**Sinclair Community College**

**Continuous Improvement Annual Update 2015-16**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2016**

**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 2, 2016**

**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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |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 | In progress  Completed  No longer applicable | At the time of the review, SUT and VET were combined into one department.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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |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 | In progress  Completed  No longer applicable | A presentation is being prepared for the Fall Faculty Professional Development day for 2016. During the 2015 FFPDD, the Chair was asked to present two programs, and could not present the additional “How to Start a Professional Program” as well. The other faculty member was attending other sessions deemed necessary by the department. This will be completed by 2016 FFPD. |
| 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 | In our profession, the majority of technicians are white females. The minorities targeted, therefore, are men and those of any other ethnic background. The Chair has become a Change Agent, begun again to mentor a student through UAAMP, and has associated with the Young Scholars program to bring presentations out to younger audiences of different minority groups. Although the cohorts are primarily white females (84%, 88%, and 90% in the last three classes,) when we compare the application spread: 84% were white females in the first year; 96% were white females in the second year; and 92% were white females in the third year, so we our relative acceptance rate is very good. In addition, the Introduction classes have shown an increase in minority students from 50-100% (depending on the course) in the last year. Meaning that we are doubling the amount of minority students in most classes from last year to this year. This will continue to be a work in progress, until we can show at least a 30% minority population within the cohort for 3 years running. All students’ success will be tracked, and the success of the minority students will be measured together as well as separately with the entirety of the class in order to pinpoint any areas of support that will be needed. |
| 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 | Despite attempts to continue work on this certificate, the project was tabled by Criminal Justice this year. Although I will be continuing to touch-base with Criminal Justice to see when they will be ready to work on another certificate, this is not a task that I can guarantee a time-line on at this juncture. |
| 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 | The profession will not support the development of a certificate in Veterinary Assisting, in that veterinarians prefer to train their own assistants on-the-job. Students spending money on a certificate in this area will not reap the rewards expected with additional certification, i.e. a higher pay rate. Additionally, several area technical programs do provide these certificates, at no cost to the student.  We are in the process of investigating a curriculum for an Agricultural Sciences degree that will incorporate Animal Sciences Certificate. This may attract students interested in working with animals, but will not be as rigorous a program. |
| 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 | This is applicable to SUT, not VET. |

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

The Program Outcomes for the degrees are listed 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**.

**PLEASE NOTE – FOR THE PREVIOUS YEAR AND THIS YEAR, REPORTING OF GENERAL EDUCATION OUTCOME ASSESSMENT HAS BEEN TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING GENERAL EDUCATION OUTCOME:**

* **Cultural Diversity & Global Citizenship: Apply knowledge of cultural diversity to real world context by acknowledging, understanding, and engaging constructively within the contemporary world.**

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

**Do you have a required course in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course**

**If no, is there an elective course that is listed on your Preferred Program Pathway Template where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, is there another elective course that is an option in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, where do students master Cultural Diversity & Global Citizenship in your program? Do you need assistance incorporating this General Education outcome into your degree program?**

**: Although it is introduced in ALH 1101, and likely a portion covered in the required ethics courses, this outcome is apparently not tested for mastery. We are in the process of developing a course in Case Studies in which we intend to introduce a case that will assess the student’s mastery in the Cultural Diversity and Global Citizenship outcome.**

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THIS GENERAL EDUCATION COMPETENCY IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | 75% of students maintained the professional dress code and behavior policy in the VET 1100, while 95-100% of students maintained the professional dress code and behavior in VET 1101/1201, 1200 courses.  100% of students are required to maintain professional and ethical behaviors within this coursework in order to pass VET 2300. 80% 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 1201/1200, students complete a problem-solving case-study. 95% of the students in the last year were able to complete this project successfully (with a “B” or better.)  Additonally, 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. 100% 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  84% of students tested on these subjects are successful in the 2nd year.  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?** |  |