**Sinclair Community College**

**Continuous Improvement Annual Update 2016-17**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2017**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2017**

**Department:** **HS - 0690 - Veterinary Technology**

Year of Last Program Review: FY 2014-2015

Year of Next Program Review: FY 2019-2020

**Section II: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

|  |  |  |
| --- | --- | --- |
| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The goals from the most recent Program Review were applicable to SUT, but not VET. The department should develop goals that could be used in this section of the Annual Update? | In progress  Completed  No longer applicable | At the time of the review, SUT and VET were combined into one department. Since that time, the departments have separated. VET Goals will mirror recommendations from the Review Committee for the combined SUT/VET review. As well, as one additional VET goal was established. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

|  |  |  |
| --- | --- | --- |
| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| This is a dynamic department with a positive attitude and a high capacity for meeting stakeholder needs – how can this be modeled for other departments? It may be that workshops and presentations regarding the work of the department could help pass some of this positivity on to other departments. Specifically, the department is encouraged to develop a presentation on developing and implementing new programs, since the Vet Tech program is such an excellent example of how this can be done right. | In progress  Completed  No longer applicable | A presentation has been prepared for a CTL short course and was offered in the Winter Session, but did not receive enough registrants to run the course. CTL has proposed that this presentation be included in the Curriculum and Assessment Track at the end to interested faculty as a bonus feature, and will be presented at the end of the Spring 2017 session of the Curriculum and Assessment Track. |
| As is the case for many Health Sciences departments diversity of students and faculty remains an issue. The department is strongly encouraged to explore ways of increasing diversity, particularly in terms of recruitment in areas with a high population of potential minority students. The department is also encouraged to seek out information on programs that might help them increase diversity. | In progress  Completed  No longer applicable | This will be an ongoing battle to change the diversity outlook for the profession, which is predominately white females. We did, however, increase our diversity 3-fold with the 2017 cohort, which is nearly 9.5% Black, 5% male, and 5% American Asian. We currently attend most career and college fairs both on and off campus. The chair is working on a grant to fund a mobile veterinary unit in order to increase awareness in lower socio-economic communities, as well as continuing to mentor an UAAMP student. With the addition of a veterinary clinic on campus in 2018, we can expect even more contact with a diverse group of the community as well as students. |
| The department expressed a desire to develop a Vet Tech certificate program for students who were previously or are currently incarcerated – the Review Team strongly recommends that the department explore this possibility. In doing so, the department should consider parameters and roadblocks, and determine what the limitations for this population might be in terms of future employment. It may be that the development of a less technical certificate may be warranted. | In progress  Completed  No longer applicable |  |
| Along those lines, a less technical Veterinary-related certificate may be of benefit to students who struggle academically in the current programs. The department should consider possibilities in light of occupational opportunities for students who earn a less technical certificate in this area. | In progress  Completed  No longer applicable | We are in the process of developing the curriculum for an Agricultural Sciences degree that will incorporate Large Animal Sciences Certificate. This may attract students interested in working with animals, but will not be as rigorous a program. The Agricultural certificates may start as early as Summer or Fall of 2017. |
| The VET program discussed at length the benefits it has seen from the Introduction to Animal Sciences course. Should SUT consider offering a similar introductory course? The department is encouraged to have discussions weighing the pros and cons of such a course. | In progress  Completed  No longer applicable |  |

**Section II: Assessment of General Education & Degree Program Outcomes**

For the FY 2016-17 Annual Update, departments are asked to provide assessment results for **Information Literacy**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Education Outcomes** | Year assessed or to be assessed. | Course identified by the department where this outcome could be assessed | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Information Literacy | **2016-2017** | VET 1100  VET 2105  ALH 1103 | * Rubric for Career Investigation paper and presentation * Rubric for Case study presentation and Capstone project presentation | * 85% of students were able to successfully demonstrate Information Literacy with their paper/presentation * 100% of students were able to successfully demonstrate Information Literacy with their Capstone paper/presentation |
| **NEXT YEAR:** | | | | |
| Computer Literacy | **2017-2018** | VET 1100, VET 1200, VET 2105,  VET 2207 | * Completion of assigned tasks via eLearn, * Completion of Word document papers and * PowerPoint presentations with associated rubric. * Evaluation of veterinary software skills competency | * 80% of students were able to demonstrate the ability to navigate eLearn successfully * 90% of students successfully completed and uploaded papers on Word to eLearn * 90% of students successfully completed and uploaded presentations to eLearn * 100% of students demonstrated veterinary software competency. |

The Program Outcomes for the degrees are listed below. Responses from previous years are provided below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| **Incorporate values and attitudes congruent with the profession’s core values and code of ethics through the pursuit of lifelong learning.** | VET 1100  VET 1101/1201  VET 1200  VET 2107, 2207, 2300 | 1st Year  2nd Year | Evaluation of Professional Dress and Behavior through graded activity  Evaluation of professional behaviors as critical skills | 85% of students maintained the professional dress code and behavior policy in the VET 1100, while 100% of students maintained the professional dress code and behavior in VET 1200 courses.  100% of students are required to maintain professional and ethical behaviors within this coursework in order to pass VET 2300. 100% maintained this behavior in VET 2107, 95% in VET 2207, 100% in VET 2300. |
| **Demonstrate ability to provide high quality entry-level veterinary technology services (under the required supervision of a veterinarian), in consumer and patient-care environments.** | VET 2107, 2100, 2207, 2200, and VET 2300 | 2nd Year | Evaluation of Essential Skills Checklists. | Students complete approximately 25% of these skills in VET 2017, 75% of them in 2207 and 2100, and the remainder in 2200 and 2300. All students MUST complete all skills to graduate successfully. Completion of skills indicates entry-level skill, not mastery. |
| **Apply effective skills in the areas of communication, critical thinking and problem-solving in the practice of Veterinary Technology.** | COM 2211  COM 2206  VET 2107  VET 2207  VET 2300   VET 1201  VET 1200  MAT 1130 | 1st Year  2nd Year | Case Study Project  Critical Thinking Essential skills | Specifically in VET 1200, students complete a problem-solving case-study. 100% of the students in the last year were able to complete this project successfully (with a “B” or better.)  Additionally, in VET 2107, 2207 and VET 2300, students are assessed on their ability to solve problems within the work environment as well as communication with peers and clients. 95% of students completing the program are successful in this task. |
| **Demonstrate ability to safely and effectively manage veterinary medications, radiographic images, anesthesia and surgical interventions, laboratory diagnostic procedures, and animal monitoring and restraint.** | VET 1201/1200  VET 2107  VET 2100  VET 2207  VET 2200 VET 2300 | 1st Year  2nd Year | Local Exams  Local Exams  Clinical Essential Skills | Students are taught and tested on these subjects. 76% of students tested on these subjects are successful in the first year based on successful completion of VET 1200.  84% of students tested on these subjects are successful in VET 2207.  100% of students tested on these subjects in VET 2300 are successful |

|  |  |
| --- | --- |
| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | Not at this time. The success rate of the program outcomes roughly match the success rate of students able to find employment and pass the VTNE. If students are not successful in these areas, they do not tend to do well on the licensing exam, and have more difficulty finding employment. |
| **How will you determine whether those changes had an impact?** |  |

**OPTIONAL:**

Please use the space below to keep track of any annual data that your department wishes to maintain. This section is completely optional and will not be reviewed by the Division Assessment Coordinators.