Basic Program Information

Department Name:

Veterinary Technology Program

Division Name:

Biology and Health Sciences

Program Mission(s):
The Primary Mission is Vocational Education: Workforce/Career/Technical Education

The Primary Objectives of the Program Include:
- Provide approved coursework leading to a meaningful AS Degree.
- Graduates will meet the minimum eligibility requirements for the California Veterinary Technician Licensing Examination and will be equipped to earn a passing score and become Registered Veterinary Technicians.
- Maintain high standards for knowledge and performance, provide rigorous academic and practical training in veterinary technology, and produce graduate technicians with superior qualifications.
- Instill in the students a strong sense of professionalism and demonstrate the value of personal accountability and integrity and a solid work ethic.
- Provide the necessary knowledge, skill and ability.to enable immediate employability of graduates at an entry level in clinical practice, the biomedical industry, and other areas where veterinary technicians are in demand.
- Meet the locally and nationally high demand for educated, well-trained, highly skilled Registered Veterinary Technicians.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Karl M. Peter, DVM	Veterinary Technology	Program Director
Maureen Mac Dougall, DVM	Veterinary Technology	Full Time Faculty
Kathleen DePaolo, RVT	Veterinary Technology	Part Time Faculty
Katharine Terry, RVT	Veterinary Technology	Part Time Faculty
Sandra Gregory, RVT	Veterinary Technology	Part Time Faculty

Total number of Full Time Faculty:	2
Total number of Part Time Faculty:	7

Please list all existing Classified Positions:	1
Instructional Facilities Coordinator - Life Sciences (Shared with Horticulture Program)	

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Veterinary Technology Program		X (94 Units)	
Online Veterinary Assisting Program	**X** (13 Units)		

* If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change (3-yr Change)
Veterinary Technology Program	35	50 (+43%)	41 (-18%)	+25%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Non-Transcriptable Program	**2010-2011**	**2011-2012**	**2012-2013**	**% Change (3-yr Change)**
Veterinary Assisting Program (Online)	16	13	12 (-8%)	−27%

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

Formal External Certification is only recently emerging across the US & Canada. To better define the veterinary health care team and the role of the credentialed technician, The National Association for Veterinary Technicians in America (NAVTA) created a veterinary assistant approval program in 2010. Schools with a veterinary assistant program use the NAVTA-approved guidelines and submit their program for NAVTA approval. Once approved, graduates of these programs are given the opportunity to take the National Certifying Exam. With successful completion of the exam, individuals will become an Approved Veterinary Assistant (AVA). Veterinarians desire that all their staff receive education and training and that they are credentialed. There is no postsecondary education requirement for becoming a veterinary assistant or laboratory animal caretaker. However, most workers entering the occupation have a high school diploma or its equivalent. A Certificate will enhance job prospects.

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

The Veterinary Assisting Program Serves a workforce need by providing education and training for entry-level workers in veterinary facilities and animal services industry. According to the Bureau of Labor Statistics-Employment Outlook Handbook, employment of Veterinary Assistants and Veterinary Technicians is expected to grow 14% from 2010 to 2020, as fast as the average for all occupations. Job opportunities are expected to be excellent. Veterinary Assistants look after companion animals in laboratories, animal hospitals, and clinics. They care for the wellbeing of animals by doing routine tasks under the supervision of veterinarians, scientists, veterinary technologists, or veterinary technicians. Veterinary Assistants work mainly in clinics, animal hospitals, and research laboratories. The Veterinary Assistant is the first rung on an established Career Ladder in Veterinary Medicine.

b. (1) Department Level Data - Veterinary Technology AS Degree Program

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	**1,884**	**1,870 (-1%)**	**1,594 (-14.8%)**	**−14.8%**
WSCH	8,893	9,539 (+7.3%)	8,124 (-14.8)	−14.8%
Productivity (College Goal 2013-14: 535)	706	700 (-0.8%)	675 (-3.6%)	−3.6%
Success	95%	95%	94%	−1%
Full-time FTEF	2.5	2.4	1.7	−29.4%
Part-time FTEF	1.1	1.5	2.1	+42.7%

(2) Department Level Data - Online Veterinary Assisting Certificate Program

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	97	146 (+50.5%)	90 (-38.4%)	−38.4%
WSCH	359	888 (+147.4%)	540 (-39.2)	−39.2%
Productivity (College Goal 2013-14: 535)	391	645 (+65%)	588 (-8.7%)	−8.7%
Success	88%	77%	79%	
Full-time FTEF	0	0	0	0%
Part-time FTEF	0.306	0.306	0.306	0%

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	State Approved
	Submitted to State Chancellor's Office
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
X	**Not Applicable**

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

> Veterinary Technology is not required to offer an approved ADT at this time.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. Enrollment trends: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

Veterinary Assisting Program: Enrollment has been erratic over the past 3-yrs with a +51% in 2011-12 and –38% in 2012-'13. Productivity remains high at 645 and 588 respectively making the program viable. Needed are more focused marketing to local veterinarians and offering the program a second time during the normal academic year.

Veterinary Technology Program: After remaining high and steady for several years, there was a 15% decline in 2012-13. In the last three years, the program accepted fifty 1st-year students, which is the maximum capacity for the program. The number of program applications remains consistently high (65-85/year).

Attrition Rates from 1st year to 2nd year and 1st year to Graduation remain low compared to nationwide data on similar programs, but have increased ~5%. Attrition is primarily related to students dropping for personal problems (family, finances) or dismissal due to academic/clinical difficulty. The number and severity of personal problems impacting the students has increased with the decline in the overall economy.

Since the number of students accepted in to the program is the same and the attrition rate only accounts for a fraction of the total decline, other reasons must be sought for the decline in enrollment in 2012-13. Because new students accepted remained constant and there was only a 5% rise in the attrition rate; the 15% decline in enrollment in 2012-13 is attributed to a requirement to change two large course sequences to comply with Title V Regulations-ALL the VT Students (approx. 85 1st & 2nd year students) would have enrolled in these two courses and significant enrollment was lost during the transition. This conclusion is supported by the *Enrollment Trends by Course* data.

Without the negative impact of the following two mandated changes imposed on the program, the decline in program enrollment would have been less and would have approximated the ~6% decline in the college enrollment. Mandated Changes Were: 1) Requirement to address repeatability issues, which resulted in a loss of enrollment in the six VT50 Seminars over three quarters. 2) Another mandate regarding student supervision left no choice but a temporary suspension of the VT75A,B,C,D-Animal Care & the VT87A,B,C-Animal Care sequences until the courses can be restructured, re-approved, and reinstituted. The result of these two external factors was a significant loss of enrollment in those courses in the spring/summer quarters (and a crippling loss of two important program components, i.e. Animal Care and the Animal Colonies).

The updated VT50A,B,C,D,E,F Seminars are in place for 2013-14 and the full enrollment of all 1st & 2nd year VT Students will result in a significant increase in total enrollment. Revision and re-approval of the two Animal Care sequences is in-progress and will not be re-instituted until 2014-15: the return of Animal Care Courses and the Resident Program Animals will result in another significant boost in total enrollment restoring the program's historically high enrollment. This will also restore two pedagogically important program components valued by the community and the students.

e. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

Veterinary Assisting Program:
Student Demographics and Diversity Profile closely approximate those of the college as a whole except for enrollment being primarily female, which is also reflected and explained in the Veterinary Technology Program section following. There is also a lower number of AS/BS Degree holders related to the lower level of preparation required for the Certificate program. **Course Completion Rate** is 88% for Target Groups and 75% for non-targeted groups for an average rate of 82%. In a small program the non-success of only 1-2 students will disproportionately affect the percentage rate. **Certificate Awards** remains stable at 12-15 students per summer: not all enrolled students elect to complete all four courses in one summer due to workload and may or may not complete in the future. Redesign of the curriculum is needed to encourage certificate completion. Also, offering over two quarters during the school year as originally designed may increase the completion rate.

Veterinary Technology Program:
Program Course Completion Rate of 95% for all students far exceeds the college average of 78%. Success Rate for Males and Females is 94% and 90% respectively, far exceeding the college rates of 75% and 78%. The Average Success Rate for students 20-yrs of age and older is 94% compared to the college average of 78%; interestingly, the success of program students 19-yrs and less is only 75% compared to the college rate...this supports the importance of proper academic preparation of younger students and the asset of maturity required for the rigors of a professional program.

Degree Awards for Vet Tech over the past three years account for fully **21% (126/605) of the total degree awards for the BHS Division!** The Program's three-year average Course Success for Targeted Ethnic Groups is 92% vs. 69% for the College.

The Diversity Profile of the VT student population is 88% Female and 60% White; with Native American, Pacific Islander, and African American students underrepresented compared to the college population. College recruitment efforts directed at these underrepresented groups will benefit the program, as the Prerequisite VT51-Into to Vet Tech Course is open enrollment. The program should take advantage of any opportunity to participate in informational and/or recruiting events with these groups of students. On average, VT Students are older than the general college population with 85% between the ages of 20-39. This reflects a group of students re-training for a different career or re-entry students. 42% of VT Students have a Bachelor's Degree and 9% have an Associate's Degree (Vs. College data of 16% and 4% respectively). Students with advanced degrees are generally more prepared, have more advanced learning skills, both of which contribute to the high success rate and low attrition of the program students.

f. **Productivity**: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

Veterinary Assisting Program:

Productivity remains high at 645 and 588 respectively making the program viable. Enrollment has been erratic over the past 3-yrs with a +51% in 2011-12 and –38% in 2012-'13. The four-course sequence is currently only offered during the summer sessions so does not directly contribute to the productivity of the VT Program. The Certificate affords completers advanced standing in the VT Program and is a rung on the RVT Career Ladder. This program is productive and in demand and could be offered during the academic year where it would contribute additional WSCH to the VT Program and college. Additional targeted advertising to the veterinary community would also be beneficial to enrollment.

Veterinary Technology Program:

The three-year average Program Productivity is 694 compared to the college average of 552 (26% higher). It is notable that this productivity was achieved despite a decline in Enrollment in 2012-13. Irrespective of our ability to maintain student unduplicated head count due to aggressive and successful recruitment and retention efforts, we experienced a decline in Enrollment due to the loss of class sections as described above. The concomitant decline in WSCH was offset by an unexpected reduction in FTES when a full-time faculty member reduced their contract to 60%. Also contributing to the loss of FTES was the resignation of a full-time faculty (1 of 3) from the Tenure Process. To their credit, the other faculty picked up the slack continuing to serve students and maintained program productivity without compromising quality. This, however, is not without a significant adverse effect on faculty workload, stress level, and morale.

The programmatic decision to maintain student numbers in the face of a marked reduction in full-time FTES maintained WSCH and Productivity in the short term, but will be detrimental to the full-time and part-time faculty and degrade program operation in the long-term. This increased workload and stress on the program faculty will eventually result in the decline of program quality and community reputation and most importantly, adversely affect teaching and student learning.

This situation is untenable and will not be sustainable for the long term. Strategies aimed at increasing productivity would be patently counterproductive. There is a critical need to increase Total FTES and to restore the full time faculty position as soon as possible to maintain quality teaching and learning and program quality. Additional lab sections in all lab courses to reduce student–teacher ratios would be highly beneficial pedagogically and would support faculty in maintaining current student numbers by relieving their workloads.

The program productivity is historically very high due to high student numbers and high success rate (low attrition). This is due to the efficient structure of the curriculum and the effective recruiting and retention efforts of the program director and faculty. Contributing to the high Productivity are 1) Historic high number of applicants. 2) Continuing to accept the program's current maximum capacity of 50 students/year despite the budget cuts and faculty reduction. 3) Faculty maintaining high seat counts in lectures 4) Maintaining relatively high student–teacher ratios in all labs (~24:1) compared to other allied health programs. 5) Maintaining stable program operation by identifying and cultivating alternate funding sources to replace the budget shortfalls. **CONTINUED...**

f. Productivity (continued)

Despite the budget cuts and despite loss of WSCH due to the loss of TBA hours in 2011-12 to bring the program into Title V compliance, and the loss of WSCH due to disruption of several key program course sequences to maintain Title V Compliance, the program has been able to maintain the high standards of Accreditation, 100% Pass Rates on State and National licensing exams, and high Employment Rate for Interns and Graduates. This success is fundamentally related to the fundraising of the program director, faculty and students and the willingness of the faculty to accept and manage the demanding teaching assignments and non-teaching workload of the program.

VT Program Courses: Program Students are required to enroll sequentially in all first and second year VT Program courses; therefore, course enrollment is directly related to number of full-time and part-time first and second year program students. Contributing to high student numbers are:

1) The successful recruiting efforts and the high enrollment in our VT51-Introduction to Veterinary Technology "gateway" course offered every quarter. Could also be offered in the summer quarter.

2) Ongoing mentoring and tutoring of at-risk students by the program director and faculty. 3) Implementation of the effective retention strategy of allowing students to convert to part time status rather than being lost.

g. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

Veterinary Assisting Program:
Enrollment has been erratic over the past 3-yrs with a +51% in 2011-12 and –38% in 2012-'13. Productivity remains high at 645 and 588 respectively making the program viable. Needed are more focused marketing to veterinarians to increase demand and offering the program a second time during the normal academic year. Another faulty member with the requisite training in Etudes and online teaching and learning is required for this to be implemented. Additionally, the program should obtain NAVTA approval for the curriculum to enhance credibility. There is potential to expand the program.

Veterinary Technology Program Courses:
Despite minor declines in enrollment, all VT Program courses remain highly productive by college standards. The enrollment trends by course reflect two key factors: 1) the attrition rates between admission and graduation and between the 1st year and 2nd year, which has been explained above. The decline seen in second year courses reflects the typical attrition rate of ~12-15% (this equates to the loss of ~5-7 students/year. 2) Decline in course enrollment due to the external factors described above (Loss of six Animal Care courses and the negative impact on the Seminar Courses related to mandates for change required to ensure Title V Compliance.) Increasing Student Mentoring and providing Tutors for at-risk students can reduce attrition rates. Loss of enrollment will be recaptured as the affected courses referred to above are restructured, approved, and implemented once again in the curriculum.

Hidden Villa Partnership Courses (VT53 E, F, G): These courses give college credit to Hidden Villa Interns for approved curriculum and practical experience. Low Enrollment / WSCH / Productivity is acceptable for these courses because of the positive, mutually beneficial partnership between Hidden Villa Ranch and the VT Program.

h. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

All VT Program CORs are reviewed at least every five years for Title V Compliance and this includes content review for all Prerequisites, Co-requisites, and Advisories. All VT courses are current and compliant and all are due next year (2013-14) for Title V Compliance Review and for Content Review and updating. Program Prerequisites on the VT Curriculum Sheet will be updated this cycle for the 2013-14 year. It is likely that the new VT Program Director will perform a comprehensive review of the curriculum and work with the faculty to implement changes as needed to update or revise courses and reconfigure the curriculum to better serve the needs of the students and ensure Title V Compliance.

i. **Curriculum and SLOs**: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

In addition to the minimum Title V Compliance reviews, courses are updated or revised as needed to meet the needs of the program students. The faculty is required to participate in Continuing Education to comply with both accreditation and licensing requirements and the program director is active in the Association of Veterinary Technician Educators, which ensures that the program keeps pace with changes and innovations occurring Nationally.

The Veterinary Medical field evolves rapidly and requires constant upgrading of curriculum content, clinical laboratory methods, and equipment to keep pace with the expanding knowledge and the Standards of Practice in the veterinary community. Faculty must update lecture and clinical laboratory courses continuously to keep pace with medical advancements. The program must purchase new technology to add to or replace outdated medical equipment approximately every five years to keep pace with technological advancements in veterinary medicine. Advancements in specialty practice are increasing the demand for more specialty training in areas such as Shelter Nursing, Alternative Therapies, Avian and Exotic Nursing. There is also an emerging demand for in-service training & retraining.

Increasing demands of Accreditation with an ever-expanding Required Essential Knowledge and Skills List, the program must expand its faculty, increase the number of animals in the teaching animal colony, and provide increasing support in a complex veterinary medical teaching facility. This is significantly increasing the need for funds for part time faculty, part time hourly assistants, equipment purchase and maintenance; increased materials and supplies; and additional support personnel. Currently this is significantly increasing the workload of the existing faculty.

j. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

The major challenge to innovation in the VT Program is the steadily increasing non-teaching workload for the faculty: the work of maintaining accreditation and regulatory compliance, maintaining the complex clinical teaching facility, and providing veterinary care to resident teaching animals. All these assignments in addition to regular teaching and program director responsibilities are becoming overwhelming and unmanageable. This additional non-teaching workload, which is essential for the operation of the Program, is contributing significantly to program director and faculty burn out. This also severely limits the time and energy to undertake strategic planning and innovation.

The major innovations occurring at this time are in the area of fundraising and student collaboration. The Student Chapter of the National Association for Veterinary Technicians in America (SCVNTA) lead by Sandra Gregory, RVT is actively involved in fundraising and serving the community by partnering with various organizations to provide Spay/Neuter Services to rescued animals. The club's activities not only build confidence and professionalism in the students but also generate significant income for the program and provide essential practical learning opportunities for the students.

Opportunities for innovation abound but unless solutions to the faculty non-teaching workload are found, I predict they will be slow in coming. Areas with possibilities include: making the curriculum more accessible to non-traditional students, developing certificate programs that met community needs such as Public Health and Shelter Nursing, and providing for-fee Continuing Education Courses to meet the needs of practicing licensed technicians. Additionally, more distance learning components could be developed and implemented.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

The Program's three-year average Course Success for Targeted Ethnic Groups is 92% vs. 69% for the College. Program Course Completion Rate of 95% for all students far exceeds the college average of 78%. Success Rate for Males and Females is 94% and 90% respectively, far exceeding the college rates of 75% and 78%. The Average Success Rate for students 20-yrs of age and older is 94% compared to the college average of 78%; interestingly, the success of program students 19-yrs and less is only 75% compared to the college rate. This supports the importance of proper academic preparation of younger students and the asset of maturity required for the rigors of a professional program. All VT Students are mentored by the program director and faculty and supported in every way possible. The success of our efforts is borne out by the high success rates and low attrition rates for program students vs. college averages across all metrics.

The Veterinary Technology Plan reflects the Diversity of Santa Clara and the college as related to the White, Hispanic, Asian, and Multi-Ethnic populations. Males are underrepresented, as VT is a historically female dominated profession similar to Human Registered Nursing and Nursing Assistant programs. In the last two years, the number of male students enrolled has increased but is still represents the smallest minority.

Outreach efforts have faltered as the support from the college in this area has significantly diminished over the past few years due to the State Budget Crises. Recruiting of program students is largely word of mouth and has proved to be highly successful as reflected in the historic highs in student enrollment and degree completion. Program Graduates and Interns are located in nearly every veterinary facility in the Greater San Francisco Bay Area and thus we have contact with and access to a diverse population of people. The program partners with many private and corporate entities to reach out to and recruit students. Any student is eligible to enroll in our Introduction to Veterinary Technology courses and has an equal chance at meeting the program Prerequisites and preparing themselves to be a competitive applicant. The selection process is fair and non-biased and provides equal opportunity for qualified students. The program faculty and program director provides extensive mentoring of prospective students.

b. Institutional Standard for Degree Completion Number: 450
Has the number of students completing degrees in your program held steady or increased or declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

Degree Completions Rates for all populations are consistently very high and exceed the college average in all demographics. The number of degrees awarded has increased over the years and currently are at an all time high. The number of AS Degrees awarded is the highest among the Allied Health Programs in the BHS Division. Degree Awards for Veterinary Technology over the past three years account for fully 21% (126/605) of the total degree awards for the BHS Division!

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

The number of students completing the Veterinary Assisting Certificate has remained the same for two years but is down 25% from the high three years ago. The enrollment for these for courses has fluctuated over the years and a flaw in the program design has become apparent whereby students fail to complete all four courses required to earn the certificate. Once this structural problem is corrected by re-writing the CORs, more students will finish the Certificate.

Needed is more direct marketing to the veterinary community to increase student numbers and a second faculty member qualified to teach the online course so the sequence can be offered a second time during the regular academic year in addition to the summer session. Also need is to apply for Certification as a NAVTA Approved Curriculum to further increase the program's credibility. There is potential to increase the number of Certificates awarded by this program.

d. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

The Veterinary Technology Program plays little role in Transfer since the terminal objective of the vast majority of the students enrolled in the program is the AS Degree and Professional Licensing as a Registered Veterinary Technician. 1-2 students per year will go on to an online BS Degree Program in Veterinary Technology offered by St. Petersburg College. 1-2 students per year will transfer to a four-year college or university to pursue the prerequisites for Veterinary School and the DVM Degree (Veterinarian). The Mission of the VT Program is Vocational Education and the education and training of Registered Veterinary Technicians. There is no Bachelor's Degree requirement for licensing on the horizon for this profession, as is the case for several other allied health professions.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php

a. **Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?**

> **Veterinary Technology is not a Basic Skills Program:**
>
> All VT Courses are sequenced and progression from quarter to quarter and from first year to second year courses is required as foundational knowledge and skills are built and essential knowledge and skills are developed. Some first year students lack adequate preparation in Math and English irrespective of their having taken and passed required college level math and English courses…remediation is attempted as needed but this is not the focus of the VT Professional Curriculum.
>
> The AS Degree in Veterinary Technology requires that the students complete the College General Education Requirements and meet the minimum requirements for the AS Degree in English and Mathematics. The Veterinary Technology Course of Study requires students to make use of their foundation skills in reading technical literature extensively including medical textbooks and professional journals.
>
> A comprehensive **Veterinary Medical Terminology** course is foundational to the VT Curriculum. **College-level Writing** is integrated throughout the curriculum with extensive use of short answer essay questions, term paper writing, and preparation of case studies.
>
> A comprehensive **Veterinary Medical Calculations** course is foundational to the VT Curriculum and **Applied Mathematics** are integrated into several second year courses. ESL students receive additional tutoring as needed. Success in college-level allied health courses requires excellent learning methods and study skills, which are fostered throughout the curriculum.

b. **Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?**

> Referral of students to existing Math, English, ESL programs for remediation whenever possible. Faculty mentor and tutor students during office hours and during special sessions conducted for this purpose during the quarter. Additional funds for Tutors for at-risk students would be beneficial and would increase student success rate and decrease attrition due to academic difficulties.

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php

c. **Please analyze and discuss the available <u>Transfer</u> data regarding your programs, and discuss strategies or initiatives to improve transfer rates.**

Veterinary Technology is not primarily a Transfer Program:

The AS Degree in Veterinary Technology requires that the students complete the College General Education Requirements and earn the AS Degree. However, other than College Chemistry and Microbiology courses, none of the VT Program required courses are transfer level courses. There is currently no Bachelors Degree requirement for <u>licensing</u> in veterinary technology so there is no direct impetus for students to pursue that degree. Most VT Students have the terminal objective of the AS Degree and credentialing as a Registered Veterinary Technician. Occasionally, a student will decide to enroll in one of the BS Degree Programs in Veterinary Technology that exist nationally, while a few others choose to become a veterinarian, in which case they will transfer to a four-year institution to complete the prerequisites for Veterinary School including a BS Degree.

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d. **Please analyze and discuss <u>Articulation</u> data regarding this program.**

The VT Program has Articulation Agreements with two High School Regional Occupational Programs (Mission Valley ROP and CCOC). The program also articulates with it's own Online Veterinary Assisting Program and the VetMedTeam.com Online Veterinary Assisting Program. These articulations form a career ladder for students that continue upward to the BS Degree in Veterinary Technology and the Doctor of Veterinary Medicine (DVM) Degree.

Completion of these High School VA Programs affords the student advanced standing in the VT Program by granting equivalency for the Prerequisite VT51-*Introduction to Veterinary Technology* course and two first year VT Program Courses. We rarely get a transfer from Mission Valley ROP because of the distance from their service area to our campus. Transfers from CCOC VA Program are 0-1 students per year. The reasons for this lack of applicants from this articulation are unclear; but may have to do with High School Students exploring career paths and changing their focus as they complete their first year of college. Perhaps a summer "Vet Tech Camp" sponsored by the VT Program after they graduate from HS could attract more of these students into this career path.

Our own Online Veterinary Assisting program on the other hand feeds more students into the Veterinary Technology Program than outside programs. 2-3 students per year take the step for the Online VA Certificate Program into the VT Program. It is believed this is due to the recruiting and mentoring efforts of the faculty member that teaches our Online Program.

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php

e.   **Discuss how this program continues to meet a documented labor market demand?**

The VT program is the largest provider of Registered Veterinary Technicians (RVT) in the Greater San Francisco Bay Area and the Monterey Peninsula. Foothill VT has more graduates who pass the State and national RVT Licensing Exams than any other public or private school in CA (source: CA Veterinary Medical Board-RVT Exam Pass Rate data). We are a major source for the skilled workforce that is in high demand by the veterinary profession. It is estimated that there are twenty open positions for every graduate. According to the Bureau of Labor Statistics, employment of Registered Veterinary Technicians is expected to grow 36% over the 2008–2018 projection period, which is much faster than the average for all occupations.

In addition to the graduates meeting the local demand for RVTs, our Interns provide a significant workforce for the Veterinary and Biomedical Communities. A total of 780-hours of Internship in a veterinary facility over four quarters is required for graduation. The vast majority of our students are in paid internships earning at least the Minimum Wage. Between Interns and graduates, our students dominate the workforce in the Greater San Francisco Bay area with one or more of them working in nearly every single existing facility. It is interesting to note that Adobe Animal Hospital in Los Altos employs fully 25% of our Interns and hires 2-3 graduates a year! All of our RVT Faculty are Foothill Graduates.

f.   **Analyze your program in relation to other programs in our region**, defined as San Mateo and Santa Clara counties.

The Foothill College VT Program graduates more students that pass the CA and National RVT Licensing Exams than any other CA Program. Our program is comparable in structure and curriculum to the seven other AVMA-Accredited RVT Programs in CA and differs significantly in structure and student outcomes from the 18-month private schools. A comprehensive self-evaluation of the Foothill College Veterinary Technology Program and a comparison to the other CA Programs was completed in the spring, 2013 as one component of the Program Director's Sabbatical. The complete 18-page Summary Report and all supporting data are available for review upon request.

All fully accredited Veterinary Technology Programs are by virtue of the Standards of Accreditation similar in many ways. The sum total of the content in each curriculum is essential the same. What differs is how the content is delivered and the scope and depth of coverage of the various topics. The essential differences seen is in how the mandated requirements are "packaged" into courses and how these courses are organized within the individual two-year curricula.

In order to maintain accreditation, every school must meet and sustain the rigorous Standards of Accreditation and as such, if a program is fully accredited de facto has an effective curriculum. One key difference, of course is the leadership and vision of the Program Director and the effectiveness and experience of the faculty. Given that the comprehensive Standards of Accreditation are being met the comparison of our program with other program is essential a subjective exercise, which has a built in bias. Therefore, comparing programs based on objective criteria yields the most reliable results.

When the Foothill College Veterinary Technology Program is compared to all other programs on the basis of Enrollment, Number of Graduates, Student Success Rate, Retention Rate, Pass Rates on both the State and National Licensing Examinations, Job Placement Rate and Reviews on Annual Graduate and Employer Surveys, we consistently come out on top.

g. Discuss any job placement and/or salary data available for your students after graduation.

Approximately 80% of the student interns and graduates are employed in a Companion Animal Veterinary Practice, 10% in the Biomedical Industry, and the remaining 10% in Zoo and Wildlife, Marine Mammal, and various other animal-related industry positions. The VT Program has multiple strategic partnerships with community veterinarians and other animal care related industries such as Animal Shelters, Humane Societies, and Biomedical Research facilities. A total of 780-hrs of Clinical Internship is required for the AS Degree: this in and of itself provides a large workforce of veterinary assistants for local veterinary practices and biomedical research facilities. Furthermore, virtually all students "graduate employed" full time or part time and typically remain employed as RVTs at the facility where they completed their Internship.

Needed are Employment Surveys of Graduates including Job Placement and salary data at six months, one-year, and two-years after graduation to provide data to confirm this anecdotal information. This is currently not required by Accreditation but would be good data to collect.

h. Please analyze and comment on average salary/wage data in the region, defined as San Mateo and San Clara counties.

The Average Wage and Salary For Veterinary Assistants and Registered Veterinary Technicians are among the very highest in the Nation. Veterinary technicians are usually paid hourly wages. According to the Bureau of Labor Statistics, the National average veterinary technician salary in 2011 was $29,549 per year. The lowest 25% of these individuals made less than $24,800 per year, while the top 25% earned more that $35,628.

According to the California Employment Development Department Labor Market Information Division, California salaries rank in the top 5% at $16.55/hour (range = 11.93-$18.27/hour) and $34,430/year (range = $24,820-34,810/year). In the Greater San Francisco Bay Area the median hourly wage is $18.68 and the median annual salary is $38,845. Benefits vary widely based on the type of practice employing the graduate (solo practitioner vs. multi-doctor corporate practice or private practice vs. biomedical industry for example...)

Salaries have remained relatively flat for nearly 10-years and reflect the struggle that small business owners have experienced given the State of the CA economy during this time.

i. Program accreditation: If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

The program is currently Fully Accredited by the American Veterinary Medical Association Committee on Veterinary Education and Activities (AVMA-CVTEA). The program has been accredited since 1982. A comprehensive reaccreditation Self-Study Report and rigorous Site Visit was completed in the spring 2000. This process is required every six years and is scheduled to occur again in the Spring 2016. Biennial Reports are required in the interim: the next Biennial Report is due in the Spring 2014. The program is also a Registered Animal Facility by the United States Department of Agriculture-Animal and Plant Health Inspection Services (USDA-APHIS). All faculty are credentialed by the State of California as Licensed Veterinarians or Registered Veterinary Technicians.

j. Service to the Community: Please describe community service, outreach and special projects or initiatives that the program provides.

Outreach: The program director and one part time faculty member with a non-teaching hourly assignment provide the majority of the program outreach, recruiting, and mentoring of prospective students. The program responds to requests for speaking to high school and other community groups, conducts a career night open house, and participates in all college outreach events. The website generates a lot of traffic and inquiries about the program.

