

Veterinary Technology - AS

Enhanced Comprehensive Academic Program Review 2018-19

*Associate in Science Degree:
Veterinary Technology*



Academic Effectiveness and Assessment
St. Petersburg College

May 2019



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Enhanced Comprehensive Academic Program Review Produced by

Veterinary Technology - AS 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

SPC's Veterinary Technology (Technology) Associate in Science degree gives students a solid foundation for success. SPC's online program means students do not have to give up their job to finish their degree. As students advance through the program, they will be trained in a wide range of skills including radiology, nursing, dentistry, surgical preparation, anesthesia, and clinical laboratory tests. The program also prepares students for the national certification exam. SPC's program has an excellent reputation and is accredited by the American Veterinary Medical Association through the Committee on Veterinary technician education and Activities.

Degree Offered

An Associate in Science Degree in Veterinary Technology is offered at SPC.

Program Performance

- *Actual Course Enrollment* increased in 2017 (3,948) from the previous year (3,850).
- *Unduplicated Headcount* increased in 2017 (487) from the previous year (478).
- *SSH Enrollment* increased in 2017 (7,078) from the previous year (6,942).
- Comparisons between the Fall semesters indicated that the *Percent Full Metric* increased in Fall 2018 (120.2%) from Fall 2017 (110.1%).
- The *course success rate* decreased in 2017 (84.7%) from the previous year (86.7%).
- *Grade Distribution* indicated that more than three-quarters of the students (84.4%) received an 'A', 'B' or 'C' during 2017.
- An *Industry Certification Attainment* for the Veterinary Technology - AS program revealed that the majority of students passed the Veterinary Technology National Examination between 2011-12 and 2016-17 (80.8%, 80.1%, 79.5%, 70.0%, 73.2%, and 71.4%, respectively).
- *Internship Enrollment* increased for ATE1654L, ATE1944, and ATE2653L during Fall 2017 (62, 60, and 33, respectively), Spring 2018 (64, 62, and 37, respectively), and Fall 2018 (74, 72, and 42, respectively). On the other hand, *Internship Enrollment* decreased for ATE1650L during Fall 2017 (75), Spring 2018 (71), and Fall 2018 (56). For ATE1943 and ATE2946, *Internship Enrollment* increased during Fall 2017 (70 and 30, respectively) and Spring 2018 (73 and 38, respectively), but decreased in Fall 2018 (54 and 32, respectively). For ATE2945, *Internship Enrollment* remained the same during Fall 2017 and Spring 2018 (41), but decreased in Fall 2018 (55). For ATE2651L, *Internship Enrollment* decreased between Fall 2017 (47) and Spring 2018 (39), but increased in Fall 2018 (71).



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- *Program Plans Taken by Plan* revealed that less than half of the students who were enrolled in the program during fall 2016, and had not graduated, remained in the program by fall 2017. By fall 2018, one-fifth of the original (fall 2016) VETTC-AS 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 - AS program decreased in 2017 (76) from the previous year (103).
- *Fulltime Faculty* taught 54.4% of the ECHs in 2017-18 as compared to 47.3% in 2016-17. Adjunct Faculty taught 42.0% of the ECHs in 2017-18 as compared to 43.9% in 2016-17.
- The highest semester for Adjunct ECHs was Spring 2016-17 in which adjunct faculty taught 46.8% of the program's course load. The three-semester average for adjuncts (42.0%) is consistent with the College's general 55/45 Fulltime/Adjunct Faculty Ratio guideline.

Occupation Profile

- One *occupation description*, Veterinary technologist and technicians was located in the Florida Department of Economic Opportunity (DEO) website for the Veterinary Technology - AS program.
- The *2018 median hourly earnings* for Veterinary technologist and technicians was \$14.80 in Florida and \$14.76 in Pinellas County.
- *Employment trend information* for Veterinary technologist and technicians showed an average annual increase (21.0% - 24.4%) for the period between 2018 and 2026 across the state and county.
- The *major employers* of the Veterinary Technology - AS graduates are the Affiliated Veterinary Emergency Center, Affiliated Veterinary Specialists, Blue Pearl Veterinary Partners, Clark Road Animal Clinic, Pinola Conservancy, VCA Animal Specialty Center of South Carolina, Banfield Veterinary Hospitals - all locations, Blue Pearl Clearwater - Clearwater/Tampa and Brandon, Main Street Veterinary Hospital - Dunedin, University of Florida Veterinary Teaching Hospital, and Partridge Veterinary Hospital.
- *Total Placement* in the Veterinary Technology - AS program increased in 2016-17 (99%) from the previous year (84%).
- *State Graduates data* indicated that one-hundred and sixty-one students completed one of five state Veterinary Technology - AS programs in 2016-17, of those 129 had some matching state data and were employed. Ninety percent (90%) of those state graduates were employed at least a full quarter.

Academics

- The *2016-17 Academic Program Assessment Report* indicated that the desired results were met for seven of the eight Program Learning Outcomes (PLOs) assessed in the Veterinary Technology - AS Program. The criteria for success were met for PLOs 1 through 3 and 5 through 8. As for PLO 4, the overall mean scores did not meet the criteria for success.

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- The *2016-17 Academic Program Assessment Follow-Up Report* was completed in April 2018. All of the action items were completed, and the results published in the 2016-17 follow-up report. The next assessment report is scheduled to be completed during the 2019-20 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 - AS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
- Ninety-nine *Recent Alumni surveys* were provided to the 2016-17 graduates of the Veterinary Technology - AS program. Sixteen percent of the graduates responded to the survey (16 of the 99). 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:

- 50.0% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to “Continue my education”; 18.8% selected “Change career fields”; 12.5% “Earn more money”; another 12.5% “Meet certification/training needs”; while the remaining 6.3% selected “Other”.
- 56.3% of recent graduate survey respondents indicated that SPC did “Exceptionally well” in helping them meet their goal; 37.5% said “Very well”; while the remaining 6.3% stated “Adequately”.
- 100.0% of recent graduate survey respondents would recommend SPC’s Veterinary Technology - AS program to another.
- Six *Employer surveys* were sent out based on the permissions provided by recent graduates in the 2016-17 recent graduate survey. Sixty-seven percent of employers responded to the survey.

Notable results include:

- 100.0% of employers responding to the survey indicated they would hire another graduate from SPC.
- 50.0% of employers responding to the survey had graduate employees who earned between \$20.00 and \$24.99 per hour (\$42,000 and \$51,999 annually); while the remaining 50.0% had employees who earned between \$15.00 and \$19.99 per hour (\$31,000 and \$41,999 annually).

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

SPC’s AS - Veterinary Technology program continues to be considered one to the top veterinary technology programs in veterinary technology. Our success rate on the Veterinary Technician National Exam continues to be above the national average.

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Enrollment in the program continues to be strong, with capacity enrollment in our campus program and increasing enrollment in our online program. The success rate for our students is high (85%+), while our instructors expect high performance in their courses. Due to excellent response the program has expanded the study abroad program to include Costa Rica, Australia and Thailand. Feedback has indicated that this is a tremendous experience for our students. Total placement for SPC graduates continues to be very strong, with 97% to 98% of our graduates employed in veterinary technology related jobs upon graduation. The program received full continued accreditation for both the online program and campus program in 2017 which is good until 2023. The programs outstanding student success initiatives received recognition as an outstanding center for teaching and learning from the AFC in April of 2019. We were able to add two full time faculty positions in 2017 due to enrollment and will be replacing two retiring positions in 2019. The program designed curriculum and have instituted two major changes in adding a Veterinary Dental course and VTNE Review in response to VTNE trends.

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.





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://web.spcollege.edu/edoutcomes/> to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.



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.

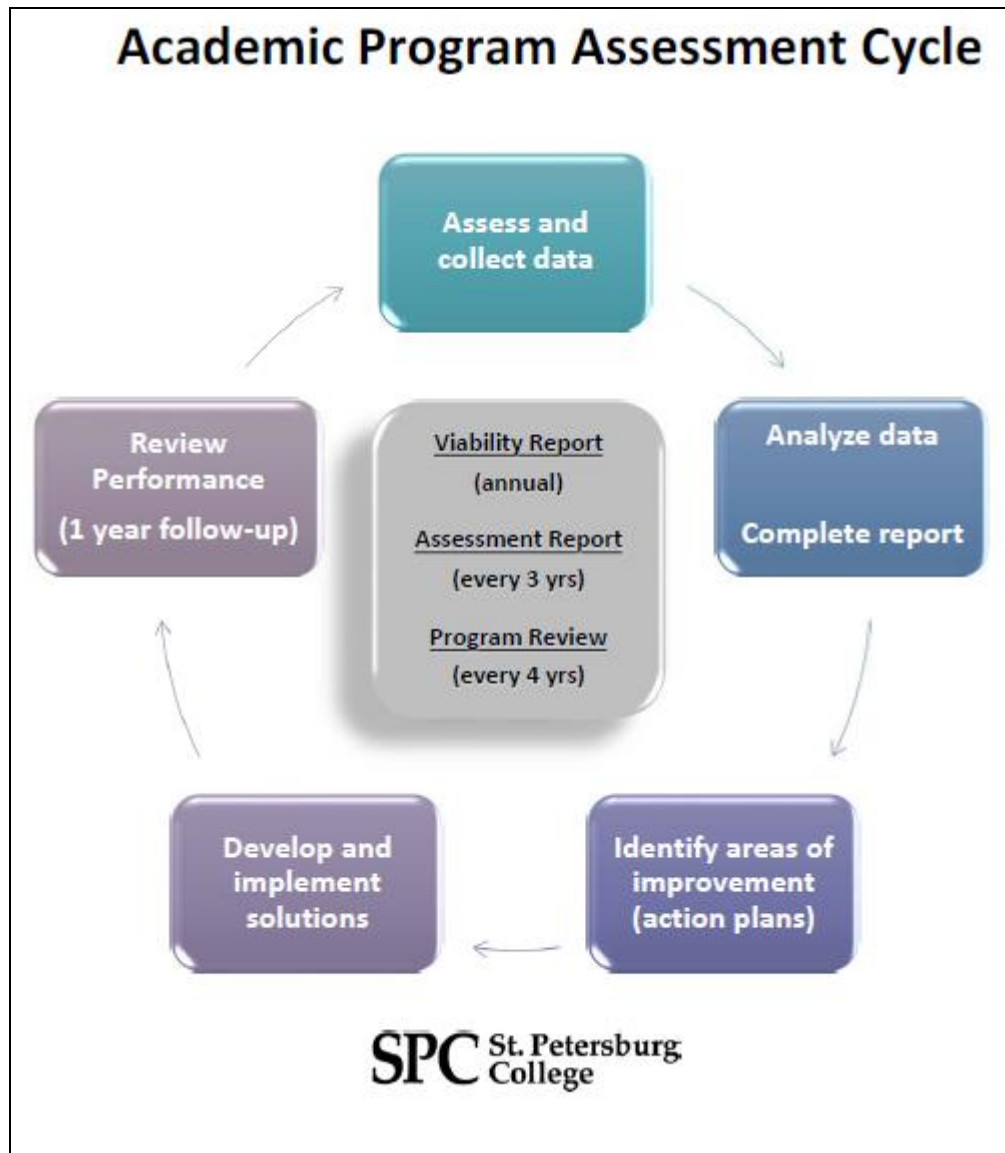


Figure 1: Academic Program Assessment Cycle



Program Description

SPC's Veterinary Technology (Technology) Associate in Science degree gives students a solid foundation for success. SPC's online program means students don't have to give up their job to finish their degree. As students advance through the program, they will be trained in a wide range of skills including radiology, nursing, dentistry, surgical preparation, anesthesia, and clinical laboratory tests. The program also prepares students for the national certification exam. SPC's program has an excellent reputation and is accredited by the American Veterinary Medical Association through the Committee on Veterinary technician education and Activities.

Degree Offered

An Associate in Science Degree in Veterinary Technology is offered at SPC.

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

Accreditation

The Veterinary Technology Program is accredited by the American Veterinary Medical Association - Committee on Veterinary Education and Activities. The program was last accredited in 2017, and the next accreditation is scheduled for 2024.

