program personal challenges and circumstances are difficult to overcome. Students successfully completing the first semester have a proven track record of overcoming obsticles as reflected by the higher success rates in the Capstone course.

The success rates of learners associated with the specific assignments above provide evidence that learners in the BAS/VT program are successfully meeting the program goals.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Based upon some possible course redevelopment, we will be reviewing the MLOs over the next year to assure that the course revisions, which are being considered to improve overall student success, and the MLOs are aligned.
  - / Aug 2017

#2: Identify distinctions between the veterinary technology profession in other countries and the profession in the United States.

I. Use of Past Results

The Vet Tech, BAS program revised its program learning outcomes (PLOs) to address the items listed in the SMART checklist provided by the Curriculum and Assessment staff during the 2013 Summer Institute. PLO 2 is a newly created outcome that will be formally assessed for the first time in 2015-16.

II. Methodology

Means of Assessment: Successful completion of assignments in ANS 3006 Introduciton to Animal Science and ATE 3914 Introduction to Veterinary Technology Research. We encourage our BAS students to participate in our study abroad opportunities.

Date(s) of Administration: 2013-2016

Method 1: Dropbox assignment & quiz in ANS 3006

Method 2: Discussion Questions within ATE 3914

Assessment Instrument:

Method 1: ANS 3006 Introduction to Animal Science

Unit 2 assignments assess students' understanding of differences between US and foreign livestock industries and how thiose differences affect veteriary technology. Drop box assignment and quiz are used to assess PLO 2.

Method 2: ATE 3914 Introduction to Veterinary Technology Research

In conjunction with the overall successful completion of the course, specific results associated with Discussion Questions 7 and 7A in ATE 3914 specifically address discussing distinctions between other countries and the US.

Population: BAS veterinary technology students enrolled in ANS 3006, ATE 3914

III. Criteria for Success

Pass course with minimum 70% overall success on course assessments.

IV. Summary of Assessment Findings

Results via Face-to-Face
Assessment course(s) are taught exclusively online, there are no face-to-face sections.

Results via Distance Delivery (Online, Blended, etc)

Method 1: ANS 3006 Introduction to Animal Science

Overall course success range:72.2 - 97.7%.

Course: ANS 3006	Score
Drop Box Assignment	94.1%
Quiz 1	84.4%

Method 1:ATE 3914 Introduction to Veterinary Technology Research

Overall course success range: 89.3 - 90.5%.

Course: ATE 3200	Score
Question 7	88.0%
Question 7A	88.3%

V. Discussion and Analysis of Assessment Findings

Participation in these assignments has heightened our students' awareness of the differences between the veterinary technology profession in the United States and other countries. By providing students these opportunities in multiple courses throughout the program these differences are reinforced.

In ATE 3914, Introduction to Research, in analyzing the results, the percentages were affected not by a lack of understanding of the differences but by lack of completion of the assignment. Within this year only 1 student did not post to the discussion forum, so this student was the only student who did not gain **any** exposure to global differences.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Based upon some possible course redevelopment, we will be reviewing the MLOs over the next year to assure that the course revisions, which are being considered to improve overall student success, and the MLOs are aligned.
  - / Aug 2017

#3: Serve as a change agent in the veterinary technology profession by applying critical thinking skills.

I. Use of Past Results

The Vet Tech, BAS program revised its program learning outcomes (PLOs) to address the items listed in the SMART checklist provided by the Curriculum and Assessment staff during the 2013 Summer Institute. The previous PLO #3 (Critical Thinking Skills) has been revised and focuses specifically on applying critical thinking skills

In reviewing the data from the combined HSRT results (pre and post), the highest level of competency for the BAS-VT students was associated with inductive reasoning (7.8 (pre), 7.9 (post). The weakest critical thinking competency for both populations was the ability to infer (2.8 (pre), 2.6 (post). This competency will be a focus of improvement during 2013-14.

The custom questions in the HSRT were used as indirect measures for several program goals. Custom question No. 5 addressed the learner's perceptions of their critical thinking abilities. Seven percent of the pre-assessment population identified their ability to critically analyze and synthesize information and apply that knowledge to decision making and problem solving at below average. Ninety-three percent of the pre-responders identified their critical thinking ability at above average to excellent. One hundred percent of the post-assessment population rated their critical thinking abilities at above average or higher. This self-report does not align with the results of the HSRT, across all components.