Recruiting of program students is largely word of mouth by graduates, interns, and the veterinary community and has proved to be highly successful as evidenced by the historic highs in student enrollment and degree completion. Program graduates and interns are located in nearly every veterinary facility in the Greater San Francisco Bay Area and thus we have contact with and access to a diverse population of people. The program partners with many private and corporate entities to reach out to and recruit students. The reputation of the program among the veterinary professionals that employ our interns and graduates is another valued source of referrals.

Community Service: The student chapter of the National Association of Veterinary Technicians in America (SCNVTA) is very active in community service. Students participate in spay/neuter clinics for several animal rescue groups and volunteer at the Marine Mammal Center and the Palo Alto Wildlife Museum. Student fundraising has provided bulletproof vests for police dogs and pet oxygen delivery kits to local firefighters. Students also conduct a variety of informational presentations on pet care to the college community.

New Initiatives: the first annual Emergency Preparedness Day was held this year and it is our plan to expand this event to bring information and training to the pet-owning public to better prepare them for natural disasters and other public emergencies. Plans are in the works to host a Veterinary Anesthesia Workshop for Vets and Vet Techs. Finally, the program is partnering with the local fire department and equine rescue groups to provide animal rescue training and animal first aid and CPR training to emergency responders.

k. Outcomes Assessments: If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

Program Outcome Assessment Summary
1. **Accreditation** mandates that every student complete an **Essential Clinical and Didactic Skills Checklist** of over 240 Clinical and Didactic Skills that are assess by the faculty and intern supervisors using Standardized Criteria. All students achieve competency on all Essential Skills by the time of graduation.
2. **Graduate & Employer Surveys** are conducted annually at the end of Spring Quarter. There is a greater than 95% favorable responses from both the Annual Graduate Survey and the Annual Employer Survey.
3. **The majority of the graduates take the Veterinary Technician National Examination (VTNE)** during a July-August test window (required for credentialing in forty states other than CA). Consecutive 100% Pass Rates for over 20-years with all students scoring significantly above the mean in all exam categories.
4. **All Graduates take the CA Registered Veterinary Technician (RVT) Examination** in August. (Required for credentialing in CA) Consistently, 95% or greater Exam Pass Rate for over 20-years.
5. Additional Assessment and feedback is provided by the **Accreditation Review of Self-Study and Accreditation Site Visits**, which occur every six years (Last Site Visit was February, 2009).

I. **Please attach minutes from your Advisory Board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.**

✓ **The Veterinary Technology Advisory Board Meeting Minutes are attached as a PDF file.**

Key Issues, Outcomes, and Action Plans

Issues Discussed: Included an update on progress toward satisfying all Critical, Major, and Minor recommendations made by the Site Visit team at their spring 200 visit. All recommendations have been satisfied and the program granted continued Full Accreditation. Updated the Board Members on Student Program Review Data, Exam Pass Rates, and the Financial Status of the Program. Explained the critical need for venues and animals for Large Animal experience and a better method for tracking and documenting student Essential Skills Competencies.

Outcomes:

The group identified suggestions for possible sources of funding and several possible partners for large animals.

Action Plans:

1. Form a committee chaired by the VT Program Director to explore possibilities of new community partnerships to provide the opportunity for students to have experience with Large Animals such as horses, cattle, sheep and goats. Identify partners and make contacts.

2. Establish Memorandum of Understanding (MOU) with several providers so students can receive training, practice, and be assessed for competency in the List of Essential Large Animal Skills. This should be accomplished before the next AVMA Site Visit.

3. Identify possible outside sources of funding such as Grants and In-Kind Donations that would supplement the Programs Budgets.

Section 4: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

✓The Four Column Report for CL-SLO Assessment for Veterinary Technology is attached as a PDF file.

b. **Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

✓The Four Column Report for CL-SLO Assessment for Veterinary Technology is attached as a PDF.

.Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:
a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

We know students are learning because they are assessed regularly and are meeting all course learning objectives. At a minimum, all SLOs are being met in all courses. Program Accreditation mandates that the program curriculum be based on a comprehensive Essential Clinical Skills Competency and Learning Objectives Checklist that each student must complete prior to graduation. Course level learning outcomes, course content, and all student assessments are informed by this document and ensures that the curriculum contains all essential components. Regular student assessment by formal exams and quizzes, evaluation of assignments, skills testing are conducted and documented. Every student is evaluated using standardized criteria and every student achieves minimum competency in all Essential knowledge and every essential skill prior to graduation as required by accreditation. This list contains approximately 250 Essential Practical Skills and an equal number of specific Student Learning Objectives. This document is the source for all Course level Learning Objectives, Course Content, and each of the SLOs and PLOs. **Regarding Planned Curricular Changes:** During the past year, as part of the Program Director's Sabbatical Project a comprehensive review and evaluation of the VT Program Curriculum, which was informed by the faculty SLO Reflections was completed. A 12-page written summary evaluation was written and is available. The main recommendations for change are:

1. Conduct a complete mapping of AVMA-CVTEA Essential Skills to all Program CORs to ensure that each required item is included in the curriculum.
2. Address the uneven distribution of student workload, especially in the fall of the 2nd year. Need to realign and reallocate some of the unit values of specific courses and re-evaluate structure of course (Lec Vs. Lec-Lab Vs. Lab, and the distribution of these hours between courses and between the quarters in the two years)
3. Need for additional hands-on Lab time to practice and be assessed on Clinical Skills.
4. Need for reduced student-teacher ratio in all labs to enhance one-on-one teaching/learning time between faculty and student.
5. Need for additional Medical Nursing and Clinical Skills Lecture and Lab in the 1st year.
6. Address excessive off-site training hours in Internship. Need to reduce a percentage of the Internship hours and increase On-site Skills Labs with faculty.
7. Increase time in curriculum for Large Animal Coursework and identify animal resources for Large Animal Essential Skills training and assessment.
8. Increase time in curriculum for Lab Animal Essential Skills and identify animal resources for laboratory Animal Essential Skills training and assessment.
9. Need to implement Avian/Exotic Course.
10. Change unit value and structure of VT51–Intro to Vet Tech Course to allow us to offer it in every quarter
11. More effective method for documentation of Student Clinical Skills Competency Tracking (Need electronic management software solution).

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

All CL-SLOs directly and objectively support the PL-SLOs and both support the College Workforce Mission.

Program Accreditation mandates that the program curriculum be based on a comprehensive Essential Clinical Skills Competency and Learning Objectives Checklist. Course level outcomes, course content, and all student assessment are informed and by this document and assures that the curriculum contains all essential components. Student assessment by formal exams and quizzes, evaluation of assignments, skills assessments are further formalized and documented by requiring that every student is evaluated using standardized criteria and that every student achieves minimum competency in every essential skill required by accreditation. This list contains approximately 250 Essential Practical Skills and an equal number of specific learning objectives. This document is the source for all Course level Learning Objectives, Course Content, and each of the SLOs and PLOs.

c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?   Have you made any changes to your program based on the findings?

This process has contributed in only a small way to the improvements that have been made. Two of the three PSLOs are standardized, objective, and measureable and represent the success of the highest terminal objectives of the program; namely: State and National Licensing in a profession and Gainful Employment as a Registered Veterinary Technician. The excellent State and National licensing exam pass rates and the extraordinary employability of our graduates speaks to the success and viability of the program curriculum. The data and subjective information gathered in the Graduate and Employer Surveys is invaluable when evaluated and used by the faculty as part of the ongoing process of curriculum improvement and redesign.

Changes/Improvements in the program are of course related to the findings in the PL-SLOs however, to maintain program accreditation, it is required by accreditation standards that the course objectives, student assessment process, documentation of individual student progress, and faculty reflection on intermediate and terminal outcomes occur continuously. Program processes driven by accreditation mandates existed long before the implementation of the SLO Process and are inherently vastly more extensive and involved that that process. In general, this process is considered redundant and serves only to support the other more extensive data collection, assessment, reflection, and strategic planning conducted on an ongoing basis as mandated by accreditation.

d. If your program has other outcomes assessments at the program level, comment on the findings.

Other Outcomes Assessments are listed and discussed in Section 3.k. above and are not repeated here.

The vast majority of students are meeting each of the CL-SLOs for all of the VT and Required Science courses. The VT Program is Fully Accredited and as such meets all of the Accreditation Policies and Procedures of the American Veterinary Medical Association–Committee on Veterinary Technician Education and Activities (AVMA–CVTEA). These detailed and extensive requirements for accreditation mandate that the VT Program curriculum meets or exceeds all accreditation standards, which includes a Veterinary Technology Student Essential and Recommended Skills List. These Accreditation Standards and Guidelines for Interpretation include a depth and scope of student objectives far above the CL-SLOs that must be met in order to remain Fully Accredited. The program curriculum exceeds these standards and therefore inherently meets all CL-SLOs without exception or compromise.

By their very nature, the SLOs only minimally reveal the Knowledge, Skills, and Attitudes required for success in the program. The comprehensive Program Accreditation Standards primarily drive curriculum development and course objectives and compel the program director and faculty to regularly assess, document, and reflect upon student success. The SLOs written by the faculty are good and represent a small subset of the objectives of the program and are a only a snapshot of the ongoing reflection and improvement of curriculum. The SLOs represent a redundancy for programs that are required to engage in ongoing self-assessment. The program is continuously engaged in self-assessment and reflection, constant curriculum improvement and revision, and has in place complex methods of assessment and documentation of student success.

Ultimately, the Knowledge, Skills, Abilities of our students are assessed and documented by both a State and National Licensing Examinations. A record of a >95% Pass Rate on the CA RVT Licensing Exam and a 100% Pass Rate on the National Licensing Exam speaks to the success of the curriculum in preparing students for the workforce. Additionally the High Employment Rate of both our Interns and Graduates is a testament that our students are prepared and in high demand in the local workforce. More than any other metric, Professional Licensing and Gainful Employment are the most significant measure of the effectiveness of the curriculum and the success of our students.

e. **What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

Each faculty member is responsible for completing his or her own CL-SLO Reflections, Action Plans, and associated Resource Requests for their assigned courses and these are completed without exception by the deadline at the end of each quarter.. The Program Director reviews and compiles these each quarter. VT Faculty collaborates on an ongoing basis and meets as a group at least once during each quarter. The loss of two full time faculty members (one to reduction in contract and the other to resignation of Tenure) has resulted in essential only one full time faculty member (the program director) and a group of part time faculty with assignments ranging from a single lecture or lab to a maximum 67% part-time assignment (4-faculty). Part time faculty generally requires additional motivation and monitoring to ensure that the quarterly SLO requirements are met in a timely manner. This work has fallen primarily on the shoulders of the Program Director and one part time instructor. The Director communicates with each part time faculty member regularly and ensures that they complete the required SLO work each quarter. Regarding Course Outline Review and Revisions: the Director collaborates and seeks feedback from the faculty assigned to the various courses but retains the primary responsibility of strategic program curriculum planning and individual course outline review, update, and re-design.

f. **Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.**

SLO reflections consistently point to a lack of sufficient equipment and materials and supplies to support teaching and to meet learning objectives in the clinical laboratory setting. Additionally, in the same vein, is the expressed need for additional part time faculty to staff additional lab sections to reduce faculty-student ratios to a level more conducive to learning complex clinical skills. Related to this is the repeatedly long-standing need for a classified, non-teaching support person to manage the complex clinical teaching facility, supervise the care of the resident teaching animal colonies, and participate in the clerical component of the tracking and documentation of over 250 clinical skills competencies. The non-teaching work of the program severely burdens the faculty and program director and takes away for the primary duties of faculty and the request for relief is a consistent theme.

The majority of the faculty request additional live animal resources to enhance teaching and learning. Increasingly, requests are for teaching technology and state-of-the-art medical equipment to keep pace with current standards of practice and the needs of the new generation of students. Faculty also suggests ways in which individual courses can be revised or improved.

Actions Taken

The Program Director works diligently to provide the necessary equipment, materials and supplies and new technology to meet the needs of the faculty and students. Aggressive fundraising and grant requests have been important to augment the program's budgets. The program Director completed a comprehensive review of the VT Curriculum and developed an extensive list of recommendations during a recent sabbatical.

The next steps include 1) conducting a critical needs assessment with regards to live animal resources and brainstorm with the faculty to facilitate a reimagining of the appropriate role of live animals in the curriculum. 2) Curriculum Revision and implementation based on the Program Director's recommendations in the recently completed Comprehensive Curriculum Review and Recommendations for Change (Sabbatical Project).

g. **What summative findings can be gathered from the Program Level Assessments?**

Summative Findings From PLOs

1. Multiple Course Objectives for every course in the Veterinary Technology Curriculum connect to each of the "Four Cs" of the College ILOs. Students are required to demonstrate competency in high order Communication, Computation, Critical Thinking, and Community/Global Consciousness by completing many required tasks and assignments which allow them to learn, practice, and show proficiency on multiple and varied types of assessments.
2. The ultimate demonstration is that >95% of the students pass their State and National Licensing Exams and are employed as Registered Veterinary Technicians at Graduation.
3. Employers are universally satisfied with the education of the students but desire improvement in certain clinical skills competencies at graduation.
4. Students are generally satisfied with the curriculum but express a desire a reduction in student-teacher ratio in the labs; enhanced skills training opportunities, less animals housed at the facility to reduce animal care responsibilities, more large animal experience, more equipment and supplies for labs.
5. Critical need for additional part time faculty, a classified facility coordinator, and more part time hourly non-teaching support to keep student-teacher ratio low and to support the faculty/students with the non-teaching work of the program (i.e. animal care and clinical facility management and instructional support)

During the past two years, as part of the Program Director's Sabbatical Project a comprehensive review and evaluation of the VT Program Curriculum was completed. A 12-page written summary evaluation was written and is available.

The Director's specific recommendations for change that were informed in large part by the 2012-13 Faculty CL-SLO Reflections and the Student and Employer Surveys are:

1. Conduct a complete mapping of AVMA-CVTEA Essential Skills to all Program CORs to ensure that each required item is included in the curriculum.

2. Address the uneven distribution of student workload, especially in the fall of the 2nd year. Need to realign and reallocate some of the unit values of specific courses and re-evaluate structure of course (Lec Vs. Lec-Lab Vs. Lab, and the distribution of these hours between courses and between the quarters in the two years)

3. Need for additional hands-on Lab time to practice and be assessed on Clinical Skills.

4. Need for reduced student-teacher ratio in all labs to enhance one-on-one teaching/learning time between faculty and student.

5. Need for additional Medical Nursing and Clinical Skills Lecture and Lab in the 1st year.

6. Address excessive off-site training hours in Internship. Need to reduce a percentage of the Internship hours and increase On-site Skills Labs with faculty.

7. Increase time in curriculum for Large Animal Coursework and identify animal resources for Large Animal Essential Skills training and assessment.

8. Increase time in curriculum for Lab Animal Essential Skills and identify animal resources for laboratory Animal Essential Skills training and assessment.

9. Need to implement Avian/Exotic Course.

10. Change unit value and structure of VT51–Intro to Vet Tech Course to allow us to offer it in every quarter

11. More effective method for documentation of Student Clinical Skills Competency Tracking (Need electronic management software solution).

Annual Action Plan and Summary: Using the information above, list the program's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1. Revise Intro Course	VT51	Workforce	Improve recruiting and preparation of prospective students.
2. Update and revise curriculum as specified in Sec. 5.g. above	All related courses	Workforce	Improve teaching and learning in individual courses and make VT Curriculum more effective.
3. Re-imagine role of animals in Curriculum	VT75ABCD & VT87ABC (impacts all courses)	Workforce	Essential for learning practical clinical skills.
4. Revise VA Program and seek approval	VT52AB &88AB	Workforce	Streamline and increase Certificate Awards.
5. Identify additional funding for supplies, equipment, technology	All Lab Courses.	Workforce	Improve teaching and learning and enhance education and training of students.
6. Identify funds for non-teaching hourly (tutors, Facility, instructional support)	All courses.	Workforce	Facility, Animal Care, and Instructional support improve teaching and learning.
7. Lobby for Dedicated Classified Facility Coordinator	All Courses	Workforce	Facility, Animal Care, and Instructional support improve teaching and learning.
8. Identify/Implement electronic clinical skills competency tracking	All lab and Internship courses	Workforce	Ensures essential skills competency upon graduation.

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate <u>some sort of measurable action</u> and connect to Foothill's core missions, <u>Educational & Strategic Master Plan (ESMP)</u>, the division plan, and SLOs. Goals/Outcomes are not resource requests.

List Previous Program Goals/Outcomes from last academic year:
Check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Enhance B-Budget, Lottery, Perkins allocations to cover program material/supply expenses	Y	Y	'B' Budget covers current fixed expenses; however, expenses continue to rise.
2. Provide RVT Specialist Tutors for At-Risk Students.	N	N	No funding allocated.
3. Maintain PT Hourly Non-teaching salary/benefits for RVT Lab & Animal Care Assistants.	Y	Y	Partially funded by Perkins.
4. Obtain Grant Writing assistance and fundraising support	N	N	Not available. Foundation not providing.
5. Secure funding for Faculty Professional Development-required by Accreditation and Licensing.	Y	Y	Funded by Perkins.
6. Increase Program Director Release Time to 50% & 11-month contract.	N	N	Not Approved.
7. Approval for a VT Dedicated Full Time Classified Program Facilities Coordinator	N	N	Not Approved.
8. Dedicated BHS Allied Health Evaluator/Coordinator position	N	N	Not Approved.
9. Outreach Specialist position Dedicated to Allied Health Programs	N	N	Not Approved.
10. Identify ongoing funding for medical equipment purchase, maintenance, & upgrade	Y	Y	Partially Funded by Perkins
11. Increase size of Teaching Animal Colonies (food, bedding, medical care)	N	N	All animals except goats re-homed. Need to re-acquire all relevant species for teaching.

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Work with the Dean to ensure that there is adequate FT and PT faculty and classified staff to effectively deliver the program curriculum and manage the non-teaching work of the program.	Long Term (Ongoing)	Ensures Program Quality and Outcomes	Increase in the number of PT faculty and increase in the FT:PT faculty ratio.
2. Maintain Program Accreditation & Regulatory Compliance	Long Term (Ongoing)	Ensures Program Quality and Outcomes	Accreditation Status
3. Maintain Student Enrollment and Program Productivity	Long Term (Ongoing)	Serves Students and Community	Program Review Data
4. Enhance student-learning experience through redesign of Program Curriculum and update all CORs as needed.	Short Term (3-yrs)	Better-educated and trained students for Veterinary Workforce.	Trac-Dat Data. Curriculum Review & Approval Process. Accreditation, Licensing Exam Outcomes, Employment Stats, Student & Employer Feedback
5. Work with the Dean to ensure that students have all necessary resources for learning and faculty have all necessary resources for effective didactic and clinical teaching.	Short Term (3-yrs)	Enhances teaching and learning. Better-educated and trained students for Veterinary Workforce	Student and faculty resource needs met. Balanced Budgets.
6. Make partnerships to provide students and faculty the opportunity for use of live animals for teaching and learning in the VT Curriculum.		Essential program component. Supports and enhances teaching and learning. Better-educated and trained students for Veterinary Workforce	Relevant CORs Revised and Re-established 1st and 2nd year Animal Care courses. Community Partnerships established and MOUs in place to provide Large/Lab animal practical experience at off-site locations
7. Implement better methods of assessment and documentation of Essential Skills Competency.	Long Term (Ongoing)	Enhanced program operation. Supports Program Quality and Student Outcomes.	Better methods of student skills assessment and tracking implemented

Section 7: Program Resources and Support

Using the tables below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee website: http://foothill.edu/president/operations.php for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
1. Veterinary Technology FT Faculty	Commensurate with degree and experience $52,640 - $86,454	#1,2,3,4–Essential to meet programmatic needs and maintain program excellence and outcomes.	No (Approved ~5-yrs ago; Resignation in 2012)
2. VT Program Facilities Coordinator (Classified)	$50,000	#1,2,3,5–Essential assistance to program director and faculty to Animal care, lab support, medical teaching facility management. Supports all program courses and all teaching/learning by assisting with the workload of essential non-teaching tasks.	No
3. Part Time Hourly Facility, Animal, Instructional Support	$8000	1,2,3,5–Essential assistance to program director and faculty to maintain complex medical teaching facility and live animals.	Yes (Perkins)
4. RVT Specialist Tutors	$5000	#3 Assistance for at-risk students.	No
5. Allied Health Evaluator/Coordinator (Classified)	$50,000	#3 Supports application processes and program students support and mentoring needs	No

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? YES.	0.333 FTE = 33%
Has the program used division or department B-budget to fund reassign time?	No.
Requested Additional Reassign Time (Increase VT Program Director to 50% Release Time)	+0.167 = +12%

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in sec 6 and how this resource request supports this goal.	Est hours per month	% Time
Veterinary Technology Program Director (All aspects of effective program and facility management and student and faculty support)	50% release time @ prevailing salary	#1,2,3,4,5,6,7–Supports all program goals by support program leadership. Director workload is excessive. Essential for sustaining prog size		Currently = 33% 50% is needed.

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Non-instructional Salaries	$6,600	1,2,3,5–Essential assistance to program director and faculty to maintain complex medical teaching facility	Yes Perkins

Ongoing B Budget Augmentation*

***Based on the information from the Dean that the 2014-15 B-Budget would be the same as for 2013-14.
  Ongoing Fixed Program B- Budget Expenses currently exceed budget allocation and are supplemented from other sources…

Description B Budget FOAP (114000-141161-XXXX-010210)	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Electronic Essential Skills Tracking Application	$5000/yr	#7–Enhanced program operation. Supports Program Quality and Student Outcomes.	No
Live small, large, and lab animals for teaching and learning.	Long Term (Ongoing)	#2,4,5,6–Essential program component. Supports and enhances teaching and learning. Better-educated and trained students for Veterinary Workforce	No
Equipment Maintenance: Radiographic Processor	Est. $500/yr	#2,5– **Fixed Cost of Operation:** Ensure adequacy of clinical facility & resources for teaching and learning.	No
Equipment Maintenance: Anesthesia Machines; X-ray machines, Analyzers, Autoclave, Incubator, Kennel Wash System, Compressor, etc.	Est. $1000/yr	#2,5– **Fixed Cost of Operation:** Ensure adequacy of clinical facility & resources for teaching and learning.	No
Animal Food and Bedding Material (Anticipating Return of Animals)	Est. $1500/yr	#2,5– **Fixed Cost of Operation:** Ensure adequacy husbandry for teaching animals.	Yes
Veterinary Care Supplies (Preventatives = Viral and Heartworm testing, Vaccinations, Wormers, etc.) Prescription Drugs/Medical Supplies for Treatment (Anticipating Return of Animals)	Est. $1500/yr	#2,5– **Fixed Cost of Operation:** Provide standard of care for animals adopted into the program. Best practices for profession are expected.	No
Non-routine Veterinary Care of Animals (Anticipating Return of Animals)	Est. $1000-1500/yr (varies)	#2,5– **Fixed Cost of Operation:** Provide standard of care for animals adopted into the program. Best practices for profession are expected	Partially (One time B-Budget Augmentation)

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
A/V Teaching Equip/Materials Models, Specimen, Manikin, Software, Online Applications & Databases, Digital Camera)	$10,000	**#2,5–** Ensure adequacy of clinical facility & resources for teaching and learning.	Yes (Perkins)
Medical Equipment: Digital Dental X-ray Sensors	$10,000	**#2,5–** Ensure adequacy of clinical facility & resources for teaching and learning.	No
Medical Equipment: Portable Equine X-ray Generator	$25,000	**#2,5–** Ensure adequacy of clinical facility & resources for teaching and learning.	No
Medical Equipment: Hematology Analyzer, Chemistry Analyzer, Coagulation Analyzer	$75,000	**#2,5–** Ensure adequacy of clinical facility & resources for teaching and learning.	No
Digital X-ray System Upgrade	$75,000	**#2,5–** Ensure adequacy of clinical facility & resources for teaching and learning.	No
A/V Teaching Equip/Materials Models, Specimen, Manikin, Software, Online Applications & Databases, Digital Camera)	$10,000	**#2,5–** Ensure adequacy of clinical facility & resources for teaching and learning.	Yes (Perkins)

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

Other Resource Requests Granted over last 3-years / Continuing Need / Justification

1. **Non-Teaching Hourly Salary and Benefits**
Perkins Grant: $6000 Essential for continued program operation. Support Instruction and Student Learning.

2. **Professional Development Funds**
Perkins Grant: $5000 Required for Professional License Renewal and Continued Accreditation

3. **One Time B-Budget Augmentation (end of year) for Animal Feed**
Division B-Budget Helpful in meeting program fixed costs related to animals. Animals are essential for teaching and student learning.

4. **One Time B-Budget Augmentation for unexpected Vet Med Expenses**
Division B-Budget. Assistance meeting unexpected large expense.

5. Augmentation of Perkins Funding for additional teaching equipment, materials and supplies.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Dean's Comments from the 2012-13 Program Review:

Due to the nature of the program it is expensive to operate: to care properly for the animals and maintain a state-of-the-art veterinary teaching facility in addition to delivering a sophisticated medical curriculum. Medical equipment, animal food and shelter, and medical care are all mandated by a strict accrediting agency, the USDA, and mandated oversight committees. It is important to continue to supplement the budgetary requirements of the program on an annual basis to meet it's fixed and variable costs. High WSCH and productivity and the extensive non-teaching assignment required place considerable demands on the faculty and emphasize the need for three full-time faculty to remain with the program.

Program Director Comments:

The Dean's comments are insightful and reflect the ongoing challenges facing the program. The needs for additional faculty and classified support and the escalating fixed and variable expenses of the program have been addressed in this Program Review.

The Program underwent a formal Accreditation Self-Study and Accreditation Site Visit in February 2009. The Report on Evaluation of the Site Visit Team has been received and reviewed by the College President, the BHS Dean, the VT Program Director, and VT Faculty. Critical, Major, and Minor recommendations were made and the program has satisfied each of those and the program is fully accredited. These documents are on file and available upon request.

The loss of the full time faculty position was devastating to the program operation. Additionally, a second full time faculty member reduced their contract to ~60% further impacting the director's ability ensure the continued effective and consistent delivery of the curriculum and the current level of program enrollment and productivity. Loss of two full time faculty (even though replaced by several part time faculty) is exceedingly disruptive to program operation, because of the difficulty in finding qualified part time faculty. Insufficient full time faculty diminishes the overall quality of teaching and learning and makes it difficult to meet student and programmatic needs.

a. **After reviewing the data, what would you like to highlight about your program?**

Program Director's Statements of Concern

Issues not addressed elsewhere in this Program Review regarding overall program challenges and the long term viability of the Veterinary Technology are listed here:

1. Health and Stability of the VT FT and PT Faculty. Faculty and Program Director are overextended and stressed due to the expanding workload required to maintain the quality of curriculum and high student numbers. Adding to this re the mounting list of primary duties and expectations of the administration.
2. Loss of one full time faculty due to resignation from the Tenure Review Process (allowed to convert to 67% part time assignment)
3. Loss of a second full time faculty due to reduction of contract to 60%.

4. Mounting workload on faculty of maintaining accreditation and regulatory compliance, the clinical teaching facility, and providing veterinary medical care in addition to full time teaching and program director responsibilities. This is contributing to program director and faculty burn out. This also limits the time and energy to undertake necessary course revisions, strategic planning, and limits innovation.
5. Inadequate time in certain courses lectures and/or labs due to increasing content demands imposed by accreditation and increasing sophistication of the profession.
6. Appearance of some negative comments on June 2013 Graduate Surveys about preparation in certain subject areas.
7. Difficulty finding qualified and available part time faculty (DVM & RVT) to support student numbers.
8. Increasing cost of program operation and fixed expenses.
9. Reduction of CA Community College Budget. Reduced College Budget & associated cuts to Program's B-Budget. Further B-Budget cuts possible.
10. Perkins Funding and Measure 'C' funds are uncertain.
11. Foundation Funds are uncertain.
12. Negative impact of CA economy on student livelihood and ability to attend school.
13. Reduced number of paid internships available for students.
14. Proprietary Schools that offer Veterinary Assisting and Veterinary Technology Programs are attracting students and are cannibalizing the limited number of available Internship Sites in the Greater SF Bay Area and competing for program students.

Highlights of Strengths, Positive Trends and Opportunities

1) Strengths of the VT Program

INTERNAL FACTORS	EXTERNAL FACTORS
• The only AVMA Accredited AS-Degree RVT Program in the Greater SF Bay Area. • Well established with an excellent reputation for quality education among students, veterinarians, veterinary technicians, and the community as a whole. • Outstanding and dedicated faculty who have considerable teaching expertise, broad clinical and life experience, and the talent to effectively educate and motivate students. • A comprehensive, rigorous, well-constructed curriculum designed to promote independent critical thinking and problem solving imparts essential knowledge, skill, and professional attitude to the students. • Strong, consistent, and tangible support from district and college administration that recognizes the essential role the program plays in meeting a critical need in the community it serves. • A well-equipped and maintained facility providing the students the opportunity to use appropriate and modern types of clinical equipment and to work in a simulated veterinary clinical environment. • Superior off-campus internship program supported by a multitude of high-quality private practices and institutions providing clinical training and employment opportunities.	• Partnerships and alliances with veterinarians, veterinary practices, research facilities, animal related businesses and institutions; and the animal owning public. • Long-time associations and excellent working relationships with Stanford University Department of Laboratory Animal Medicine, UCSF, and NASA/AMES Research Center, the Marine Mammal Center & many of Silicon Valley's Biomedical Research facilities. • Articulation with the two local Veterinary Assisting Programs provides options and an identifiable career ladder. Program offers it's own Online Veterinary Assisting Certificate Program, which provides a career ladder. • Involved and supportive Alumni and Advisory Board set the standard of practice in the community and promote the program in word and in deed.

2) Positive Trends Observed in the VT Program

INTERNAL	EXTERNAL
• The program is receiving 75-80 Applications from qualified students per year and has accepted the maximum number of first year students for the past three years. The program is at capacity and graduated 35 students last year. • Program enrollment is high and Productivity exceeds the college target by a considerable margin. Student Retention Rate and Success Rate are both very high. • The students work 15+hrs /week in paid internships for the last 15-months of their two-year program and graduate employed. • The VT Faculty and Staff are extremely dedicated and work very hard to ensure that the students in the program receive the highest quality education and training.	• The Pass Rates on the CA RVT Exam and Veterinary Technician national Exam have been 95-100% for over 10 years and the students consistently score well above the mean in all exam categories. • Despite inadequate State funding, the program is meeting expenses and maintaining productivity and growth through aggressive student and faculty fundraising. • •Employers recognize and express their appreciation for the quality of students hired as interns and as graduate RVTs. • Our students are placed in a high percentage of the veterinary practices, zoo & wildlife facility, and biomedical research facility in the Greater SF Bay Area. • Employer Surveys contain a high percentage of positive comments and constructive feedback for program improvement.