Program Learning Outcomes

1. The student will recognize the principles of pharmacology, classes of drugs, and be familiar with the pharmacology of commonly used medicines.
2. The student will understand sterile technique, surgical assisting, and be familiar with the characteristics of common surgical instruments.
3. The student will know the procedures for and be able to perform common clinical laboratory tests such as blood counts, serum chemistry, and urinalysis.
4. The student will understand nursing practices and be able to use intravenous catheters, urinary catheters, and bandaging materials properly.
5. The student will understand and practice radiation safety while taking radiographs, and will be able to recognize and correct errors in technique to produce diagnostic radiographs.

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6. The student will understand anesthetic agents and their administration, the monitoring of anesthetized patients, and safe recovery.
7. The student will recognize the principles of dentistry and become familiar with the procedures associated with dentistry in veterinary medicine.
8. The student performance on the Veterinary Technician National Exam will demonstrate that they have an overall understanding of pharmacology; surgical assisting and preparation; clinical laboratory techniques; animal care and nursing; diagnostic imaging; analgesia and anesthesia and dentistry.





Measure Descriptions

The CAPR reports include twenty-two 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 2018. 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:** 2014, 2015, 2016, 2017
- **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:** 2014, 2015, 2016, 2017
- **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:** 2014, 2015, 2016, 2017
- **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:** 2017-18 Fall, Spring, Summer; 2018-19 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:** 2014, 2015, 2016, 2017
- **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:** 2014, 2015, 2016, 2017
- **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.*



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:** 2017-18 Fall, Spring, Summer; 2018-19 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:** 2016-17 Fall
- **Enroll History Acad Term Desc (must be same as above):** 2016-17 Fall
- **Student Term History Academic Plan:** Applicable Program plan
- **Comparison Filters**
Academic Year - Term Desc - Multi: 2016-17 Fall, Spring, Summer; 2017-18 Fall, Spring, Summer; 2018-19 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:** 2014, 2015, 2016, 2017
- **Graduation Degree Plan Subplan - Multi:** All Applicable Program Plans
- **All other filters:** All





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 2019)

Measure #13: Capital Expenditures (will be available by December 2019)

Measure #14: State and County Trends and Wage Information

Employment trend information is reported by state and county. Jobs (2018) refers to the average annual job openings due to growth and net replacement; % Change (2018-2026) 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 2019)

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.





Program Performance



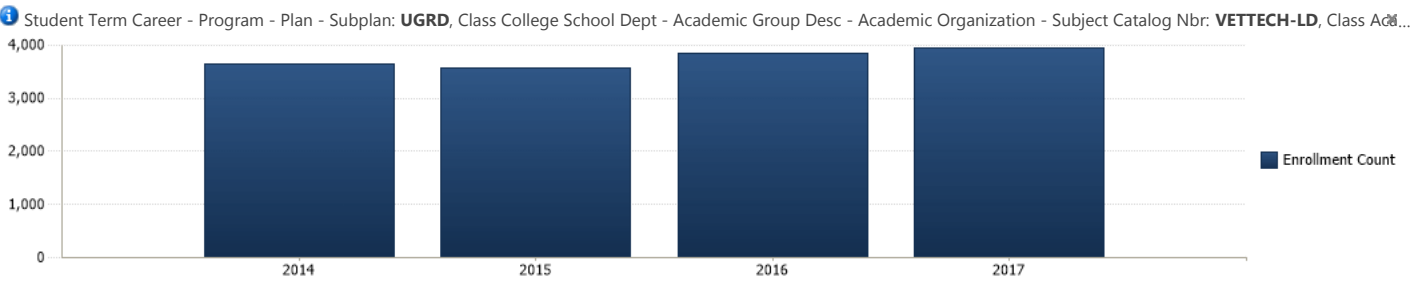
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[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Grade Distribution](#) | [Course Groups](#) | [Program Plans Taken by Plan](#)

Enrollment Count Graph



Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **VETTECH-LD**, Class Add...

Term Academic Year - Term Desc	Enrollment Count
▶ 2014	3,651
▶ 2015	3,577
▶ 2016	3,850
▶ 2017	3,948

Student System Cube Refresh

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CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi **2014, 2015, 2016, 2017**

Campus Description **All**

Academic Plan - Multi **All**

College - Group - Acad Org - Subject **VETTECH-LD**

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**

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Course Groups](#)

Unduplicated Student Count Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **VETTECH-LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**,%..



Unduplicated Student Count

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **VETTECH-LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**,%..

Term Academic Year - Term Desc	Unduplicated Student Count
▸ 2014	439
▸ 2015	444
▸ 2016	478
▸ 2017	487

Student System Cube Refresh

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Viability Report Process Document

 [Viability Report Process Document](#)

Academic Year - Term Desc - Multi

Campus Description

Career - Program - Plan - Subplan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

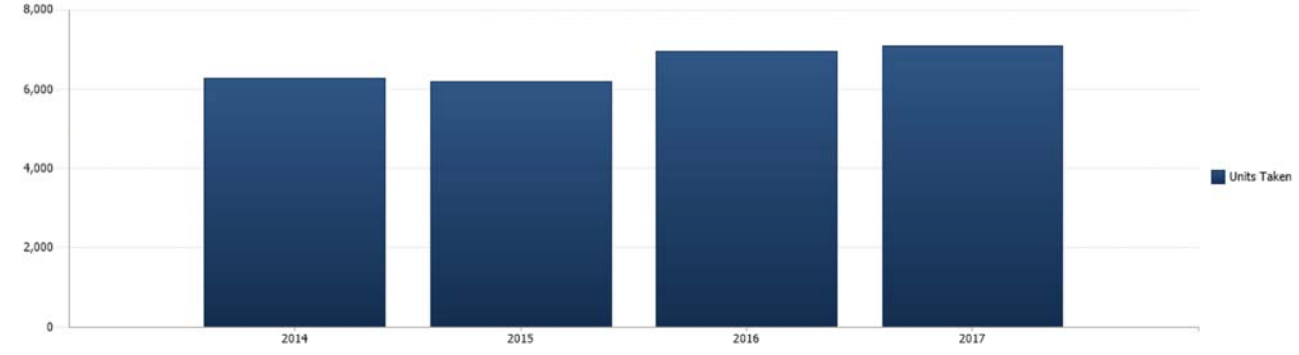
Course Group

Academic Program Viability Report > Enrollment

Enrollment | Performance | Percent Full | Graduates | Course Groups

SSH Enrollment Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **VETTECH-LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**,%.



SSH Enrollment

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **VETTECH-LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**,%.

Term Academic Year - Term Desc	Units Taken
▸ 2014	6,295
▸ 2015	6,210
▸ 2016	6,942
▸ 2017	7,078

Student System Cube Refresh

Last Refresh: 9/13/2018 5:49:09 AM

Viability Report Process Document

 [Viability Report Process Document](#)

Academic Year - Term Desc - Multi

Campus Description

Career - Program - Plan - Subplan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Age Group

Ethnic Group

Gender

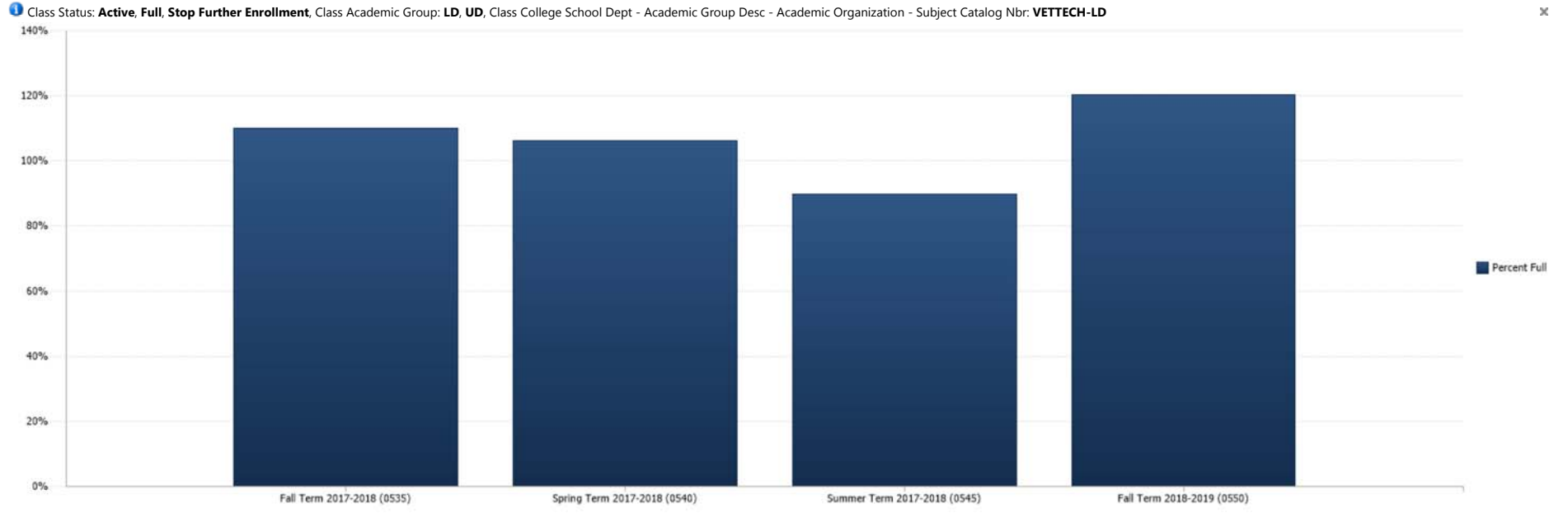
Custom Cohort

Student Group

Course Group

Enrollment | Performance | [Percent Full](#) | Graduates | Course Groups

Percent Full Metric Graph



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: **VETTECH-LD**, Filter empty rows and columns

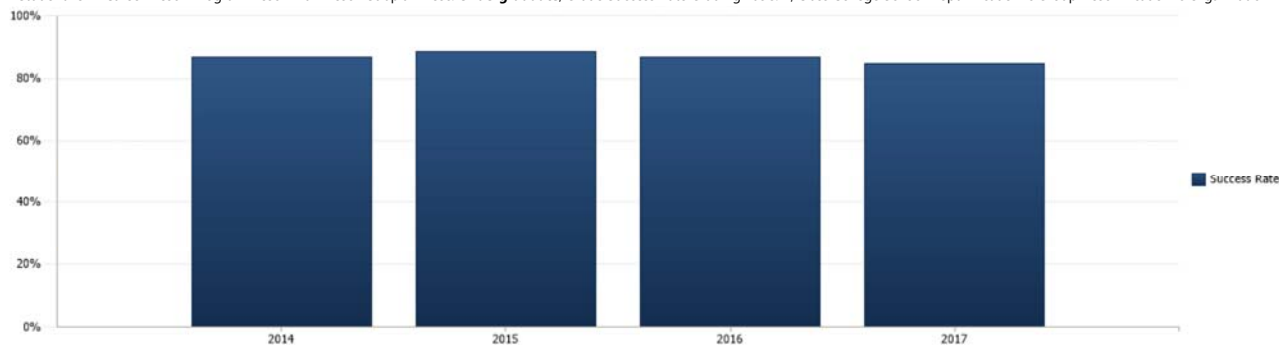
Term Academic Year - Term Desc	Measures	All	Blended	Face-to-Face	Online
Fall Term 2017-2018 (0535)	Enrollment Count	1,651	9	597	1,045
Fall Term 2017-2018 (0535)	Standard Course Load	1,500	30	600	870
Fall Term 2017-2018 (0535)	Percent Full	110.1%	30.0%	99.5%	120.1%
Spring Term 2017-2018 (0540)	Enrollment Count	1,634		603	1,031
Spring Term 2017-2018 (0540)	Standard Course Load	1,540		610	930
Spring Term 2017-2018 (0540)	Percent Full	106.1%		98.9%	110.9%
Summer Term 2017-2018 (0545)	Enrollment Count	664			664
Summer Term 2017-2018 (0545)	Standard Course Load	740			740
Summer Term 2017-2018 (0545)	Percent Full	89.7%			89.7%
Fall Term 2018-2019 (0550)	Enrollment Count	1,737	16	523	1,198
Fall Term 2018-2019 (0550)	Standard Course Load	1,445	30	585	830
Fall Term 2018-2019 (0550)	Percent Full	120.2%	53.3%	89.4%	144.3%

Academic Program Viability Report > Performance

Enrollment | [Performance](#) | Percent Full | Graduates | Course Groups

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 - Academic Organization % ...