II. Methodology

Means of Assessment: The Vet Tech, BAS program utilized one assessment in the capstone course, ATE 4814, to confirm students' demonstration of program learning outcome (PLO) #3. This outcome is important to the program because it provides the program with a direct report of critical thinking competencies both pre and post program completion. Students are assessed both directly and indirectly on the Health Skills Reasoning Test (HSRT) at the beginning of the program as well as at the end in capstone. While student responses to the capstone HSRT skills-based questions (direct measures) have clear criteria for demonstration and provide direction to the program on where to make improvements, the custom question items (indirect measures) serve as additional confirmation of whether students have demonstrated PLO #3 and are only reviewed in conjunction with the Student Reflection for purposes of obtaining feedback.

The success rates (95.5% to 100%) in our Capstone class, ATE 4814, is another means of assessment of students applying critical thinking skill in functioning as a change agent.

Date(s) of Administration: 2012-present

Method: The HSRT is administered at the beginning and end of the program in order to gauge progression in various areas. The direct measures on the assessment cover five areas of critical thinking: Induction, Deduction, Analysis, Inference, and Evaluation. Students respond to various types of questions that are aligned to each of the five areas.The indirect measure, custom question 5, is aligned to PLO #3, as it relates to the ability to critically analyze and synthesize information and apply that knowledge to decision-making and problem solving. The program began administering this assessment during 2012-13 and plans to analyze results by collecting pre/post data, where it is administered at the beginning and end of the program. In future, the program intends to report a comparison in responses between the pre/post assessment of same cohorts. Since the HSRT was initially piloted during 2012-13, data from both the beginning cohort as well as data from students in the capstone are included here in order to obtain baseline data.

Assessment Instrument: Students provide answers to a variety of types of questions for the direct measures on the HSRT, all of which are skills-based questions.The HSRT custom question 5 is a multiple choice question that contains six possible responses where only one response is allowed. The responses to the custom questions do not affect students' ability to complete the program. Student responses to the HSRT items serve as additional confirmation of whether students have demonstrated PLO #3, and will only be reviewed in conjunction with the Student Reflection.

Population: All students enrolled in ATE 3100 (incoming students) and ATE 4814 (outgoing students) capstone course are required to respond to the HSRT.

III. Criteria for Success

The program did not require a minimum score on the post-assessment direct measures in Spring 2013, as this was the initial pilot of the assessment. However, data from the pre and post-assessments provided a baseline and the program is able to set criteria for future cohorts. Based upon the aggregate Capstone results to-date, the program has identified the following criteria to assess successful demonstration of critical thinking competencies. Students should achieve an overall score of 18, which is identified by Insight Assessment as a representation of Moderate critical thinking skills. The range is from 15 to 20 as a representation of Moderate skill levels. In Spring 2013

Capstone, 75% of the students achieved this score, representing that they demonstrated critical thinking skills to problem solve.

As the data base increases, these target scores may change. This target score on the HSRT will not be used as criteria to graduate.

Individually, pre and post data will be assessed on each student as an indicator of increased abilities What the program expects to see when comparing pre and post scores for each student is at least a 1% increase in each competency from pre-test to post-test. Based upon these analyses, the program will determine if course content needs to be revised.

Student responses to the HSRT indirect measures serve as additional confirmation of whether students have demonstrated PLO #3. Responses are intended to be considered in conjunction with the Student Reflection results and not independently for purposes of determining demonstration of the program learning outcomes. Thus, no criteria for success have been defined for the custom questions.

IV. Summary of Assessment Findings

Results via Face-to-Face
Assessment course(s) are taught exclusively online, there are no face-to-face sections.

Results via Distance Delivery (Online)

Note: Accordidng to Insight Assessment regarding the results of the HSRT, "a mean score improvement for the group of one point from pretest to post test is indicative of some degree of educationally signficant improvement. Larger sampoles will deliver statistcally signficiant results (p>0.05) with this degree of gain . . . . In general, a 1.0 improvement in the group mean signifies that on average evveryone in the group no longer made at leat one of the common reasoning erros that results in a flawed problem analysis, inference, decsiion, and/or evalatuion. This is true whether the people in the sample are the same people or consecutive cohorts" (Insight Assessment, 2016, p. 61-62).

Reference:

Insight Assements. What is the reliability of the CCTSTS, HSRT, BCTTSTS. Retrieved from
httyp//www.insightassement.com

Figure 1: Comparative Data of All Pre-Test (N=187) and Post Test (N=42) Learners' Aggregate Mean Scores

These results support that overtime BAS/VT students have increased their critical thinking abilities in dedcution, analysis, inference, and evalaution. As stated above according to Insight Assessment, in general a 1.0 improvement in the group is significant.

HSRT SCALE ITEM	DIFFERENCE IN AGGREGATE MEAN
Induction	No Change
Deduction	Increase of 0.866
Analysis	Increase of 0.945
Inference	Increase of 0.697
Evaluation	Increase of 0.931

Figure 2: Pre and Post test takers perceptions as to their critical thinking skills.