3) Opportunities for the VT Program

INTERNAL	EXTERNAL
• Restructure and redistribute required curriculum to better correlate with accreditation and meet student needs. • Provide CE Courses for fee for practicing RVTs. • Increase fundraising efforts and community involvement of Student Chapter of National Vet Tech Association.	• Identify partnership for spay/neuter surgeries to reduce need for and use of teaching colony animals and provide community service. • Identify vendors to donate materials, supplies, and services to ease financial burden on the program. • Identify and cultivate private and corporate donors and write Grant Proposals to augment program funding.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

    a. **Strengths and successes of the program as evidenced by the data and analysis:**

The VT program accepts the largest number of students of any Allied Health program and productivity is maintained above the college targeted value. Their student completion rates and success rates are far in excess of the general Foothill student population (including targeted and non-targeted subpopulations) and their graduates enjoy 95-100% pass rates on state and national exams for the last 10 years.

    b. **Areas of concern, if any:**

Due to circumstances outside the control of the Program Director, there has been a decline in the number of full time faculty in the VT program leading to fatigue and frustration in trying to manage the complex curriculum and issues around the care and use of animals. Secondly, identifying internship sites for our students is becoming more difficult due to the increasing popularity of proprietary schools in competition for these positions. With the reduced full time faculty make-up and the retirement of the experienced Program Director this spring, the program is in need of a strong leader with extraordinary energy and vision to ensure the program can maintain its long standing reputation in the SF Bay Area VT community.

    c. **Recommendations for improvement:**

It is critical that live animals are reintroduced to the VT program either through purchase and housing of animals in house, collaborations with community partners or through use of a contract research organization. There is simply no substitute for repeated exposure to, observation of and caring for live animals in the training of professional Veterinary Technologists. Furthermore, the restoration of full time faculty to previous levels is required to provide adequate time for the essential non-teaching components of the VT program around the care of and use of animals.

This section is for the Vice President/President to provide feedback.

    d. **Strengths and successes of the program as evidenced by the data and analysis:**

The VT program continues to provide high quality instruction and employment training to our students. The program has an exceptionally high success rate and high productivity. The faculty have been very responsive to making the necessary changes to curriculum required for compliance with state laws and regulations.

e. **Areas of concern, if any:**

The main challenge identified in this program review is the loss of the third full time faculty member. Although the program has demonstrated resilience, this has created stress on the program faculty.
The need to review how best to provide hands on learning with live animals is critical, and I am appreciative of the dean's suggestions. Clearly, many options need to be explored in order to provide this critical opportunity.

f. **Recommendations for improvement:**

The student learning outcome process is focused on the students' achievement, however many of the reflections are primarily related to the faculty's perception of lack of resources. Although the resources may well come out as requests from this process, the student learning should be in the forefront of the reflection process. Clearly, the students in this program are demonstrating that they are achieving their outcomes based on their high rate of success on exams and job placement.

g. **Recommended Next steps:**
_X__ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Mission Statement: Professional vocational education is the primary mission or the program. The Mission of the Veterinary Technology Program is to educate and train students who will meet or exceed all minimum competencies required for State and National licensing and be qualified for entry level employment as a Registered Veterinary Technician.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - V T 290 - DIRECTED STUDY - SLO 2 - Communication - Prepare and submit a comprehensive written project summary that meets the objectives of the independent study project proposal. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Faculty shall review and assess finished project presentation and evaluate against stated measurable objectives. **Assessment Method Type:** Class/Lab Project **Target for Success:** All students satisfactorily meet each stated objective in the Project Proposal by presenting by submitting substantive and well-organized original material that is appropriate and articulately written and organized with sufficient scope and depth of content.	06/19/2013 - No students have enrolled thus far this year. This is a course used intermittently by the Program Director to remediate students or assist students transferring from another AVMA Accredited VT Program to meet our Graduation Requirements. Reflection not indicated. Deactivating the course. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None. **GE/IL-SLO Reflection:** n/a Deactivating Course.	06/19/2013 - COR outdated and not in compliance. Deactivating course and replacing with VT70R.
		01/20/2012 - No students have enrolled thus far this year. This is a course used intermittently by the Program Director to remediate students or assist students transferring from another AVMA Accredited VT Program to meet our Graduation Requirements. Reflection not indicated--See Assessment Findings.. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** None. **GE/IL-SLO Reflection:** Meets all related ILOs	01/20/2012 - Reflection not indicated--See Assessment Findings..

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - V T 290 - DIRECTED STUDY - SLO 1 - Research - Prepare, present, and satisfactorily complete a practical and substantial project proposal that includes specific measurable objectives for Independent Study in Veterinary Technology. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Faculty shall review and assess finished project proposal and evaluate stated measurable objectives. Student must clearly state the the measurable objectives of the project which shall contain sufficient scope and depth of coverage of the chosen topic. **Assessment Method Type:** Class/Lab Project **Target for Success:** Each student will successfully complete an approved project proposal.	06/19/2013 - No students have enrolled thus far this year. This is a course used intermittently by the Program Director to remediate students or assist students transferring from another AVMA Accredited VT Program to meet our Graduation Requirements. Reflection not indicated. Deactivating the course. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None. **GE/IL-SLO Reflection:** n/a Deactivating Course.	06/19/2013 - COR outdated and not in compliance. Deactivating course and replacing with VT70R.
		01/22/2012 - No students have enrolled thus far this year. This is a course used intermittently by the Program Director to remediate students or assist students transferring from another AVMA Accredited VT Program to meet our Graduation Requirements. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Need for additional library textbooks and A/V CD-ROMs for student reference. **GE/IL-SLO Reflection:** Meets all related ILOs.	01/22/2012 - Reflections not currently indicated-See Assessment Findings.
		01/20/2012 - No students have enrolled thus far this year. This is a course used intermittently by the Program Director to remediate students or assist students transferring from another AVMA Accredited VT Program to meet our Graduation Requirements.	01/20/2012 - Reflection not indicated--See Assessment

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** None. **GE/IL-SLO Reflection:** Meets all related ILOs	
Department - Veterinary Technology (V T) - V T 290X - DIRECTED STUDY - SLO 1 - Research - Prepare, present, and satisfactorily complete a practical and substantial project proposal that includes specific measurable objectives for Independent Study in Veterinary Technology. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Faculty shall review and assess finished project proposal and evaluate stated measurable objectives. Student must clearly state the the measurable objectives of the project which shall contain sufficient scope and depth of coverage of the chosen topic. **Assessment Method Type:** Class/Lab Project **Target for Success:** Each student will successfully complete an approved project proposal.	06/19/2013 - No students have enrolled thus far this year. This is a course used intermittently by the Program Director to remediate students or assist students transferring from another AVMA Accredited VT Program to meet our Graduation Requirements. Reflection not indicated. Deactivating the course. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None.n/a Deactivating Course.	06/19/2013 - COR outdated and not in compliance. Deactivating course and replacing with VT70R.
		01/22/2012 - No students have enrolled thus far this year. This is a course used intermittently by the Program Director to remediate students or assist students transferring from another AVMA Accredited VT Program to meet our Graduation Requirements. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional Library Reference Texts and A/V Resources (CD-ROM) for student reference. **GE/IL-SLO Reflection:** Meets all related ILOs.	01/22/2012 - Reflection not indicated--See Assessment

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - V T 290X - DIRECTED STUDY - SLO 2 - Communication - Prepare and submit a comprehensive written project summary that meets the objectives of the independent study project proposal. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Faculty shall review and assess finished project presentation and evaluate against stated measurable objectives. **Assessment Method Type:** Class/Lab Project **Target for Success:** All students satisfactorily meet each stated objective in the Project Proposal by presenting by submitting substantive and well-organized original material that is appropriate and articulately written and organized with sufficient scope and depth of content.	06/19/2013 - No students have enrolled thus far this year. This is a course used intermittently by the Program Director to remediate students or assist students transferring from another AVMA Accredited VT Program to meet our Graduation Requirements. Reflection not indicated. Deactivating the course. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None.n/a Deactivating Course. **GE/IL-SLO Reflection:** n/a Deactivating Course.	06/19/2013 - COR outdated and not in compliance. Deactivating course and replacing with VT70R.
		01/22/2012 - No students have enrolled thus far this year. This is a course used intermittently by the Program Director to remediate students or assist students transferring from another AVMA Accredited VT Program to meet our Graduation Requirements. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Need for additional library textbooks and A/V CD-ROMs for student reference. **GE/IL-SLO Reflection:** Meets all related ILOs	01/22/2012 - Reflections not currently indicated-See Assessment Findings.
Department - Veterinary Technology (V T) - V T 290Y - DIRECTED STUDY - SLO 1 - Research - Prepare, present, and satisfactorily complete a practical and substantial project proposal that includes specific measurable objectives for Independent Study in Veterinary	**Assessment Method:** Faculty shall review and assess finished project proposal and evaluate stated measurable objectives. Student must clearly state the the measurable objectives of the project which shall contain sufficient scope and depth of coverage of the chosen topic.	06/19/2013 - No students have enrolled thus far this year. This is a course used intermittently by the Program Director to remediate students or assist students transferring from another AVMA Accredited VT Program to meet our Graduation Requirements. Reflection not indicated. Deactivating the course.	06/19/2013 - COR outdated and not in compliance. Deactivating course and replacing with VT70R.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Technology. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Class/Lab Project **Target for Success:** Each student will successfully complete an approved project proposal.	**Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None. **GE/IL-SLO Reflection:** n/a deactiventing course.	
		01/22/2012 - No students have enrolled thus far this year. This is a course used intermittently by the Program Director to remediate students or assist students transferring from another AVMA Accredited VT Program to meet our Graduation Requirements. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Need for additional library textbooks and A/V CD-ROMs for student reference. **GE/IL-SLO Reflection:** Meets all related ILOs.	01/22/2012 - Reflections not currently indicated-See Assessment Findings.
Department - Veterinary Technology (V T) - V T 290Y - DIRECTED STUDY - SLO 2 - Communication - Prepare and submit a comprehensive written project summary that meets the objectives of the independent study project proposal. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Faculty shall review and assess finished project presentation and evaluate against stated measurable objectives. **Assessment Method Type:** Class/Lab Project **Target for Success:** All students satisfactorily meet each stated objective in the Project Proposal by presenting by submitting substantive and well-organized original material that is appropriate and articulately written and organized with sufficient scope and depth of content.	06/19/2013 - No students have enrolled thus far this year. This is a course used intermittently by the Program Director to remediate students or assist students transferring from another AVMA Accredited VT Program to meet our Graduation Requirements. Reflection not indicated. Deactivating the course. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None. **GE/IL-SLO Reflection:** n/a Deactivating Course.	06/19/2013 - COR outdated and not in compliance. Deactivating course and replacing with VT70R.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		01/22/2012 - No students have enrolled thus far this year. This is a course used intermittently by the Program Director to remediate students or assist students transferring from another AVMA Accredited VT Program to meet our Graduation Requirements. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Need for additional library textbooks and A/V CD-ROMs for student reference. **GE/IL-SLO Reflection:** Meets all related ILOs.	01/22/2012 - Reflections not currently indicated-See Assessment Findings. _____
Department - Veterinary Technology (V T) - V T 290Z - DIRECTED STUDY - SLO 1 - Research - Prepare, present, and satisfactorily complete a practical and substantial project proposal that includes specific measurable objectives for Independent Study in Veterinary Technology. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Faculty shall review and assess finished project proposal and evaluate stated measurable objectives. Student must clearly state the the measurable objectives of the project which shall contain sufficient scope and depth of coverage of the chosen topic. **Assessment Method Type:** Class/Lab Project **Target for Success:** Each student will successfully complete an approved project proposal.	06/19/2013 - No students have enrolled thus far this year. This is a course used intermittently by the Program Director to remediate students or assist students transferring from another AVMA Accredited VT Program to meet our Graduation Requirements. Reflection not indicated. Deactivating the course. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None. **GE/IL-SLO Reflection:** n/a Deactivating Course.	06/19/2013 - COR outdated and not in compliance. Deactivating course and replacing with VT70R. _____
		01/22/2012 - No students have enrolled thus far this year. This is a course used intermittently by the Program Director to remediate students or assist students transferring from another AVMA Accredited VT Program to meet our Graduation Requirements. **Result:** Target Met **Year This Assessment Occurred:**	01/22/2012 - Reflections not currently indicated-See Assessment Findings. _____

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2011-2012 **Resource Request:** Need for additional library textbooks and A/V CD-ROMs for student reference. **GE/IL-SLO Reflection:** Meets all related ILOs.	
Department - Veterinary Technology (V T) - V T 290Z - DIRECTED STUDY - SLO 2 - Communication - Prepare and submit a comprehensive written project summary that meets the objectives of the independent study project proposal. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Faculty shall review and assess finished project presentation and evaluate against stated measurable objectives. **Assessment Method Type:** Class/Lab Project **Target for Success:** All students satisfactorily meet each stated objective in the Project Proposal by presenting by submitting substantive and well-organized original material that is appropriate and articulately written and organized with sufficient scope and depth of content.	06/19/2013 - No students have enrolled thus far this year. This is a course used intermittently by the Program Director to remediate students or assist students transferring from another AVMA Accredited VT Program to meet our Graduation Requirements. Reflection not indicated. Deactivating the course. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None. **GE/IL-SLO Reflection:** n/a Deactivating Course.	06/19/2013 - COR outdated and not in compliance. Deactivating course and replacing with VT70R.
		01/22/2012 - No students have enrolled thus far this year. This is a course used intermittently by the Program Director to remediate students or assist students transferring from another AVMA Accredited VT Program to meet our Graduation Requirements. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Need for additional library textbooks and A/V CD-ROMs for student reference. **GE/IL-SLO Reflection:** Meets all related ILOs.	01/22/2012 - Reflections not currently indicated-See Assessment Findings.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - V T 50 - CURRENT TOPICS IN VETERINARY TECHNOLOGY - SLO 1 - Knowledge - Reflect upon and evaluate the value of the topical information presented and discuss the relevance and relationship to the Veterinary Technology Core Curriculum. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Each student will prepare and submit a one page capsule summary and personal reflection on each of the three seminar topics. The reflection must include content that speaks to the relevance of each topic to their individual clinical practice situation and professional education. **Assessment Method Type:** Essay/Journal **Target for Success:** 97% of the students will earn a grade of 'C' or better on each of the three papers evaluated using standard criteria.	04/26/2013 - All students attended and participated in the group discussions. The monthly seminar affords the opportunity for all of the students (both first and second year) to meet and interact. Monthly meetings of the Student Chapter of their professional Organization (NAVTA) occurs and is highly beneficial for professionalism and interclass cooperation. Discussions between the class and with classmates is productive and provides for sharing of information and networking. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None. **GE/IL-SLO Reflection:** Course meets College IL-SLOs	06/01/2013 - Convert Course to A-F Sequence as required by Title V. 1st Yr Sequence = A-C; 2nd Yr Sequence = D-F. New content every quarter.
		01/04/2012 - Most of the students learned something new, was introduced to a new field and/or could relate the information that they learned to their clinic situations. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** To have money to pay the speakers and to bring in higher caliber of speakers	04/08/2012 - To be able to pay for the speakers that come out and to have a higher caliber speaker for each seminar. 02/08/2012 - Seminar adds valuable enrichment to the course curriculum and has value to each student.
Department - Veterinary Technology (V T) - V T 50 - CURRENT TOPICS IN VETERINARY TECHNOLOGY - SLO 2 - Application of knowledge - Identify, appraise, and articulate the broad scope of career opportunities obtainable in the veterinary field. (Created By Department - Veterinary Technology (V T))	**Assessment Method:** Each student will participate in small group discussions on each of the topics presented in a manner that is challenging and thought provoking. Each small group will make a 5-minute presentation to the larger group as a summary exercise. **Assessment Method Type:**	04/26/2013 - Most of the students learned something new, was introduced to a new field and/or could relate the information that they were exposed to their clinic situations. INtermingling of the first and second year students is a good thing for the program and enhances communication and cooperation. Speakers are chosen to present topics that either are not covered or are covered	06/01/2013 - Convert Course to A-F Sequence as required by Title V. 1st Yr Sequence = A-C; 2nd Yr Sequence = D-F. New content every quarter.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Quarter **Course-Level SLO Status:** Active	Discussion/Participation **Target for Success:** Each of the students will participate in and contribute substantively to the discussions.	breifly in the core curriculum yet have great value to the young professional. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None. **GE/IL-SLO Reflection:** Course meets IL-SlOs	
		02/08/2012 - All students attended and participated in the group discussions. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional RVT to assist in small group break-out discussions and grading assignments.. **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	04/08/2012 - To have 100% of the students articulate and obtain more knowledge from each individual speaker ——————————— 02/08/2012 - Time scheduled is excessive for a single speaker. Students required to stay later than necessary to achieve course objectives. Will recommend to Program Director to reduce number of hours for this course. Need to assure that this TBA course is in compliance with State regulations. ———————————
Department - Veterinary Technology (V T) - V T 50A - CURRENT TOPICS IN VETERINARY TECHNOLOGY I - Knowledge - Reflect upon and evaluate the value of the topical information presented and discuss the relevance and relationship to the Veterinary Technology Core Curriculum. (Created By Department - Veterinary Technology (V T)) **Assessment Cycles:** End of Quarter	**Assessment Method:** Each student will prepare and submit a one page capsule summary and personal reflection on each of the three seminar topics. The reflection must include content that speaks to the relevance of each topic to their individual clinical practice situation and professional education. **Assessment Method Type:** Essay/Journal **Target for Success:** 97% of the students will earn a grade of 'C'		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	or better on each of the three papers evaluated using standard criteria.		
Department - Veterinary Technology (V T) - V T 50A - CURRENT TOPICS IN VETERINARY TECHNOLOGY I - Application of knowledge - Identify, appraise, and articulate the broad scope of career opportunities obtainable in the veterinary field. (Created By Department - Veterinary Technology (V T)) **Assessment Cycles:** End of Quarter **Course-Level SLO Status:** Active	**Assessment Method:** Each student will prepare and submit a one page capsule summary and personal reflection on each of the three seminar topics. The reflection must include content that speaks to the relevance of each topic to their individual clinical practice situation and professional education. **Assessment Method Type:** Essay/Journal **Target for Success:** 97% of the students will earn a grade of 'C' or better on each of the three papers evaluated using standard criteria.		
Department - Veterinary Technology (V T) - V T 50B - CURRENT TOPICS IN VETERINARY TECHNOLOGY II - SLO 1 - Knowledge - Reflect upon and evaluate the value of the topical information presented and discuss the relevance and relationship to the Veterinary Technology Core Curriculum. (Created By Department - Veterinary Technology (V T)) **Assessment Cycles:** End of Quarter **Course-Level SLO Status:** Active	**Assessment Method:** Each student will prepare and submit a one page capsule summary and personal reflection on each of the three seminar topics. The reflection must include content that speaks to the relevance of each topic to their individual clinical practice situation and professional education. **Assessment Method Type:** Essay/Journal **Target for Success:** 97% of the students will earn a grade of 'C' or better on each of the three papers evaluated using standard criteria.		
Department - Veterinary Technology (V T) - V T 50B - CURRENT TOPICS IN VETERINARY TECHNOLOGY II - SLO 2 - Application of knowledge - Identify, appraise, and articulate the broad scope of career opportunities obtainable in the veterinary field. (Created By Department - Veterinary	**Assessment Method:** Each student will prepare and submit a one page capsule summary and personal reflection on each of the three seminar topics. The reflection must include content that speaks to the relevance of each topic to		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Technology (V T)) **Assessment Cycles:** End of Quarter **Course-Level SLO Status:** Active	their individual clinical practice situation and professional education. **Assessment Method Type:** Essay/Journal **Target for Success:** 97% of the students will earn a grade of 'C' or better on each of the three papers evaluated using standard criteria.		
Department - Veterinary Technology (V T) - V T 50C - CURRENT TOPICS IN VETERINARY TECHNOLOGY III - SLO 1 - Knowledge - Reflect upon and evaluate the value of the topical information presented and discuss the relevance and relationship to the Veterinary Technology Core Curriculum. (Created By Department - Veterinary Technology (V T)) **Assessment Cycles:** End of Quarter **Course-Level SLO Status:** Active	**Assessment Method:** Each student will prepare and submit a one page capsule summary and personal reflection on each of the three seminar topics. The reflection must include content that speaks to the relevance of each topic to their individual clinical practice situation and professional education. **Assessment Method Type:** Essay/Journal **Target for Success:** 97% of the students will earn a grade of 'C' or better on each of the three papers evaluated using standard criteria.		
Department - Veterinary Technology (V T) - V T 50C - CURRENT TOPICS IN VETERINARY TECHNOLOGY III - SLO 2 - Application of knowledge - Identify, appraise, and articulate the broad scope of career opportunities obtainable in the veterinary field. (Created By Department - Veterinary Technology (V T)) **Assessment Cycles:** End of Quarter **Course-Level SLO Status:** Active	**Assessment Method:** Each student will prepare and submit a one page capsule summary and personal reflection on each of the three seminar topics. The reflection must include content that speaks to the relevance of each topic to their individual clinical practice situation and professional education. **Assessment Method Type:** Essay/Journal **Target for Success:** 97% of the students will earn a grade of 'C' or better on each of the three papers evaluated using standard criteria.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - V T 50D - CURRENT TOPICS IN VETERINARY TECHNOLOGY IV - SLO 1 - Knowledge - Reflect upon and evaluate the value of the topical information presented and discuss the relevance and relationship to the Veterinary Technology Core Curriculum. (Created By Department - Veterinary Technology (V T)) **Assessment Cycles:** End of Quarter **Course-Level SLO Status:** Active	**Assessment Method:** Each student will prepare and submit a one page capsule summary and personal reflection on each of the three seminar topics. The reflection must include content that speaks to the relevance of each topic to their individual clinical practice situation and professional education. **Assessment Method Type:** Essay/Journal **Target for Success:** 97% of the students will earn a grade of 'C' or better on each of the three papers evaluated using standard criteria.		
Department - Veterinary Technology (V T) - V T 50D - CURRENT TOPICS IN VETERINARY TECHNOLOGY IV - SLO 2 - Application of knowledge - Identify, appraise, and articulate the broad scope of career opportunities obtainable in the veterinary field. (Created By Department - Veterinary Technology (V T)) **Assessment Cycles:** End of Quarter **Course-Level SLO Status:** Active	**Assessment Method:** Each student will prepare and submit a one page capsule summary and personal reflection on each of the three seminar topics. The reflection must include content that speaks to the relevance of each topic to their individual clinical practice situation and professional education. **Assessment Method Type:** Essay/Journal **Target for Success:** 97% of the students will earn a grade of 'C' or better on each of the three papers evaluated using standard criteria.		
Department - Veterinary Technology (V T) - V T 50E - CURRENT TOPICS IN VETERINARY TECHNOLOGY V - SLO 1 - Knowledge - Reflect upon and evaluate the value of the topical information presented and discuss the relevance and relationship to the Veterinary Technology Core Curriculum. (Created By Department - Veterinary Technology (V T))	**Assessment Method:** Each student will prepare and submit a one page capsule summary and personal reflection on each of the three seminar topics. The reflection must include content that speaks to the relevance of each topic to their individual clinical practice situation and professional education.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Quarter **Course-Level SLO Status:** Active	**Assessment Method Type:** Essay/Journal **Target for Success:** 97% of the students will earn a grade of 'C' or better on each of the three papers evaluated using standard criteria.		
	Assessment Method: Each student will prepare and submit a one page capsule summary and personal reflection on each of the three seminar topics. The reflection must include content that speaks to the relevance of each topic to their individual clinical practice situation and professional education. **Assessment Method Type:** Essay/Journal **Target for Success:** 97% of the students will earn a grade of 'C' or better on each of the three papers evaluated using standard criteria.		
Department - Veterinary Technology (V T) - V T 50E - CURRENT TOPICS IN VETERINARY TECHNOLOGY V - SLO 2 - Application of knowledge - Identify, appraise, and articulate the broad scope of career opportunities obtainable in the veterinary field. (Created By Department - Veterinary Technology (V T)) **Assessment Cycles:** End of Quarter **Course-Level SLO Status:** Active			
Department - Veterinary Technology (V T) - V T 50F - CURRENT TOPICS IN VETERINARY TECHNOLOGY VI - SLO 1 - Knowledge - Reflect upon and evaluate the value of the topical information presented and discuss the relevance and relationship to the Veterinary Technology Core	**Assessment Method:** Each student will prepare and submit a one page capsule summary and personal reflection on each of the three seminar topics. The reflection must include content that speaks to the relevance of each topic to their individual clinical practice situation and		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Curriculum. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	professional education. **Assessment Method Type:** Essay/Journal **Target for Success:** 97% of the students will earn a grade of 'C' or better on each of the three papers evaluated using standard criteria.		
Department - Veterinary Technology (V T) - V T 50F - CURRENT TOPICS IN VETERINARY TECHNOLOGY VI - SLO 2 - Application of knowledge - Identify, appraise, and articulate the broad scope of career opportunities obtainable in the veterinary field. (Created By Department - Veterinary Technology (V T)) **Assessment Cycles:** End of Quarter **Course-Level SLO Status:** Active	**Assessment Method:** Each student will prepare and submit a one page capsule summary and personal reflection on each of the three seminar topics. The reflection must include content that speaks to the relevance of each topic to their individual clinical practice situation and professional education. **Assessment Method Type:** Essay/Journal **Target for Success:** 97% of the students will earn a grade of 'C' or better on each of the three papers evaluated using standard criteria.		
Department - Veterinary Technology (V T) - V T 51 - INTRODUCTION TO VETERINARY TECHNOLOGY - SLO 1 - Knowledge - List available relevant information sources and articulate the Veterinary Technology Program Prerequisites and Application requirements. (Created By Department - Veterinary Technology (V T)) **Start Date:** 04/09/2012 **End Date:** 06/29/2012 **Course-Level SLO Status:** Active	**Assessment Method:** The student will complete a midterm and final exam on the course material. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of enrolled students achieve a score of 75% or higher on each evaluation.	07/01/2013 - 86% of students passed the course spring, 2013. This course is an introductory course that is a prerequisite for applying to the VT program. This group, historically, has a lower overall success rate in achieving the 97% we see in our active program students. We expect that a small percentage of students will not have the aptitude or choose not to go into the field of Veterinary Technology. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** A/V Presentation Resources (DVDs, Online Subscription Video Streaming Service) **Resource Request:**	07/01/2013 - Continue to update and enhance the course. add in new media such as DVD and Online video streaming to enrich the student's experience.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		A/V Presentation Resources (DVDs, Online Subscription Video Streaming Service) **GE/IL-SLO Reflection:** Meets all related college GE/SLOs **GE/IL-SLO Reflection:** Meets all related college GE/SLOs	
		07/13/2012 - 80% of enrolled students achieved a score of 75% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Smaller class size or a second instructor so that we could have 2 sections of this course. New screens/monitors need to be added to the VT lab so that students seated in the back can see. Change this course from lecture/lab to lecture course. **GE/IL-SLO Reflection:** Based on the performance of students in a non program course, we changed the target for success to state that 80% of the students will achieve a score of 75% or higher. This course is our prerequisite course that the student must take to apply to our Veterinary Technology Program. This course is also listed as a lecture/lab with the student signing up for both. This is misleading because now that the course has between 50-60 students in it and only one instructor, it is impossible to create a lab for that large a group in our facility. This course should be listed as a lecture course so the student isn't disappointed once enrolled, which they often are. I did add some course content to include going over the VT application with the students during one of the lecture periods. I	07/13/2012 - Based on the performance of students in a non program course, we changed the target for success to state that 80% of the students will achieve a score of 75% or higher. This course is our prerequisite course that the student must take to apply to our Veterinary Technology Program. This course is also listed as a lecture/lab with the student signing up for both. This is misleading because now that the course has between 50-60 students in it and only one instructor, it is impossible to create a lab for that large a group in our facility. This course should be listed as a lecture course so the student isn't disappointed once enrolled, which they often are. I did add some course content to include going over the VT application with the students during one of the lecture periods. I do this using the visualizer in the classroom. The VT lab needs the extra screens towards the back of the lab so that all students may see what is on the main screen clearly. Students frequently comment about