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 - Academic Organization % ...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
2014	3,651	87.0%	5.8%	4.1%	1.6%
2015	3,577	88.6%	4.0%	4.8%	1.6%
2016	3,850	86.7%	5.0%	5.5%	1.4%
2017	3,949	84.7%	7.0%	4.6%	1.9%

Student System Cube Refresh

Last Refresh: 8/31/2018 5:48:04 AM

Viability Report Process Document

 [Viability Report Process Document](#)

Academic Year - Term Desc - Multi 2014, 2015, 2016, 2017

Campus Description All

Career - Program - Plan - Subplan - Multi Undergraduate

College - Group - Acad Org - Subject VETTECH-LD

Course Instructional Method All

Student Type (FTIC) All

Age Group All

Ethnic Group All

Gender All

Student Group All

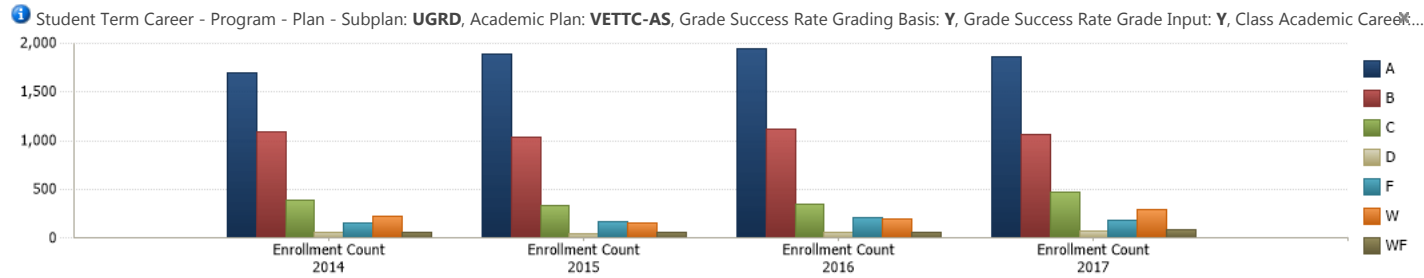
Course Group All



CAPR > Grade Distribution

Enrollment | Performance | Percent Full | Graduates | [Grade Distribution](#) | Course Groups | Program Plans Taken by Plan

Student Grade Distribution Graph



Student Grade Distribution

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

Term Academic Year - Term Desc	Enrollment Count							
	All	A	B	C	D	F	W	WF
2014	3,677	1,694	1,088	395	60	154	225	61
2015	3,672	1,882	1,030	330	44	174	149	63
2016	3,926	1,937	1,119	352	56	204	203	55
2017	4,021	1,857	1,060	476	72	183	290	83

Student System Cube Refresh

Last Refresh: 1/28/2019 5:27:29 AM

CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi 2014, 2015, 2016, 2017

Campus Description All

Academic Plan - Multi VETTC-AS

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

In the Veterinary Technology program, the Veterinary Technician National Examination (VTNE) is used to evaluate the students. Veterinary Technology students are eligible to take the examination upon graduation. The exam is required for licensure throughout the United States.

Veterinary Technology National Licensure Exam Passing Rates						
Veterinary Technology AS	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
National Exam	80.8%	80.1%	79.5%	70.0%	73.2%	71.4%

Source: 2017-18 Factbook, Table 9



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View: **Course Groups**

Date: **9/19/2018**

Dashboard: [Course Groups](#)

Parameter: **Fall Term 2017-2018 (0535),Spring Term 2017-2018 (0540),Summer Term 2017-2018 (0545),Fall Term 2018-2019 (0550),All,Veterinary Technology,All,All,All,All,All,All,All**

Class Course Group - Subject Catalog Nbr	Fall Term 2017-2018 (0535)		Spring Term 2017-2018 (0540)		Summer Term 2017-2018 (0545)		Fall Term 2018-2019 (0550)	
	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes
ATE1650L	75	5	71	6	33	2	56	5
ATE1654L	62	4	64	6	27	3	74	4
ATE1943	70	4	73	5	31	3	54	4
ATE1944	60	4	62	4	26	3	72	4
ATE2651L	47	4	39	4	16	2	71	4
ATE2653L	33	3	37	4	15	1	42	3
ATE2945	41	3	41	3	17	2	55	3
ATE2946	30	2	38	4	10	1	32	2

View: **Program Plans Taken by Plan**

Date: **1/28/2019**

Dashboard: [Program Plans Taken by Plan](#)

Parameter: **Fall Term 2016-2017 (0520),Fall Term 2016-2017 (0520),VETTC-AS,All,All,All,All,All,All,All,All,All,Fall Term 2016-2017 (0520),Spring Term 2016-2017 (0525),Summer Term 2016-2017 (0530),Fall Term 2017-2018 (0535),Spring Term 2017-2018 (0540),Summer Term 2017-2018 (0545),Fall Term 2018-2019 (0550),All**

Academic Plan	Fall Term 2016-2017 (0520)	Spring Term 2016-2017 (0525)	Summer Term 2016-2017 (0530)	Fall Term 2017-2018 (0535)	Spring Term 2017-2018 (0540)	Summer Term 2017-2018 (0545)	Fall Term 2018-2019 (0550)
Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count
All	350	248	135	178	126	68	92
VETTC-AS	350	244	124	165	110	57	70
-				1			
GEN-AA		2	2	3	2		1
HSA-AS				1	2	1	2
BIO-TR				1	1		
ENRCH-NO			5	1			2
BACCAPP-NO		1					1
BUS-AS							1
DIG-AS							1
HUS-AS			1	1	1	1	1
VETTC-BAS		1	3	5	9	9	13
VETTC-CT					1		

Academic Program Viability Report > Graduates

Enrollment | Performance | Percent Full | [Graduates](#) | Course Groups

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	2014	2015	2016	2017
VETTC-AS		Graduation Data Count	94	95	103	76

Student System Cube Refresh

Last Refresh: 8/31/2018 5:48:04 AM

Viability Report Process Document

[Viability Report Process Document](#)

Academic Year - Term Desc - Multi 2014, 2015, 2016, 2017

Graduation Degree Plan Subplan - Multi VETTC-AS

Age Group All

Gender All

Ethnic Group All

Custom Cohort All

Student Group All



Faculty/Adjunct Ratio

Equated Credit Hours by Faculty Classification

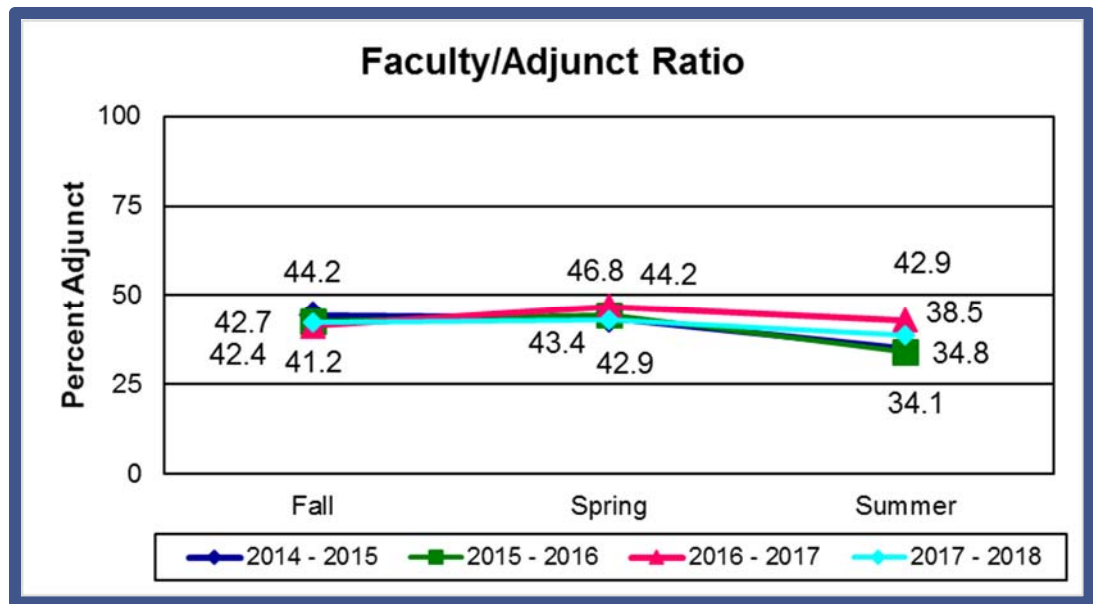
	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2014-2015	128.3	46.5%	25.5	9.2%	122.0	44.2%
Spring 2014-2015	124.3	46.6%	26.5	9.9%	115.8	43.4%
Summer 2014-2015	44.3	51.3%	12.0	13.9%	30.0	34.8%
2014-2015 Total	296.8	47.2%	64.0	10.2%	267.8	42.6%
Fall 2015-2016	129.3	48.6%	23.3	8.7%	113.5	42.7%
Spring 2015-2016	121.8	45.9%	26.3	9.9%	117.3	44.2%
Summer 2015-2016	52.5	57.7%	7.5	8.2%	31.0	34.1%
2015-2016 Total	303.5	48.8%	57.0	9.2%	261.8	42.1%
Fall 2016-2017	132.8	49.8%	24.0	9.0%	109.8	41.2%
Spring 2016-2017	130.8	44.9%	24.0	8.2%	136.3	46.8%
Summer 2016-2017	46.5	47.8%	9.0	9.3%	41.8	42.9%
2016-2017 Total	310.0	47.3%	57.0	8.7%	287.8	43.9%
Fall 2017-2018	154.0	53.5%	12.0	4.2%	122.0	42.4%
Spring 2017-2018	152.3	53.4%	10.5	3.7%	122.3	42.9%
Summer 2017-2018	60.8	60.0%	1.5	1.5%	39.0	38.5%
2017-2018 Total	367.0	54.4%	24.0	3.6%	283.3	42.0%

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



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Occupation Description

The occupation description for Veterinary technologists and technicians (29-2056) 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 2018 wage information for Veterinary technologists and technicians is located in the table below. The median hourly earnings for Veterinary technologists and technicians was \$14.80 in Florida and \$14.76 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 (21.0% - 24.4%) is shown for the period between 2018 and 2026, across the state and county.





Employment Data

Growth for Veterinary technologists and technicians

	Jobs (2018)	% Change (2018-2026)	Median Earnings
Florida	9,681	21.0%	\$14.80/hr
Pinellas County	718	24.4%	\$14.76/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- AS program are employed in various areas related to their field. The primary local employers of these graduates are Affiliated Veterinary Emergency Center, Affiliated Veterinary Specialists, Blue Pearl Veterinary Partners, Clark Road Animal Clinic, Pinola Conservancy, VCA Animal Specialty Center of South Carolina, Banfield Veterinary Hospitals - all locations, Blue Pearl Clearwater - Clearwater/Tampa and Brandon, Main Street Veterinary Hospital - Dunedin, University of Florida Veterinary Teaching Hospital, and Partridge Veterinary Hospital as depicted in the table below.