This data represents students' perceptions pre/post test of their critical thinking skills based upon an SPC/BAS/VT question embedded in the HSRT assessment. Student reflection supports that students identify an increase in critical thinking skills from the beginning to the end of their studies in the BAS/VT program., i.e. excellent assessment

increased by 13.7%. Perceptions of below average ability/skill decreased by 2.3%. These perceptions are supported by the aggregate date from the scores on the HSRT (Figure 1)

	5. Rate your present ability to critically analyze and synthesize information and apply that knowledge to decision-making and problem solving			
HSRT Custom Question 5	**Pre-assessment (n=187)**		**Post-assessment (n=42)**	
	Number	**Percent**	**Number**	**Percent**
0 = no ability or skill	0	0	0	0
1 = poor ability or skill	0	0	0	0
2 = below average ability or skill	8	4.3%	1	2%
3 = above average ability or skill	94	50.2%	15	36%
4 = very good ability or skill	62	33.2%	15	36%
5 = excellent ability or skill	23	12.3%	11	26%

V. Discussion and Analysis of Assessment Findings

Further analysis of the data from the HSRT as represented in Figures 3 and 4 further supports the findings provided in Figures 1 and 2. Figures 3 and 4 represent the individual overall scores for pretest takers (Figure 3) and the individual post test takers (Figure 4). There is an increase of 11.8% in 'superior/excellent' overall critical thinking skills from program entry to graduation.

Figure 3 represents students overall scores for all critical thinking skill competencies assessed in the HSRT for students entering the BAS/VT program

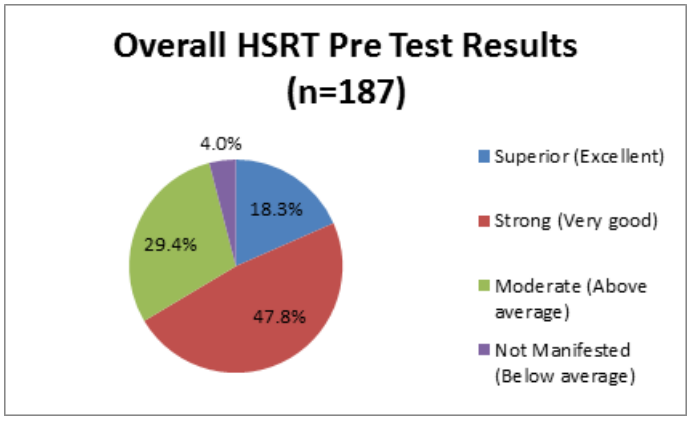
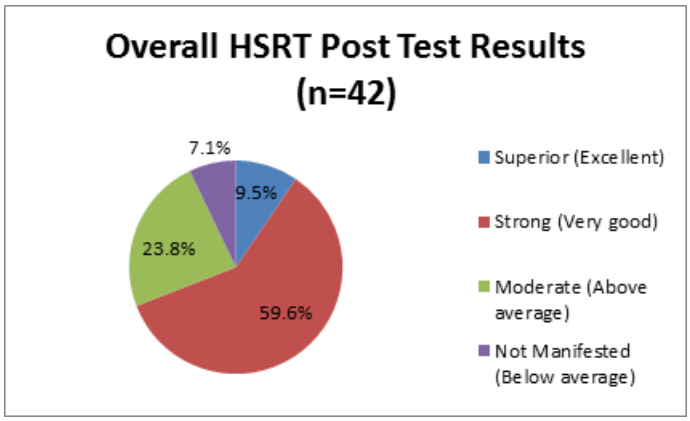


Figure 4 represents students overall for all critical thinking skill competencies assessed in the HSRT for students at completion of the BAS/VT program



The success rates (95.5% to 100%) in our Capstone class, ATE 4814, supports our students effectively serving as change agents within the veterinary community. Capstone students develop and implement a veterinary profession related project. This project on various levels affects change in the veterinary communnity. This capstone project is representative of successfully applying their critical thinking skills beccause they must create their own project, prepare a written proposal, collect, analyze, and interpret their data and then reflect upon theiir experiences.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Based upon some possible course redevelopment, we will be reviewing the MLOs over the next year to assure that the course revisions, which are being considered to improve overall student success, and the MLOs are aligned.
  - / Aug 2017

#4: Distinguish between leadership in patient care and supporting patient care through the synthesis of veterinary nursing plans.

I. Use of Past Results

The Vet Tech, BAS program revised its program learning outcomes (PLOs) to address the items listed in the SMART checklist provided by the Curriculum and Assessment staff during the 2013 Summer Institute. PLO 1 is a newly created outcome that will be formally assessed for the first time in 2015-16.