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		do this using the visualizer in the classroom. The VT lab needs the extra screens towards the back of the lab so that all students may see what is on the main screen clearly. Students frequently comment about how much they enjoy the course. I continue to add/upgrade the course materials each year.	how much they enjoy the course. I continue to add/upgrade the course materials each year.
		04/30/2012 - 88% of students passed this course with a score of 75% or above. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** This course usually has at least 50 students with one instructor. This course is also listed as a lecture/lab. For this reason another instructor is desperately needed in the classroom.	04/30/2012 - This course is an introductory course that is a prerequisite for applying to our VT program. This group historically has a lower overall success rate in achieving the 97% we see in our active program students. 04/30/2012 - This course is an introductory course that is a prerequisite for applying to our VT program. This group, historically, has a lower overall success rate in achieving the 97% we see in our active program students. We expect that a small percentage of students will choose not to go into the field of Veterinary Technology.
Department - Veterinary Technology (V T) - V T 51 - INTRODUCTION TO VETERINARY TECHNOLOGY - SLO 2 - Application of knowledge - Read, evaluate, and reflect on a topical article from the veterinary or veterinary technology literature. (Created By	**Assessment Method:** The student will complete 2 projects over the course of the quarter. The two projects entail identifying 2 peer-reviewed veterinary medical journal articles. The student will read through the article, highlighting medical	07/01/2013 - 86% of the students scored a passing grade on both assignments. Both assignments continue to be effective in evaluating student learning and teaching them the use of the library and online research resources. This is an effective screening assessment for the VT	10/04/2013 - Update and expand Topic List and meet with Librarian to ensure that all relevant Veterinary literature is available to the students.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	terms, and defining them in a written list. Use of a veterinary medical dictionary is required.	Program and prepares them for future research assignments. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Librarian assistance and veterinary databases. **GE/IL-SLO Reflection:** Meets all related college GE/SLOs	
	Assessment Method Type: Class/Lab Project **Target for Success:** 80% of enrolled students achieve a score of 75% or higher on each evaluation.	07/13/2012 - 80% of enrolled students achieve a score of 75% or higher on each project/evaluation. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Two sections of this course a second instructor, new screens/monitors in the VT lab so students in back can see. Should be lecture course not lecture/lab with 55 student and only one instructor. **GE/IL-SLO Reflection:** Based on the performance of students in a non program course, we changed the target for success to state that 80% of the students will achieve a score of 75% or higher. This course is our prerequisite course that the student must take to apply to our Veterinary Technology Program. This course is also listed as a lecture/lab with the student signing up for both. This is misleading because now that the course has between 50-60 students in it and only one instructor, it is impossible to create a lab for that large a group in our facility. This course should be listed as a lecture course so the student isn't disappointed once enrolled, which they often are.	07/13/2012 - Based on the performance of students in a non program course, we changed the target for success to state that 80% of the students will achieve a score of 75% or higher. This course is our prerequisite course that the student must take to apply to our Veterinary Technology Program. This course is also listed as a lecture/lab with the student signing up for both. This is misleading because now that the course has between 50-60 students in it and only one instructor, it is impossible to create a lab for that large a group in our facility. This course should be listed as a lecture course so the student isn't disappointed once enrolled, which they often are. I did add some course content to include going over the VT application with the students during one of the lecture periods. I do this using the visualizer in the classroom. The VT lab needs the extra screens

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		I did add some course content to include going over the VT application with the students during one of the lecture periods. I do this using the visualizer in the classroom. The VT lab needs the extra screens towards the back of the lab so that all students may see what is on the main screen clearly. Students frequently comment about how much they enjoy the course. I continue to add/upgrade the course materials each year.	towards the back of the lab so that all students may see what is on the main screen clearly. Students frequently comment about how much they enjoy the course. I continue to add/upgrade the course materials each year.
		04/30/2012 - 88% of enrolled students completed both projects with a score of 75% or higher. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional faculty to help with the instruction of hands-on lab component	04/30/2012 - This course is an introductory course that is a prerequisite for applying to our VT program. This group historically has a lower overall success rate in achieving the 97% we see in our active program students.
Department - Veterinary Technology (V T) - V T 52A - VETERINARY ASSISTING I - SLO 1 - Knowledge - Describe the role of the Veterinary Assistant in the veterinary health care team; articulate and distinguish the scope of allowable tasks and responsibilities from those of the Licensed Veterinary Technician. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will reflect and respond to a series of discussion questions in the asynchronous online discussions and receive feedback from the instructor. **Assessment Method Type:** Discussion/Participation **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	09/21/2013 - 100% of the enrolled students who submitted an assignment, received a grade of 85% on each of the 12 assignments. Student reviews indicate that the DQs are interesting and thought provoking and contribute to their learning. I observed that there was excellent participation and interaction among students. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds for on campus meeting at least once per quarter.	09/21/2013 - Plan to review available textbooks and consider changing textbooks. Would required rewriting all Modules. DQs meet course objectives and are effective tools for student learning. Continue to encourage each student to participate fully.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: Meets all IL-SLOs.	
	Assessment Method: Students are given a series of short answer essay assignment questions and write a 1-page reflection on each one. Instructor evaluates based on a rubric and gives each student individualized feedback. **Assessment Method Type:** Essay/Journal **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	09/21/2013 - Short answer essays are effective teaching and learning tools. 100% of the enrolled students who submitted an assignment, received a grade of 85% on each of the assignments. Student reviews indicate that the Short Answer Essays, are interesting and thought provoking and contribute to their learning. I observed that there was excellent participation and interaction among students. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Paid hours for instructor to make online class ADA accessible. **Resource Request:** None. **GE/IL-SLO Reflection:** Meets all IL-SLOs.	09/21/2013 - Considering experimenting with increasing the difficulty levels of some of the essay questions to challenge the more advanced students.
		09/30/2012 - Approximately 75% of students earn a score of 75% or higher on class assignments. This course is an entry level, 6 week course in veterinary assisting. Some students will sign up for the course and then not follow through. They will often not Drop or Withdraw thereby forcing me to give a grade of F. Of the students working in the course, 97% are earning a score of 75% or above. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Request for an additional teaching assistant to help with grading and giving feedback to students and to help with making the course accessible to all students.. **GE/IL-SLO Reflection:**	09/30/2012 - Work on making course accessible to all students. Continue delivery of course as is. Feedback on student anonymous exit survey is positive. Nothing needs to be added at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Meets all college IL-SLOs.	
Department - Veterinary Technology (V T) - V T 52A - VETERINARY ASSISTING I - SLO 2 - Knowledge - Describe the essential tasks and responsibilities of the Veterinary Assistant working in the front office of the veterinary practice. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will reflect and respond to a series of discussion questions in the asynchronous online discussions and receive feedback from the instructor. **Assessment Method Type:** Discussion/Participation **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	09/21/2013 - 100% of the enrolled students who submitted an assignment, received a grade of 85% on each of the 12 assignments. Student reviews indicate that the DQs are interesting and thought provoking and contribute to their learning. I observed that there was excellent participation and interaction among students. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None. **GE/IL-SLO Reflection:** Meets IL-SLOs.	09/21/2013 - Considering experimenting with increasing the difficulty levels of some of the essay questions to challenge the more advanced students.
	Assessment Method: Students are given a series of short answer essay assignment questions and write a 1-page reflection on each one. Instructor evaluates based on a rubric and gives each student individualized feedback. **Assessment Method Type:** Essay/Journal **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	09/21/2013 - Short answer essays are effective teaching and learning tools. Will update and revise as indicated to keep topical. 100% of the enrolled students who submitted an assignment, received a grade of 85% on each of the assignments. Student reviews indicate that the Short Answer Essays, are interesting and thought provoking and contribute to their learning. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** none. **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	09/21/2013 - Update and revise as indicated to keep current and relevant. Considering experimenting with increasing the difficulty levels of some of the essay questions to challenge the more advanced students.
		09/30/2012 - Approximately 75% of students earn a score of 75% or higher on class assignments. This course is an entry level, 6 week course in veterinary assisting. Some students will sign up for	09/30/2012 - Work on making course accessible to all students. Continue delivery of course as is. Feedback on student anonymous

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		the course and then not follow through. They will often not Drop or Withdraw thereby forcing me to give a grade of F. Of the students working in the course, 97% are earning a score of 75% or above.	exit survey is positive. Nothing needs to be added at this time.
		Result: Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional teaching assistant to help with grading, giving feedback to students and making course accessible for all students.	
Department - Veterinary Technology (V T) - V T 52B - VETERINARY ASSISTING II - SLO 1 - Knowledge - Describe the role of the Veterinary Assistant in all aspects of practical veterinary nursing. Articulate and distinguish the scope of allowable tasks and responsibilities compared to those of the Licensed Veterinary Technician. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will reflect and respond to a series of discussion questions in the asynchronous online discussions and receive feedback from the instructor. **Assessment Method Type:** Discussion/Participation **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	09/21/2013 - 100% of the enrolled students who submitted an assignment, received a grade of 85% on each of the 12 assignments. Student reviews indicate that the DQs are interesting and thought provoking and contribute to their learning. I observed that there was excellent participation and interaction among students. 85% of all students enrolled achieve a score of 75% or higher. Class average is brought down to a lower percentage due to students who add the course and then do not follow through with the class resulting in an "F" grade **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None. **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	09/21/2013 - Update and revise questions as indicated to keep topical and relevant. Plan to review available textbooks and consider changing textbooks. Would required rewriting all Modules. DQs meet course objectives and are effective tools for student learning. Continue to encourage each student to participate fully.
		09/30/2012 - 85% of all students enrolled achieve a score of 75% or higher. Class average is brought down to a lower percentage due to students who add the course and then do not follow through with the class resulting in an "F" grade	09/30/2012 - Make course accessible to all students. Course is working well and is rated highly in Anonymous Exit Surveys given to instructor. Change is not really needed at this point.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Request for an additional teaching assistant to help with grading and giving feedback to students and to help with making the course accessible to all students..	Continue to provide an excellent Veterinary Assistant curriculum.
Department - Veterinary Technology (V T) - V T 52B - VETERINARY ASSISTING II - SLO 2 - Knowledge - Identify and explain the specific tasks, actions, and behaviors required when assisting the licensed veterinary technician or veterinarian with common clinical, diagnostic, and therapeutic procedures. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will reflect and respond to a series of discussion questions in the asynchronous online discussions and receive feedback from the instructor. **Assessment Method Type:** Discussion/Participation **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	09/21/2013 - 100% of the enrolled students who submitted an assignment, received a grade of 85% on each of the 12 assignments. Student reviews indicate that the DQs are interesting and thought provoking and contribute to their learning. I observed that there was excellent participation and interaction among students. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None. **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	09/21/2013 - Update and revise all DQs to keep topical and relevant. Plan to review available textbooks and consider changing textbooks. Would required rewriting all Modules. DQs meet course objectives and are effective tools for student learning. Continue to encourage each student to participate fully.
		09/30/2012 - 85% of all students enrolled achieve a score of 75% or higher. Class average is brought down to a lower percentage due to students who add the course and then do not follow through with the class resulting in an "F" grade **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Request for an additional teaching assistant to help with grading and giving feedback to students and to help with making the course accessible to all students..	
	Assessment Method: Students are given a series of short answer essay assignment questions and write a 1-page reflection on each one. Instructor evaluates based on a rubric and gives each student individualized feedback. **Assessment Method Type:** Essay/Journal **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	09/21/2013 - Short answer essays are effective teaching and learning tools. 100% of the enrolled students who submitted an assignment, received a grade of 85% on each of the assignments. Student reviews indicate that the Short Answer Essays, are interesting and thought provoking and contribute to their learning. I observed that there was excellent participation and interaction among students. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** none. **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	09/21/2013 - Update and revise as indicated to keep relevant and topical. Considering experimenting with increasing the difficulty levels of some of the essay questions to challenge the more advanced students.
Department - Veterinary Technology (V T) - V T 53A - MEDICAL TERMINOLOGY - SLO 1 - Knowledge - Acquire a fundamental veterinary medical vocabulary and apply to speaking and writing. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Four quizzes are given over 12 weeks and a Final Exam is given at end of course. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of the students must achieve a 75% minimum score to pass the course.	01/29/2013 - Only one student of 46 did not pass the course with 75% or above. The majority of students received an "A" in the class. I began giving weekly quizzes in this course which I found to be very beneficial. Students knew exactly what information they were being tested on from the previous week. Students kept up with their workbook exercises as these helped them for each week's quiz. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Flash cards for all students would be wonderful. Now we have one set that is shared among students. They are kept in	01/29/2013 - Continue giving students weekly quizzes as we complete each chapter. Change this in Assessment Method. Power point presentations made by instructor, rather than the presentations that come with the textbook. Continue with class format, text and teaching methods.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		the lab for studying. **GE/IL-SLO Reflection:** Course meets all related ILOs.	
		02/16/2012 - One hundred percent of students passed all 4 quizzes and Final Exam with a minimum score of 75%. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Purchase several sets of Veterinary Medical Terminology Flash Cards for student use in the classroom **GE/IL-SLO Reflection:** Meets all related IL-SLO's	02/16/2012 - I will continue to give the students frequent quizzes as this helps students to keep up with the fast pace of a medical terminology course. I find the textbook to be excellent based on my evaluation and feedback from students. No changes needed at this time. I am happy with the assessment results. _____
	Assessment Method: The student will complete 2 projects over the course of the quarter. The project entails identifying 2 peer-reviewed veterinary medical journal articles. The student will read through the article, highlighting medical terms, and defining them in a written list. Use of a veterinary medical dictionary is required. **Assessment Method Type:** Class/Lab Project **Target for Success:** Students will correctly define all medical terms in the selected journal articles. 97% of the students will achieve a minimum score of 75% assessed using standardized criteria.	01/29/2013 - 100% of students earned a score of 75% or better on their peer-reviewed journal project. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Teaching materials such as sets of flash cards for each student. Currently we only have one box that students share when in the lab. **GE/IL-SLO Reflection:** Course meets all related ILOs.	01/29/2013 - Continue to use peer-reviewed journal article project to help students master fundamental veterinary medical vocabulary. _____
Department - Veterinary Technology (V T) - V T 53A - MEDICAL TERMINOLOGY - SLO 2 - Application of knowledge - Analyze and interpret medical words and terminology. (Created By Department - Veterinary Technology (V T))	**Assessment Method:** Four quizzes given over 12 weeks and a Final Exam is given at the end of the course. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of the students will achieve a minimum	01/29/2013 - Changed to weekly quizzes this year. Students seemed to keep track better of what the quiz would cover and also used their workbooks to help them prepare for the weekly quiz. I found higher test scores and overall better grades. Only one student of 46 fell below the 75% score needed to earn a "C" or better.	01/29/2013 - Continue giving students weekly quizzes as we complete each chapter. Change this in Assessment Method. Power point presentations made by instructor, rather than the presentations that

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	score of 75% on each assessment to pass the course.	**Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Teaching materials such as sets of flash cards for each student. Currently we only have one box that students share when in the lab. **GE/IL-SLO Reflection:** Course meets all related ILOs.	come with the textbook. Continue with class format, text and teaching methods.
	Assessment Method: The student will complete 2 projects over the course of the quarter. The project entails identifying 2 peer-reviewed veterinary medical journal articles. The student will read through the article, highlighting medical terms, and defining them in a written list. Use of a veterinary medical dictionary is required. **Assessment Method Type:** Class/Lab Project **Target for Success:** The student must correctly define all medical terms in the article. A minimum score of 75% assessed using standard criteria.	01/29/2013 - 100% of students scored 75% or greater on their peer-reviewed journal article project. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional course materials such as flash cards for each student and medical dictionary. **GE/IL-SLO Reflection:** Course meets all related IPOs.	01/29/2013 - Continue to use the peer-reviewed journal article project to help students master fundamental veterinary medical terms.
		02/16/2012 - 100% of students completed their periodical review assignments, reviewing peer-reviewed veterinary medical journal articles and successfully using a veterinary medical dictionary. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Request for a librarian to visit class and present information that would help students to find peer-reviewed veterinary journals in the online database and in the library.	02/16/2012 - The 2 peer-reviewed journal articles require the student to use library resources and a veterinary medical dictionary. Students like this project and take pride in the presentation of the project. I will keep this assignment; no change or addition needed at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - V T 53B - MEDICAL CALCULATIONS - SLO 1 - Knowledge - Demonstrate the knowledge and ability required to quickly and accurately calculate common drug dose calculations. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** A series of quizzes will be given to cover the different types of medical calculations required of veterinary technicians. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** A target for success is 92%. Some students choose to leave the course or drop the program for personal or professional reasons. A few students may not be able to succeed academically.	07/15/2013 - 2 of 44 students did not pass. 95% pass rate. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More funding for materials, supplies, and faculty. **GE/IL-SLO Reflection:** critical thinking, communication, computation skills are used.	07/15/2013 - The course is successful and will remain as it is.
		04/12/2012 - Of the 41 students who were enrolled in the course, 39 passed, yielding a 95% pass rate. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** More funding is necessary to provide demonstrations of fluid and drug calculations. **GE/IL-SLO Reflection:** This course meets with the need for communication and life-long learning.	04/12/2012 - This course went very well and current teaching methods will be retained. More worksheets will be provided to allow for extra practice for common calculations.
Department - Veterinary Technology (V T) - V T 53B - MEDICAL CALCULATIONS - SLO 2 - Application of knowledge - Demonstrate the knowledge and ability required to quickly and accurately calculate common intravenous fluid dose and infusion rate calculations. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** A series of quizzes will be administered to test the student's ability to accurately calculate IV administered fluids and drugs. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** A target of 92% is realistic. Some students choose to leave the course for personal or professional reasons. A few students may not be able to sufficiently master the	07/15/2013 - 2 of 44 students passed, a 95% success rate. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More funding for materials, supplies, and faculty. **GE/IL-SLO Reflection:** Communication, critical thinking,	07/15/2013 - The course is successful and will remain as it is.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		computation skills are used.	
	material.	04/12/2012 - Of the 41 students who were enrolled in the course, 39 passed, yielding a 95% pass rate. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** More funding to provide for interactive math problems with real medical supplies. **GE/IL-SLO Reflection:** This meets the goal for communication, computation, critical thinking.	04/12/2012 - The course went well and current methods will remain in place. More worksheets will be provided to allow for extra practice with common calculations.
Department - Veterinary Technology (V T) - V T 53C - INTRODUCTION TO LARGE ANIMAL CARE - SLO 1 - Knowledge - List and explain the clinical significance and nursing care for common medical conditions of the horse, cow, and small ruminants (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Series of weekly quizzes and a comprehensive written final examination. Periodic Clinical Skills Testing. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of the students must achieve a score of 75% or higher on all evaluations.	06/19/2013 - The course ran well and the students were engaged and mastered the material. No changes at this time. Instructor effectively delivered the material with appropriate scope and depth. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding to pay partners a stipend for providing large animals for students to work on. **GE/IL-SLO Reflection:** Meets related IL-SLO.	06/19/2013 - Update/edit the COR and reconfigure the course to add an additional separate lab component for teaching/learning of clinical skills.
		07/12/2012 - All the students were successful in mastering the basic medical and nursing concerns for the primary large animals. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional funding for medical and surgical	07/12/2012 - The course procedures will be following for next year, since they have proven to be effective learning tools.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		supplies for live animal procedures. **GE/IL-SLO Reflection:** This course meets with the communication and critical thinking ILO's.	
Department - Veterinary Technology (V T) - V T 53C - INTRODUCTION TO LARGE ANIMAL CARE - SLO 2 - Knowledge - Comprehend and articulate the principles and practices of food animal production methods and the commercial uses of animals in addition to the companion animal aspects of the nursing care of domesticated large animals. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Series of weekly quizzes and a comprehensive written final examination. Periodic Clinical Skills Testing. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of the students must achieve a score of 75% or better on all evaluations.	06/19/2013 - The course delivery methods and assessment techniques will be repeated for next year, since they have proven to be effective teaching and learning tools. Scope and depth of material is large for the hours allotted for this course. Consider increasing the unit value of the lecture and adding a lab. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding to pay partners a stipend for providing large animals for students to work on. **GE/IL-SLO Reflection:** Meets all related IL-SLOs	06/19/2013 - Update/edit the COR and reconfigure the course to possibly increase the unit value to accommodate a greater scope and depth of content and add an additional separate lab component for teaching/learning of clinical skills.
		07/12/2012 - All students mastered the basic concepts related to production medicine as well as companion large animals. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional funding for medical and surgical supplies for live animal procedures. **GE/IL-SLO Reflection:** This meets with communication and critical thinking ILO's.	07/12/2012 - The course ran well and the students mastered the materials. No changes at this time.
Department - Veterinary Technology (V T) - V T 53C - INTRODUCTION TO LARGE ANIMAL CARE - SLO 3 - Performance -	**Assessment Method:** Periodic and terminal assessment and documentation of minimum clinical skills	06/19/2013 - Difficulty identifying community partners to provide large animals for students to learn and practice clinical skills. Inconsistent ability	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Demonstrate required knowledge of and competently perform all domestic large animal Essential Skills for the Veterinary Technician as required by Program Accreditation. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	competency performance for each student is required by Program Accreditation. **Assessment Method Type:** Observation/Critique **Target for Success:** 97% of the students must achieve a score of 75% or better on all evaluations.	to provide clinical skills training for all essential skills and documenting that every student learns and performs every skill. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding to pay community partners a stipend for providing large animals and or for purchasing and providing required animal care for large animals on campus for students to work on. **Resource Request:** Funding to pay community partners a stipend for providing large animals and or for purchasing and providing required animal care for large animals on campus for students to work on. **GE/IL-SLO Reflection:** Meets all related IL-SLOs	06/19/2013 - Identify and establish a MOU with additional community partners to provide large animals for students to learn/perform required essential skills. Brainstorm how the VT Program can acquire and provide adequate animal care for large animals on campus.
		07/12/2012 - All required skills were performed by the students. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional funding for medical and surgical supplies for live animal procedures. **GE/IL-SLO Reflection:** This meets with communication and critical thinking ILO's.	07/18/2012 - Review and revision of questions related to this topic and the content and structure of the Skills tests as needed to improve assessments. Adding a specific checklist of AVMA-CVTEA Required Skills was implemented to ensure every student performed every essential skill. Off site access to cattle was found to provide sufficient number of animals for number of students. 07/12/2012 - Weekly activities were conducted to gain experience with the horse and small ruminant. Cattle skills were gained through an outing of the VT 54B class to a local 4H farm.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - V T 53D - INTRODUCTION TO DAIRY CATTLE HEALTH MANAGEMENT - SLO 1 - Knowledge - Articulate the basic principles of the husbandry and health management of beef and dairy cattle. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Series of weekly quizzes and a comprehensive written final examination. Periodic Clinical Skills Testing. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of the students must achieve a score of 75% or better on all evaluations.	06/20/2013 - All students passed the course, each of the Weekly Quizzes, Skills Tests, and the Comprehensive Final Exam with a grade of 75% or higher, which assess this knowledge. Review and revision of questions related to this topic and the content and structure of the Lab Practical Exam as needed to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding to support purchase of large animals and stipends for conduction large animal skills workshops **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	06/20/2013 - Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources. Skills testing and documentation meet accreditation standards. Increase interaction with VT Program throughout the school year to provide increased access to large animals.
		07/18/2012 - All students passed the course, each of the Weekly Quizzes, Skills Tests, and the Comprehensive Final Exam with a grade of 75% or higher, which assess this knowledge. Review and revision of questions related to this topic and the content and structure of the Lab Practical Exam as needed to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional animals for students to work with. **GE/IL-SLO Reflection:** This is a non-VT Program course run in conjunction with Hidden Villa Ranch. Nonetheless it contributes to the IL-SLOs identified for the VT Program	07/18/2012 - Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources. Increase interaction with VT Program throughout the school year to provide increased access to large animals.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - V T 53D - INTRODUCTION TO DAIRY CATTLE HEALTH MANAGEMENT - SLO 2 - Knowledge - Correctly identify common breeds of beef and dairy cattle. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Series of weekly quizzes and a comprehensive written final examination. Periodic Clinical Skills Testing. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of the students must achieve a score of 75% or better on all evaluations.	06/20/2013 - All students passed the course, each of the Weekly Quizzes, Skills Tests, and the Comprehensive Final Exam with a grade of 75% or higher, which assess this knowledge. Review and revision of questions related to this topic and the content and structure of the Lab Practical Exam as needed to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding to support purchase of large animals and stipends for conduction large animal skills workshops **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	06/20/2013 - Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources. Skills testing and documentation meet accreditation standards. Increase interaction with VT Program throughout the school year to provide increased access to large animals.
		07/18/2012 - All students passed the course, each of the Weekly Quizzes, Skills Tests, and the Comprehensive Final Exam with a grade of 75% or higher, which assess this knowledge. Review and revision of questions related to this topic and the content and structure of the Lab Practical Exam as needed to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Acquire additional animals for students to work with. **GE/IL-SLO Reflection:** This is a non-VT Program course run in conjunction with Hidden Villa Ranch. Nonetheless it contributes to the IL-SLOs identified for the VT Program	07/18/2012 - Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources. Increase interaction with VT Program throughout the school year to provide increased access to large animals.

Department - Veterinary Technology (V T) -

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
V T 53D - INTRODUCTION TO DAIRY CATTLE HEALTH MANAGEMENT - SLO 3 - Performance - Demonstrate required knowledge of and competently perform all domestic large animal Essential Skills for the Veterinary Technician as required by Program Accreditation. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Periodic and terminal assessment and documentation of minimum clinical skills competency performance for each student is required by Program Accreditation. **Assessment Method Type:** Observation/Critique **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	06/20/2013 - All students achieved a score of 75% or higher on each Skills Test. Review and revision of questions related to this topic and the content and structure of the Skills tests as needed to improve assessments. Need to further refine the Cumulative Final Practical Exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding to support purchase of large animals and stipends for conduction large animal skills workshops **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	06/20/2013 - Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources. Skills testing and documentation meet accreditation standards as applicable. Increase interaction with VT Program throughout the school year to provide increased access to large animals.
		07/18/2012 - All students achieved a score of 75% or higher on each Skills Test. Review and revision of questions related to this topic and the content and structure of the Skills tests as needed to improve assessments. Need to implement a Cumulative Final Practical Exam. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additiobnal animals on which to practice skilss and for skills asssessment. **GE/IL-SLO Reflection:** This is a non-VT Program course run in conjunction with Hidden Villa Ranch. Nonetheless it contributes to the IL-SLOs identified for the VT Program.	07/18/2012 - Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources. Skills testing and documentation meet accreditation standards. Increase interaction with VT Program throughout the school year to provide increased access to large animals.
Department - Veterinary Technology (V T) - V T 53E - INTRODUCTION TO SMALL RUMINANT HEALTH MANAGEMENT - SLO 1 - Knowledge - Articulate the basic principles of the husbandry and health	**Assessment Method:** Series of weekly quizzes and a comprehensive written final examination. Periodic Clinical Skills Testing. **Assessment Method Type:**	01/25/2013 - All students passed the course, each of the Weekly Quizzes, Skills Tests, and the Comprehensive Final Exam with a grade of 75% or higher, which assess this knowledge. Review and revision of questions related to this topic and	01/25/2013 - Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
management of sheep and goats. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	Exam - Course Test/Quiz **Target for Success:** 97% of the students will achieve a score of 75% or better on all evaluations.	the content and structure of the Lab Practical Exam as needed to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Budget augmentation to purchase and feed a horse and 2-3 sheep to restore the VT Teaching Animal Colony that was reduced in size due to budget cuts. **GE/IL-SLO Reflection:** Course meets all IL-SLOs	with visual resources. Increase collaboration with VT Program in providing Large Animal Skill Training opportunities. ————————————————
		07/18/2012 - All students passed the course, each of the Weekly Quizzes, Skills Tests, and the Comprehensive Final Exam with a grade of 75% or higher, which assess this knowledge. Review and revision of questions related to this topic and the content and structure of the Lab Practical Exam as needed to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional large animals for students to work with **GE/IL-SLO Reflection:** This is a non-VT Program course run in conjunction with Hidden Villa Ranch. Nonetheless it contributes to the IL-SLOs identified for the VT Program.	07/18/2012 - Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources. Increase collaboration with VT Program. ————————————————
Department - Veterinary Technology (V T) - V T 53E - INTRODUCTION TO SMALL RUMINANT HEALTH MANAGEMENT - SLO 2 - Knowledge - Correctly identify common breeds of sheep and goats. (Created By Department - Veterinary Technology (V T))	**Assessment Method:** Series of weekly quizzes and a comprehensive written final examination. Periodic Clinical Skills Testing. **Assessment Method Type:** Exam - Course Test/Quiz	01/25/2013 - All students passed the course, each of the Weekly Quizzes, Skills Tests, and the Comprehensive Final Exam with a grade of 75% or higher, which assess this knowledge. Review and revision of questions related to this topic and the content and structure of the Lab Practical	01/25/2013 - Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources. Increase

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	**Target for Success:** 97% of the students will achieve a score of 75% or better on all evaluations.	Exam as needed to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding for additional A/V Resources **GE/IL-SLO Reflection:** Course meets all IL-SLOs	interaction with VT Program throughout the school year to provide increased access to large animals. ————————————————
		07/18/2012 - All students passed the course, each of the Weekly Quizzes, Skills Tests, and the Comprehensive Final Exam with a grade of 75% or higher, which assess this knowledge. Review and revision of questions related to this topic and the content and structure of the Lab Practical Exam as needed to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Aditional Large Animals for students to work with. **GE/IL-SLO Reflection:** This is a non-VT Program course run in conjunction with Hidden Villa Ranch. Nonetheless it contributes to the IL-SLOs identified for the VT Program.	07/18/2012 - Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources. Increase interaction with VT Program throughout the school year to provide increased access to large animals. ————————————————
Department - Veterinary Technology (V T) - V T 53E - INTRODUCTION TO SMALL RUMINANT HEALTH MANAGEMENT - SLO 3 - Performance - Demonstrate required knowledge of and competently perform all domestic large animal Essential Skills for the Veterinary Technician as required by Program Accreditation. (Created By Department - Veterinary Technology (V T))	**Assessment Method:** Periodic and terminal assessment and documentation of minimum clinical skills competency performance for each student is required by Program Accreditation. **Assessment Method Type:** Observation/Critique **Target for Success:** 97% of students will achieve a score of 75% or higher on each evaluation.	01/25/2013 - All students achieved a score of 75% or higher on each Skills Test. Review and revision of questions related to this topic and the content and structure of the Skills tests as needed to improve assessments. Need to implement a Cumulative Final Practical Exam and enhanced skills testing. **Result:** Target Met **Year This Assessment Occurred:**	01/25/2013 - Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources and large animal equipment. Skills testing and documentation meet accreditation standards. Increase interaction with VT Program throughout the school