Major Employers

Employers of Veterinary Technology - AS Graduates
Affiliated Veterinary Emergency Center
Affiliated Veterinary Specialists
Blue Pearl Veterinary Partners
Clark Road Animal Clinic
Pinola Conservancy
VCA Animal Specialty Center of South Carolina
Banfield Veterinary Hospitals - all locations
Blue Pearl Clearwater - Clearwater/Tampa and Brandon
Main Street Veterinary Hospital - Dunedin
University of Florida Veterinary Teaching Hospital
Partridge Veterinary Hospital

Source: Recent Alumni Survey reports and program administrator records

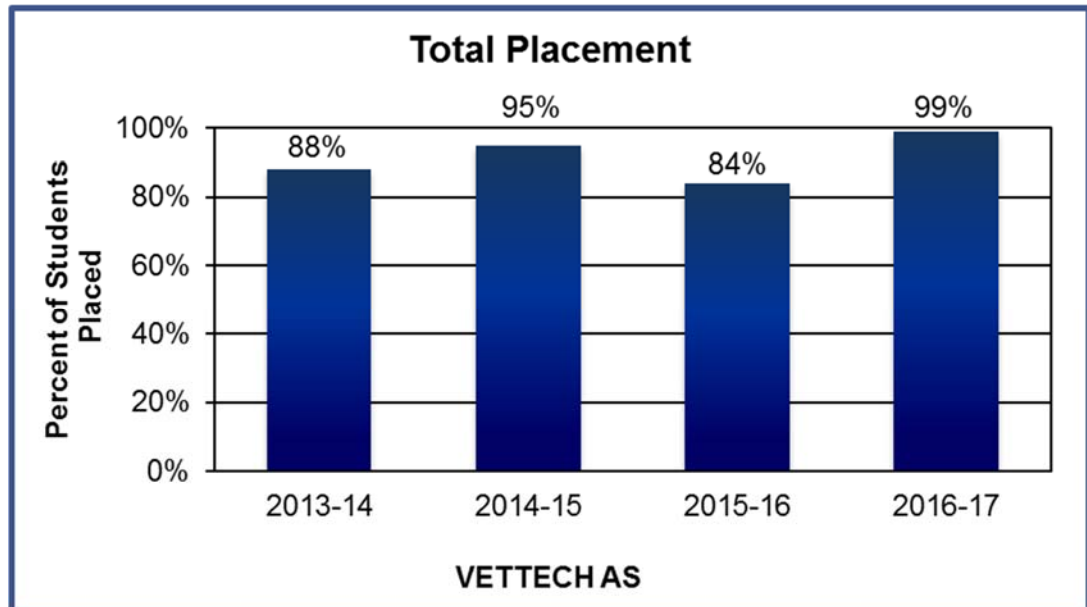


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2018-19 Placement Data



VETTECH AS		
	Pool Count	Percent Placed
2013-14	66	88%
2014-15	74	95%
2015-16	63	84%
2016-17	75	99%

Source: FETPIP Follow-up Outcomes <http://www.fl DOE.org/fetpip/ccs.asp>



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State Graduates Outcomes

Veterinary Technology Program Graduates 2016-17 Outcomes by Florida Community College

Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed or Education)	Placement Rate
Eastern Florida State College	****	****	****	71%	****	****	100%
Pensacola State College	16	12	11	69%	****	****	67%
Miami Dade College	14	13	13	93%	11	11	100%
Hillsborough Community College	22	21	17	77%	21	21	100%
St. Petersburg College	109	83	75	69%	75	74	99%
Total	161	129	116	90%	107	106	99%

**** Graduate values less than 10 but greater than 0.

****% Percentage based on numerator less than 10 and denominator 10 or more.

- Graduate value equal to 0.

Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>



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Academics



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Educational Outcomes

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

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2016-17 assessment. Each of the eight PLOs is listed below:

1. The student will recognize the principles of pharmacology, classes of drugs, and be familiar with the pharmacology of commonly used medicines.
2. The student will understand sterile technique, surgical assisting, and be familiar with the characteristics of common surgical instruments.
3. The student will know the procedures for and be able to perform common clinical laboratory tests such as blood counts, serum chemistry, and urinalysis.
4. The student will understand nursing practices and be able to use intravenous catheters, urinary catheters, and bandaging materials properly.
5. The student will understand and practice radiation safety while taking radiographs, and will be able to recognize and correct errors in technique to produce diagnostic radiographs.
6. The student will understand anesthetic agents and their administration, the monitoring of anesthetized patients, and safe recovery.
7. The student will recognize the principles of dentistry and become familiar with the procedures associated with dentistry in veterinary medicine.
8. The student performance on the Veterinary Technician National Exam will demonstrate that they have an overall understanding of pharmacology; surgical assisting and preparation; clinical laboratory techniques; animal care and nursing; diagnostic imaging; analgesia and anesthesia and dentistry.

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Means of Assessment

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

The Veterinary Nursing (AS) program used the results of the American Association of Veterinary State Board's Veterinary Technician National Exam (VTNE) to evaluate the students. The criteria for success stated that students should attain a mean score that exceeds the national average.

Data were collected in March/April, July/August, and November/December during 2014, 2015 and 2016. The students whom were assessed achieved an overall mean score that exceeded the national average for PLOs 1 through 3, and 5 through 8. As for PLO 4, the overall mean scores did not meet the criteria for success.

The 2016-17 follow-up report was completed in April 2018. All of the action items were completed, and the results published in the 2016-17 follow-up report. The next assessment report is scheduled to be completed during the 2019-20 academic year.

For the complete 2016-17 Veterinary Nursing Program Assessment Report, please see Appendix B.



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Stakeholder Perceptions

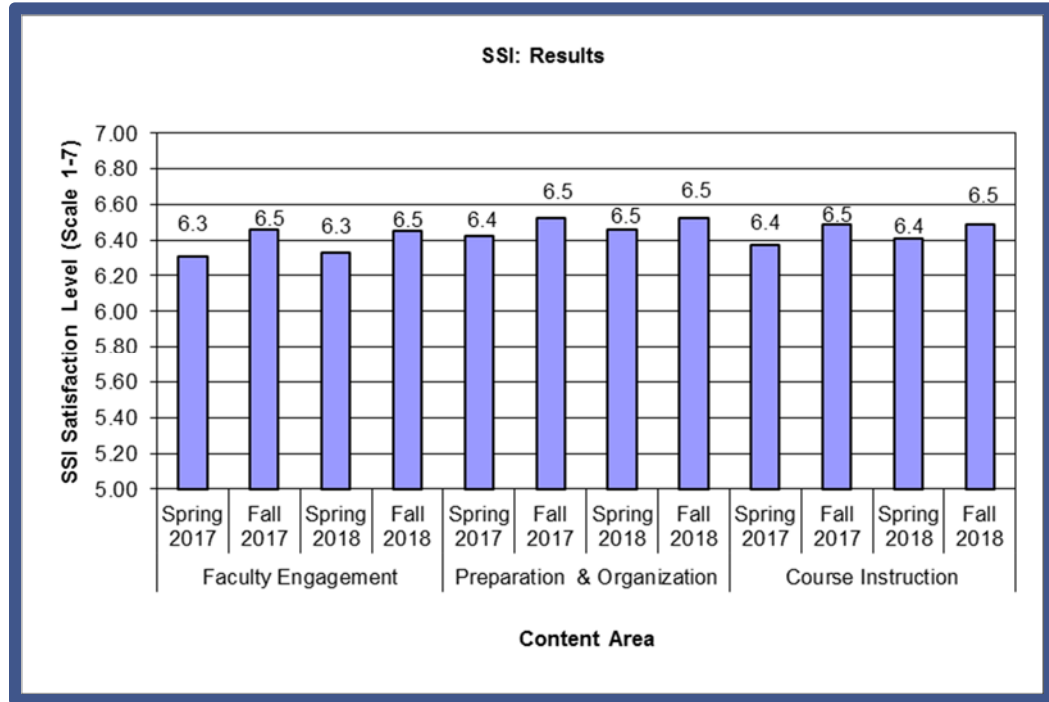


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Student Survey of Instruction (SSI)



Source: St. Petersburg College Student Survey of Instruction database



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St. Petersburg College
SPC Veterinary Technology
2017-18 Alumni Survey Report
Survey of 2016-17 Graduates

➤ A.S. Degree: Veterinary Technology

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.

Ninety-nine Alumni Surveys were provided to the 2016-17 graduates of the Veterinary Technology program. Responses were received from 16 A.S. graduates.

Sixteen percent (16/99) 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:

- 100% (15/15) of recent graduate survey respondents, who were employed, were employed full-time.
- 100% (15/15) of recent graduate survey respondents had a current position related to their studies.
- 50.0% (8/16) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Continue my education"*; 18.8% (3/16) *"Change career fields"*; 12.5% (2/16) *"Earn more money"*; 12.5% (2/16) *"Meet certification/training needs"*; and 6.3% (1/16) *"Other"*.
- 66.7% (10/15) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Earn more money"*; 53.3% (8/15) *"Meet certification/training needs"*; 46.7% (7/15) *"Continue my education"*; 33.3% (5/15) *"Obtain employment"*; 26.7% (4/15) *"Get a promotion"*; 20.0% (3/15) *"Change career fields"*; and 6.7% (1/15) *"Other"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 56.3% (9/16) of recent graduate survey respondents indicated that SPC did *"Exceptionally well"* in helping them meet their goal; 37.5% (6/16) *"Very well"*; and 6.3% (1/16) *"Adequately"*.
- 80.0% (12/15) of recent graduate survey respondents indicated that they earned \$15.00-\$19.99 per hour (\$31,000-\$41,999 annually); and 20.0% (3/15) earned \$10.00-\$14.99 per hour (\$21,000-\$30,999 annually).
- 25.0% (4/16) of recent graduate survey respondents indicated they are continuing their education.

- 100% (16/16) of recent graduate survey respondents would recommend SPC's Veterinary Technology program to another.
- 68.8% (11/16) of recent graduate survey respondents indicated being a credentialed Veterinary Technician.
- 62.5% (10/16) of recent graduate survey respondents were members of a State Association; 50.0% (8/16) were members of a National Association; and 25.0% (4/16) were members of a Local Association; while 25.0% (4/16) 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. 86.7% (13/15) of respondents selected "*Animal nursing*"; 80.0% (12/15) "*Laboratory procedures*"; 66.7% (10/15) "*Surgery preparation and assisting*"; 60.0% (9/15) "*Pharmacy and Pharmacology*"; 60.0% (9/15) "*Radiology and ultrasound*"; 60.0% (9/15) "*Office and hospital procedures*"; 46.7% (7/15) "*Anesthesia*"; and 33.3% (5/15) "*Management*". [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. 42.9% (6/14) of respondents selected "*Management*"; 35.7% (5/14) "*Pharmacy and Pharmacology*"; 28.6% (4/14) "*Anesthesia*"; 21.4% (3/14) "*Radiology and ultrasound*"; 14.3% (2/14) "*Laboratory procedures*"; 7.1% (1/14) "*Surgery preparation and assisting*"; and 7.1% (1/14) "*Office and hospital procedures*". [Note: The total may exceed 100% as this question allows multiple responses]
- 40.0% (6/15) of recent graduate survey respondents worked at a "*Small animal, exclusive*" practice; 40.0% (6/15) worked at a "*Small animal, predominant*" practice; and 20.0% (3/15) worked at an "*Other*" practice.
- 100% (8/8) of recent graduate survey respondents worked at a practice with a "*Primarily teaching/clinical*" academic purpose.
- 85.7% (6/7) of recent graduate survey respondents worked at a "*Not-for-profit*" organization; and 14.3% (1/7) worked at an "*Industry/commercial*" organization.
- 84.6% (11/13) of recent graduate survey respondents received "*Paid vacation*" as a benefit; 76.9% (10/13) "*Pension/retirement/401K*"; 76.9% (10/13) "*Uniform allowance*"; 76.9% (10/13) "*Reduced or no cost veterinary services or products*"; 69.2% (9/13) "*Continuing education paid*"; 61.5% (8/13) "*Medical/hospitalization plan*"; 53.8% (7/13) "*Paid sick leave*"; 38.5% (5/13) "*Dental plan*"; 30.8% (4/13) "*Vision plan*"; 30.8% (4/13) "*Professional dues paid*"; 23.1% (3/13) "*Paid maternity/paternity leave*"; 23.1% (3/13) "*Life insurance*"; 15.4% (2/13) "*Sales incentive plan*"; and 7.7% (1/13) "*Liability insurance*". [Note: The total may exceed 100% as this question allows multiple responses]
- An evaluation of Veterinary Technology 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 4.5, eighteen received mean scores between 4.1 and 4.4, and five received mean scores between 3.7 and 3.9.