II. Methodology

Means of Assessment:

Successful completion of assignments in ATE 3616 Small Animal Nursing.

Date(s) of Administration: 2013-2016

Method: Students are assessed using case studies with ATE 3616

Assessment Instrument:

Three case studies in the course assess the students' ability to formulate nursing plans for patients with differing presenting clinical signs and accumulated clinical data. Each student designed a nursing plan for each patient.

Population: BAS veterinary technology students enrolled in ATE 3616

III. Criteria for Success

Pass course with minimum 70% overall success on course assessments.

IV. Summary of Assessment Findings

Results via Face-to-Face
Assessment course(s) are taught exclusively online, there are no face-to-face sections.

Results via Distance Delivery (Online)

ATE 3616 Small Animal Nursing

Overall course success range:72.2 - 97.7%.

Course: ATE 3616	Score
Case Study 1	95.3%
Case Study 2	94.0%
Case Study 3	85.4%

V. Discussion and Analysis of Assessment Findings

The high success rates of the students in the small animal nursing course reflect their ability to assess the medical needs of veterinary patients and formulate a nursing plan. These skills are consistent with the students' abilities to take on a leadership position in the management of patient care.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Based upon some possible course redevelopment, we will be reviewing the MLOs over the next year to assure that the course revisions, which are being considered to improve overall student success, and the MLOs are aligned.
  - / Aug 2017

#5: Communicate effectively as a veterinary professional in oral and written form.

I. Use of Past Results

The Vet Tech, BAS program revised its program learning outcomes (PLOs) to address the items listed in the SMART checklist provided by the Curriculum and Assessment staff during the 2013 Summer Institute. The previous PLO #2 (Communication) has been revised and focuses on oral and written communication skills.

While capstone students performed very well on the written communication criteria, they self-reported their skills on the HSRT custom quesitons to be lower than they actually demonstrated on the paper. Since the program is just beginning to incorporate opportunities for improving oral communication, this will be one area the program will focus on improving during 2013-14.

II. Methodology

Means of Assessment: The Vet Tech, BAS program utilized two assessments in the capstone course, ATE 4814, to confirm students' demonstration of program learning outcome (PLO) #2.This outcome is important to the program because communication is an important skill for veterinary technologists to hone in order to prepare them to progress in the profession. This outcome is based upon the needs identified by faculty and the Dean of the Veterinary Technology, BAS program as a primary outcome for students. The first method, the Capstone Project, addresses PLO #2 by requiring students to demonstrate the communication skills necessary to progress in the profession. The second method, custom questions on the Health Skills Reasoning Test (HSRT) post-assessment, includes items that address the self-reported perceptions of written and oral communication. Student responses to the HSRT items serve as additional confirmation that students feel prepared regarding their communciation skills, and are reviewed in conjunction with the Student Reflection assignment.

Date(s) of Administration: 2012-2013

Method 1: In the Capstone Project, learners are required to develop a project that addresses a concern within the veterinary profession. They will conceptualize this project, outline and define the parameters of the project including design and methodology, which requires data collection. They will implement their project and report their findings in written and oral format. The project requires a reflection piece by the student. Students are provided a copy of the rubric at the start of the term, which outlines the specific requirements regarding their written communication.

Assessment Instrument: The Vet Tech BAS faculty utilize a rubric to assess the Capstone Research Paper. There are five components on which students are assessed and there is a total of 200 possible points: Communication style – 35 points; Punctuation, Grammar, Spelling – 35 points; References – 15 points; Reflection – 40 points; and, Content – 75 points. The style competency (35) and grammar, punctuation, spelling competency (35) are the two components aligned to PLO #2.

Population: All students enrolled in the ATE 4814 capstone course are required to complete the Research Paper.

Method 2: The custom questions on the Health Skills Reasoning Test (HSRT) were developed in order to gauge progression in various areas, including skills and position levels at the beginning and end of the program. Custom questions 3 and 4 are aligned to PLO #2. The program began administering this assessment during 2012-13 and plans to analyze results by collecting pre/post data, where it is administered at the beginning and end of the program. In future, the program intends to report a comparison in responses between the pre/post assessment of same cohorts. Since the HSRT was initially piloted during 2012-13, data from both the beginning cohort as well as data from students in the capstone are included here in order to obtain baseline data.

Assessment Instrument: The HSRT custom questions 3 and 4 are multiple choice questions that contains six possible responses where only one response is allowed per question. The responses to the custom questions do not effect students' ability to complete the program. Student responses to the HSRT items serve as additional confirmation of whether students have demonstrated PLO #2, and will only be reviewed in conjunction with the Student Reflection.