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		2012-2013 **Resource Request:** Additional large animal equipment & supplies to use for demonstration and teaching. **GE/IL-SLO Reflection:** Course meets all IL-SLOs	year to provide increased access to large animals and additional opportunities for large animal skills training.
		07/18/2012 - All students achieved a score of 75% or higher on each Skills Test. Review and revision of questions related to this topic and the content and structure of the Skills tests as needed to improve assessments. Need to implement a Cumulative Final Practical Exam. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional Large Animals and Large Animal Veterainry Equipment for student to work with. **GE/IL-SLO Reflection:** This is a non-VT Program course run in conjunction with Hidden Villa Ranch. Nonetheless it contributes to the IL-SLOs identified for the VT Program.	07/18/2012 - Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources. Skills testing and documentation meet accreditation standards. Increase interaction with VT Program throughout the school year to provide increased access to large animals.
Department - Veterinary Technology (V T) - V T 53F - INTRODUCTION TO SWINE HEALTH MANAGEMENT - SLO 1 - Knowledge - Articulate the basic principles of the husbandry and health management of swine. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Series of weekly quizzes and a comprehensive written final examination. Periodic Clinical Skills Testing. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of the students must achieve a score of 75% or better on all evaluations.	09/23/2013 - All students passed the course, each of the Weekly Quizzes, Skills Tests, and the Comprehensive Final Exam with a grade of 75% or higher, which assess this knowledge. Review and revision of questions related to this topic and the content and structure of the Lab Practical Exam as needed to improve assessments. Need to increase enrollment of these courses. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	09/23/2013 - Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources. Work with VT PRogram Director to increase student numbers. Possible taking on 1-3 Foothill VT Seniors/Quarter.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: Additional swine to support more student interns. **GE/IL-SLO Reflection:** Meets all related college GE/SLOs	
		12/18/2011 - All students passed the course, each of the Weekly Quizzes, Skills Tests, and the Comprehensive Final Exam with a grade of 75% or higher, which assess this knowledge. Review and revision of questions related to this topic and the content and structure of the Lab Practical Exam as needed to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** None. **GE/IL-SLO Reflection:** Course meets related ILOs.	01/20/2012 - Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources.
Department - Veterinary Technology (V T) - V T 53F - INTRODUCTION TO SWINE HEALTH MANAGEMENT - SLO 2 - Knowledge - Correctly identify the common breeds of swine. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Series of weekly quizzes and a comprehensive written final examination. Periodic Clinical Skills Testing. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the students must achieve a score of 75% or better on all evaluations.	09/23/2013 - All students passed the course, each of the Weekly Quizzes, Skills Tests, and the Comprehensive Final Exam with a grade of 75% or higher, which assess this knowledge. Review and revision of questions related to this topic and the content and structure of the Lab Practical Exam as needed to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional funds for feed and veterinary care to support additional swine. **Resource Request:** Additional funds for feed and veterinary care to support additional swine. Funds for A/V Resources such as CD-ROMS and online streaming video and databases.	10/05/2013 - Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: Meets all related college GE/SLOs **GE/IL-SLO Reflection:** Meets all related college GE/SLOs	
		12/18/2011 - All students passed the course, each of the Weekly Quizzes, Skills Tests, and the Comprehensive Final Exam with a grade of 75% or higher, which assess this knowledge. Review and revision of questions related to this topic and the content and structure of the Lab Practical Exam as needed to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** None. **GE/IL-SLO Reflection:** Course meets related ILOs.	01/20/2012 - Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources.
Department - Veterinary Technology (V T) - V T 53F - INTRODUCTION TO SWINE HEALTH MANAGEMENT - SLO 3 - Performance - Demonstrate required knowledge of and competently perform all domestic large animal Essential Skills for the Veterinary Technician as required by Program Accreditation. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Periodic and terminal assessment and documentation of minimum clinical skills competency performance for each student is required by Program Accreditation. **Assessment Method Type:** Observation/Critique **Target for Success:** 100% of students achieve a score of 75% or higher on each evaluation.	09/23/2013 - All students achieved a score of 75% or higher on each Skills Test. Review and revision of questions related to this topic and the content and structure of the Skills tests as needed to improve assessments. Need to implement a Cumulative Final Practical Exam. Need to integrate Hidden Villa with Foothill VT so that Foothill Students can benefit from the large animal resources. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional funds for feed and veterinary care to support additional swine. **GE/IL-SLO Reflection:** Meets all related college GE/SLOs.	
		12/18/2011 - All students achieved a score of 75%	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		or higher on each Skills Test. Review and revision of questions related to this topic and the content and structure of the Skills tests as needed to improve assessments. Need to implement a Cumulative Final Practical Exam. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** None. **GE/IL-SLO Reflection:** Course meets related ILOs.	01/20/2012 - Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources. Skills testing and documentation meet accreditation standards.
Department - Veterinary Technology (V T) - V T 54A - COMPARATIVE VETERINARY ANATOMY & PHYSIOLOGY FOR THE VETERINARY TECHNICIAN - SLO 1 - Knowledge - Recognize and identify the normal anatomy of selected organs and organ systems of domestic animals and relate it to the clinical practice of veterinary technology. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Multiple choice, fill in the blank, visual identification, written and verbal identification, short answer, essay. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of the students will take and pass with a 75% all course quizzes and exams. A 100% pass rate is not realistic, as some students choose to drop the class for personal or professional reasons. A few students may not be able to meet minimum academic standards. A realistic target is a 92% pass rate.	05/21/2013 - Several students did not complete the course either because of personal reasons or failure to earn an minimum grade. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Another lab assistant and more models and materials are needed. **GE/IL-SLO Reflection:** Communication and critical thinking.	05/21/2013 - The current course design will remain, with the addition of new lab materials as funding allows.
		01/18/2013 - Forty eight students were originally registered. Six students left due to personal reasons, one student left due to a inability to meet minimum academic standards. This results in an 88% retention, with a 98% academic rank, since the students who left either passed or would likely have met academic standards. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More funding to purchase models, specimens, and software to understand	01/18/2013 - The course is proven in its success. I will likely teach the class alone next year, this is possible due to my familiarity and experience with the material. Lecture and lab plan will remain it the present format.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		anatomy and physiology. **GE/IL-SLO Reflection:** Meets with Communication and Critical thinking ILO's	
		01/18/2012 - One student out of 45 failed the class. The pass rate for the class was 97.8%, which slightly exceeds our target for success. The testing methods were adequate and accurately assessed students' knowledge and ability to apply this to a clinical setting. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Another lab assistant and additional funding for more anatomic models, specimens and materials are needed. **GE/IL-SLO Reflection:** This SLO ties in with communication, critical thinking, and career training.	01/20/2012 - Areas where the students are challenged by certain concepts will be remedied by the creation of additional notes and diagrams. Additional models need to be acquired to better demonstrate bones, muscles, skin, lungs and heart. A human skeleton and a small ruminant skeleton would be welcome additions. The course also has an increasing number of students, so additional lab assistants are needed to make sure all students can have their questions addressed more promptly.
			01/18/2012 - The course design was adequate to meet the educational goals. More staffing and more models and AV aids are necessary to improve the educational experience for the students.
			01/18/2012 - The existing format and schedule will be maintained. Additional notes will be created and distributed to supplement areas which are lacking in the text.
Department - Veterinary Technology (V T) - V T 54A - COMPARATIVE VETERINARY	**Assessment Method:** Multiple choice, fill in the blank, visual	05/21/2013 - Several students did not finish the course either because of personal reasons or	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
ANATOMY & PHYSIOLOGY FOR THE VETERINARY TECHNICIAN - SLO 2 - Application of knowledge - Know and explain the normal physiology of selected organs and organ systems of domestic animals and relate it to the clinical practice of veterinary technology. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	identification, written and verbal identification, short answer, essay, compare and contrast. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% the students will take and pass with a 75% all course quizzes and exams. A 100% success rate is not realistic, as some students choose to leave the course for personal or professional reasons. A few students may not be able to meet the academic rigor required to perform proficiently or safely as an RVT.	failure to make a minimum grade. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More funding to purchase models and software to understand anatomy and physiology **GE/IL-SLO Reflection:** Communication and critical thinking.	05/21/2013 - The course design will remain as it is. ―――――――――――――
		01/18/2013 - Forty eight students enrolled in the class. Six left for personal reasons, one student failed to meet minimum academic standards. This results in an 88% retention rate, and a 98% pass (or potential pass) rate. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More funding to purchase models, specimens and software to understand anatomy and physiology **GE/IL-SLO Reflection:** Meets with communication and critical thinking ILO's	01/18/2013 - I will teach the class alone next year, and am fully able to do so with my level of experience. Labs and lectures will remain as they are. ―――――――――――――
		01/18/2012 - One student out of 45 failed the class, which is a 97.8% pass rate. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Another lab assistant and more anatomic models, specimens, and materials are needed. **GE/IL-SLO Reflection:** This SLO links with communication, critical thinking, and career education.	01/18/2012 - The course design will remain the same. More models and AV aids are needed to improve the labs. Additional handouts will be created to supplement areas lacking in the texts. ―――――――――――――

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - V T 54B - COMPARATIVE VETERINARY ANATOMY & PHYSIOLOGY FOR THE VETERINARY TECHNICIAN - SLO 1 - Knowledge - Recognize and identify the normal anatomy of selected organs and organ systems of domestic animals and relate it to the clinical practice of veterinary technology. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Multiple choice, fill in the blank, visual identification, written and verbal identification, short answer, essay. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of the students will take and pass with a 75% all course quizzes and exams. A 100% pass rate is not realistic, as some students choose to change their career aspirations, and a very few are unable to earn passing scores on exams.	07/15/2013 - Two of 43 students did not master the material sufficiently to pass. This is a 95% pass rate. One student was on probation, violated the terms of that probation, and was dismissed from the program. Exams and testing methods were excellent in assessing mastery of the material. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More funding is needed for models, charts, and specimens. **GE/IL-SLO Reflection:** Communication and critical thinking skills are used.	07/15/2013 - The course will remain as it is, since it has proven to be successful. More models and specimens are needed.
		07/12/2012 - Forty one students were enrolled in the class. One needed to take a leave for medical reasons and three students earned failing grades. 37/40 resulting in a 93% pass rate. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** More funding to purchase models and software to understand anatomy and physiology **GE/IL-SLO Reflection:** This course meets with communication and critical thinking outcomes.	07/12/2012 - The course overall went well, especially since this is only the second time I have taught the course. The failing students were contacted, and the failures were due to intervening life issues for two. The student who left for medical reasons should be able to resume next year. Only one student failed for lack of academic skill necessary to master the course materials.
		01/18/2012 - One student out of 45 failed the class, allowing for a 97.8% pass rate. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:**	01/18/2012 - The course design worked well, and our educational target was met. More supplies and staffing would enhance and improve the educational experience for the students.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Another lab assistant and more models and materials are needed. **GE/IL-SLO Reflection:** This SLO relates to the core missions of communication, critical thinking, career skills.	
		10/07/2011 - Three of the 55 students did not achieve the SLO goal and did not pass the class. The other students mostly achieved a score of 82% or greater. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Greater funding for lab class would allow for more models and visual aids.	10/28/2011 - The course was largely successful. Less time will be spent on digestive so that more time can be spent on birds and reptiles. 10/17/2011 - The basic plan for the course will remain. Less time will be spent on digestive, and more time allotted for birds and reptiles.
Department - Veterinary Technology (V T) - V T 54B - COMPARATIVE VETERINARY ANATOMY & PHYSIOLOGY FOR THE VETERINARY TECHNICIAN - SLO 2 - Application of knowledge - Know and explain the normal physiology of selected organs and organ systems of domestic animals and relate it to the clinical practice of veterinary technology. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Multiple choice, fill in the blank, short answer and essay, verbal and written identification. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of the students will achieve a sore of 75% or greater on all assessments. a 100% pass rate is not realistic. Some students voluntarily choose to leave the program to pursue other careers, and others are unable to pass exams and achieve minimal competency. A target for success is 92%	07/15/2013 - One student was dismissed for program violations. Two students were unable to master the material. The other students mastered the material extremely well. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More funding is needed for models, charts, and specimens. **GE/IL-SLO Reflection:** Critical thinking and communication skills used.	07/15/2013 - The course is successful and will remain as it is.
		07/12/2012 - Forty one students were enrolled in the class. One needed to take a leave for medical reasons and three students earned failing grades. 37/40 resulting in a 93% pass rate. **Result:**	07/12/2012 - The course went well, especially since this is only the second time I have taught the class. The rest of this reflection is the

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** More funding to purchase models and software to understand anatomy and physiology **GE/IL-SLO Reflection:** This meets with the ILO for communication and critical thinking.	same as for SLO #1
		10/07/2011 - Three of the students did not pass the class. The remainder of the students did very well, and left the class with a very sound knowledge base for the rest of their courses, and applications to their worksites. **Result:** Target Not Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** More funds for lab models and materials to aid visual ID.	10/28/2011 - The current methods are largely successful. Minor adjustments will be made in decreasing the amount of time on the digestive system to leave more time for birds and reptiles.
Department - Veterinary Technology (V T) - V T 55 - ANIMAL MANAGEMENT & CLINICAL SKILLS I - SLO 1 - Application of Knowledge - Demonstrate entry-level knowledge and competency in the basic principles of animal care and the essential medical and surgical nursing tasks required of the first year Veterinary Technology student. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Series of Weekly Quizzes, two written Midterm Exams and one written Final Exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of enrolled students achieve a score of 75% or higher on each evaluation.	01/25/2013 - 100% of the students achieved a final grade of 75% or higher. Four students did not pass one of the three exams but still had a grade of >70%. Four students withdrew from the VT Program for personal reasons and did not complete the course. Mean scores on all exams was in the 'B' range. Review and revision of individual exam questions done after each exam to improve assessments. Separate Lecture and lab Exams completely. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional funds for A/V teaching materials	01/29/2013 - 1) Continue to develop powerpoint presentations for each lab topic. This will allow us to get through the introductory lecture at a faster pace and will allow us to break into lab sooner. 2) Continue to update lab manual with new veterinary medical information. 3) We will continue to do the good work we are doing.

		and supplies and for online resource database annual membership. **GE/IL-SLO Reflection:** Course meets all related IL-SLOs.	
		01/20/2012 - 100% of the students achieved a final grade of 75% or higher. Grade Statistics attached. Four students did not pass one of the three exams but still had a grade of >70%. Mean scores on all exams was in the 'B' range. Review and revision of individual exam questions done after each exam to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Funds for PT Allied Health Specialist (RVT) to provide tutoring for at risk students. Additional Library Reference Texts and A/V Resources (CD-ROM) **GE/IL-SLO Reflection:** Course meets all related ILOs. **Related Documents:** VT55 Grade Statistics Fall_2011 VT55 Total Exam Stats-Fall_2011	01/20/2012 - Current course content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for curriculum. Delivery method is effective and assessment methods are appropriate. Quiz and exam questions updated as needed. New material added or revised annually as required by changes in subject matter.
	Assessment Method: One Midterm and one Final Lab Practical Examinations. Clinical skills performance assessed based on individual student by faculty testing using standardized criteria. **Assessment Method Type:** Observation/Critique **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	01/20/2013 - 97% of enrolled students achieve a score of 75% or higher on each evaluation. Two students dropped the course late in the quarter and did not take the hands on final exam. These students decided not to continue on in the VT Program. The format of this lab is to have a short introductory lecture period to introduce new material. We shortened this lecture portion considerably in order to have more hands on practice time. This required that the student spend time reading through all the material in their lab manual before coming to lab. The students loved having more practice time. We did find, however, that the scores on the written portion of the lab exam was slightly lower than in past years. We are	01/25/2013 - 1) Continue to develop powerpoint presentations for each lab topic. This will allow us to get through the introductory lecture at a faster pace and will allow us to break into lab sooner. 2) Continue to update lab manual with new veterinary medical information. 3) We will continue to do the good work we are doing.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		going to continue this format and urge students to read their lab material before lab. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Budget augmentation for updating medical equipment and for additional materials and supplies needed for teaching. Additional PT faculty to assist in assessment and documentation of skills competency. **GE/IL-SLO Reflection:** Course meets all IL-SLOs.	
Department - Veterinary Technology (V T) - V T 55 - ANIMAL MANAGEMENT & CLINICAL SKILLS I - SLO 2 - Performance - Demonstrate required knowledge of and competently perform all relevant Essential Skills for the Veterinary Technician as required by Program Accreditation. (Created By Department - Veterinary Technology (V T))	**Assessment Method:** Series of weekly Quizzes, two Midterm Exams, one Final Exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of enrolled students achieve a score of 75% or higher on each evaluation.		
	Assessment Method: One Midterm and one Final Lab Practical Examinations. Clinical skills performance assessed based on individual student by faculty testing using standardized criteria. **Assessment Method Type:** Observation/Critique **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	01/29/2013 - 97% of students achieve a score of 75% or higher on each evaluation. The format of this lab is to have a short introductory lecture period to introduce new material. We shortened this lecture portion considerably in order to have more hands on practice time. This required that the student spend time reading through all the material in their lab manual before coming to lab. The students loved having more practice time. We did find, however, that the scores on the written portion of the exam were slightly lower than in previous years. We will continue with this plan and will strongly encourage students to keep up with their lab reading. **Result:** Target Met **Year This Assessment Occurred:**	01/29/2013 - 1) Continue to develop powerpoint presentations for each lab topic. This will allow us to get through the introductory lecture at a faster pace and will allow us to break into lab sooner. 2) Continue to update lab manual with new veterinary medical information. 3) We will continue to do the good work we are doing.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2012-2013 **Resource Request:** Request for an additional teaching assistant to help with grading and giving feedback to students and to help with making the course accessible to all students.. **GE/IL-SLO Reflection:** Course meets all related ILOs.	
		02/16/2012 - All students but two achieved a score of 75% or higher on their midterm hands-on clinical skills evaluation. All students but one achieved a score of 75% or higher on their final hands-on clinical skills evaluation. The lab portion of the course is worth 30% of the overall grade for the course. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** There is a need for another faculty member to assist in the teaching of these hands on clinical skills. This would bring our teacher-student ratio to one instructor for 8 students. **GE/IL-SLO Reflection:** This course meets all IL-SLO's.	02/16/2012 - Current lab content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) requirements for Essential Hands-on Clinical Skills needed for students at this level. Students are taught hands-on skills by working in small groups with the instructors and are assessed by both lab instructors testing each student individually. Clinical methods are updated as needed. New material added or revised annually as needed based on current veterinary medical practice.
Department - Veterinary Technology (V T) - V T 55 - ANIMAL MANAGEMENT & CLINICAL SKILLS I - SLO 3 - Safety - Articulate the importance of the Universal Precautions and principles of Aseptic Technique and demonstrate the practical application of those principles in a variety of common clinical situations. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Series of weekly Quizzes, two Midterm Exams, one Final Exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of enrolled students achieve a score of 75% or higher on each evaluation.	01/25/2013 - All students passed Midterm #1 with a grade of 75% or higher, which assesses this knowledge. Low stakes weekly quizzes are effective in keeping students moving in the material and provides examples of the depth and scope of mastery expected of them. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds to update AVMA and CVMA OSHA Safety Manual Resources.	01/25/2013 - Update course notes to reflects changes in regulations and to enhance deliver of material. Develop a PowerPoint that covers the essentials of hospital safety relevant to the entry level RVT. Review and revision of questions related to this topic as needed to improve assessment.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: Course meets all IL-SLOs.	
		01/20/2012 - See SLO #1 for exam statistics. All students passed Midterm #1 with a grade of 75% or higher, which assesses this knowledge. Review and revision of questions related to this topic as needed to improve assessment. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional Library Reference Texts and A/V Resources (CD-ROM) **GE/IL-SLO Reflection:** Meets or exceeds ILOs defined for this course.	01/20/2012 - Current course content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for curriculum. Delivery method is effective and assessment methods are appropriate. Quiz and exam questions updated as needed. New material added or revised annually as required by changes in subject matter.
		12/18/2011 - See SLO #1 for exam statistics. All students passed Midterm #1 with a grade of 75% or higher, which assesses this knowledge. Review and revision of questions related to this topic as needed to improve assessment. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Funding for PT Allied Health Specialist (RVT) to provide tutoring for at-risk students. **GE/IL-SLO Reflection:** Course meets related ILOs.	01/22/2012 - Current course content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for curriculum. Delivery method is effective and assessment methods are appropriate. Quiz and exam questions updated as needed. New material added or revised annually as required by changes in subject matter.
Department - Veterinary Technology (V T) - V T 55 - ANIMAL MANAGEMENT & CLINICAL SKILLS I - SLO 4 - Safety - Recognize and articulate the common hazards encountered in the veterinary workplace, explain the Code of Safe Practices, and recall the Personal Protective	**Assessment Method:** Series of weekly Quizzes, two Midterm Exams, one Final Exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of enrolled students achieve a score of	01/25/2013 - All students passed each of the weekly quizzes related to this topic and Midterm #1, which assesses this knowledge with a grade of 75% or higher. Safety topics are also covered in a practical manner in the related labs. Students must consistently demonstrate a knowledge of and	01/25/2013 - Conduct annual update of all safety postings and resource materials in the VT Lab and in the Lecture and lab course materials.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Equipment required for various clinical tasks. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	75% or higher on each evaluation.	apply essential safety principles and procedures. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds to update AVMA and CVMA Hospital Safety Reference Resources **GE/IL-SLO Reflection:** Course meets all IL-SLOs.	
		01/20/2012 - See SLO #1 for exam statistics. All students passed Midterm #1 with a grade of 75% or higher, which assesses this knowledge. Review and revision of questions related to this topic as needed to improve assessment. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Funding for PT Allied Health Specialist (RVT) to provide tutoring for at-risk students. **GE/IL-SLO Reflection:** Course meeting related ILOs.	01/20/2012 - Current course content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for curriculum. Delivery method is effective and assessment methods are appropriate. Quiz and exam questions updated as needed. New material added or revised annually as required by changes in subject matter.
	Assessment Method: One Midterm and one Final Lab Practical Examinations. Clinical skills performance assessed based on individual student by faculty testing using standardized criteria. **Assessment Method Type:** Observation/Critique **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	01/25/2013 - All matriculating students passed the Lab Practical Exam with a score of 75% or greater. The Mean Score was 86%. Students consistently demonstrated knowledge and practical application of the principles of safety in the veterinary workplace. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional PT faculty to assist in skills assessment and documentation as required by accreditation. **GE/IL-SLO Reflection:**	01/25/2013 - Continue with established labs and student training. Methods of instructions and assessment are effective.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Course meets all IL-SLOs.	
Department - Veterinary Technology (V T) - V T 56 - ANIMAL MANAGEMENT & CLINICAL SKILLS II - SLO 1 - Application of Knowledge - Demonstrate entry-level knowledge and competency in the basic principles of animal care and the essential medical and surgical nursing tasks required of the first year Veterinary Technology student. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Series of weekly Quizzes, two Midterm Exams, one Final Exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of enrolled students achieve a score of 75% or higher on each evaluation.	06/20/2013 - 98% of the students achieved a final grade of 75% or higher. Two students did not pass one of the three exams but still had a grade of >75%. Mean scores on all exams was in the 'B' range. Review and revision of individual exam questions done after each exam to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Fund for purchase of materials and supplies for all related clinical lab actives. Funds for PT Allied Health Specialist (RVT) to provide additional supervision and direction for students and to assist faculty in providing care for teaching animals. **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	06/20/2013 - Ongoing updating and revision of course materials to keep current with profession and community standards of care. Consider moving Safety information to the VT60 Office practices course to allow addition of additional nursing topics to this course. Considering adding a third An Mgmt and Clin Skills Course and redistributing content (TBA VT57) to provide for increased scope of coverage in first year.
		04/07/2012 - 98% of the students achieved a final grade of 75% or higher. Grade Statistics attached. Four students did not pass one of the three exams but still had a grade of >75%. Mean scores on all exams was in the 'B' range. Review and revision of individual exam questions done after each exam to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional PT FTE to add lab instructor to reduce student:teacher ratio. Increased budget for materials & supplies and updating medical equipment. **GE/IL-SLO Reflection:**	04/30/2012 - Students were successful in both the lecture and lab sections of this course. We will continue to stress the importance of knowledge, skills and abilities. 04/07/2012 - Current course content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for curriculum. Delivery method is effective and assessment methods are appropriate. Quiz and exam questions updated as needed. New material added or revised annually

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Meeting all related ILOs **Related Documents:** VT56 Class Grades W_2012	as required by changes in subject matter.
	Assessment Method: One Midterm and one Final Lab Practical Examinations. Clinical skills performance assessed based on individual student by faculty testing using standardized criteria. **Assessment Method Type:** Observation/Critique **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	04/30/2012 - 98% of students passed both midterm and final practical skills evaluations. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds for PT Allied Health Specialist (RVT) to provide additional supervision and direction for students and to assist faculty in providing care for teaching animals. **GE/IL-SLO Reflection:** Meeting all related ILOs.	04/30/2012 - 100% of students passed their hands-on skills training during this course. All student skills competencies were signed. One student did not pass the written section of the lab final exam. We have met with this student and instituted a plan of action.
Department - Veterinary Technology (V T) - V T 56 - ANIMAL MANAGEMENT & CLINICAL SKILLS II - SLO 2 - Application of knowledge - Demonstrate required knowledge of and competently perform all relevant Essential Skills for the Veterinary Technician as required by Program Accreditation. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Series of weekly Quizzes, two Midterm Exams, one Final Exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of enrolled students achieve a score of 75% or higher on each evaluation.	06/20/2013 - 98% of the students achieved a final grade of 75% or higher. two students did not pass one of the three exams but still had a grade of >75%. Mean scores on all exams was in the 'B' range. Review and revision of individual exam questions done after each exam to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds for PT Allied Health Specialist (RVT) to provide additional supervision and direction for students and to assist faculty in providing care for teaching animals. Funding to support material and supplies for all assiciated lab activities. **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	06/20/2013 - Ongoing updating and revision of course materials to keep current with profession and community standards of care. Consider moving Safety information to the VT60 Office practices course to allow addition of additional nursing topics to this course. Considering adding a third An Mgmt and Clin Skills Course and redistributing content (TBA VT57) to provide for increased scope of coverage in first year.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		04/07/2012 - 98% of the students achieved a final grade of 75% or higher. Grade Statistics attached. Four students did not pass one of the three exams but still had a grade of >75%. Mean scores on all exams was in the 'B' range. Review and revision of individual exam questions done after each exam to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Need for additional library textbooks and A/V CD-ROMs for student reference. **GE/IL-SLO Reflection:** Meeting all related ILOs	04/07/2012 - Current course content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for curriculum. Delivery method is effective and assessment methods are appropriate. Quiz and exam questions updated as needed. New material added or revised annually as required by changes in subject matter.
	Assessment Method: One Midterm and one Final Lab Practical Examinations. Clinical skills performance assessed based on individual student by faculty testing using standardized criteria. **Assessment Method Type:** Observation/Critique **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	04/30/2012 - 98% of students were able to perform hands-on practical skills in a one on one teacher student evaluation. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** We desperately need supplies to practice with. Surgical gloves, schirmer tear tests, fluorescein dye strips, etc. In addition another lab instructor would bring our student-teacher ratio down to 1:8. Funds for PT Allied Health Specialist (RVT) to pro **GE/IL-SLO Reflection:** Meeting all related ILOs.	06/20/2013 - Ongoing updating and revision of course assessment methods to keep current with profession and community standards of care. Secure funding for hourly classified RVT assistant to help set up and breakdown labs and for supervision of animal care. Considering adding a third An Mgmt and Clin Skills Course and redistributing content (TBA VT57) to provide for increased scope of coverage in first year.
		04/30/2012 - 98% of students scored 75% or higher on both hands on practical exams. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** We desperately need supplies to practice	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		with. Surgical gloves, schirmer tear tests, fluorescein dye strips, etc. In addition another lab instructor would bring our student-teacher ratio down to 1:8.	
Department - Veterinary Technology (V T) - V T 56 - ANIMAL MANAGEMENT & CLINICAL SKILLS II - SLO 3 - Safety - Recognize and articulate the common hazards encountered in the veterinary workplace, explain the Code of Safe Practices, and recall the Personal Protective Equipment required for various clinical tasks. (Created By Department - Veterinary Technology (V T))	**Assessment Method:** Series of weekly Quizzes, two Midterm Exams, one Final Exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of enrolled students achieve a score of 75% or higher on each evaluation.	06/20/2013 - All students achieved a score of 75% or higher on each related Assessment. Review and revision of questions related to this topic and the content and structure of the course safety module as needed to improve assessments. Considering moving this material to VT60-Office practices to provide for the addition of new medical and surgical nursing topics to this course. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds for purchase of online veterinary safety manual and other online services for teaching/learning and A/V Resources for this course. **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	06/20/2013 - Current course content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for curriculum. Delivery method is effective and assessment methods are appropriate. Quiz and exam questions updated as needed. New material added or revised annually as required by changes in subject matter. Seek funding for online and A/V resources to implement in the curriculum. Consider restructuring of content in VT Curriculum.
		04/07/2012 - 98% of the students achieved a final grade of 75% or higher. Grade Statistics attached. Four students did not pass one of the three exams but still had a grade of >75%. Mean scores on all exams was in the 'B' range. Review and revision of individual exam questions done after each exam to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Need for additional library textbooks and A/V CD-ROMs for student reference. Augment budget for purchase of needed materials & Supplies, maintaining, and for	04/07/2012 - Current course content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for curriculum. Delivery method is effective and assessment methods are appropriate. Quiz and exam questions updated as needed. New material added or revised annually as required by changes in subject matter.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		upgrading medical equipment. **GE/IL-SLO Reflection:** Meeting all related ILOs	
Department - Veterinary Technology (V T) - V T 60 - VETERINARY OFFICE PRACTICE - SLO 1 - Critical Thinking - Reflect and evaluate their own personal strengths and weaknesses in interpersonal communication in the veterinary workplace. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Each student will prepare and submit a written, two-page, personal reflection on their own personal strengths and weaknesses; and challenges in interpersonal communication in the veterinary workplace. **Assessment Method Type:** Essay/Journal **Target for Success:** 100% of the students submit the assignment and 97% earn a grade of 'C' or better on the paper graded using a standardized rubric.	06/20/2013 - 100% of the students earned a grade of "B" or better at 82% and above on the paper graded. the personal reflection has proved to be a valuable exercise for the students learning more about themselves personally and professionally. It also provides the faculty with important insight into each students situation and goals. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding for Online subscription teaching/learning resources to use in the classroom and for student s as learning aids. **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	06/20/2013 - To provide additional guidance and examples from past year's students to assist the the students in earning an even higher percentage next time course is taught. research online subscription services and available A/V resources to request to enhance this course.
		04/08/2012 - 100% of the students earned a grade of "B" or better at 82% and above on the paper graded **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** To have money to pay the speakers and to bring in higher caliber of speakers **GE/IL-SLO Reflection:** Next year to have a higher percentage met that pass	04/08/2012 - To have the students earn an even higher percentage next time course is taught
Department - Veterinary Technology (V T) - V T 60 - VETERINARY OFFICE PRACTICE - SLO 2 - Communication - Demonstrate the	**Assessment Method:** Each student will prepare a 5-minute written presentation on a relevant topic of their	06/20/2013 - Each student was able to communicate in an effective and educational manner the relevant information and key points	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
ability to provide effective client education for a variety of common veterinary conditions and circumstances (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	choice and complete a 5-minute oral presentation to the class.. **Assessment Method Type:** Class/Lab Project **Target for Success:** Each student will submit a written summary of their chosen topic containing relevant and accurate information with sufficient scope and depth of content. each student will perform a clear and articulate presentation of their topic to the class.	related to their chosen topic of interest in a concise presentation delivered in a 5-10 minute time period. Students additionally provided a concise,well-written and authoritative key point handout to accompany their presentation. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None. **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	06/20/2013 - Create a Topic List to assist students in focusing on a relevant topic. This will assist students new to the profession on identifying appropriate topics that better meet the objectives of the course.
		04/08/2012 - Each student was able to communicate in an effective and educational manner about their subject of interest in a 5-10 minute at the most time period **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** To have money to pay the speakers and to bring in higher caliber of speakers **GE/IL-SLO Reflection:** The students were able to effectively communicate about their area of interest as if talking to a client.	04/08/2012 - To achieve a grade for everyone of 80% or better for next time this class is taught.
Department - Veterinary Technology (V T) - V T 61 - ANIMAL DISEASES - SLO 1 - Pathology - Know and explain the basic pathophysiology of the common diseases of domestic animals. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Series of weekly quizzes. Two Midterm Exams and one Final Examination. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	06/20/2013 - 100% of the students achieved a final grade of 75% or higher on the lab practical exam. Grade Statistics attached. Four students did not pass one of the three exams but still had a grade of >75%. Mean scores on all exams was in the 'B' range. Review and revision of individual exam questions done after each exam to improve assessments. Need to reorganize the lecture content to ensure adequate time for completion of the final parasitology module--currently time alloted is about w-week too short.	06/20/2013 - Current course content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for curriculum. Delivery method is effective and assessment methods are appropriate. Quiz and exam questions updated as needed. New material added or revised annually as required by changes in subject