Table 1
College Preparation Ratings for Recent Veterinary Technology Program Graduates

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Communicating clearly and effectively with others through:</i>			
Speaking	16	4.2	0.7
Listening	16	4.1	0.8
Reading	16	4.3	0.9
Writing	16	4.2	0.8
<i>Your use of mathematical and computational skills:</i>			
Comfortable with mathematical calculations	16	3.9	1.1
Using computational skills appropriately	16	3.9	1.0
Accurately interpreting mathematical data	16	3.7	1.0
<i>Using the following forms of technology:</i>			
Email	16	4.3	0.9
Word Processing	16	4.3	0.9
Spreadsheets	16	3.8	1.3
Databases	16	3.8	1.3
Internet Research	15	4.3	0.8
<i>Thinking logically and critically to solve problems:</i>			
Gathering and assessing relevant information	16	4.5	0.6
Inquiring about and interpreting information	16	4.5	0.6
Organizing and evaluating information	16	4.4	0.6
Analyzing and explaining information to others	16	4.4	0.6
Using information to solve problems	16	4.4	0.6
<i>Working effectively with others in a variety of settings:</i>			
Participating as a team player (e.g., group projects)	16	4.1	0.8
Working well with individuals from diverse backgrounds	16	4.4	0.6
Using ethical courses of action	16	4.4	0.6
Demonstrating leadership skills	16	4.3	0.7
<i>Appreciating the importance of lifelong learning:</i>			
Showing an interest in career development	16	4.4	0.7

<i>General Education Outcomes</i> <i>(Five point rating scale with five being the highest)</i>	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
Being open to new ideas and challenges	16	4.4	0.6
Willingness to take on new responsibilities	16	4.4	0.6
Pursuing additional educational opportunities	16	4.3	0.9



Veterinary Technology

2017-18 Employer Survey Report

Employer Survey of 2016-17 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 2016-17 recent graduate survey. Sixty-seven percent of the employers surveyed responded to the survey (4/6). 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% (3/3) of employers responding to the survey indicated they would hire another graduate from SPC.
- 50.0% (2/4) of employers responding to the survey had graduate employees who earned \$20.00-\$24.99 per hour (\$42,000-\$51,999 annually); and 50.0% (2/4) had employees who earned \$15.00-\$19.99 per hour (\$31,000-\$41,999 annually).
- 75.0% (3/4) of employers responding to the survey indicated that their practice was a *"Small animal"* practice; and 25.0% (1/4) another type of practice.
- 75.0% (3/4) of employers responding to the survey indicated that their practice had *21 or more* employees; and 25.0% (1/4) *1 to 10* employees.
- 75.0% (3/4) of employers responding to the survey indicated that their practice employed *9 or more* veterinary technicians; and 25.0% (1/4) *1 to 4* veterinary technicians.
- 50.0% (2/4) of employers responding to the survey indicated that their practice employed *5 to 8* SPC graduates; and 50.0% (2/4) *1 to 4* SPC graduates.
- 100% (4/4) of employers responding to the survey indicated that the SPC graduate received *"Paid sick leave"* benefits in addition to their salary; 100% (4/4) *"Dental plan"*; 100% (4/4) *"Vision plan"*; 100% (4/4) *"Pension/retirement/401K"*; 100% (4/4) *"Uniform allowance"*; 100% (4/4) *"Professional dues paid"*; 100% (4/4) *"Continuing education paid"*; 100% (4/4) *"Paid vacation"*; 100% (4/4) *"Life insurance"*; 100% (4/4) *"Liability insurance"*; 75.0% (3/4) *"Medical/hospitalization plan"*; 75.0% (3/4) *"Reduced or no cost veterinary services or products"*; 25.0% (1/4) *"Paid maternity/paternity leave"*; and 25.0% (1/4) *"Profit sharing"*. [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 *"Animal nursing"*; 75.0% (3/4) *"Office and hospital procedures"*; 50.0% (2/4)

"Surgery preparation and assisting"; 50.0% (2/4) "Anesthesia"; 25.0% (1/4) "Pharmacy and Pharmacology"; 25.0% (1/4) "Laboratory procedures"; 25.0% (1/4) "Radiology and ultrasound"; and 25.0% (1/4) "Management". [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. 50.0% (2/4) of employers responding to the survey selected *"Pharmacy and Pharmacology"; 50.0% (2/4) "Radiology and ultrasound"; 25.0% (1/4) "Surgery preparation and assisting"; 25.0% (1/4) "Office and hospital procedures"; and 25.0% (1/4) "Management". [Note: The total may exceed 100% as this question allows multiple responses]*
- 75.0% (3/4) of employers responding to the survey indicated that the SPC graduate had worked at their practice for *2 years to 4 years*; and 25.0% (1/4) *0 months to 1 year*.
- An employer evaluation of Veterinary Technology graduates' general education outcomes is displayed in Table 1. Employers indicated satisfaction with graduates' general education outcomes. Ten outcomes received mean scores between 4.5 and 4.8, eleven received mean scores between 4.0 and 4.3, and four received mean scores between 3.5 and 3.8.

Table 1

Employer Competency Ratings for Recent Veterinary Technology Graduates

<i>General Education Outcomes (Five point rating scale with five being the highest)</i>	<i>Item Ratings</i>			
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N/A*</i>
<i>Communicate clearly and effectively with others through:</i>				
Speaking	4	4.0	0.8	0
Listening	4	4.5	0.6	0
Reading	4	4.5	0.6	0
Writing	4	4.5	0.6	0
<i>Use mathematical and computational skills:</i>				
Comfortable with mathematical calculations	4	3.8	1.0	0
Uses computational skills appropriately	4	4.3	0.5	0
Accurately interprets mathematical data	4	3.8	1.0	0
<i>Use the following forms of technology:</i>				
E-mail	4	4.0	0.8	0
Word Processing	4	4.0	0.8	0
Spreadsheets	4	3.8	1.3	0
Databases	4	4.0	0.8	0
Internet Research	4	4.0	0.8	0
<i>Think logically and critically to solve problems</i>				
Gathers and assesses relevant information	4	4.3	0.5	0
Inquires and interprets information	4	4.5	0.6	0

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings			
	N	Mean	SD	N/A*
Organizes and evaluates information	4	4.5	0.6	0
Analyzes and explains information to others	4	4.3	0.5	0
Uses information to solve problems	4	4.5	0.6	0
<i>Work effectively with others in a variety of settings:</i>				
Participates as team player (e.g., groups projects)	4	4.0	1.2	0
Works well with individuals from diverse backgrounds	4	4.0	1.2	0
Uses ethical courses of action	4	4.3	1.0	0
Demonstrates leadership skills	4	3.5	1.0	0
<i>Appreciate the importance of lifelong learning:</i>				
Shows interest in career development	4	4.8	0.5	0
Open to new ideas and challenges	4	4.8	0.5	0
Willing to take on new responsibilities	4	4.8	0.5	0
Pursues additional educational opportunities	4	4.8	0.5	0

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



Program Action Plan

Program: Veterinary Technology, AS

Date Completed: Fall 2020

Prepared By: Tricia Gorham

I. Action Plan Items:

	Action Item	Measure Addressed	Completion Date	Responsible Party
1	Curriculum redesign is ongoing based on revitalization schedule. All course development to be completed and ready for implantation for the fall 2020 calendar year	Program success rates and pass rates on the VTNE	Fall 2020	Tricia Gorham
2	Add large animal, lab animal, and necropsy component option for online students to attend campus to complete skills	Increased success rates for online students enrolled in ATE2656L, ATE1671L and ATE1110L	Fall 2019	Tricia Gorham
3	Renewed and maintain AAHA accreditation	Site visit	Fall 2019	Tricia Gorham



Veterinary Technology - AS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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II. Special Resources Needed:

None

III. Area(s) of Concern/Improvement:

None



Veterinary Technology - AS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards*.
Retrieved February 2018, from the Division of Community Colleges
Web site: <https://www.flrules.org/gateway/ruleno.asp?id=6A-14.060>

Contact Information

Please address any questions or comments regarding this evaluation to:

Maggie Tymms, M.A.
Director, Institutional Effectiveness
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3195
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Appendices



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PROGRAM OF STUDY
School of Veterinary Technology
Veterinary Technology Associate in Science
VETTC-AS

Effective Catalog Term: Summer 2019 (0560) through Present (CIP# 1351080800)

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. Cynthia Grey, Associate Dean
grey.cynthia@spcollege.edu
(727) 302-6724

Tricia Gorham, Academic Chair
gorham.tricia@spcollege.edu
727-302-6733

Program Summary

ON-CAMPUS PROGRAM BEGINS IN AUGUST AND JANUARY

Before entering the first term of the On Campus Veterinary Technology “program courses”, all students must have completed at least 18 of the 22 credits of the required Veterinary Technology general education and support courses including composition, speech, mathematics, and natural science. Students may take the general education and support courses at any regionally accredited college or university, or they may complete them through St Petersburg College campus or distance education courses. The general education and/or support courses do not have to be taken in the order listed. Applicants must have worked or volunteered in a veterinary hospital at least 40 hours prior to applying for admission to fulfill the clinical observation requirement. Candidates will also complete the Health Programs Application before they will be considered for acceptance into the Veterinary Technology Program. Please see a counselor and/or advisor.

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.

Program Related Web Sites

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

Admission Rules

Please review the [Veterinary Technology A.S. Campus Program Admission Guide](#) or [Veterinary Technology A.S. Online Admission Guide](#).

The Admission Guide will outline the admission criteria specific to the Veterinary Technology A.S. program as well as explain the timetable for evaluation and further admission correspondence. Please review this information carefully to ensure you submit a complete application at the appropriate time. Only students who satisfy all the application requirements and submit a complete application in accordance with the information detailed in the Admission Guide will be considered for admission.

The complete on campus and online program application includes the following:

- a. The general college application and the \$40 fee for new students at SPC.
- b. The Health Programs Application.
- c. Transcripts from your high school (if no college degree) and any colleges you have attended sent directly to SPC from each school.
- d. Completion of 40 observation hours in a veterinary clinic
- e. Completion of at least 18 of the 22 general education and support credits including composition I, speech, college-level math, natural science lecture, and natural science lab courses.

Applicants are considered as soon as their file is complete.

Graduation Rules

In addition to the schedule listed above, the student, with permission of the program director, may elect to take reduced credit hours each semester and extend the program over eight semesters. Courses must be taken in proper sequence and all other program requirements apply.

Minimum grade of "C" required in all courses.

AS GENERAL EDUCATION REQUIREMENTS

Communications - Composition

Complete 3 credits from the approved General Education Composition I coursework. Minimum grade of "C" required. This requirement must be completed within the first 24 credits of coursework toward the AS degree.

Credits

3

Total Credits

3

AS GENERAL EDUCATION REQUIREMENTS

Communications - Speech

Complete 3 credits from the approved General Education Speech coursework. Minimum grade of "C" required.

Credits

3

Total Credits

3

AS GENERAL EDUCATION REQUIREMENTS

Social and Behavioral Sciences

Complete 3 credits from the approved General Education Social and Behavioral Sciences coursework. Minimum grade of "C" required.