Population: All students enrolled in the ATE 4814 capstone course are required to respond to the HSRT.

III. Criteria for Success

Method 1: The Capstone Research Paper requires a minimum of 70% on the style competency (35) and grammar, punctuation, spelling competency (35) on the rubric. Each section is worth a total of 35 points; therefore, students must achieve 49 out of 70 points to score a 70%.

Method 2: Student responses to the HSRT items serve as additional confirmation of whether students have demonstrated PLO #2. However, responses are intended to be considered in conjunction with the Student Reflection results and not independently for purposes of determining demonstration of the program learning outcomes. Thus, no criteria for success have been defined.

IV. Summary of Assessment Findings

Results via Face-to-Face
Assessment course(s) are taught exclusively online, there are no face-to-face sections.

Results via Distance Delivery (Online)

	3. Rate your present written communication skills			
HSRT Custom Question 3	**Pre-assessment N = 187**		**Post-assessment N = 42**	
	Number	**Percent**	**Number**	**Percent**
0 = no ability or skill				
1 = poor ability or skill				

2 = below average ability or skill	13	7.0%	3	7.1%
3 = above average ability or skill	73	39.0%	12	28.6%
4 = very good ability or skill	75	40.1%	21	50.0%
5 = excellent ability or skill	26	13.9%	6	14.3%

	4. Rate your present oral communication skills			
HSRT Custom Question 4	**Pre-assessment N = 187**		**Post-assessmen N = 42**	
	Number	**Percent**	**Number**	**Percent**
0 = no ability or skill				
1 = poor ability or skill	1	0.5%		
2 = below average ability or skill	23	12.3%	2	4.8%
3 = above average ability or skill	85	45.5%	15	35.7%
4 = very good ability or skill	59	31.6%	20	47.6%
5 = excellent ability or skill	19	10.2%	6	14.3%

V. Discussion and Analysis of Assessment Findings

In assessing program goal #5 the abiliity to communicate effectively in written and oral formats, based upon student reflection of skill perfromance upon entering the program and program completion, the mean difference between pre and post personal assessment identified:

Written Communication Skills

Excellent Increase of 0.4%

Very good Increase of 9.9%

Above Average Decrease of 10.4%

Below Average Increase of 0.1%

In drilling down this data and grouping pre test excellent and very good ability percentages and subtracting below average percentages - students identified that their abilities to communicate in the written format over time increased (10.2%).

Oral Communication Skills

Excellent	Increase of 4.1%
Very good	Increase of 16.0%
Above Average	Decrease of 9.8%
Below Average	Decrease of 7.5%
Poor	Decrease of 0.5%

In drilling down this data and grouping pre-test excellent and very good ability percentages - students idenfied that thier abilities to communicate orally over time increased 20.1%. The decrease in below average and poor scoring of 8% would support an overal increase in oral communication skills of 28.1%

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Based upon some possible course redevelopment, we will be reviewing the MLOs over the next year to assure that the course revisions, which are being considered to improve overall student success, and the MLOs are aligned.
  - / Aug 2017

#6: Solve practice management concerns through the application of content knowledge and demonstrating leadership.

I. Use of Past Results

The Vet Tech, BAS program revised its program learning outcomes (PLOs) to address the items listed in the SMART checklist provided by the Curriculum and Assessment staff during the 2013 Summer Institute. The previous PLO #4 (Leadership) has been revised and focuses on leadership and supporting patient care.

Upon review of the self-reflections, it is obvious that students are not providing specific information to support whether they have demonstrated the PLO. As discussed, this was not required. The program realized it needs to better define this assignment in order to provide greater direction to the student. When these reflection assignments were instituted, faculty viewed them as a generalized means of gaining student input on the value of the program to the student. The program can see where changes are needed to not only investigate the perceived value from the student's perspective, but include directions that will provide us supportable evidence of the program's success, particularly in meeting PLO #4. A thought by the team is to provide the employer with a brief survey prior to graduation that would address each PLO.

II. Methodology

Means of Assessment: The Vet Tech, BAS program utilized two assessments in the capstone course, ATE 4814, to confirm students' demonstration of program learning outcome (PLO) #4. This outcome is important to the program because it meets the needs of a veterinary technologist who will serve as a leader that must adapt to the rapidly changing veterinary profession. This outcome is based upon the needs identified by students who want to progress in their profession. The first method, the Student Reflection assignment, addresses PLO #4 by requiring students to acknowledge a change in their organization where they felt their education aided them in dealing with a particular situation related to the change better than they would have. The second method, custom questions on the Health Skills Reasoning Test (HSRT) post-assessment, includes an item that address the ability to serve in a leadership position within a veterinary environment. Student responses to the HSRT items serve as additional confirmation of whether students have demonstrated PLO #4, to be reviewed in conjunction with the Student Reflection

Date(s) of Administration: 2012-2013

Method 1: In the Self Reflection assignment, students are required to respond to two aspects regarding PLO 4. The first aspect is their feedback relating the PLO and the Capstone course; the second aspect is their feedback relating the PLO to the program as a whole. Students are instructed to include an open discussion about how effective the capstone and the program were in addressing the program outcomes.