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding for Online subscription teaching/learning resources to use in the classroom and for student s as learning aids. Funding for purchase of materials and supplies related to lab content. **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	matter. Reorganize class schedule and reassess scope and depth of coverage overall to allow increased/adequate time for students to master the final parasitology module content content.
		04/07/2012 - 100% of the students achieved a final grade of 75% or higher. Grade Statistics attached. Four students did not pass one of the three exams but still had a grade of >75%. Mean scores on all exams was in the 'B' range. Review and revision of individual exam questions done after each exam to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Budget for acquisition of parasitology and microbiology teaching resources **GE/IL-SLO Reflection:** Meeting all related ILOs **Related Documents:** VT61 Class Grade W_2012	04/07/2012 - Current course content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for curriculum. Delivery method is effective and assessment methods are appropriate. Quiz and exam questions updated as needed. New material added or revised annually as required by changes in subject matter.
Department - Veterinary Technology (V T) - V T 61 - ANIMAL DISEASES - SLO 2 - Application of Knowledge - Identify common ecto- and endoparasites of domestic animals and explain the clinical significance of each to veterinary patients. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:**	**Assessment Method:** Series of weekly Quizzes, two Midterm Exams, one Final Written Examination, and One final Practical Examination. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of students achieve a score of 75% or	06/20/2013 - 100% of the students achieved a final grade of 75% or higher on Lab Practical Exam. Grade Statistics attached. only two students did not pass one of the three exams but still had a grade of >75%. Mean scores on all exams was in the 'B+' range. Review and revision of individual exam questions done after each exam to improve assessments.	06/20/2013 - Methods of assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources. Skills testing and documentation meet accreditation standards as

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	higher on each evaluation.	**Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None. **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	applicable.
		04/07/2012 - 100% of the students achieved a final grade of 75% or higher on Lab Practical Exam. Grade Statistics attached. Five students did not pass one of the three exams but still had a grade of >75%. Mean scores on all exams was in the 'B' range. Review and revision of individual exam questions done after each exam to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** budget for acquisition of parasitology and microbiology teaching resources. **GE/IL-SLO Reflection:** Meeting all related ILOs.	04/07/2012 - Current course content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for curriculum. Delivery method is effective and assessment methods are appropriate. Quiz and exam questions updated as needed. New material added or revised annually as required by changes in subject matter.
	Assessment Method: Terminal assessment and documentation of minimum clinical skills competency performance for each student is required by Program Accreditation. **Assessment Method Type:** Observation/Critique **Target for Success:** 97% of students achieve a score of 75% or higher on final skills testing.	06/20/2013 - All related Essentials skills taught, assessed and documented for each student. Documentation of Essential Skills is now manual done and both cumbersome and burdensome for faculty, students, and intern supervisors. Need software or online service to facilitate skills competency achievement and tracking for student success and accreditation purposes. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding for Essential Skills Tracking Software/Online Service	06/20/2013 - Research and identify vendors and what other programs are using for software or online service to facilitate skills competency achievement and tracking for student success and accreditation purposes.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: Funding for Essential Skills Tracking Software/Online Service **GE/IL-SLO Reflection:** Meets all related IL-SLOs. **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	
		04/07/2012 - 100% of the students achieved a final grade of 75% or higher on the lab practical exam. Grade Statistics attached. Four students did not pass one of the three exams but still had a grade of >75%. Mean scores on all exams was in the 'B' range. Review and revision of individual exam questions done after each exam to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Need for additional library textbooks and A/V CD-ROMs for student reference. Augment budget for purchase of needed materials & Supplies, maintaining, and for upgrading medical equipment. **GE/IL-SLO Reflection:** Meeting all related ILOs.	04/07/2012 - Current course content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for curriculum. Delivery method is effective and assessment methods are appropriate. Quiz and exam questions updated as needed. New material added or revised annually as required by changes in subject matter.
Department - Veterinary Technology (V T) - V T 66 - EXOTIC ANIMAL CARE - SLO 1 - Knowledge - Demonstrate a basic knowledge and understanding of the husbandry, medical care, routine clinical procedures of rabbits, ferrets, guinea pigs, chinchillas, small rodents, birds, snakes, lizards, turtles. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:**	**Assessment Method:** This course is not yet offered.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active Department - Veterinary Technology (V T) - V T 66 - EXOTIC ANIMAL CARE - SLO 2 - Knowledge - Correctly identify the identifying characteristics and breeds of rabbits, ferrets, guinea pigs, chinchillas, small rodents, birds, snakes, lizards, turtles. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** This course is not yet offered.		
Department - Veterinary Technology (V T) - V T 70 - FUNDAMENTALS OF VETERINARY DIAGNOSTIC IMAGING - SLO 1 - Application of Knowledge - Know and apply the principles of veterinary radiography to consistently produce diagnostic radiographs of animal patients. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Series of weekly Quizzes, two Midterm Exams, one Final Exam, and one Lab Practical Exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of enrolled students achieve a score of 75% or higher on each evaluation.	01/25/2013 - All students passed the Course, the three Lecture Midterm Exams and the Lab Practical Exam with a grade of 75% or higher, which assess this knowledge. Review and revision of questions related to this topic and the Content and structure of the Lab Practical Exam as needed to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding for PT Allied Health Specialist (RVT) to provide tutoring for at-risk students. **GE/IL-SLO Reflection:** Course meets all IL-SLOs	01/25/2013 - Current course content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for curriculum. Delivery method is effective and assessment methods are appropriate. Quiz and exam questions updated as needed. New material added or revised annually as required by changes in subject matter.
		12/18/2011 - All students passed the Course with a grade of 75% or higher. 6 students did not pass one of the three lecture exams but still scored >70%. Only one student failed to pass the Practical Exam and was required to participate in remediation. Review and revision of lecture exam questions as needed to improve assessment. The Lab Practical Exam is an effective assessment. **Result:** Target Met **Year This Assessment Occurred:**	01/20/2012 - Current course content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for curriculum. Delivery method is effective and assessment methods are appropriate. Quiz and exam questions updated as needed. New material added or revised annually

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2011-2012 **Resource Request:** Funding for PT Allied Health Specialist (RVT) to provide tutoring for at-risk students and to assist in the Lab Practical Exam. and additional CD-ROM based resources for instruction and enrichment of learning environment. **GE/IL-SLO Reflection:** Course meets related ILOs. **Related Documents:** VT70 Final Grade Statistics VT70 Lecture Exam Statistics VT70 Lab Practical Exam Statistics	as required by changes in subject matter. ────────────────
	Assessment Method: One Midterm and one Final Lab Practical Examinations. Clinical skills performance assessed based on individual student by faculty testing using standardized criteria. **Assessment Method Type:** Observation/Critique **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	01/25/2013 - All students passed the Course with a grade of 75% or higher. Two students did not pass one of the three lecture exams but still scored >70%. Only one student failed to pass the Practical Exam and was required to participate in remediation and re-tested. Review and revision of lecture exam questions as needed to improve assessment. The Lab Practical Exam is an effective assessment of terminal objectives. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding for updating aging digital radiology unit. Continued funding for DIA Anatomy/Image Software. **GE/IL-SLO Reflection:** Course meets all IL-SLOs.	01/25/2013 - Current course content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for curriculum. Elimination of film-based KSAs is in progress but must remain in the curriculum. Approx. 505 of veterinary practices still have film Vs. Digital systems. Delivery method is effective and assessment methods are appropriate. Quiz and exam questions updated as needed. New material added or revised annually as required by changes in subject matter. ────────────────
		12/18/2011 - See other SLO 1 Assessment Findings for Course and Exam Statistics Documents. All students passed the Course, the three Lecture Midterm Exams and the Lab Practical Exam with a grade of 75% or higher,	01/20/2012 - Current course content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		which assess this knowledge. Review and revision of questions related to this topic and the Content and structure of the Lab Practical Exam as needed to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Funding for PT Allied Health Specialist (RVT) to provide tutoring for at-risk students. **GE/IL-SLO Reflection:** Course meets related ILOs.	for curriculum. Delivery method is effective and assessment methods are appropriate. Quiz and exam questions updated as needed. New material added or revised annually as required by changes in subject matter.
Department - Veterinary Technology (V T) - V T 70 - FUNDAMENTALS OF VETERINARY DIAGNOSTIC IMAGING - SLO 2 - Safety - Routinely and unfailingly employ all of the principles of radiation safety when working around ionizing radiation. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Series of weekly quizzes, two midterm exams, and one final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	01/25/2013 - All students passed the Course, the three Lecture Midterm Exams and the Lab Practical Exam with a grade of 75% or higher, which assess this knowledge. Current course content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for curriculum. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding for a PT RVT lab Assistant to assist with skills assessment and documentation as required by accreditation. **GE/IL-SLO Reflection:** Course meets all IL-SLOs.	01/25/2013 - Delivery method is effective and assessment methods are appropriate. Quiz and exam questions updated as needed. Review and revision of questions related to this topic and the Content and structure of the Lab Practical Exam as needed to improve assessments. New material added or revised annually as required by changes in subject matter. Continue modifying notes as related to Analog Vs. Digital information as required by community standards of practice.
		12/18/2011 - All students passed the Course with a grade of 75% or higher. 6 students did not pass one of the three lecture exams but still scored >70%. Only one student failed to pass the Practical Exam and was required to participate in remediation. Review and revision of lecture exam questions as needed to improve assessment. The	01/20/2012 - Current course content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for curriculum. Delivery method is effective and assessment methods

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Lab Practical Exam is an effective assessment. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Funding for PT Allied Health Specialist (RVT) to provide tutoring for at-risk students. Additional reference texts in Library and additional CD-ROM based resources for instruction and enrichment of learning environment. **GE/IL-SLO Reflection:** Course meets related ILOs. **Related Documents:** VT70 Final Course Grade Statistics VT70 Lecture Exam Statistics	are appropriate. Quiz and exam questions updated as needed. New material added or revised annually as required by changes in subject matter.
	Assessment Method: One Midterm and one Final Lab Practical Examinations. Clinical skills performance assessed based on individual student by faculty testing using standardized criteria. **Assessment Method Type:** Observation/Critique **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	01/25/2013 - All students passed the Course with a grade of 75% or higher and consistently demonstrated knowledge and practical application of the principles of radiation safety. Review and revision of lecture exam questions and Lab SOPs as needed to improve safety compliance and facilitate assessment. The Lab Practical Exam is an effective terminal assessment of knowledge and skills. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding for upgrading and purchasing additional radiation safety equipment. **GE/IL-SLO Reflection:** Course currently meets all IL-SLOs.	01/25/2013 - Upgrade existing and purchase new radiation safety equipment for the VT Lab. Current course content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for curriculum. Delivery method is effective and assessment methods are appropriate. New material added or revised annually as required by changes in subject matter.
		12/18/2011 - See other SLO 2 Assessment Findings for Course and Exam Statistics Documents. All students passed the Course, the three Lecture Midterm Exams and the Lab Practical Exam with a grade of 75% or higher,	01/20/2012 - Current course content meets the needs of first year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		which assess this knowledge. Review and revision of questions related to this topic and the Content and structure of the Lab Practical Exam as needed to improve assessments. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Funding for PT Allied Health Specialist (RVT) to provide tutoring for at-risk students. **GE/IL-SLO Reflection:** Course meets related ILOs.	for curriculum. Delivery method is effective and assessment methods are appropriate. Quiz and exam questions updated as needed. New material added or revised annually as required by changes in subject matter.
Department - Veterinary Technology (V T) - V T 72 - PRINCIPLES OF VETERINARY DENTISTRY - SLO 2 - Communication - Prepare and effectively deliver client education regarding home dental care for companion animals. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will be required to deliver effective client education on an appropriate variety of dental topics. **Assessment Method Type:** Presentation/Performance **Target for Success:** 97% of students will achieve a grade of 75% or better on a presentation graded using standard criteria.	07/08/2013 - All students were able to present effective client education at an entry level of proficiency on a variety of dental topics. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Small Animal Dental Radiography Equipment, small mammal skulls, dental models. **GE/IL-SLO Reflection:** Meets all IL-SLOs	07/08/2013 - Request dental models, animal skeletons, and dental radiography.
		07/18/2012 - All students were able to present effective client education at an entry level of proficiency on a variety of dental topics. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Skulls and dental models. Digital dental x-ray equipment **GE/IL-SLO Reflection:** Meets all related IL-SLOs	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - V T 72 - PRINCIPLES OF VETERINARY DENTISTRY - SLO 1 - Application of Knowledge - Safely and correctly perform a complete dental prophylaxis on a veterinary companion animal patient at an entry level of competency. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Lecture exams and lab skills tests designed to assess each student's skills in performing a safe, high quality dental prophylaxis. **Assessment Method Type:** Presentation/Performance **Target for Success:** 97% of students will achieve a score of 75% or higher on all lecture and laboratory assessments.	07/08/2013 - All students were successful, achieving a B or greater. All students learned to do a dental prophy on a veterinary patient at an entry level of competency **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Dental radiography equipment, small mammal skulls, dental models and posters. Vet Dentistry Reference Texts for library	07/08/2013 - It would be beneficial to further the study of veterinary dental radiography by acquiring rabbit, guinea pig and rat skulls from Skulls Unlimited.
		07/13/2012 - 100% of VT72 students in 2012 passed both written and practical skills testing **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** more real bone skulls, feline and canine, for anatomy and radiographic practice, more dental film, another prophy unit	07/13/2012 - We need more individualized rubrics to assess each student's ability to fully perform a safe and effective prophy on cats and dogs....another prophy machine would be helpful so we could have more stations running simultaneously since we must teach so many students in each lab section. Our presentations and activities are very good but a more demanding written exam on prophy performance would be advisable.
Department - Veterinary Technology (V T) - V T 75A - ANIMAL CARE SKILLS I - SLO 1 - Responsibilities - Conscientiously and safely perform assigned routine husbandry duties and prescribed medical care of veterinary technology teaching animals. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:**	**Assessment Method:** Regular observations and assessment of student performance of the required husbandry and care of program animals according to established standard operating procedures. Students will receive regular feedback on their performance. **Assessment Method Type:**	01/29/2013 - 100% of students achieved the required level of competency with animal handling and basic husbandry tasks on a variety of species. Occasionally students do not attend to detail or are not as thorough as they should be. **Result:** Target Met **Year This Assessment Occurred:**	01/29/2013 - Need for additional lab assistants to provide supervision and direction for students performing animal care 24/7/365. Continue to update SOPs and develop procedures to ensure continued high quality animal care and safe learning experiences for

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	Presentation/Performance **Target for Success:** 97% of students achieve a evaluation of "Satisfactory" or higher on each evaluation.	2012-2013 **Resource Request:** Additional funds to purchase and support a horse+3 sheep-Restore large animal teaching colony reduced due to budget cuts. Funds for additional Lab Assistant to help with monitoring animal care shifts, providing nursing care and facility maintenance. **GE/IL-SLO Reflection:** Course meets all related IL-SLOs.	the students. Make plans for purchase and support of a new horse and sheep.
		01/22/2012 - 100% of students achieved the required level of competency with animal handling and basic husbandry tasks on a variety of species. Occasionally students do not attend to detail or are not as thorough as they should be. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Funds for PT Allied Health Specialist (RVT) to provide additional supervision and direction for students and to assist faculty in providing care for teaching animals. **GE/IL-SLO Reflection:** Meets or exceeds ILOs defined for this course.	01/22/2012 - Need for additional staff to provide supervision and direction for students performing animal care 24/7/365. Continue to update SOPs and develop procedures to ensure continued high quality animal care and safe learning experiences for the students.
Department - Veterinary Technology (V T) - V T 75A - ANIMAL CARE SKILLS I - SLO 2 - Communication - Make accurate entries into the animal's medical records and demonstrate the ability to work cooperatively and communicate effectively with other members of the Animal Care Team and Faculty. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:**	**Assessment Method:** Regular review and assessment of written medical records and verbal reports from each shift summarizing pertinent information about the facility and resident teaching animals. Students will receive regular feedback on their performance. **Assessment Method Type:** Observation/Critique **Target for Success:** 97% of students achieve a evaluation of	01/29/2013 - 97% of students achieve an evaluation of 75% or higher on each evaluation. Unfortunately the students do sometimes miss documenting treatments or listing clinical signs on our resident animals' charts. We do talk to students individually when they fail to make proper chart notations. Need to consistently write-up students and follow up with consequences. **Result:** Target Met **Year This Assessment Occurred:**	01/29/2013 - Need for additional lab assistants to provide supervision and direction for students performing animal care 24/7/365. Continue to update SOPs and develop procedures to ensure continued high quality animal care and safe learning experiences for the students. Provide consistent feedback to students in the form of

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	"Satisfactory" or higher on each evaluation.	**2012-2013** **Resource Request:** Additional funds to purchase and support a horse+3 sheep-Restore large animal teaching colony reduced due to budget cuts. Funds for additional Lab Assistant to help with monitoring animal care shifts, providing nursing care and facility maintenance. **GE/IL-SLO Reflection:** Course meets all related ILOs.	verbal and written warnings. Follow-up with consequences for failing to correct attitudes and behaviors as directed.
		02/16/2012 - 100% of students achieved a satisfactory level of skill when performing basic husbandry tasks on a variety of species. They also showed competency in reporting this information to the instructor in charge and in making chart notes in a patient's medical record. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional funds for part time specialist (RVT) to monitor animal care shifts that occur twice every day throughout the year. **GE/IL-SLO Reflection:** Meets or exceeds ILOs defined for this course.	02/16/2012 - This course provides students the opportunity to learn about the care of a variety of species. First year VT students work with second year VT students to provide excellent care and enrichment for all our program animals. First year students are required to complete 36 hours per quarter providing care to program animals. This course could be improved with additional mentoring and monitoring by a PT-faculty specialist (RVT) that would be available to oversee the 2 hour animal care shift twice daily.
Department - Veterinary Technology (V T) - V T 75B - ANIMAL CARE SKILLS II - SLO 1 - Responsibilities - Conscientiously and safely perform assigned routine husbandry duties and prescribed medical care of veterinary technology teaching animals. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:**	**Assessment Method:** Regular observations and assessment of student performance of the required husbandry and care of program animals according to established standard operating procedures. Students will receive regular feedback on their performance. **Assessment Method Type:** Presentation/Performance **Target for Success:**	03/31/2013 - 100% of students achieved the required level of competency with animal handling and basic husbandry tasks on a variety of species and met all course objectives. Occasionally students do not attend to detail or are not as thorough as they should be. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	03/31/2013 - Meet with Program Director and express the need for additional lab assistants to provide supervision and direction for students performing animal care 24/7/365. Continue to update SOPs and develop procedures to ensure continued high quality animal care and safe learning experiences for

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	97% of students achieve a evaluation of "Satisfactory" or higher on each evaluation.	**Resource Request:** Additional Live Animals: Dogs, cats, rabbits, rodents, Horse, sheep and goats. Funds for feed and bedding. **GE/IL-SLO Reflection:** Met all related IL-SLOs **GE/IL-SLO Reflection:** Met all related IL-SLOs	the students. Make plans for purchase and support of a new horse, additional goats, and sheep.
		04/30/2012 - 100% of students achieved an evaluation of Satisfactory or higher on each shift/evaluation. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** More faculty to oversee students during animal care rotations	04/30/2012 - We continue to see improvement of student's overall ability to practice the required husbandry of our program animals with additional supervision by our senior VT students.
Department - Veterinary Technology (V T) - V T 75B - ANIMAL CARE SKILLS II - SLO 2 - Communication - Make accurate entries into the animal's medical records and demonstrate the ability to work cooperatively and communicate effectively with other members of the Animal Care Team and Faculty. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Regular review and assessment of written medical records and verbal reports from each shift summarizing pertinent information about the facility and resident teaching animals. Students will receive regular feedback on their performance. **Assessment Method Type:** Observation/Critique **Target for Success:** 97% of students achieve a evaluation of "Satisfactory" or higher on each evaluation.	03/31/2013 - 100% of students achieve an evaluation of 75% or higher on each evaluation. Unfortunately the students do sometimes miss documenting treatments or listing clinical signs on our resident animals' charts. We do talk to students individually when they fail to make proper chart notations. Need to consistently write-up students and follow up with consequences. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Computerized "Time Clock" to log student's participation. **Resource Request:** Computerized "Time Clock" to log student's participation. Funds for non-teaching hourly	03/31/2013 - Meet with Program Director and express need for additional faculty/non-teaching hourly assistants to provide supervision and direction for students performing animal care 24/7/365. Continue to update SOPs and develop procedures to ensure continued high quality animal care and safe learning experiences for the students. Provide consistent feedback to students in the form of verbal and written warnings. Follow-up with consequences for failing to correct attitudes and behaviors as dire

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		lab assistants. **GE/IL-SLO Reflection:** Meets all related IL-SLOs **GE/IL-SLO Reflection:** Meets all related IL-SLOs	
		04/30/2012 - 100% of students achieve a evaluation of "Satisfactory" or higher on each evaluation/animal care shift. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** More faculty to oversee students during animal care rotations	04/30/2012 - We continue to see improvement of student's overall ability to practice the required husbandry of our program animals with additional supervision by our senior VT students. 04/30/2012 - We continue to see im
Department - Veterinary Technology (V T) - V T 75C - ANIMAL CARE SKILLS III - SLO 1 - Responsibilities - Conscientiously and safely perform assigned routine husbandry duties and prescribed medical care of veterinary technology teaching animals. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Regular observations and assessment of student performance of the required husbandry and care of program animals according to established standard operating procedures. Students will receive regular feedback on their performance. **Assessment Method Type:** Presentation/Performance **Target for Success:** 97% of students achieve a evaluation of "Satisfactory" or higher on each evaluation.	07/05/2013 - 100% of students achieved the required level of competency with animal handling and basic husbandry tasks on a variety of species and met all course objectives. Occasionally students do not attend to detail or are not as thorough as they should be. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds for non-teaching hoursly assistants. Funds for purchasing additional animals and animal feed and bedding. **Resource Request:** Funds for non-teaching hoursly assistants. Funds for purchasing additional animals and animal feed and bedding. **GE/IL-SLO Reflection:** Meets all related IL-SLOs	07/05/2013 - Meet with Program Director and express need for additional lab assistants to provide supervision and direction for students performing animal care 24/7/365. Continue to update SOPs and develop procedures to ensure continued high quality animal care and safe learning experiences for the students. request additional animals for teaching colony. Make plans for purchase and support of a new horse and sheep.
		07/13/2012 - 97% of students achieve a evaluation of "Satisfactory" or higher on each evaluation	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Lab assistant to help monitor the students work on 2 scheduled animal care shifts daily. **GE/IL-SLO Reflection:** Meets our exceeds the institutional level SLO's	07/13/2012 - We are seeing a marked improvement in all areas of our Animal Care Course. Protocols have been added along with a group walk through at the end of each shift. The students are performing well and our animals are thriving.
Department - Veterinary Technology (V T) - V T 75C - ANIMAL CARE SKILLS III - SLO 2 - Communication - Make accurate entries into the animal's medical records and demonstrate the ability to work cooperatively and communicate effectively with other members of the Animal Care Team and Faculty. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Regular review and assessment of written medical records and verbal reports from each shift summarizing pertinent information about the facility and resident teaching animals. Students will receive regular feedback on their performance. **Assessment Method Type:** Observation/Critique **Target for Success:** 97% of students achieve a evaluation of "Satisfactory" or higher on each evaluation.	07/05/2013 - 100% of students achieve an evaluation of 75% or higher on each evaluation. Unfortunately the students do sometimes miss documenting treatments or listing clinical signs on our resident animals' charts. We do talk to students individually when they fail to make proper chart notations. Need to consistently write-up students and follow up with consequences. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds for acquiring additional animals, Funds for food, bedding & Vet Care. Funds for PT houly Non-teaching assistants.	07/05/2013 - Discuss needs with Program Director: Need for additional PT lab assistants to provide supervision and direction for students performing animal care 24/7/365. Continue to update SOPs and develop procedures to ensure continued high quality animal care and safe learning experiences for the students. Provide consistent feedback to students in the form of verbal and written warnings. Follow-up with
		07/13/2012 - 97% of students achieve a evaluation of "Satisfactory" or higher on each evaluation **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Lab assistant to help monitor the students work on 2 scheduled animal care shifts daily. **GE/IL-SLO Reflection:**	07/13/2012 - We are seeing a marked improvement in all areas of our Animal Care Course. Protocols have been added along with a group walk through at the end of each shift. The students are performing well and our animals are thriving.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Meets our exceeds institution Level SLOS	
Department - Veterinary Technology (V T) - V T 75D - ANIMAL CARE SKILLS IV - SLO 1 - Responsibilities - Conscientiously and safely perform assigned routine husbandry duties and prescribed medical care of veterinary technology teaching animals. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Regular observations and assessment of student performance of the required husbandry and care of program animals according to established standard operating procedures. Students will receive regular feedback on their performance. **Assessment Method Type:** Presentation/Performance	06/30/2013 - Course cancelled at the direction of the VP of Instruction pending Title V Compliance Revision of COR. Substituted VT70R as equivalent to meet graduation requirements. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** N/A **GE/IL-SLO Reflection:** Meets all related IL-SLOs	06/30/2013 - Substituted VT70R as equivalent to meet graduation requirements. Revise COR and re-institute course in VT Curriculum.
	Target for Success: 97% of students achieve a evaluation of "Satisfactory" or higher on each evaluation.	08/19/2012 - 100% of students are completing animal care shifts satisfactorily. We have instituted a walk-through procedure which must be completed by every animal care student on shift. Twice daily reports are called into Ms. Gregory, Ms. DePaolo and Dr. Mac. Drop in visits have been helpful and students are providing good care to our program animals except for the occasional oversight. Students need to improve their use of the animals charts and recording information. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** An additional lab assistant to help with monitoring animal care shifts.	09/03/2012 - Continue to improve supervisory and assessment processes and streamline Animal Care. Consolidate the assignment to reduce overlapping responsibilities. Review SOPs and update as necessary.
Department - Veterinary Technology (V T) - V T 75D - ANIMAL CARE SKILLS IV - SLO 2 - Communication - Make accurate entries into the animal's medical records and demonstrate the ability to work cooperatively and communicate effectively with other members of the Animal Care Team and	**Assessment Method:** Regular review and assessment of written medical records and verbal reports from each shift summarizing pertinent information about the facility and resident teaching animals. Students will receive regular	10/08/2013 - Course cancelled at the direction of the VP of Instruction pending Title V Compliance Revision of COR. Substituted VT70R as equivalent to meet graduation requirements. **Result:** Target Not Met	06/30/2013 - Substituted VT70R as equivalent to meet graduation requirements. revise COR and re-institute in VT Curriculum.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Faculty. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	feedback on their performance. **Assessment Method Type:** Observation/Critique **Target for Success:** 97% of students achieve a evaluation of "Satisfactory" or higher on each evaluation.	**Year This Assessment Occurred:** 2012-2013 **Resource Request:** N/A **GE/IL-SLO Reflection:** Meets all related IL-SLOs	
		08/19/2012 - 100% of students are completing animal care shifts satisfactorily. We have instituted a walk-through procedure which must be completed by every animal care student on shift. Twice daily reports are called into Ms. Gregory, Ms. DePaolo and Dr. Mac. Drop in visits have been helpful and students are providing good care to our program animals except for the occasional oversight. Students need to improve their use of the animals charts and recording information. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Need for another instructor that could help monitor the students during their animal care shifts.	09/03/2012 - Review all processes and improve/streamline. Consolidate assignments and re-establish clear chain of command to facilitate follow-through with student issues. Enhance level of direct supervision and increase feedback to students. _____
Department - Veterinary Technology (V T) - V T 81 - CLINICAL PATHOLOGY METHODS - SLO 1 - Application of Knowledge - Outline and explain the steps and rational for performing the Complete Blood Count (CBC). Assemble all required equipment and materials and perform a Complete Blood Count (CBC) on a animal blood sample. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Two Midterm Exam and one Final Exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of enrolled students achieve a score of 75% or higher on each evaluation.	01/29/2013 - 100% of students achieved a score of 75% over the course of the quarter (two midterms and one written final). Students may have done less than 75% on one of the tests but overall they all achieved 75%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional funding for course materials/supplies. Automated CBC analyzer needs to beup and running so students can practice-Hematology analyzer needs updating & servicing.	01/29/2013 - I converted 75% of my lectures to powerpoint. These are filled with lots of pictures of cells that we are learning about. These were hugely popular with the students. I received positive comments from students with regard to the new course materials. I plan to finish the last 25% of the lectures for next year. I continue to get very positive feedback about our clinical pathology labs as well. Students are enjoying the lab and lecture and I will continue to update the course as needed.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: Course meets all related IL-SLOs.	
		02/16/2012 - One student of 50 did not pass the course with a score of 75% or more; all other students met or exceeded the minimum making the success rate 98%. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** There is a need for another faculty member to assist in the teaching of the lab component of this course. We currently have 25 students per lab with 2 instructors. **GE/IL-SLO Reflection:** This course meets IL-SLO's.	02/16/2012 - I introduced a lecture/lab manual this year that was not entirely successful. I plan on adding an outline for each lecture which will help with the organization of this new resource. I have added a number of resources to the course ETUDES site as well and students have found this helpful. I will continue to build this compilation of links, images, and articles. Course content, depth and scope is good.
	Assessment Method: Midterm Practical Exam (Visual ID for CBC) and one Comprehensive Final Lab Practical Examination. Clinical skills performance assessed based on individual student by faculty testing using standardized criteria. **Assessment Method Type:** Observation/Critique **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	01/29/2013 - Students performed extremely well on the Visual ID sections of both midterm exams. 97% of the students performed well on the Comprehensive Final Lab Practical Exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding for additional course materials needed. Automated CBC analyzer up and running so students can practice. Funding for Hematology analyzer updating and servicing-not in working order. **GE/IL-SLO Reflection:** Course meets all related IL-SLOs.	01/29/2013 - I converted 75% of my lectures to powerpoint. These are filled with lots of pictures of cells that we are learning about. These were hugely popular with the students. I received positive comments from students with regard to the new course materials. I plan to finish the last 25% of the lectures for next year. I continue to get very positive feedback about our clinical pathology labs as well. Students are enjoying the lab and lecture and I will continue to update the course as needed.
Department - Veterinary Technology (V T) - V T 81 - CLINICAL PATHOLOGY METHODS - SLO 2 - Application of	**Assessment Method:** Series of weekly Quizzes, two Midterm Exams, one Final Exam.	01/29/2013 - 100% of students achieved a score of 75% over the course of the quarter (two midterms and one written final). Students may	01/29/2013 - Request new centrifuge, and Analyzers during the