Credits









3

Total Credits









3

AS GENERAL EDUCATION REQUIREMENTS		Credits
Humanities and Fine Arts		
	Complete 3 credits from the approved General Education Humanities and Fine Arts coursework. Minimum grade of "C" required.	3
Total Credits		3
AS GENERAL EDUCATION REQUIREMENTS		Credits
Mathematics		
	Complete 3 credits from the approved General Education Mathematics coursework. Minimum grade of "C" required.	3
Total Credits		3
AS GENERAL EDUCATION REQUIREMENTS		Credits
Ethics		
	Complete 3 credits from the approved General Education Ethics coursework. Minimum grade of "C" required.	3
Total Credits		3
AS GENERAL EDUCATION REQUIREMENTS		Credits
Computer/Information Literacy Competency		
	Competency may be demonstrated by completing the Computer Information and Literacy Exam (CGS 1070T) OR by successful completion of one of the approved Computer/Information Literacy Competency courses. No minimum credits required.	
Total Credits		0
AS GENERAL EDUCATION REQUIREMENTS		Credits
Enhanced World View		
	Complete at least one 3-credit course intended to enhance the student's world view in light of an increasingly globalized economy. Minimum grade of "C" required. In some cases, this course may also be used to satisfy another General Education Requirement.	
Total Credits		0
SUPPORT COURSES		Credits
Select 3 credits		
	Any Natural Science course and lab with: APB, AST, BCH, BOT, BSC, CHM, ESC, EVR, EVS, GLY, MCB, MET, OCB, OCE, PCB, PSC, PHY or ZOO prefix.	3
Total Credits		3







MAJOR CORE COURSES**First Term in Program****Credits**

ATE 1110 	Animal Anatomy	3
ATE 1110 L 	Animal Anatomy Lab	1
ATE 1311 L 	Veterinary Office Procedures	1
ATE 1650 L 	Veterinary Clinical Practice I	1
ATE 1943 	Veterinary Work Practicum I	1
ATE 1741 	Veterinary Med Terminology	1
ATE 2050 C 	Small Animal Breeds and Behavior	2
ATE 2631 	Animal Nursing	3
Total Credits		13








MAJOR CORE COURSES**Second Term in Program****Credits**

ATE 1636 	Large Animal Clinical & Nursing Skills	2
ATE 1654 L 	Veterinary Clinic Practice II	1
ATE 1944 	Veterinary Work Practicum II	1
ATE 1211 	Animal Physiology	3
ATE 2656 L 	Large Animal Clinical and Nursing Skills Lab	1
ATE 2722 	Avian and Exotic Pet Medicine	2
ATE 2611 	Animal Anesthesia	3
ATE 1412 C 	Introduction to Dental Techniques	1
Total Credits		14

MAJOR CORE COURSES**Third Term in Program****Credits**

ATE 2634 	Animal Pharmacology	3
ATE 2638 	Animal Lab Procedures I	3
ATE 2638 L 	Animal Lab Procedure Lab	2
ATE 2651 L 	Animal Nursing & Medicine Lab I	2
ATE 2945 	Veterinary Work Practicum III	1
ATE 2661 	Large Animal Diseases	1
Total Credits		12

MAJOR CORE COURSES**Fourth Term in Program****Credits**

ATE 1671 L 	Laboratory Animal Medicine	1
ATE 2612 	Animal Medicine	3
ATE 2639 	Animal Lab Procedures II	3
ATE 2639 L 	Animal Lab Procedures Lab II	2
ATE 2653 L 	Animal Nursing & Medicine Laboratory II	2
ATE 2710 	Animal Emergency Medicine	1
ATE 2946 	Veterinary Work Practicum IV	1
Total Credits		13

The Distance Education Program is designed for students who cannot commute to campus. The credit earned by distance education is the same as credit earned on campus. Students may combine distance education courses with on-site courses in order to better accommodate work and family obligations. The difference between local and distance learning is in the method of delivery, not in the content or the desired outcomes. Distance Program – Veterinary Technology Courses are designed to be completed in the specific sequence below. Please contact the program director for advice if you wish to make adjustments.

**DISTANCE EDUCATION PROGRAM BEGINS IN AUGUST,
JANUARY AND MAY**

Credits

The Distance Education Program is designed for students who cannot commute to campus. The credit earned by distance education is the same as credit earned on campus. Students may combine distance education courses with on-site courses in order to better accommodate work and family obligations. The difference between local and distance learning is in the method of delivery, not in the content or the desired outcomes.

Before entering the first semester of the Distance Veterinary Technology “program courses,” all students must have completed at least 18 of the 22 credits of general education and support courses and be computer literate. Students may take the general education and support courses at any regionally accredited college or university, or they may complete them through St. Petersburg College campus or distance education courses.

Applicants must have worked or volunteered in veterinary hospital at least 40 hours prior to applying for admission to fulfill clinical observation requirement. Students must also be in a veterinary hospital at least 20 hours per week each semester they are enrolled in the distance program. Students must master over 200 tasks and skills, resulting in the need to be in a hospital where there is the opportunity, equipment, supplies, and expertise to be instructed and learn these tasks and skills.

Candidates will also complete the Health Programs Application form and the Veterinary Hospital Observation and Discussion form before they will be considered for acceptance into the Veterinary Technology Program. Please contact a counselor and/or advisor.

The Veterinary Technology Distance Education Program is based on the following assumptions. Students have:

- a. completed at least 18 of the 22 credits of the general education and support courses prior to admission.
- b. the initiative, resourcefulness and perseverance to work independently.

- c. a solid relationship with an employer veterinarian.
- d. experience using a computer and have access to a computer and the Internet.
- e. subscribed to an Internet service.

The complete distance program application includes the following:













- a. The college application and the \$40 fee for new students at SPC.
- b. Health Programs Application form.
- c. Hospital Observation and Discussion form.
- d. Transcripts from your high school (if no college degree) and any colleges you have attended sent directly to SPC from each school.

Applicants are considered as soon as their file is complete.

Distance Program – Veterinary Technology Courses are designed to be completed in the specific sequence below. Please contact the program director for advice if you wish to make adjustments.







MAJOR CORE COURSES YEAR ONE - 19 CREDITS












Credits

Term I: Complete 7 credits		
ATE 1110 	Animal Anatomy	3
ATE 1110 L 	Animal Anatomy Lab	1
ATE 1741 	Veterinary Med Terminology	1
ATE 2050 C 	Small Animal Breeds and Behavior	2
Term II: Complete 6 credits		
ATE 1650 L 	Veterinary Clinical Practice I	1
ATE 1943 	Veterinary Work Practicum I	1
ATE 1311 L 	Veterinary Office Procedures	1
ATE 2631 	Animal Nursing	3
Term III: Complete 6 credits		
ATE 1211 	Animal Physiology	3
ATE 1654 L 	Veterinary Clinic Practice II	1
ATE 1944 	Veterinary Work Practicum II	1
ATE 1412 C 	Introduction to Dental Techniques	1

MAJOR CORE COURSES YEAR TWO - 17 CREDITS

Credits

Term I: Complete 7 credits		
ATE 2611 	Animal Anesthesia	3
ATE 2651 L 	Animal Nursing & Medicine Lab I	2
ATE 2710 	Animal Emergency Medicine	1
ATE 2945 	Veterinary Work Practicum III	1
Term II: Complete 5 credits		
ATE 2612 	Animal Medicine	3
ATE 2653 L 	Animal Nursing & Medicine Laboratory II	2

Term III: Complete 5 credits		
ATE 2638 	Animal Lab Procedures I	3
ATE 2638 L 	Animal Lab Procedure Lab	2
MAJOR CORE COURSES		Credits
YEAR THREE - 16 CREDITS		
TERM I: Complete 7 credits		
ATE 2639 	Animal Lab Procedures II	3
ATE 2639 L 	Animal Lab Procedures Lab II	2
ATE 1636 	Large Animal Clinical & Nursing Skills	2
TERM II: Complete 5 credits		
ATE 2634 	Animal Pharmacology	3
ATE 2656 L 	Large Animal Clinical and Nursing Skills Lab	1
ATE 2661 	Large Animal Diseases	1
TERM III: Complete 4 credits		
ATE 1671 L 	Laboratory Animal Medicine	1
ATE 2722 	Avian and Exotic Pet Medicine	2
ATE 2946 	Veterinary Work Practicum IV	1
Total Credits		73

PID 944



Program Assessment Report

Program: Veterinary Technology

Report Year: 2016-17

Drafted by Richard Flora on Sep 28, 2017

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. The following sections illustrate how SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

- #1:** The student will recognize the principles of pharmacology, classes of drugs, and be familiar with the pharmacology of commonly used medications.
-

I. Use of Past Results

VTNE test scores indicate our students are well prepared with the basic knowledge and understanding of pharmacology principles deemed to be necessary for entry-level veterinary technicians. We will continue to monitor test performance to ensure our courses contain material that is current and relevant for veterinary technicians in the veterinary profession.

II. Methodology

Means of Assessment: In the Veterinary Technology program the American Association of Veterinary State Board's Veterinary Technician National Exam (VTNE) is used to evaluate the students. This exam is part of the licensing, registration or certification requirements for a veterinary technician in the majority of states. The group results from the exam for each administration are tabulated by the program director.

Date(s) of Administration: March/April, July/August, and November/December 2014-2016.

Method: The Veterinary Technician National Examination (VTNE), owned and administered by the American Association of Veterinary State Boards, is designed to test for knowledge considered to be required for entry level veterinary technicians. The Professional Examination Service monitors the development of individual questions, design of the test, and test outcomes for appropriateness and validity. The results of the VTNE were used to assess graduates of the Veterinary Technology program.

Assessment Instrument: The Veterinary Technician National Examination is divided into seven categories - pharmacy; surgical preparation and assisting; clinical laboratory procedures; animal care and nursing; diagnostic imaging; analgesia and anesthesia; and dentistry. Scores are reported for each section as well as an overall score. The overall score determines whether or not a candidate passes the exam. Section scores allow us to measure our students' performances and how good a job we are doing in educating our students in those areas. The exam is administered three times each year.

Population: The population sample included students who successfully completed the Associate in Science degree in Veterinary Technology.

III. Criteria for Success

The national average of the pharmacology section of the exam will be used as the criteria for success. The St. Petersburg College average should be above the mean score of all candidates (nationally) taking the exam.

IV. Summary of Assessment Findings

	SPC Pharmacology Scores		National
	N	Score	Score
2014	78	477	500
2015	81	450	489
2016	85	485	468
Total	244	471	486

Results via Face-to-Face

The Veterinary Technician National Examination (VTNE) is not tied to a specific course, students take the exam once they have fulfilled all of the program requirements and are ready to be certified.

Results via Distance Delivery (Online, Blended, etc)

The Veterinary Technician National Examination (VTNE) is not tied to a specific course, students take the exam once they have fulfilled all of the program requirements and are ready to be certified.

V. Discussion and Analysis of Assessment Findings

Scores for the Pharmacology portion of the VTNE indicate our students are scoring below the national average for that portion of the test in 2014 & 2015. We have reviewed the pharmacology portion of our curriculum and revised that content. Test scores in the pharmacology portion of the VTNE have improved since the revisions have been implemented as reflected in the 2016 score. We will continue to monitor the pharmacology scores to make sure the revisions are effective and improve our students' knowledge of pharmacology and that improvement is reflected in the test scores.

#2: The student will understand sterile technique, surgical assisting, and be familiar with the characteristics of common surgical instruments.

I. Use of Past Results

VTNE test scores indicate our students are well prepared with the basic knowledge and understanding of surgical principles deemed to be necessary for entry-level veterinary technicians. We will continue to monitor test performance to ensure our courses contain material that is current and relevant for veterinary technicians in the veterinary profession.

II. Methodology

Means of Assessment:

In the Veterinary Technology program the American Association of Veterinary State Board's Veterinary Technician National Exam (VTNE) is used to evaluate the students. This exam is part of the licensing, registration or certification requirements for a veterinary technician in the majority of states. The group results from the exam for each administration are tabulated by the program director.

Date(s) of Administration: March/April, July/August, and November/December 2014-2016.

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Assessment Instrument: The Veterinary Technician National Examination is divided into seven categories - pharmacy; surgical preparation and assisting; clinical laboratory procedures; animal care and nursing; diagnostic imaging; analgesia and anesthesia; and dentistry. Scores are reported for each section as well as an overall score. The overall score determines whether or not a candidate passes the exam. Section scores allow us to measure our students' performances and how good a job we are doing in educating our students in those areas. The exam is administered three times each year.

Population: The population sample included students who successfully completed the associate in science degree in Veterinary Technology.

III. Criteria for Success

The national average of the surgical assisting and preparation section of the exam will be used as the criteria for success. The St. Petersburg College average should be above the mean score of all candidates (nationally) taking the exam.

IV. Summary of Assessment Findings

	SPC Surgical Assisting and Preparation Scores		National
	N	Score	Score
2014	78	480	370
2015	81	460	467
2016	85	449	488
Total	244	463	444

Results via Face-to-Face

The Veterinary Technician National Examination (VTNE) is not tied to a specific course, students take the exam once they have fulfilled all of the program requirements and are ready to be certified.

Results via Distance Delivery (Online, Blended, etc)

The Veterinary Technician National Examination (VTNE) is not tied to a specific course, students take the exam once they have fulfilled all of the program requirements and are ready to be certified.

V. Discussion and Analysis of Assessment Findings

Overall scores for the Surgical Nursing portion of the VTNE are above the national average. However yearly fluctuations in the scores indicate an area that needs closer examination. We are in the process of reviewing the content of our courses where surgical-related topics are covered, and will revise as deemed necessary. We will continue to monitor scores in this area.