Assessment Instrument: The Vet Tech BAS faculty have not assessed the self-reflections of students in the past.

This was done intentionally, as the original premise of the assignment was not to demonstrate each PLO but to demonstrate connections between the PLOs and the capstone course and the program overall, and to serve as a platform for students to provide feedback on their curriculum. As a result of identifying this while preparing the program's Assessment Report, faculty revisited the self-reflections and designed a holistic rubric to determine if PLO #4 was demonstrated. The rubric consists of criteria deemed as sufficient demonstration for each PLO and determinations were made in a Pass/Fail fashion where students either did or did not demonstrate the outcome.

Population: All students enrolled in the ATE 4814 capstone course are required to complete the Self Reflection assignment.

Method 2: The custom questions on the Health Skills Reasoning Test (HSRT) were developed in order to gauge progression in various areas, including skills and position levels at the beginning and end of the program. Custom question 1 is aligned to PLO #4, as it relates to the ability to serve in a leadership position within a veterinary environment. The program began administering this assessment during 2012-13 and plans to analyze results by collecting pre/post data, where it is administered at the beginning and end of the program. In future, the program intends to report a comparison in responses between the pre/post assessment of same cohorts. Since the HSRT was initially piloted during 2012-13, data from both the beginning cohort as well as data from students in the capstone are included here in order to obtain baseline data.

Assessment Instrument: The HSRT custom question 1 is a multiple choice question that contains six possible responses where only one response is allowed. The responses to the custom questions do not effect students' ability to complete the program. Student responses to the HSRT items serve as additional confirmation of whether students have demonstrated PLO #4, and will only be reviewed in conjunction with the Student Reflection.

Population: All students enrolled in the ATE 4814 capstone course are required to respond to the HSRT.

III. Criteria for Success

Method 1: Self-reflection responses were reviewed with the following criteria in mind for PLO #4: Any comments where the student provided a specific example of when they applied their ability to adapt within a situation of change in their organization would be considered a confirmation of demonstrating the outcome.

Method 2: Student responses to the HSRT items serve as additional confirmation of whether students have demonstrated PLO #4. However, responses are intended to be considered in conjunction with the Student Reflection results and not independently for purposes of determining demonstration of the program learning outcomes. Thus, no criteria for success have been defined.

IV. Summary of Assessment Findings

Results via Face-to-Face
Assessment course(s) are taught exclusively online, there are no face-to-face sections.

Results via Distance Delivery (Online)

HSRT Custom Questions	1. Rate your present ability to serve in a leadership position within a veterinary environment			
	Pre-assessment N = 187		**Post-assessment N = 42**	
	Number	**Percent**	**Number**	**Percent**
0 = no ability or skill,	2	1.1%		
1 = poor ability or skill,	2	1.1%		
2 = below average ability or skill,	17	9.1%	2	4.8%
3 = above average ability or skill,	72	38.5%	14	33.3%

4 = very good ability or skill,	73	39.0%	18	42.9%
5 = excellent ability or skill	21	11.2%	8	19.0%

V. Discussion and Analysis of Assessment Findings

In assessing program goal #6, solving practice management concerns thourgh the application of content knowledge and demonstration of leadership, based upon student reflection of skill performance upon entering the program and program completion, the mean difference between pre and post personal assessment identified:

Leadership Skills

Excellent Increase of 7.8%

Very good Increase of 3.9%

Above Average Decrease of 5.2%

Below Average Decrease of 4.3%

Poor Decreaser of 1.1%

No Abilities Decrease of 1.1%

In drilling down this data and grouping pre test excellent and very good ability percentages - students identified that their leadership capabilities increased over time (11.7%). The decrease in below average, poor, and no ability results of 7.5% would support an overall increase in leadership skills of 18.2%.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Based upon some possible course redevelopment, we will be reviewing the MLOs over the next year to assure that the course revisions, which are being considered to improve overall student success, and the MLOs are aligned.
  - / Aug 2017

Action Plan

Category Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
A. Enable Greater Student Success		
A1. Identify needs and address ways to improve overall student success		
Based upon some possible course redevelopment, we will be reviewing the MLOs over the next year to assure that the course revisions, which are being considered to improve overall student success, and the MLOs are aligned.	#1, #2, #3, #4, #5, #6	Aug 2017