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
knowledge - Assemble all required equipment and materials and perform a Complete Urinalysis (UA) on a animal urine sample. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of enrolled students achieve a score of 75% or higher on each evaluation.	have done less than 75% on one of the tests but overall they all achieved 75%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds for new Blood/Urine Centrifuge and Coag Analyzer. Funds to update & service Hematology and Chemistry Analyzers. Purchase one new hematology analyzer & one new chemistry analyzer. **GE/IL-SLO Reflection:** This course meets all related IL-SLOs.	next budget cycle. I converted 75% of my lectures to powerpoint. These are filled with lots of pictures of cells that we are learning about. These were hugely popular with the students. I received positive comments from students with regard to the new course materials. I plan to finish the last 25% of the lectures for next year. I continue to get very positive feedback about our clinical pathology labs as well. Students are enjoying the lab and lecture and I will continue to update the course as needed.
		02/16/2012 - One student of 50 did not pass the course with a score of 75% or more; all other students met or exceeded the minimum making the success rate 98%. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional faculty to help with the instruction of hands-on lab component **GE/IL-SLO Reflection:** This course meets all IL-SLO's.	02/16/2012 - I introduced a lecture/lab manual this year that was not entirely successful. I plan on adding an outline for each lecture which will help with the organization of this new resource. I have added a number of resources to the course ETUDES site as well and students have found this helpful. I will continue to build this compilation of links, images, and articles. Course content, depth and scope is good.
	Assessment Method: Midterm Practical Exam (Visual ID for Urine Sediment) and one Comprehensive Final Lab Practical Examination. Clinical skills performance assessed based on individual student by faculty testing using standardized criteria.	01/29/2013 - Students performed extremely well on the Visual ID sections of both midterm exams. 97% of the students performed well on the Comprehensive Final Lab Practical Exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:**	01/29/2013 - Request new centrifuge, and Analyzers during the next budget cycle. I converted 75% of my lectures to powerpoint. These are filled with lots of pictures of cells that we are learning about. These were hugely popular with the students. I received positive comments from students with regard

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method Type: Observation/Critique **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	We desperately need to get our hematology and chemistry analyzers up and running. We need to purchase at least one new hematology analyzer and one new chemistry analyzer. **GE/IL-SLO Reflection:** Course meets all related IL-SLOs.	to the new course materials. I plan to finish the last 25% of the lectures for next year. I continue to get very positive feedback about our clinical pathology labs as well. Students are enjoying the lab and lecture and I will continue to update the course as needed.
Department - Veterinary Technology (V T) - V T 83 - PHARMACOLOGY FOR TECHNICIANS - SLO 1 - Knowledge - Know and articulate "The Five Rights" for safe and correct administration of veterinary drugs to animal patients. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Through a series of simple lists to more complicated case descriptions, the five rights of proper and legal drug utilization will be tested. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** A target for success is 92% of the students achieving a score of 75% or greater on all assessments. Some students choose to leave the course for personal or professional reasons, and others may not be able to meet minimum standards for cognitive skills required to perform competently or safely as an RVT.	05/21/2013 - This SLO was consistently met by all students. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional funding for course materials and practice exams. **GE/IL-SLO Reflection:** Correlates with Communication, computation and critical thinking.	05/21/2013 - The notes will be re-edited to allow for a summary of each drug in addition to the more detailed notes.
		01/18/2013 - Forty students enrolled in the class, and 100% passed. Lecture materials were updated. Course design and testing were successful. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More funding to provide formularies and software for pharmaceuticals **GE/IL-SLO Reflection:** Meets with communication, computation, and critical thinking ILO's	01/18/2013 - Lecture material and course activities were successful and will remain as they are. New pharmaceuticals will be added as they become used in practice.
		01/20/2012 - Two of 57 students failed the course, allowing for a 96.5% pass rate.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional copies of formularies in print and CD format for references on drugs **GE/IL-SLO Reflection:** Ties in with communication, critical thinking and career training.	01/20/2012 - I feel that the course is well-designed and presented, and meets the current needs of senior RVT training. This course also meets and exceeds the AVMA requirements for knowledge and application of pharmaceutical products and practices. No new changes will be instituted.
Department - Veterinary Technology (V T) - V T 83 - PHARMACOLOGY FOR TECHNICIANS - SLO 2 - Application of knowledge - List and discuss the mechanism of action, indications, contraindications, and adverse effects of the common veterinary pharmaceuticals in all drug classes. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** All major drugs will be examined for knowledge of their uses, side effects, and contraindications through a series of questions ranging from simple identification, to more complex answers involving simulated case situations. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** A target for success is 92% of the students achieving a score of 75% or higher on all assessments. Not all students will pass or finish the class. Some may choose to leave for personal or professional reasons. Others may not be able to acquire sufficient knowledge and skill to perform competently or safely as an RVT.	05/21/2013 - This SLO was met by all students. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More funding to provide formularies and software for pharmaceuticals **GE/IL-SLO Reflection:** Meets with computation, communication and critical thinking.	05/21/2013 - A new set of summary notes will be prepared to supplement existing materials.
		01/18/2013 - Forty students were enrolled in the class and 100% passed. The course design and activities were successful. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More funding to provide formularies and software for pharmaceuticals **GE/IL-SLO Reflection:** Meets with communication, computation, and critical thinking ILO's.	01/18/2013 - The course is successful and will remain as it is now. New drugs will be included as they come into common usage.
		01/18/2012 - Two of 57 students failed the course, allowing for a 96.5% pass rate. **Result:**	01/18/2012 - The course design is adequate. More formularies are needed to be kept in the department

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Purchase of several copies of current formulary texts or software for reference. **GE/IL-SLO Reflection:** This SLO ties in with communication, critical thinking, and career education.	or library so that the instructor does not have to keep loaning out personal copies of these texts. These formularies are available in print or online.
Department - Veterinary Technology (V T) - V T 84 - ANESTHESIOLOGY FOR TECHNICIANS - SLO 1 - Application of knowledge - Thoroughly and systematically perform a pre-anesthetic assessment of a veterinary patient and correctly identify the risk category of that patient. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Through as series of questions, from simple answers to simulated cases, the student will consider many different types of patients and their medical conditions and be able to accurately assess them prior to anesthesia. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** A target of 92%of the students earning a score of 75% or higher is realistic. Some students choose to leave the course for personal or professional reasons. Other students have not acquired sufficient skill or ability to perform safely at the level required for safe patient management.	07/15/2013 - All students but one passed. The necessary skill was mastered by all students. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More funding for materials, supplies, and faculty. **GE/IL-SLO Reflection:** Critical thinking, communication, computation skills used.	07/15/2013 - The course is challenging yet successful and will remain as it is.
		04/12/2012 - Of the 51 students enrolled, 2 failed and one took an incomplete due to medical reasons. The incomplete was granted while the student had a B average. This allowed for a 96% pass rate. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** More funding is necessary to provide quality care for live animals in anesthesia and surgery. **GE/IL-SLO Reflection:** Meets the needs for communication, computation, critical thinking and lifelong learning.	04/12/2012 - The course went well overall. Research will take place to look for animals for the program or the use of other surgical facilities to practice necessary skills

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: Working with live program patients, the student will be observed and assessed regarding performance of the pre-anesthetic workup. **Assessment Method Type:** Observation/Critique **Target for Success:** 92% of the students will achieve a score of 75% or greater on all practical skills assessments.	07/15/2013 - All but one student passed. All students mastered this skill. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More funding for materials, supplies, and faculty. **GE/IL-SLO Reflection:** Computation, critical thinking, communication skills are used.	07/15/2013 - This course is challenging and successful in its present form.
		04/12/2012 - See part one. 96% pass rate. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** More funding is necessary to provide quality care for live animals in anesthesia and surgery. **GE/IL-SLO Reflection:** See part one. All four ILO's apply.	04/12/2012 - Please refer to part one of this slo.
Department - Veterinary Technology (V T) - V T 84 - ANESTHESIOLOGY FOR TECHNICIANS - SLO 2 - Application of knowledge - Safely and competently prepare, induce, maintain, and recover a dog and a cat from general anesthesia. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Through a series of practical exercises, from simulated cases to a procedure on a live animal; the student will be able to competently and safely demonstrate advanced critical thinking skills (Patient Assessment, Problem-solving, and Troubleshooting), and perform standard clinical methods and techniques commonly used to induce, maintain, and recover animal patients from anesthesia. **Assessment Method Type:** Observation/Critique **Target for Success:** 92% of students completing the course will safely induce, maintain and recover a live	07/15/2013 - All but one student mastered these skills. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More funding for materials, supplies, and faculty. **GE/IL-SLO Reflection:** Communication, critical thinking, computation skills used.	07/15/2013 - The course is successful as it is.
		04/12/2012 - See slo one as well. 96% pass rate. **Result:** Target Met	04/12/2012 - This course went well. Additional sources of animals and surgical facilities will be researched

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	patient from anesthesia* and achieve a score of 75% or greater on each practical performance evaluation.	**Year This Assessment Occurred:** 2011-2012 **Resource Request:** More funding is necessary to provide quality care for live animals in anesthesia and surgery. **GE/IL-SLO Reflection:** Meets with the requirements of all for ILO's	to provide a broader experience for the students.
	Assessment Method: Post-procedure conference with attending RVT and DVM. **Assessment Method Type:** Discussion/Participation **Target for Success:** All of the students will participate in this interactive evaluation and 92% of the students will receive a "Satisfactory" or higher evaluation by the faculty based on standardized criteria.	07/15/2013 - All but one student mastered the skill. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More funding for materials, supplies, and faculty. **GE/IL-SLO Reflection:** Communication, critical thinking, computation skills used.	07/15/2013 - The course is successful and will remain as it is.
Department - Veterinary Technology (V T) - V T 85 - VETERINARY EMERGENCY & CRITICAL CARE - SLO 1 - Application of Knowledge - Recognize and articulate the common history and clinical signs of common veterinary emergency conditions. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Exams consisting of multiple choice, matching, fill in the blank, short answer, essay, diagram, clinical procedures. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 92% of the students will achieve a score of 75% or higher. Some students will choose to leave the course for personal or professional reasons. A few students may not be able to acquire sufficient cognitive or practical skills to be able to work competently or safely as an RVT.	06/30/2013 - All students passed the course by successfully achieving a passing grade in all course assessments. The course went well even with a reassignment of instructors that was necessary mid-quarter. The course is a useful and successful one, and will remain as it is for the next year. Course will benefit from having a consistent instructor year to year.Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources. Skills testing and documentation meet accreditation standards. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	06/30/2013 - review and update all assessments as needed. Update all lecture and lab course materials. Ensure the instructor of record follows the course outline and delivers required content. Review the VT Schedule and attempt to secure a consistent instructor for this course.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: Funds for PT Allied Health Specialist (RVT) to provide additional supervision and direction for students and to assist faculty in providing care for teaching animals. **GE/IL-SLO Reflection:** Meets all related college GE/SLOs	
		07/12/2012 - All students except for three were able to master this SLO, yielding a 94% pass. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional funding for medical and surgical supplies for live animal procedures. **GE/IL-SLO Reflection:** This meets with all four of the ILO's of the college.	07/12/2012 - All but four students passed the class. A change in testing structure will be proposed for next year to eliminate failures due to missed pop quizzes. Interim evaluations and assessments of research report drafts will be offered for students interested in perfecting their submitted works.
		06/30/2011 - All students passed the class. A change in testing structure will be proposed for next year to improve overall performance due to missed pop quizzes. Interim evaluations and assessments of research report drafts will be provided for students to submit draft versions and perfect their submitted works. All students achieved the SLO. EC shifts were productive, and further learning was provided for with the individual case papers. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Funds for additional veterinary materials and supplies (catheters, etc.)A/V educational materials such as DVDs, Online Streaming Video. Lab refrigerator for cadavers. **Resource Request:**	10/05/2013 - Request needed additional equipment, materials and supplies. Updating and re-writing quiz and exam questions as needed. Update all lecture an lab notes to reflect current practice.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Funds for additional veterinary materials and supplies (catheters, etc.)A/V educational materials such as DVDs, Online Streaming Video. Lab refrigerator for cadavers. **GE/IL-SLO Reflection:** Meets all related college GE/SLOs **GE/IL-SLO Reflection:** Meets all related college GE/SLOs	
		10/07/2011 - All students achieved the SLO. EC shifts were productive, and further learning was provided for with the individual case papers. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Increased funding for laboratory supplies to practice required skills.	10/28/2011 - The course went well even with a reassignment of instructors mid-quarter. The course is a useful and successful one, and will remain as it is for the next year.
Department - Veterinary Technology (V T) - V T 85 - VETERINARY EMERGENCY & CRITICAL CARE - SLO 2 - Application of knowledge - Quickly and competently assess an emergency/critical care patient and perform effective triage. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Case paper and 8 hour emergency shift. Students will work alongside other RVT's to perform and practice these skills. **Assessment Method Type:** Case Study/Analysis **Target for Success:** 92% of the students will achieve the SLO.	06/30/2013 - All students submitted a relevant and well researched and well written Case Study. Providing the opportunity for students to submit a draft of their report for review and critique prior to submitting the final version was helpful in their learning and the successful outcome. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional PT hourly RVT to assist with grading and recording skills competency. **GE/IL-SLO Reflection:** Meets all related college GE/SLOs	06/30/2013 - Retain the Case Study Assignment with the requirement to submit a draft for evaluation and critique prior to submitting the final report for grading.
		07/12/2012 - All but four students passed the class. See SLO #1 **Result:** Target Met	07/12/2012 - All but four students passed the class. A change in testing structure will be proposed for next year to eliminate failures due to

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2011-2012 **Resource Request:** Additional funding for medical and surgical supplies for live animal procedures. **GE/IL-SLO Reflection:** Meets with all four college level ILO's.	missed pop quizzes. Interim evaluations and assessments of research report drafts will be offered for students interested in perfecting their submitted works.
		10/07/2011 - The SLO was achieved with on-site practical experience with real patients in local clinics and hospitals. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Increased funding for laboratory supplies to practice required skills.	10/28/2011 - The course was a successful one, even with a reassignment of instructors mid-quarter. The course is useful and challenging, and will remain as it is for the next year.
Department - Veterinary Technology (V T) - V T 85 - VETERINARY EMERGENCY & CRITICAL CARE - SLO 3 - Application of Knowledge - Choose from among a set of relevant sample case studies, review the clinical case and develop a written Nursing Care Plan for the patient. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Review and assess the student's Nursing Plan and evaluate based on standard criteria. **Assessment Method Type:** Case Study/Analysis **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	10/05/2013 - 100% of the students finished the assignment satisfactorily. This assignment worked well as intended...Done for the first time and needs to be tweaked to further improve student learning. Developing Nursing care plans is an important skill for RVTs to learn and become proficient in. Textbook is expensive and out of reach for all students--consider having copies in the VT Lab and/or on reserve in the Library for students to use. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Purchase Nursing Assessment textbooks for use in the VT Lab. **Resource Request:** Purchase Nursing Assessment textbooks for use in the VT Lab. **GE/IL-SLO Reflection:**	06/30/2013 - request Nursing Process texts for the VT Program Library Collection. Continue to refine and improve the Nursing assessment assignment and advocate with the program director to encourage implementation across the VT Curriculum.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Meets all related college GE/SLOs **GE/IL-SLO Reflection:** Meets all related college GE/SLOs	
		07/12/2012 - All but four students passed the course. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional funding for medical and surgical supplies for live animal procedures. **GE/IL-SLO Reflection:** Meets with all four ILO's	07/12/2012 - All but four students passed the class. A change in testing structure will be proposed for next year to eliminate failures due to missed pop quizzes. Interim evaluations and assessments of research report drafts will be offered for students interested in perfecting their submitted works.
Department - Veterinary Technology (V T) - V T 86 - LABORATORY ANIMAL TECHNOLOGY - SLO 1 - Knowledge - Identify the common species and breeds of laboratory animals and articulate the husbandry and care of each. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Series of weekly Quizzes, two Midterm Exams and one Final Exam; Written Lab Practical Exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of enrolled students achieve a score of 75% or higher on each evaluation.	07/05/2013 - Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources. Skills testing and documentation meet accreditation standards. Number of lecture hours is excessive for objectives of the course- reduce from 4-hrs/wk to 3-hrs/wks **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds for PT Allied Health Specialist (RVT) to provide additional supervision and direction for students and to assist faculty in providing care for teaching animals. Funding to support material and supplies for all assiciated lab activities. **GE/IL-SLO Reflection:** Meets all related college GE/SLOs	07/05/2013 - Propose change in Lecture Hours to Program Director. Review and update all lecture material to reflect current standards in the profession and current teaching methodologies.
		07/12/2012 - All students were able to meet the stated SLO. **Result:**	07/12/2012 - The course is well-designed and well-taught and will remain for next year.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional funding for medical and surgical supplies for live animal procedures. **GE/IL-SLO Reflection:** All four of the ILO's relate to this SLO.	
Department - Veterinary Technology (V T) - V T 86 - LABORATORY ANIMAL TECHNOLOGY - SLO 2 - Application of knowledge - Know and discuss all the laws that pertain to the Care and Use of Laboratory Animals. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Series of weekly Quizzes, two Midterm Exams and one Final Exam; Written Lab Practical Exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 97% of enrolled students achieve a score of 75% or higher on each evaluation.	07/05/2013 - All students passed the course by successfully achieving a passing grade in all course assessments. The course is a useful and successful one, and will remain as it is for the next year. Course will benefit from having a consistent instructor year to year. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds for PT Hourly RVT to help meets with and track student progress. Funds for Online Skills Tracking Solution **GE/IL-SLO Reflection:** Meets all related college GE/SLOs	07/05/2013 - review and update all course materials to reflect current laws and regulations. Consider adding a panel discussion with regulators.
		07/12/2012 - All the students were able to meet the SLO. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional funding for medical and surgical supplies for live animal procedures. **GE/IL-SLO Reflection:** Meets with all four of the ILO's for the college.	07/12/2012 - The course is well-designed and well-taught and the current approach will be used again next year.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - V T 86L - LABORATORY ANIMAL METHODS - SLO 1 - Application of Knowledge - Demonstrate entry-level competency in the humane and proper restraint and handling of common laboratory animal species. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Laboratory Practical Examinations. **Assessment Method Type:** Observation/Critique **Target for Success:** 97% of the students will achieve a score of 75% or greater on all clinical skills assessments	09/21/2013 - 100% of the students passed the two lab practical tests with scores of >75%. These are very time consuming and difficult for faculty and students given the large class size. Recommend scheduling two labs and splitting the students into two lab sections like all other VT Courses with labs.Will need another RVT lab Instructor. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Online Skills tracking Software. Additional RVT Lab Instructor. Funds for additional Animal Models. Live lab Animals (mouse, rat, rabbit)housed on site **Resource Request:** Additional RVT Lab Instructor. Funds for additional Animal Models. Live lab Animals (mouse, rat, rabbit)housed on site **GE/IL-SLO Reflection:** Meets all related IL-SLOs. **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	09/21/2013 - Discuss the course structure with the VT Program Director and make recommendations for change. Suggest scheduling two lab sections each with two instructors instead of only one to enhance teaching and learning. request additional funds for live animals and animal mannikins.
		07/12/2012 - All students met the SLO with success. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional funding for medical and surgical supplies for live animal procedures. **GE/IL-SLO Reflection:** Meets with communication and critical thinking ILO's	07/12/2012 - The lab is well-designed and effectively accomplishes the SLO and will remain for next year.
		07/05/2012 - 100% of the students passed the two lab practical tests. These are very time consuming and difficult for faculty and students given the	07/05/2012 - Discuss the course structure with the VT Program Director and make

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		large class size. recommend scheduling two labs and splitting the students like all other VT Courses with labs.Will need another RVT Instructor. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds for housing lab animals during the spring quarter. Funds for PT Allied Health Specialist (RVT) to provide additional supervision and direction for students and to assist faculty in providing care for teaching animals. **Resource Request:** Funds for housing lab animals during the spring quarter. Funds for PT Allied Health Specialist (RVT) to provide additional supervision and direction for students and to assist faculty in providing care for teaching animals. **GE/IL-SLO Reflection:** Meets all related college GE/SLOs **GE/IL-SLO Reflection:** Meets all related college GE/SLOs	recommendations for change. Suggest scheduling two lab sections each with two instructors instead of only one to enhance teaching and learning.
Department - Veterinary Technology (V T) - V T 86L - LABORATORY ANIMAL METHODS - SLO 2 - Application of knowledge - Demonstrate entry-level competency in the essential clinical methods and procedures commonly performed on common laboratory animal species in biomedical facilities (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Lab Practical Examinations **Assessment Method Type:** Observation/Critique **Target for Success:** 97% of the students will achieve a score of 75% or greater on all clinical skills assessments.	09/21/2013 - All AVMA Essential Skills achieved by all students. Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources. Skills testing and documentation meet accreditation standards. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Online Skills Tracking Software. Additional RVT LAb Instructor. Funds for Live Animal	09/21/2013 - request online tracking software and additional RVT to assist with skills assessment and documentation. Discus restructuring the Course with the VT Program Director. request additional funds.

		Colony. Funds for Animal Manikins. **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	
		07/05/2012 - All AVMA Essential Skills achieved by all students. Methods of instruction and assessment are effective and relevant for students needs in this course. Continue to improve content and enrich the learning environment with visual resources. Skills testing and documentation meet accreditation standards. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds for PT Hourly RVT to help meets with and track student progress. Funds for Online Skills Tracking Solution **Resource Request:** Funds for PT Hourly RVT to help meets with and track student progress. Funds for Online Skills Tracking Solution **GE/IL-SLO Reflection:** Meets all related college GE/SLOs **GE/IL-SLO Reflection:** Meets all related college GE/SLOs	07/05/2012 - request online tracking software and additional RVT to assist with skills assessment and documentation.
		07/05/2012 - All students were able to master the SLO. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional funding for medical and surgical supplies for live animal procedures. **GE/IL-SLO Reflection:** Meets with communication, critical thinking and responsibility.	07/12/2012 - The lab skill are well-organized and presented and will continued on into next year.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - V T 87A - ADVANCED ANIMAL CARE SKILLS I - SLO 2 - Communication - Make accurate entries into the animals records and demonstrate the ability to work cooperatively and communicate effectively with other members of the health care team. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** The senior students will effectively communicate animal care needs with the first year students. The seniors will then contact necessary faculty to provide informative updates on status of animals and the facility. **Assessment Method Type:** Presentation/Performance **Target for Success:** Of the students who choose to remain in the VT program, a success rate of 97% is realistic. Less than 100% success occurs if students miss assigned shifts, or if negligence occurs during the shift.	05/21/2013 - All students achieved this SLO **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More funding for faculty or staff oversight of shifts. **GE/IL-SLO Reflection:** Communication, computation, critical thinking.	05/21/2013 - Research a computer based time and shift tracker.
		01/18/2013 - Forty-two students enrolled in the course. One student needed an incomplete at the end of the quarter due to health concerns. All other students passed. The course was successful. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More funding for faculty or staff oversight of shifts. Funding to acquire horse and sheep to restore the large animal teaching colony reduced due to budget cuts. **GE/IL-SLO Reflection:** Meets with all four of the college level ILO's	01/18/2013 - The course is successful and will remain in it's present form. Actively pursue conversion to a computer-based shift tracking system to facilitate documentation of TBA Hours. Actively seek out additional opportunities for large animal skills acquisition.
		01/20/2012 - 100% of the students met the learning outcome. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional funding for medications, feed, materials, and supplies for animals and recording. **GE/IL-SLO Reflection:** Ties in with communication, critical thinking,	01/20/2012 - This course is in transition as we work to meet new state requirements for documentation of hours. This is a unique course in that it operates twice a day, 365 days a year to meet the needs of our program animals. The director, dean, and administrators will meet in the next few weeks to discuss and formalize a plan of action.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		and career training.	
Department - Veterinary Technology (V T) - V T 87A - ADVANCED ANIMAL CARE SKILLS I - SLO 1 - Responsibilities - Conscientiously and safely perform assigned routine husbandry duties and prescribed medical care of veterinary technology teaching animals. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** The senior students will perform required care of all program animals, oversee first year students, and report to necessary faculty all information of note regarding the animals and the facility. **Assessment Method Type:** Presentation/Performance **Target for Success:** For all students who remain with the VT program, a target of success is 97%. Other that the students who choose to leave, failure to meet the target of success could occur with missing assigned shifts or injury to animals or facility.	05/21/2013 - This SLO was achieved. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Another assistant (staff or faculty) needed to provide more oversight of shifts. **GE/IL-SLO Reflection:** Communication, computation, critical thinking.	05/21/2013 - Research a computer based time tracker.
		01/18/2013 - Forty-two students enrolled in the course, and all but one passed. One student needed an incomplete due to health reasons and will complete remaining hours in the winter quarter. The course design and content is successful. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More funding for faculty or staff oversight of shifts. computer-based shift tracking system to facilitate documentation of TBA Hours. Funds to acquire horse and sheep to restore the large animal teaching colony reduced due to budget cuts. **GE/IL-SLO Reflection:** Meets with all four of the college ILO's	01/18/2013 - The course is successful and will remain in its present form. Acquire new large animals as funding allows. Actively pursue computer-based shift tracking system to facilitate documentation of TBA Hours.
		01/18/2012 - 100% of students met the requirements for the course. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	01/18/2012 - New requirements for documentation for hours was addressed and log sheets will be instituted in the next quarter. Each student will document 36 hours of work. The director will meet with the