VI. Action Plan and Timetable for Implementation

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

- [Review the content of our courses where surgical-related topics are covered](#)
- Richard Flora / Aug 2018

#3: The student will know the procedures for and be able to perform common clinical laboratory tests such as blood counts, serum chemistry, and urinalysis.

I. Use of Past Results

VTNE test scores indicate our students are well prepared with the basic knowledge and understanding of laboratory procedure principles deemed to be necessary for entry-level veterinary technicians. We will continue to monitor test performance to ensure our courses contain material that is current and relevant for veterinary technicians in the veterinary profession.

II. Methodology

Means of Assessment:

In the Veterinary Technology program the American Association of Veterinary State Board's Veterinary Technician National Exam (VTNE) is used to evaluate the students. This exam is part of the licensing, registration or certification requirements for a veterinary technician in the majority of states. The group results from the exam for each administration are tabulated by the program director.

Date(s) of Administration: March/April, July/August, and November/December 2014-2016.

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Population: The population sample included students who successfully completed the associate in science degree in Veterinary Technology.

III. Criteria for Success

The national average of the clinical laboratory section of the exam will be used as the criteria for success. The St. Petersburg College average should be above the mean score of all candidates (nationally) taking the exam.

IV. Summary of Assessment Findings

	SPC Clinical Laboratory Scores		National
	N	Score	Score
2014	78	491	458
2015	81	527	473
2016	85	572	495
Total	244	531	476

Results via Face-to-Face

The Veterinary Technician National Examination (VTNE) is not tied to a specific course, students take the exam once they have fulfilled all of the program requirements and are ready to be certified.

Results via Distance Delivery (Online, Blended, etc)

The Veterinary Technician National Examination (VTNE) is not tied to a specific course, students take the exam once they have fulfilled all of the program requirements and are ready to be certified.

V. Discussion and Analysis of Assessment Findings

As reflected by the test scores, our graduates perform very well on the Laboratory Procedures portion of the VTNE. We continually monitor the curriculum and test scores to make sure we are providing the level and content of material needed in this area.

-
- #4:** The student will understand nursing practices and be able to use intravenous catheters, urinary catheters, and bandaging materials properly.
-

I. Use of Past Results

VTNE test scores indicate our students are well prepared with the basic knowledge and understanding of nursing principles deemed to be necessary for entry-level veterinary technicians. We will continue to monitor test performance to ensure our courses contain material that is current and relevant for veterinary technicians in the veterinary profession.

II. Methodology

Means of Assessment: In the Veterinary Technology program the American Association of Veterinary State Board's Veterinary Technician National Exam (VTNE) is used to evaluate the students. This exam is part of the licensing, registration or certification requirements for a veterinary technician in the majority of states. The group results from the exam for each administration are tabulated by the program director.

Date(s) of Administration: March/April, July/August, and November/December 2014-2016.

Method: The Veterinary Technician National Examination (VTNE), owned and administered by the American Association of Veterinary State Boards, is designed to test for knowledge considered to be required for entry level veterinary technicians. The Professional Examination Service monitors the development of individual questions, design of the test, and test outcomes for appropriateness and validity. The results of the VTNE were used to assess graduates of the Veterinary Technology program.

Assessment Instrument: The Veterinary Technician National Examination is divided into seven categories - pharmacy; surgical preparation and assisting; clinical laboratory procedures; animal care and nursing; diagnostic imaging; analgesia and anesthesia; and dentistry. Scores are reported for each section as well as an overall score. The overall score determines whether or not a candidate passes the exam. Section scores allow us to measure our students' performances and how good a job we are doing in educating our students in those areas. The exam is administered three times each year.

Population: The population sample included students who successfully completed the associate in science degree in Veterinary Technology.

III. Criteria for Success

The national average of the nursing section of the exam will be used as the criteria for success. The St. Petersburg College average should be above the mean score of all candidates (nationally) taking the exam.

IV. Summary of Assessment Findings

	SPC Nursing Scores	National
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	N	Score	Score
2014	78	487	501
2015	81	483	507
2016	85	510	515
Total	244	494	508

Results via Face-to-Face

The Veterinary Technician National Examination (VTNE) is not tied to a specific course, students take the exam once they have fulfilled all of the program requirements and are ready to be certified.

Results via Distance Delivery (Online, Blended, etc)

The Veterinary Technician National Examination (VTNE) is not tied to a specific course, students take the exam once they have fulfilled all of the program requirements and are ready to be certified.

V. Discussion and Analysis of Assessment Findings

Performance on this portion of the VTNE indicates our graduates are scoring below the national average. Review of the curriculum in animal nursing has been undertaken and revisions in the animal care lab courses have taken place. Improvement in the test scores for 2016 has occurred. We will continue to monitor our graduates' performance on this portion of the exam to make sure scores continue to improve.

-
- #5:** The student will understand and practice radiation safety while taking radiographs, and will be able to recognize and correct errors in technique to produce diagnostic radiographs.
-

I. Use of Past Results

VTNE test scores indicate our students are well prepared with the basic knowledge and understanding of radiology principles deemed to be necessary for entry-level veterinary technicians. We will continue to monitor test performance to ensure our courses contain material that is current and relevant for veterinary technicians in the veterinary profession.

II. Methodology

Means of Assessment: In the Veterinary Technology program the American Association of Veterinary State Board's Veterinary Technician National Exam (VTNE) is used to evaluate the students. This exam is part of the licensing, registration or certification requirements for a veterinary technician in the majority of states. The group results from the exam for each administration are tabulated by the program director.

Date(s) of Administration: March/April, July/August, and November/December 2014-2016.

Method: The Veterinary Technician National Examination (VTNE), owned and administered by the American Association of Veterinary State Boards, is designed to test for knowledge considered to be required for entry level veterinary technicians. The Professional Examination Service monitors the development of individual questions, design of the test, and test outcomes for appropriateness and validity. The results of the VTNE were used to assess graduates of the Veterinary Technology program.

Assessment Instrument: The Veterinary Technician National Examination is divided into seven categories - pharmacy; surgical preparation and assisting; clinical laboratory procedures; animal care and nursing; diagnostic imaging; analgesia and anesthesia; and dentistry. Scores are reported for each section as well as an overall score. The overall score determines whether or not a candidate passes the exam. Section scores allow us to measure our students' performances and how good a job we are doing in educating our students in those areas. The exam is administered three times each year.

Population: The population sample included students who successfully completed the associate in science degree

III. Criteria for Success

The national average of the diagnostic imaging section of the exam will be used as the criteria for success. The St. Petersburg College average should be above the mean score of all candidates (nationally) taking the exam.

IV. Summary of Assessment Findings

	SPC Diagnostic Imaging		National
	N	Score	Score
2014	78	499	450
2015	81	445	428
2016	85	469	466
Total	244	471	448

Results via Face-to-Face

The Veterinary Technician National Examination (VTNE) is not tied to a specific course, students take the exam once they have fulfilled all of the program requirements and are ready to be certified.

Results via Distance Delivery (Online, Blended, etc)

The Veterinary Technician National Examination (VTNE) is not tied to a specific course, students take the exam once they have fulfilled all of the program requirements and are ready to be certified.

V. Discussion and Analysis of Assessment Findings

Scores for our graduates in the Diagnostic Imaging portion of the VTNE are above the national average, and are a reflection of the curriculum changes that took place in 2014 to address a previous weakness in our program. We will continue to monitor graduate scores in this area to make sure we continue to provide the knowledge and skills required.

-
- #6:** The student will understand anesthetic agents and their administration, the monitoring of anesthetized patients, and safe recovery.
-

I. Use of Past Results

VTNE test scores indicate our students are well prepared with the basic knowledge and understanding of anesthetic principles deemed to be necessary for entry-level veterinary technicians. We will continue to monitor test performance to ensure our courses contain material that is current and relevant for veterinary technicians in the veterinary profession.

II. Methodology

Means of Assessment: In the Veterinary Technology program the American Association of Veterinary State Board's Veterinary Technician National Exam (VTNE) is used to evaluate the students. This exam is part of the licensing, registration or certification requirements for a veterinary technician in the majority of states. The group results from the exam for each administration are tabulated by the program director.

Date(s) of Administration: March/April, July/August, and November/December 2014-2016.

Method: The Veterinary Technician National Examination (VTNE), owned and administered by the American Association of Veterinary State Boards, is designed to test for knowledge considered to be required for entry level veterinary technicians. The Professional Examination Service monitors the development of individual questions, design of the test, and test outcomes for appropriateness and validity. The results of the VTNE were used to assess graduates of the Veterinary Technology program.

Assessment Instrument: The Veterinary Technician National Examination is divided into seven categories - pharmacy; surgical preparation and assisting; clinical laboratory procedures; animal care and nursing; diagnostic imaging; analgesia and anesthesia; and dentistry. Scores are reported for each section as well as an overall score. The overall score determines whether or not a candidate passes the exam. Section scores allow us to measure our students' performances and how good a job we are doing in educating our students in those areas. The exam is administered three times each year.

Population: The population sample included students who successfully completed the associate in science degree in Veterinary Technology.

III. Criteria for Success

The national average of the anesthesia section of the exam will be used as the criteria for success. The St. Petersburg College average should be above the mean score of all candidates (nationally) taking the exam.

IV. Summary of Assessment Findings

	SPC Anesthesia Scores		National
	N	Score	Score
2014	78	484	479
2015	81	475	477
2016	85	494	477
Total	244	484	478

Results via Face-to-Face

The Veterinary Technician National Examination (VTNE) is not tied to a specific course, students take the exam once they have fulfilled all of the program requirements and are ready to be certified.

Results via Distance Delivery (Online, Blended, etc)

The Veterinary Technician National Examination (VTNE) is not tied to a specific course, students take the exam once they have fulfilled all of the program requirements and are ready to be certified.

V. Discussion and Analysis of Assessment Findings

Graduate performance on the Anesthesia portion of the VTNE is at or above the national average. We will continue to monitor this area of the exam to be sure our curriculum provides the knowledge and skills required for our graduates to be highly effective veterinary technicians.

-
- #7:** The student will recognize the principles of dentistry and become familiar with the procedures associated with dentistry in veterinary medicine.
-

I. Use of Past Results

VTNE test scores indicate our students are not prepared with the basic knowledge and understanding of dentistry principles deemed to be necessary for entry-level veterinary technicians. Beginning with the fall 2013 semester we have rewritten the dentistry portions of our nursing and clinical practice lab courses to address this issue. Students experiencing the new material will begin taking the VTNE with the November/December 2015 administration of the test. We will monitor test performance starting at that time to measure the effectiveness of our changes and determine if further modification is needed.

II. Methodology

Means of Assessment:

In the Veterinary Technology program the American Association of Veterinary State Board's Veterinary Technician National Exam (VTNE) is used to evaluate the students. This exam is part of the licensing, registration or certification requirements for a veterinary technician in the majority of states. The group results from the exam for each administration are tabulated by the program director.

Date(s) of Administration: March/April, July/August, and November/December 2014-2016.

Method: The Veterinary Technician National Examination (VTNE), owned and administered by the American Association of Veterinary State Boards, is designed to test for knowledge considered to be required for entry level veterinary technicians. The Professional Examination Service monitors the development of individual questions, design of the test, and test outcomes for appropriateness and validity. The results of the VTNE were used to assess graduates of the Veterinary Technology program.

Assessment Instrument: The Veterinary Technician National Examination is divided into seven categories - pharmacy; surgical preparation and assisting; clinical laboratory procedures; animal care and nursing; diagnostic imaging; analgesia and anesthesia; and dentistry. Scores are reported for each section as well as an overall score. The overall score determines whether or not a candidate passes the exam. Section scores allow us to measure our students' performances and how good a job we are doing in educating our students in those areas. The exam is administered three times each year.

Population: The population sample included students who successfully completed the associate in science degree in Veterinary Technology.

III. Criteria for Success

The national average for the dentistry section of the exam will be used as the criteria for success. The St Petersburg College average should be above the mean score of all candidates (nationally) taking the exam.

IV. Summary of Assessment Findings

	SPC Dentistry Scores		National
	N	Score	Score
2014	78	393	326
2015	81	440	393
2016	85	458	404
Total	244	431	376

Results via Face-to-Face

The Veterinary Technician National Examination (VTNE) is not tied to a specific course, students take the exam once they have fulfilled all of the program requirements and are ready to be certified.