Approvals

Program Administrators:

Cynthia Grey - Doctor of Management
Richard Flora - Dean, School of Veterinary Technology

Approved by Richard Flora - Dean, School of Veterinary Technology on Aug 2, 2016

Educational Outcomes Coordinators:

Joe Boyd - Assessment Coordinator
Magaly Tymms - Assessment Director

Approved by Joe Boyd - Assessment Coordinator on Sep 14, 2016

Dean:

Richard Flora - Dean, School of Veterinary Technology

Approved by Richard Flora - Dean, School of Veterinary Technology on Sep 16, 2016

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Sep 27, 2016

Program Assessment Followup Report

Program: (School of) Veterinary Technology, BAS
Option: Vet Tech
Report Year: 2015-16

Drafted by Richard Flora on Mar 22, 2017

Program Learning Outcomes

#1: Interpret veterinary research, pharmacological documents, and hospital safety protocols.

#2: Identify distinctions between the veterinary technology profession in other countries and the profession in the United States.

#3: Serve as a change agent in the veterinary technology profession by applying critical thinking skills.

#4: Distinguish between leadership in patient care and supporting patient care through the synthesis of veterinary nursing plans.

#5: Communicate effectively as a veterinary professional in oral and written form.

#6: Solve practice management concerns through the application of content knowledge and demonstrating leadership.

Action Plan

Completed Action Items

Category	Action Plan Detail / Completion Explanation	For PLO	Responsible Party / Due Date
A. Enable Greater Student Success			
A1. Identify needs and address ways to improve overall student success			
	Based upon some possible course redevelopment, we will be reviewing the MLOs over the next year to assure that the course revisions, which are being considered to improve overall student success, and the MLOs are aligned. **Explanation:** During the course revitalization process MLO's for ATE 3605, ATE 4317, and ANS 3440 were evaluated and realigned to be consistent with program objectives and to make sure course design and content support the course MLO's, program objectives, and contribute to increased student success. As future course revitalization occurs the remaining program courses will go through the same process.	#1, #2, #3, #4, #5, #6	Aug 2017

Incomplete Action Items

Category	Action Plan Detail / Explanation / Completion Plan	For PLO	Responsible Party / Due Date
	There are no items to display		

Evaluation of the Impact of Action Plan Items on Program Quality

As course revitalization continues, course quality will improve and as a direct result, our students' learning experiences will also improve. Revitalization also results in an evaluation of our program objectives to make sure they are still consistent with the needs of our profession.

Approvals

Program Administrators:

Cynthia Grey - Doctor of Management
Richard Flora - Dean, School of Veterinary Technology

Approved by Richard Flora - Dean, School of Veterinary Technology on Mar 22, 2017

Educational Outcomes Coordinators:

Joe Boyd - Assessment Coordinator
Magaly Tymms - Assessment Director

Approved by Magaly Tymms - Assessment Director on Apr 17, 2017

Dean:

Richard Flora - Dean, School of Veterinary Technology

Approved by Richard Flora - Dean, School of Veterinary Technology on Apr 20, 2017

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Apr 20, 2017

Appendix C: 2016 Advisory Committee Minutes and Recommendations

Advisory Board Meeting Minutes for April 2016 and October 2016 are provided within this Appendix.

For additional Advisory Board Committee Minutes and Recommendations, please refer to the following link:
http://www.spcollege.edu/epicenter/advisory/advisory_committees.htm

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St Petersburg College
Veterinary Technology Program
Advisory Committee Meeting
Minutes
April 26, 2016

Welcome

Review/Approve September 24, 2015 minutes

Move Jane

Second Tosha

Approved

Old Business

Curriculum Review

- VTNE review is being incorporated in ATE 2946 Work Practicum IV taken during the last semester in the program
    - The March-April administration will be the first since we implemented the review in 2946. Performance results should be available in the next 2-4 weeks.
- Suggested using a records management system for our own records
    - AVIMark will be implemented over the summer. All medical records will be in the system when fall semester begins. Students will be using the system daily.

Equipment suggestions

- Ventilator
    - In the process of obtaining a ventilator. Order should be placed within the next week.

NAVC Reception

- Suggested have a reception for veterinary technicians at the North American Veterinary Conference. Individual programs can have tables in the room. Find sponsors from veterinary related companies.
    - Was too late in the process to have the reception this past January. NAVTA is interested in helping plan the reception for next year's meeting. Estimate $5,000 – 8,000 cost. Solicit donations from veterinary-related companies and vet tech programs.

Internships

- BluePearl is considering 1 year veterinary technician internships
    - Still in process as acquisition by Mars is still settling in.