Results via Distance Delivery (Online, Blended, etc)

The Veterinary Technician National Examination (VTNE) is not tied to a specific course, students take the exam once they have fulfilled all of the program requirements and are ready to be certified.

V. Discussion and Analysis of Assessment Findings

Scores on the Dentistry portion of the VTNE are above the national average but lower than we like. We have revised the dentistry portion of our curriculum. A new dentistry course has been developed and will be added effective with the Spring 2018 semester. We will monitor graduate scores on the dentistry portion of the exam to make sure we have improved their knowledge and skills in this area.

VI. Action Plan and Timetable for Implementation

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

- A new dentistry course will be added effective with the Spring 2018 semester. We will monitor graduate scores on the dentistry portion of the exam to ensure student success in this area.
- Richard Flora / Aug 2018

#8: The student performance on the Veterinary Technician National Exam will demonstrate that they have an overall understanding of pharmacology; surgical assisting and preparation; clinical laboratory techniques; animal care and nursing; diagnostic imaging; analgesia and anesthesia and dentistry.

I. Use of Past Results

Total VTNE test scores indicate our students are well prepared with the basic knowledge and understanding of the principles deemed to be necessary for entry-level veterinary technicians. We will continue to monitor performance on each domain of the test to ensure our courses contain material that is current and relevant for veterinary technicians in the veterinary profession.

II. Methodology

Means of Assessment:

In the Veterinary Technology program the American Association of Veterinary State Board's Veterinary Technician National Exam (VTNE) is used to evaluate the students. This exam is part of the licensing, registration or certification requirements for a veterinary technician in the majority of states. The group results from the exam for each administration are tabulated by the program director.

Date(s) of Administration: March/April, July/August, and November/December 2014-2016.

Method: The Veterinary Technician National Examination (VTNE), owned and administered by the American Association of Veterinary State Boards, is designed to test for knowledge considered to be required for entry level veterinary technicians. The Professional Examination Service monitors the development of individual questions, design of the test, and test outcomes for appropriateness and validity. The results of the VTNE were used to assess graduates of the Veterinary Technology program.

Assessment Instrument: The Veterinary Technician National Examination is divided into seven categories - pharmacy; surgical preparation and assisting; clinical laboratory procedures; animal care and nursing; diagnostic imaging; analgesia and anesthesia; and dentistry. Scores are reported for each section as well as an overall score. The overall score determines whether or not a candidate passes the exam. Section scores allow us to measure our students' performances and how good a job we are doing in educating our students in those areas. The exam is administered three times each year.

Population: The population sample included students who successfully completed the associate in science degree in Veterinary Technology.

III. Criteria for Success

The national average for the entire exam will be used as the criteria for success. The St Petersburg College average should be above the mean score of all candidates (nationally) taking the exam.

IV. Summary of Assessment Findings

	SPC Overall Exam Scores		National
	N	Score	Score
2014	78	483	483
2015	81	470	479
2016	85	495	478
Total	244	483	480

Results via Face-to-Face

The Veterinary Technician National Examination (VTNE) is not tied to a specific course, students take the exam once they have fulfilled all of the program requirements and are ready to be certified.

Results via Distance Delivery (Online, Blended, etc)

The Veterinary Technician National Examination (VTNE) is not tied to a specific course, students take the exam once they have fulfilled all of the program requirements and are ready to be certified.

V. Discussion and Analysis of Assessment Findings

Total scores on the VTNE show our students typically perform at or above the national scores. The improvement in the 2016 score reflects the curriculum changes mentioned above that were made over the previous 2-3 years. Monitoring the test scores for the VTNE domains will continue, and any future curriculum reviews and changes will occur as the needs arise. The dentistry changes to be implemented with the sparking 2018 semester will also be monitored to see if the dentistry domain scores improve.

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B4. Revise course content			
	Review the content of our courses where surgical-related topics are covered	#2	Richard Flora Aug 2018
	A new dentistry course will be added effective with the Spring 2018 semester. We will monitor graduate scores on the dentistry portion of the exam to ensure student success in this area.	#7	Richard Flora Aug 2018

Approvals

Program Administrator:

Richard Flora - Dean, School of Veterinary Technology

Approved by Richard Flora - Dean, School of Veterinary Technology on Sep 28, 2017

Educational Outcomes Coordinators:

Joe Boyd - Coord, Accredtn&BaccAssessment

Magaly Tymms - Assessment Director

Approved by Joe Boyd - Coord, Accredtn&BaccAssessment on Oct 2, 2017

Dean:

Richard Flora - Dean, School of Veterinary Technology

Approved by Richard Flora - Dean, School of Veterinary Technology on Oct 2, 2017

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Oct 2, 2017



Program Assessment Followup Report

Program: Veterinary Technology

Report Year: 2016-17

Drafted by Richard Flora on Apr 20, 2018

Program Learning Outcomes

- #1:** The student will recognize the principles of pharmacology, classes of drugs, and be familiar with the pharmacology of commonly used medications.
- #2:** The student will understand sterile technique, surgical assisting, and be familiar with the characteristics of common surgical instruments.
- #3:** The student will know the procedures for and be able to perform common clinical laboratory tests such as blood counts, serum chemistry, and urinalysis.
- #4:** The student will understand nursing practices and be able to use intravenous catheters, urinary catheters, and bandaging materials properly.
- #5:** The student will understand and practice radiation safety while taking radiographs, and will be able to recognize and correct errors in technique to produce diagnostic radiographs.
- #6:** The student will understand anesthetic agents and their administration, the monitoring of anesthetized patients, and safe recovery.
- #7:** The student will recognize the principles of dentistry and become familiar with the procedures associated with dentistry in veterinary medicine.
- #8:** The student performance on the Veterinary Technician National Exam will demonstrate that they have an overall understanding of pharmacology; surgical assisting and preparation; clinical laboratory techniques; animal care and nursing; diagnostic imaging; analgesia and anesthesia and dentistry.

Action Plan

Completed Action Items

Category	Action Plan Detail / Completion Explanation	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B4. Revise course content			
	Review the content of our courses where surgical-related topics are covered Explanation: Program courses have been reviewed and a new curriculum proposal is ready to be presented. Part of the revised curriculum are new anesthesia/surgery courses.	#2	Richard Flora Aug 2018
	A new dentistry course will be added effective with the Spring 2018 semester. We will monitor graduate scores on the dentistry portion of the exam to ensure student success in this area. Explanation: The new ATE 1412C Introduction to Dental Techniques course was added to the curriculum during the spring 2018 semester.	#7	Richard Flora Aug 2018

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

The new dental course and the proposed curriculum changes are the result of input from our advisory committee, student comments, graduate performance on the Veterinary Technician National Examination (VTNE), and faculty review. These changes should enhance our students' mastery of the knowledge and skills they need to become effective veterinary technicians upon graduation. As the changes are implemented we will monitor VTNE scores, employer feedback, and student feedback to evaluate the effectiveness of the changes.

Approvals

Program Administrator:

Richard Flora - Dean, School of Veterinary Technology

Approved by Richard Flora - Dean, School of Veterinary Technology on Apr 20, 2018

Educational Outcomes Coordinators:

Joe Boyd - Coord, Accredited & Bacc Assessment

Magaly Tymms - Assessment Director

Approved by Joe Boyd - Coord, Accredited & Bacc Assessment on Apr 20, 2018

Dean:

Richard Flora - Dean, School of Veterinary Technology

Approved by Richard Flora - Dean, School of Veterinary Technology on Apr 20, 2018

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Jun 11, 2018



Appendix C: 2018 Advisory Committee Minutes and Recommendations

Advisory Board Meeting Minutes for May 2018 and October 2018 are provided within this Appendix.

For additional Advisory Board Committee Minutes and Recommendations, please refer to the following link: <http://www.spcollege.edu/friends-partners/work-with-spc/advisory-committees>



Veterinary Technology - AS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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St Petersburg College
Veterinary Technology Program
Advisory Committee Meeting
May 2, 2018
Minutes

Attending – Gary Harrell, Dr. David Landers, Dr. Greg Masters, Dr. Allison Sateren, Ms. Tosha Zimmerman, Mr. Adam Holder, Ms. Tricia Gorham, Dr. Cynthia Grey, Dr. Rich Flora

Regrets – Ms. Jane Hamblin, Dr. Stacey Huber, Dr. Barbara Lewis, Ms. Rhonda Valdez, Dr. Denise Vondrasek, Ms. Stacey Huber

Welcome

Review/Approve October 25, 2017 minutes

Motion – Gary, Second – Greg, approved

Old Business

Curriculum Review

- Review new curriculum – Trish reviewed the proposed changes to the AS curriculum. Goal is to increase the amount of lab/hands on time and address areas of needed improvement identified by student input, VTNE performance, and faculty input. Initial new design was reviewed by our vice president who asked for another review to see if any consolidation of proposed courses is possible. Faculty will review over the summer.

- Cyndy reviewed changes to BAS curriculum. Goal is to consolidate the one credit first semester courses into a three credit course, create a new communications/professional development course, and create a new capstone course which will provide students the opportunity to design a work-related project or internship.

International programs

- Going to Australia December 2018, July 2019
- Some students are going to the dolphin center in Key Largo this summer on their own. May be a site for a summer course in 2019.

Enrollment – has declined for the summer. From student feedback major reasons seem to be finances and personal circumstances.

VTNE

- 66.67% pass rate for our students taking the exam during the November/December test window. National pass rate was 63.95%.

AVMA site visit results

- AVMA accreditation site visit was November 29 – December 1 – major findings revolved around procedures associated with our Institutional Animal Care and Use Committee approved procedures. The head of our accreditation site team was a research veterinarian, so he looked deeper into

those areas. The rest of the visit went very well and the site team was very complimentary.

- I received a call from the AVMA indicting we were fully reaccredited. They also let me know that most of the citings from the site visit were associated with the IACUC findings and have been removed as we are not a research facility and are not subject to the depth of requirements in that area. We should receive our letter with the site team findings within the next couple of weeks.
- Our request to have our online and on campus programs combined for accreditation purposes was approved. That means we only have to prepare one report and pay one accreditation fee from now on.

New Business

Next Meeting - October 2018

St Petersburg College
Veterinary Technology Program
Advisory Committee Meeting
October 23, 2018
Minutes

Welcome

Attending: David Landers, Barbara Lewis, Greg Masters, Allison Sateren, Rhonda Valdez, Stacey Wieder, Tosha Zimmerman, Adam Holder, Jane Hamblin, Gary Harrell, Shannon Garrison, Tricia Gorham, Cynthia Grey, Richard Flora

Regrets: Denise Vondrasek, Stacey Huber

Review/Approve May 2, 2018 minutes

Move – Gary Harrell

Second – Rhonda Valdez

Approved

Old Business

Curriculum Review Status

Cynthia Grey provided the update on the changes to the BAS curriculum

Tricia Gorham provided the update on the changes to the AS program curriculum

All changes have been approved, courses are being changed or developed, will be in effect for the fall 2019 semester

International programs

Going to Australia December 2018

Will determine destination for 2019-20 academic year

Enrollment

Continues to grow

Admitted 30 new on campus students for the spring 2019 semester

Have admitted 24 new online students for spring, with more to come

VTNE

85% pass rate for our students taking the exam for the first time during the July/August test window. National pass rate was 73% for first timers.

AVMA site visit results

Fully reaccredited

AVMA has approved combining campus and online programs, will mean only one accreditation fee and one report

New Business

Effective January 14, 2019 we will become the College of Veterinary Nursing

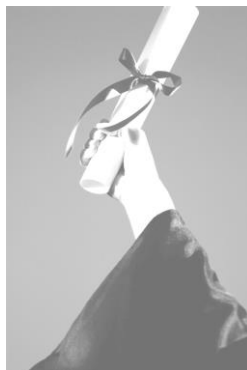
Our degrees will be AS – Veterinary Nursing and BAS – Veterinary Nursing

Asked for input regarding any new equipment or procedures being seen in practice so we can make sure our students are taught

Discussed need for more practical, hands-on experience for students, especially those with limited experience

Discussed the need for more people skills

Next Meeting – April/May 2019



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