Where are grads going?

- Determine where grads are going – general practice, referral/specialty
    - Currently trying to get this information by introducing graduating student survey in last semester courses

- Survey was added to 2946 this semester. Current graduating students will submit survey as they complete the course. Will summarize and distribute data.

New Business

Veterinary Assistant Certification

- Have submitted application to NAVTA to meet their requirements to embed a Veterinary Assistant Certificate program in the first year of our program. Students completing our first-year courses will be eligible to take NAVTA's Veterinary Assistant certification exam and become credentialed Veterinary Assistants. In addition, upon completion of those courses our students will receive a certificate from SPC.

AAHA

- Reaccreditation site visit will occur on April 28.

State Diagnostic Lab

- Our students can attend 3 necropsy sessions at the State Diagnostic Lab in Kissimmee each semester to fulfil the AVMA requirement to see 2 necropsies

State Representative

- Met with our State Representative Larry Ahern on April 13 to discuss licensing of veterinary technicians. His response was the climate in Florida is for less

regulation. Recommended meeting with state representatives, senators, and leaders over next few years to attempt to gain support.

SPCA

- Have new agreement with SPCA Tampa Bay as an additional source for animals for our program.

Veterinary Nurse

- NAVTA is in the process of studying changing the professional designation of veterinary technician to veterinary nurse.

Open House

- Our annual open house will be in October. The exact date will be determined in the near future.

Student input

- Kristy Snyder is a third semester student in our program and attended the meeting. Her comments were that while the vast majority of our courses are very well taught, a few need work. This will be addressed as our courses go through the revitalization process currently underway at SPC. The revitalization process assures all courses are designed and taught to the same expectations. She felt she was in a clinic allowing her to develop her clinical skills well.

Next Meeting

September/October 2016

St Petersburg College
Veterinary Technology Program
Advisory Committee Meeting
October 4, 2016
Minutes

Attending – Dr. Allison Sateren, Tosha Zimmerman LVT, Dr. Barbara Lewis, Jane Hamblin CVT, Kristy Snyder Vet Tech Student, Dr. Greg Masters, Gary Harrell, Rhonda Valdez CVT, Trisha Gorham CVT, Dr. Rich Flora

Absent – Dr. David Landers, Dr. Denise Vondrasek, Stacey Weider, Stacey Huber

Welcome

Review/Approve April 26, 2016 minutes

Move – Gary
Second – Tosha
Passed

Old Business

Curriculum Review

- VTNE review is being incorporated in ATE 2946 Work Practicum IV taken during the last semester in the program
    - Found some problems with questions, being corrected

Suggested using a records management system for our own records

- Installed AVIMark system for our patient records
    - Additional computers in process of being installed, records being switched

Equipment suggestions

- Obtained Ventilator

NAVC Reception

- Suggested have a reception for veterinary technicians at the North American Veterinary Conference. Individual programs can have tables in the room. Find sponsors from veterinary related companies
    - Expense is issue
    - Will keep checking to see if possible in future

- NAVC will host a job fair during their February conference

Internships

- BluePearl is considering 1 year veterinary technician internships
    - Still being developed

- Met with Bay Pines VA hospital regarding a lab animal internship with them

Where are grads going?

- Determine where grads are going – general practice, referral/specialty
    - Data has not yet been summarized

International programs

- Students went to sea turtle rescue hospital in Australia this past summer
- Going to elephant rescue in Thailand this coming summer

New Business

- Academic Communities
    - Discussed changing requirements for higher education – financial aid, time to completion of degree
    - Students meet with advisor when admitted to college to determine career objective
    - Placed in one of 10 Academic Communities based on interests
- Academic Pathways
    - Once in an Academic Community students are provided a Pathway that lists the courses in order they need to complete in order to earn their degree
- Viability Report
    - Discussed information in viability reports for AS and BAS degree

- Dr Masters – student lack of preparation in area of dentistry
    - Weakness in VTNE scores in dentistry has been identified
    - New dentistry course is being developed to pull dental instruction into one place, then reinforced in labs

- Status of licensing veterinary technicians in Florida
    - Political climate and blockage by FVMA make licensing in Florida not likely in the foreseeable future

- Additional platforms for electronic medical records
    - Have a demo of Cornerstone for students to see
    - AVIMark provided their system free for us
    - Other systems are not offered for no charge, cost is a problem

- Kristy Snyder – suggested adding information for potential online students so they know what their requirements will be such as lab and large animal requirements
    - Will add to web site so students are aware

- List of resources for students
    - Will add discussion boards in Student Commons for students to provide information about resources they have found in their areas
        - Lab animal

- Large animal
- Necropsy

Next Meeting

April 2017

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