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: Another assistant (staff or faculty) needed to provide more oversight of shifts. **GE/IL-SLO Reflection:** This SLO meets with communication, critical thinking, and career training.	dean and other administrators to address the documentation necessary for this unique class which operates twice a day, 365 days per year.
Department - Veterinary Technology (V T) - V T 87B - ADVANCED ANIMAL CARE SKILLS II - SLO 1 - Responsibilities - Conscientiously and safely perform assigned routine husbandry duties and prescribed medical care of veterinary technology teaching animals. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will carry out essential tasks related to the care of the program animals and the facility. **Assessment Method Type:** Presentation/Performance **Target for Success:** Of the students who remain with the program, a target for success is 97%. Penalties occur for failure to perform assigned shifts, or if negligence results in injury or damage to animals or the facility.	07/15/2013 - All students mastered the skills. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More funding for materials, supplies, and faculty. **GE/IL-SLO Reflection:** Communication, critical thinking, computation skills used.	07/15/2013 - The course will remain as it is.
		04/12/2012 - The course met with a 100% pass rate. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Another assistant (staff or faculty) needed to provide more oversight of shifts. **GE/IL-SLO Reflection:** Meets with communication, critical thinking, and life-long skills.	04/12/2012 - The course went well, and changes were made to be in compliance of rules by the state for TBA courses, hours, and documentation.
Department - Veterinary Technology (V T) - V T 87B - ADVANCED ANIMAL CARE SKILLS II - SLO 2 - Communication - Make accurate entries into the animals records and demonstrate the ability to work cooperatively and communicate effectively with other members of the health care team. (Created	**Assessment Method:** The senior students will effectively communicate with the first year students, and will provide necessary written and verbal information to faculty. **Assessment Method Type:**	07/15/2013 - All students mastered these skills. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:**	07/15/2013 - The course will remain as it is.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	Presentation/Performance **Target for Success:** Of the students who remain with the program, a success rate of 97% is realistic.	More funding for materials, supplies, and faculty. **GE/IL-SLO Reflection:** Communication, critical thinking, computation skills.	
		04/12/2012 - 100% pass rate. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** More funding for faculty or staff oversight of shifts. **GE/IL-SLO Reflection:** Meets with communication, life-long learning, and critical thinking.	04/12/2012 - The course went well, and changes were made to be in compliance of rules by the state for TBA courses, hours, and documentation.
Department - Veterinary Technology (V T) - V T 87C - ADVANCED ANIMAL CARE SKILLS III - SLO 1 - Responsibilities - Conscientiously and safely perform assigned routine husbandry duties and prescribed medical care of veterinary technology teaching animals. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will work all assigned shifts and properly carry out medical and husbandry requirements for all program animals. **Assessment Method Type:** Presentation/Performance **Target for Success:** 97% of the students will properly and successfully carry out the SLO.	07/15/2013 - 100% of the students worked their shifts and carried out necessary program and animal care duties. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More funding for materials, supplies, and faculty. **GE/IL-SLO Reflection:** Communication, critical thinking, computation skills are used.	07/15/2013 - All foothill college VT animals have been re-homed and there will no longer be resident animals. This course will no longer be offered.
		07/12/2012 - All students successfully completed their required shifts as well as their additional enrichment activities. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional funding for medications, feed,	07/12/2012 - The course went very well and the new requirements for recording hours and activities for the state audit were met.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		materials, and supplies for animals and recording. **GE/IL-SLO Reflection:** This meets with the ILO for communication, computation, critical thinking and community responsibility.	
		10/07/2011 - 100% of the students did an amazing job with animal care. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Increased funding for supplies to care for and feed the animals.	10/28/2011 - The current format and schedule for animal care will remain the same. The course is very useful, and highly successful, and will remain without modification.
Department - Veterinary Technology (V T) - V T 87C - ADVANCED ANIMAL CARE SKILLS III - SLO 2 - Communication - Make accurate entries into the animals records and demonstrate the ability to work cooperatively and communicate effectively with other members of the health care team. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** All students will successfully, competently, and completely fill out medical records, daily information sheets, and phone and email contacts with classmates and professors. **Assessment Method Type:** Discussion/Participation **Target for Success:** 97% of the students will meet the SLO goals.	07/15/2013 - All the students performed their duties well. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More funding for materials, supplies, and faculty. **GE/IL-SLO Reflection:** Communication, critical thinking, computation.	07/15/2013 - All of the program animals have been re-homed and this course will no longer be offered.
		07/12/2012 - All students successfully completed the requirements for the course. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional funding for medications, feed, materials, and supplies for animals and recording. **GE/IL-SLO Reflection:**	07/12/2012 - The course went well and all communications were timely and effective.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		This meets with all four of the ILO's for the college.	
		10/07/2011 - All the students did a wonderful job with animal care and communication. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Increased funding for supplies to care for and feed the animals.	10/28/2011 - The course was a resounding success, and students demonstrated a high degree of skill, professionalism, and decision-making. The course will remain as it is without modification for the next year.
Department - Veterinary Technology (V T) - V T 88A - CLINICAL PRECEPTORSHIP I - SLO 1 - Preceptorship - Relate their personal practical clinical experience with the associated knowledge from the related didactic portion of the course. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Review and assess the student's weekly written assignment on their personal clinical experience related to what they are studying concurrently in the didactic portion of the course. **Assessment Method Type:** Essay/Journal **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	11/12/2013 - Approximately 75% of students earn a score of 75% or higher on class assignments. This course is an entry level, 6-week course in veterinary assisting. Some students will sign up for the course and then not follow through. They will often not Drop or Withdraw thereby forcing me to give a grade of F. Of the students working in the course, 97% are earning a score of 75% or above. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Paid hours for instructor to make online class ADA accessible. **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	09/21/2013 - Work on making course ADA accessible to all students. talk to Dean re; Funds for conversion. Continue delivery of course as is. Feedback on student anonymous exit survey is positive. Nothing needs to be added at this time.
		09/30/2012 - Approximately 75% of students earn a score of 75% or higher on class assignments. This course is an entry level, 6 week course in veterinary assisting. Some students will sign up for the course and then not follow through. They will often not Drop or Withdraw thereby forcing me to give a grade of F. Of the students working in the course, 97% are earning a score of 75% or above. **Result:** Target Met	02/07/2013 - Work on making course accessible to all students. Continue delivery of course as is. Feedback on student anonymous exit survey is positive. Nothing needs to be added at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2011-2012 **Resource Request:** Paid hours for instructor to make online class accessible	
Department - Veterinary Technology (V T) - V T 88A - CLINICAL PRECEPTORSHIP I - SLO 2 - Preceptorship - Acquire experience and demonstrate entry-level competence in essential tasks commonly delegated to the Veterinary Assistant. Complete a checklist of Essential Tasks for the Veterinary Assistant. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Student submits a completed checklist signed off by their on-site supervisors at the end of the course that reflects their progress achieving the required hands-on clinical experience at an entry level. **Assessment Method Type:** Field Placement/Internship **Target for Success:** 97% of students must complete all of the specific skills for each Module at an entry level of competency on the completed checklist.	09/21/2013 - Considering change to new textbook, which would require re-writing the Competency Checklists. Would be beneficial to travel to meet with Bay Area Preceptor Coordinators (mileage reimbursement) **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Mileage Reimbursement for Preceptorship Site Visits **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	09/21/2013 - Research Textbooks and Discuss Site Visits and Mileage reimbursement with Program Director and Dean.
		09/30/2012 - Approximately 75% of students earn a score of 75% or higher on class assignments. This course is an entry level, 6 week course in veterinary assisting. Some students will sign up for the course and then not follow through. They will often not Drop or Withdraw thereby forcing me to give a grade of F. Of the students working in the course, 97% are earning a score of 75% or above. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Paid hours for instructor to make online class accessible	02/07/2013 - Work on making course accessible to all students. Continue delivery of course as is. Feedback on student anonymous exit survey is positive. Nothing needs to be added at this time.
Department - Veterinary Technology (V T) - V T 88B - CLINICAL PRECEPTORSHIP II - SLO 1 - Preceptorship - Relate their	**Assessment Method:** Review and assess the student's weekly written assignment on their personal clinical	09/21/2013 - Approximately 75% of students earn a score of 75% or higher on class assignments. This course is an entry level, 6 week course in	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
personal practical clinical experience with the associated knowledge from the related didactic portion of the course. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	experience related to what they are studying concurrently in the didactic portion of the course. **Assessment Method Type:** Essay/Journal **Target for Success:** 97% of students achieve a score of 75% or higher on each evaluation.	veterinary assisting. Some students will sign up for the course and then not follow through. They will often not Drop or Withdraw thereby forcing me to give a grade of F. Of the students working in the course, 97% are earning a score of 75% or above. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Paid hours for instructor to make online class ADA accessible. **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	09/21/2013 - Work on making course ADA accessible to all students. Continue delivery of course as is. Feedback on student anonymous exit survey is positive. Nothing needs to be added or changed at this time.
		09/30/2012 - The student works with an employee at their internship site and fills out a competency record that is from the school to the students. Student will give to person who is assessing them. Competency document is returned to instructor at the end of the quarter. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** An additional lab assistant to help with signing off of required skills lists.	09/30/2012 - Add correspondance between the course site and the instructor.
Department - Veterinary Technology (V T) - V T 88B - CLINICAL PRECEPTORSHIP II - SLO 2 - Preceptorship - Acquire experience and demonstrate entry-level competence in essential tasks commonly delegated to the Veterinary Assistant. Complete a checklist of Essential Tasks for the Veterinary Assistant. (Created By Department - Veterinary Technology (V T))	**Assessment Method:** Student submits a completed checklist signed off by their on-site supervisors at the end of the course that reflects their progress achieving the required hands-on clinical experience at an entry level. **Assessment Method Type:** Field Placement/Internship **Target for Success:**	11/12/2013 - Considering change to new textbook, which would require re-writing the Competency Checklists. Would be beneficial to travel to meet with Bay Area Preceptor Coordinators (mileage reimbursement) **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:**	09/21/2013 - Research Textbooks and Discuss possibility of an on-campus meeting and Preceptorship Site Visits and Mileage Reimbursement with Program Director and Dean.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	97% of students must complete all of the specific skills for each Module at an entry level of competency on the completed checklist.	Funds of at least one on-campus meeting for students during the quarter. Mileage Reimbursement for Preceptorship Site Visits **Resource Request:** Funds of at least one on-campus meeting for students during the quarter. Mileage Reimbursement for Preceptorship Site Visits **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	
		09/30/2012 - The student works with an employee at their internship site and fills out a competency record that is from the school to the students. Student will give to person who is assessing them. Competency document is returned to instructor at the end of the quarter. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** An additional lab assistant to help with signing off of required skills lists.	09/30/2012 - Correspondance with internship site where students is working.
Department - Veterinary Technology (V T) - V T 89 - CLINICAL INTERNSHIP I - SLO 2- Job Responsibilities - Consistently exhibit a strong work ethic and demonstrate the ability to adapt to to various methodologies and practice philosophies and successfully integrate into the veterinary workplace. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Written evaluations on standardized written Midterm and Final Evaluation Forms by each student's internship supervisor, requiring specific feedback on work ethic, professional behavior, teamwork, aptitude and communication skills in addition to hands on skills acquisition. **Assessment Method Type:** Field Placement/Internship **Target for Success:** 97% of students achieve a grade of C+ or better on the assessment by the intern supervisor and intern coordinator of the student's attitude, caring and compassion towards patients, courtesy, reliability, aptitude, skill in communicating with clients	07/08/2013 - 92% of students achieved a grade of C+ or better. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More paid time for intern coordinator/instructor to monitor students, online/computerized method of tracking student clinical skills acquisition which would be much easier to manage among all program faculty **GE/IL-SLO Reflection:** Meets all related IL-SLOs 07/18/2012 - 97% of students attained a grade of	07/08/2013 - Request funds for Online/Computer-based Clinical Skills Tracking solution. Find a way to spend more individual time with struggling interns. More PT hourly tutorial?

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	and professional staff.	C+ or better and significant progress was made bey each student toward completion of their individual Essential Skills Checklist at Level I. All students have begun to effectively integrate into their respective practices. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional funds for compensation for travel to iinternship sites and additional load to better reflect time required for internship management and monitoring of students. **GE/IL-SLO Reflection:** Practical Training and On the Job Work Experience meets all IL-SLOs.	
Department - Veterinary Technology (V T) - V T 89 - CLINICAL INTERNSHIP I - SLO 1 - Application of Knowledge - Observe, practice, and ultimately demonstrate entry-level competency in the skills delineated in the Internship Clinical Skills Lists for VT89. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Written evaluations by each student's internship supervisor, with guidelines for the supervisor from the Program Director and the Internship Coordinator **Assessment Method Type:** Field Placement/Internship **Target for Success:** 97% of students achieve a grade of C+ or better from the internship supervisor who assesses the student's ability to perform skills listed in the Internship Clinical Skills Lists for VT89 at an entry-level. Completion of Essential Skills Checklist at Level I proficiency.	07/08/2013 - 92% of students passed with a grade of C+ or better. Three students achieved a grade of C. Most students did extremely well. There were three students who struggled with a variety of issues in the clinical setting, such as lack of self confidence, focus and motivation. Need for Online/computer-based method for tracking clinical skills acquisition which would be much easier to manage among all program faculty students and intern supervisors. Find a way to spend more time with struggling interns. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More paid time for intern coordinator/instructor to monitor students, funds for online/computer-based method for tracking clinical skills acquisition . **GE/IL-SLO Reflection:** Meets all related IL-SLOs	07/08/2013 - Request funds for online/computer-based clinical skills tracking solution. request funds for more PT hourly help for monitoring and tracking interns. brainstorm with program director to Find a way to spend more time with struggling interns.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		07/13/2012 - All students successfully passed VT89. One student received a C and a conference/warning. All students were carefully monitored for successful skills acquisition in the off site clinical setting. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** The internship coordinator needs much more time to help these students find a suitable clinical placement. The students are very inexperienced and need a great deal of help writing resumes and polishing their interview skills. **GE/IL-SLO Reflection:** Practical Training and On the Job Work Experience meets all IL-SLOs.	07/13/2012 - Continue to provide the students with much needed proactive help in finding suitable clinical placements, with resume writing and interview skills advice. I would like to add some in-class time in place of some internship hours to help them conform fully to the requirements of skills documentation.
		11/28/2011 - All students passed with at least a grade of C+, the vast majority were given A or A+ by their respective supervisors. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** More faculty load for communicating with and visiting internship supervisors on-site **GE/IL-SLO Reflection:** Practical Training and On the Job Work Experience meets all IL-SLOs.	07/26/2012 - Assessment forms and processes are appropriate and elicit desired information to track and document student progress. Update AVMA Essential Skills Checklist to reflect current AVMA-CVTEA Requirements of accreditation. Implement "Train the Trainer" program to ensure that each Clinical Supervisor understand the requirements for assessment and documentation of Essential Clinical Skills according to Standard Criteria in the VT Internship Checklist. Obtain signed documentation from each clinical site.
Department - Veterinary Technology (V T) - V T 91 - CLINICAL INTERNSHIP II - SLO 1 -	**Assessment Method:** Written evaluations by each student's	01/15/2013 - All except one student attained a grade of B and higher. Most students had very	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Application of Knowledge - Observe, practice, and ultimately demonstrate entry-level competency in the skills outlined in Internship Clinical Skills Lists for VT91. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	internship supervisor, with guidelines for the supervisor from the Program Director and the Internship Coordinator, specifically addressing skills listed for VT91. **Assessment Method Type:** Field Placement/Internship **Target for Success:** 97% of students will achieve a grade of C+ or higher from internship supervisor at the on-site internship on standardized written Midterm and Final Evaluation Forms.	positive comments from internship supervisors. Need to Implement "Train the Trainer" Process and Documentation for all non-faculty Intern Supervisors as required by accreditation. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds for Student Skills tracking Software to facilitate assessment and documentation of required skills as mandated by accreditation. **GE/IL-SLO Reflection:** Course meets all related IL-SLOs	02/03/2013 - Request funds for Student Skills Tracking Software to facilitate assessment and documentation of required skills as mandated by accreditation during next budget cycle. Implement "Train the Trainer" Process and Documentation for all non-faculty Intern Supervisors as required by accreditation.
		01/06/2012 - 97% of students attained a grade of C+ or higher. The vast majority, 95%, in fact, received an A+ with many highly favorable comments from internship supervisors. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** More faculty load for communicating with and visiting internship supervisors on-site **GE/IL-SLO Reflection:** Practical Training and On the Job Work Experience meets all IL-SLOs.	02/07/2012 - Assessment forms and processes are appropriate and elicit desired information to track and document student progress. Update AVMA Essential Skills Checklist to reflect current AVMA-CVTEA Requirements of accreditation.
		11/28/2011 - All students earned a grade of C+ or higher, with the vast majority earning A or A+. The majority of students were deemed to be excellent interns, in a wide variety of placement settings. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional funds for compensation for travel to internship sites and additional load to	02/07/2012 - Assessment forms and processes are appropriate and elicit desired information to track and document student progress. Update AVMA Essential Skills Checklist to reflect current AVMA-CVTEA Requirements of accreditation.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		better reflect time required for internship management and monitoring of students. **GE/IL-SLO Reflection:** Practical Training and On the Job Work Experience meets all IL-SLOs.	
Department - Veterinary Technology (V T) - V T 91 - CLINICAL INTERNSHIP II - SLO 2- Job Responsibilities - Consistently exhibit a strong work ethic and demonstrate the ability to adapt to to various methodologies and practice philosophies and successfully integrate into the veterinary workplace. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Each student's internship supervisor in the on-site placement will evaluate the student for high standards of professional behavior, work ethic, commitment to excellence and aptitude. **Assessment Method Type:** Field Placement/Internship **Target for Success:** 97% of students will attain a grade of C+ or better. Completion of Essential Skills Checklist at Level II.	01/15/2013 - All students made substantial progress on their Skills Checklist. Three students require more intensive monitoring via close communication with their internship supervisors and site visits. All except one student made a grade of C and higher. This student will require input from her disabilities advisor. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Funds for Clinical Skills Documentation Software. **GE/IL-SLO Reflection:** Course meets all IL-SLOs	02/03/2013 - Continue to meet regularly with students to assess progress. Intervene as needed with students not meeting progress expectations. Document and notify/involve Director as needed. requests funds for skills tracking software during the next budget cycle.
		02/07/2012 - 97% of students attained a grade of C+ or better and significant progress was made bey each student toward completion of their individual Essential Skills Checklist at Level II. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Online software to track student competency progress/skill documentation; Additional part time hourly RVT or additional load to assist with site visits and competency tracking. **GE/IL-SLO Reflection:** Course meets all related IL-SLOs.	02/07/2012 - Assessment forms and processes are appropriate and elicit desired information to track and document student progress. Update AVMA Essential Skills Checklist to reflect current AVMA-CVTEA Requirements of accreditation.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - V T 92 - CLINICAL INTERNSHIP III - SLO 2- Job Responsibilities - Consistently exhibit a strong work ethic and demonstrate the ability to adapt to to various methodologies and practice philosophies and successfully integrate into the veterinary workplace. (Created By Department - Veterinary Technology (V T)) **Start Date:** 01/07/2013 **End Date:** 03/29/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Each student's internship supervisor in the on-site placement will evaluate the student for high standards of professional behavior, work ethic, commitment to excellence and aptitude.Completion of Essential Skills Checklist at Level IV. **Assessment Method Type:** Field Placement/Internship **Target for Success:** 97% of students will attain a grade of C+ or higher. Completion of Essential Skills Checklist at Level III.	04/19/2013 - 95% of student interns achieved a grade of B and higher. Most students achieved an A or A+. Two students failed. These two failed students were struggling in earlier courses and more attention needs to be paid to these trends. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional funds for compensation for travel to internship sites and additional load to better reflect time required for internship management and monitoring of students. Online software to track student competency progress/skill documentation; Addit **GE/IL-SLO Reflection:** Practical Training and On the Job Work Experience meets all related IL-SLOs.	04/19/2013 - Develop a way for faculty to conference more effectively about marginal students' skills in order to intervene earlier and more decisively. More time needed for the Internship Coordinator to monitor progress. 07/26/2012 - Assessment forms and processes are appropriate and elicit desired information to track and document student progress. Update AVMA Essential Skills Checklist to reflect current AVMA-CVTEA Requirements of accreditation. Implement "Train the Trainer" program to ensure that each Clinical Supervisor understand the requirements for assessment and documentation of Essential Clinical Skills according to Standard Criteria in the VT Internship Checklist. Obtain signed documentation from each clinical site.
Department - Veterinary Technology (V T) - V T 92 - CLINICAL INTERNSHIP III - SLO 1 - Application of Knowledge - Observe, practice, and ultimately demonstrate entry-level competency in the skills delineated in the Internship Clinical Skills Lists for VT92. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Written evaluations by each student's internship supervisor, with guidelines for the supervisor from the Program Director and the Internship Coordinator **Assessment Method Type:** Field Placement/Internship **Target for Success:** 97% of students enrolled will achieve a grade of C+ or higher on standardized	04/19/2013 - 95% of interns achieved a grade of B or higher. Most interns received an A or A+. Two students failed. The students who failed were struggling in fall quarter courses and more weight needs to be given to lab performance, e.g. one student failed the clinical pathology practical in the Fall and then failed VT92 in the Winter. **Result:** Target Not Met **Year This Assessment Occurred:**	04/19/2013 - Monitor interns with marginal performance in VT91 much more closely. Intern coordinator needs to intervene more decisively and with more support from other faculty.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	written Midterm and Final Evaluation Forms.	2012-2013 **Resource Request:** More paid time for intern coordinator/instructor to monitor students, electronic computerized method of tracking skills acquisition which would be much easier to manage among all program faculty	
		04/18/2012 - Target for success was met. One student failed, one student has an incomplete. All other students achieved a C+ or higher. Most students earned an A or A+. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** More faculty load for communicating with and visiting internship supervisors on-site **GE/IL-SLO Reflection:** Practical Training and On the Job Work Experience meets all related IL-SLOs.	04/18/2012 - I would have liked to spend more time directly interacting with internship supervisors. I estimate this amount of time to be 45 hours, over and above my faculty load, especially since I need to drive to these sites some of which are more than 25 miles away.
Department - Veterinary Technology (V T) - V T 93 - CLINICAL INTERNSHIP IV - SLO 1 - Application of Knowledge - Observe, practice, and ultimately demonstrate entry-level competency in the skills set forth in the Internship Clinical Skills Lists for VT93. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Written evaluations by each student's internship supervisor, with guidelines for the supervisor from the Program Director and the Internship Coordinator. **Assessment Method Type:** Field Placement/Internship **Target for Success:** 97% of students will achieve a grade of C+ or higher and achieve Completion of Essential Skills Checklist at Level IV.	07/08/2013 - 97% of students achieved a grade of C+ or higher. Most interns did extremely well and received high praise from their internship supervisors. Need to implement "Train the Trainer" Process and Documentation for all non-faculty Intern Supervisors as required by accreditation. Need to find resources for and implement online skills tracking solution, which would be much easier to manage among all program facultyMeeting with interns individually is very time consuming. A different format for meeting with students might be helpful - small group meetings for example - made part of the curriculum for this class. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	07/08/2013 - 1) Implement Train the trainer Program and documentation as required for accreditation. 2) Request funds for Online Skills Tracking solution. 3) request funds for additional PT Hourly RVT to help counsel and track students.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: More paid time for intern coordinator/instructor to monitor students, online/computer-based computerized method of tracking skills acquisition. **GE/IL-SLO Reflection:** Meets all IL-SLOs	
		07/18/2012 - All students successfully passed the course and are high functioning students ready to graduate. All students were carefully monitored for successful skills acquisition in the off site clinical setting. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional funds for compensation for travel to internship sites and additional load to better reflect time required for internship management and monitoring of students. Online software to track student competency progress/skill documentation; Addit **GE/IL-SLO Reflection:** Practical Training and On the Job Work Experience meets all related IL-SLOs.	07/26/2012 - Continue to provide the students with much needed proactive help in finding suitable clinical jobs at graduation (Most continue on in their Internships full time employees...) I would like to add some in-class time in place of some internship hours to help them conform fully to the requirements of skills documentation and to work with them on the practical application of the Nursing Process. I would have liked to spend more time directly interacting with internship supervisors. I estimate this amount of time to be 45 hours, over and above my faculty load, especially since I need to drive to these sites some of which are more than 25 miles away.
Department - Veterinary Technology (V T) - V T 93 - CLINICAL INTERNSHIP IV - SLO 2- Job Responsibilities - Consistently exhibit a strong work ethic and demonstrate the ability to adapt to to various methodologies and practice philosophies and successfully integrate into the veterinary workplace. (Created By Department - Veterinary Technology (V T))	**Assessment Method:** Each student's internship supervisor in the on-site placement will evaluate the student for high standards of professional behavior, work ethic, commitment to excellence and aptitude on standardized written Midterm and Final Evaluation Forms. **Assessment Method Type:** Field Placement/Internship	07/08/2013 - 97% of students achieved a grade of C+ or better. The vast majority of interns did extremely well. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:**	07/08/2013 - Review all evaluative forms and update as needed. request filing cabinets to store internship documentation.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	**Target for Success:** 97% of students will achieve a grade of C+ or better.	Additional Filing Cabinets. Funds for PT Hourly RVT to help meets with and track student progress. Funds for Online Skills Tracking Solution **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	
		07/13/2012 - 100% of students achieved a grade of B or better. Most students received extremely positive comments on their behavior, work ethic, commitment to excellence and aptitude on their evaluations from their clinical supervisors in off-site placements. All students turned in their skills documentation notebooks properly filled in. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Need more time to track skills, to work with students individually who have questions and need extra support. **GE/IL-SLO Reflection:** Practical Training and On the Job Work Experience meets all related IL-SLOs.	07/26/2012 - Assessment forms and processes are appropriate and elicit desired information to track and document student progress. Update AVMA Essential Skills Checklist to reflect current AVMA-CVTEA Requirements of accreditation. Implement "Train the Trainer" program to ensure that each Clinical Supervisor understand the requirements for assessment and documentation of Essential Clinical Skills according to Standard Criteria in the VT Internship Checklist. Obtain signed documentation from each clinical site.
Department - Veterinary Technology (V T) - V T 95 - VETERINARY TECHNICIAN PROFICIENCY - SLO 1 - Application of Knowledge - Prepare and produce accurate and comprehensive written topic review proposals to prepare for and pass the CA Registered Veterinary Technician Licensing Exam. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** topic Faculty shall review and assess finished project presentation and evaluate against stated measurable objectives. **Assessment Method Type:** Class/Lab Project **Target for Success:** All students satisfactorily meet each stated objective in the Project Proposal by presenting by submitting substantive and well-organized original material that is appropriate and articulately written and organized with sufficient scope and depth of content.	06/20/2013 - All the students successfully completed their projects and assignments. Topic Summaries created were substantive and well-organized original material that is appropriate and articulately written and organized with sufficient scope and depth of content. this assignment meets the needs of individual students to review topics in which they self-identify as weak and the needs of the class in compiling a useful series of topic summaries for licensing exam review purposes. graduates are consistently achieving a 100% pass rate on the VT National Exam and greater than 98% pass rate on the CA RVT Exam. **Result:** Target Met	06/20/2013 - New review material will be added or revised annually as required by changes in subject matter. refine the Topics list for review Topic Summaries to assist the students in focusing on essential areas for review for licensing exams. this will ensure an appropriate scope of topics for the individual and the class as a whole.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2012-2013 **Resource Request:** None. **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	
		07/12/2012 - All the students successfully completed their projects and assignments. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional funding for course materials and practice exams. **GE/IL-SLO Reflection:** This course meets with the ILO's for communication, computation, critical thinking and community responsibility.	07/12/2012 - The course is well-designed and continues to serve as a valuable tool to prepare the students for their board exams.
Department - Veterinary Technology (V T) - V T 95 - VETERINARY TECHNICIAN PROFICIENCY - SLO 2 - Application of knowledge - Study and answer practice sets of exam questions with 75% or greater accuracy to prepare for and pass the CA Registered Veterinary Technician Licensing Exam (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Series of weekly Practice Question Sets on relevant topics. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of students complete all practice question sets and achieve a score of 75% or higher on each evaluation.	06/20/2013 - All of the students passed the weekly review question sets and the mock practical exam with a score of at least 75%. Student consistently give feedback that the required Q&A Text and CD-ROM and very useful for review. Also indicate that weekly practice question sets done independently then gone over in class is a god use of time. Will continue to provide structured review lectures and handouts on topics identified by the faulty to be in areas of weakness. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None. **Resource Request:** None. **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	06/20/2013 - The course is well-designed and continues to serve as a valuable tool to prepare the students for their licensing board exams. Essential Knowledge and Critical Thinking requirements for curriculum are met in the capstone course. Delivery method is effective and assessment methods are appropriate. New material added or revised annually as required by changes in subject matter.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: Meets all related IL-SLOs.	
		07/12/2012 - All of the students passed the practice exam with a score of at least 75%. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional funding for course materials and practice exams. **GE/IL-SLO Reflection:** This SLO meets with all four of the ILO's.	07/12/2012 - This course continues to be a valuable tool to prepare the students for their RVT license.
Department - Veterinary Technology (V T) - V T 95L - VETERINARY TECHNICIAN PROFICIENCY LABORATORY - SLO 1 - Application of Knowledge - Complete all VT Program Competency Checklists. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Faculty will periodically collect and review each student's Essential Skills Competency Checklist for completeness and remediate as needed prior to graduation. **Assessment Method Type:** Observation/Critique **Target for Success:** Each student must complete 100% of the Required Essential Skills at entry-level competency as mandated by Accreditation.	06/20/2013 - The Proficiency Lab experiences provided effectively expose the students to many experts in the field of veterinary medicine in a series of lectures that help prepare the student to take the VT State and National Board Exams. Students have the instructor sign off any final uncompleted skills in Clinical Skills Competency Workbook for each student that is required for graduation from the VT Program. Need to begin to convert this course into a more hands-on skills competency practice and assessment focused course to meet student and accreditation needs. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds for PT Allied Health Specialist (RVT) to provide additional supervision and direction for students and to assist faculty in providing care for teaching animals. Funds for online skills assessment and tracking service to facilitate documentation **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	06/20/2013 - Request funds for PT Allied Health Specialist (RVT) to provide additional supervision, assessment, and documentation of student skills competencies and to assist faculty in providing care for teaching animals. Request funds for online skills assessment and tracking service to facilitate documentation

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		07/13/2012 - All students completed their Brown Competency notebooks and were signed off by VT Program Instructors. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** An additional lab assistant to help with signing off of required skills lists. **GE/IL-SLO Reflection:** This course meets or exceeds Institutional level SLO's	07/13/2012 - The Proficiency Lab does expose the students to many experts in the field of veterinary medicine in a series of lectures that help prepare the student to take the VT State and National Board Exams. Students have the instructor sign off skills in Brown Book that is required for graduation from the VT Program.
Department - Veterinary Technology (V T) - V T 95L - VETERINARY TECHNICIAN PROFICIENCY LABORATORY - SLO 2 - Self Awareness - Reflect on their own clinical skills strengths and weaknesses and review, practice, and demonstrate entry-level competency in needed skills required of a graduate Veterinary Technician. (Created By Department - Veterinary Technology (V T)) **Course-Level SLO Status:** Active	**Assessment Method:** Faculty will periodically meet with and review each student's Competency Checklist for completeness and remediate as needed prior to graduation. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** Each student must complete 100% of the Required Essential Skills at entry-level competency as mandated by Accreditation.	06/20/2013 - 100% of students complete most of the Required Essential Skills at entry-level competency as mandated by Accreditation. Addition of reflection assignment could be added to strengthen the students evaluation of their a own strengths and weaknesses. Weaknesses identified could be worked on with a VT program instructor one on one. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funds for PT Allied Health Specialist (RVT) to provide additional supervision and direction for students and to assist faculty in providing care for teaching animals. Funds for online skills assessment and tracking service to facilitate documentation **GE/IL-SLO Reflection:** Meets all related IL-SLOs.	06/20/2013 - Create a terminal reflection assignment in addition to existing student and employer surveys to collect additional information and facilitate individual student's self-knowledge.
		07/13/2012 - 100% of students complete all Required Essential Skills at entry-level competency as mandated by Accreditation. **Result:** Target Met	07/13/2012 - Addition of reflection assignments could be added to strengthen the students evaluation of their own strengths and weaknesses. Weaknesses identified

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2011-2012 **Resource Request:** An additional lab assistant to help with signing off of required skills lists. **GE/IL-SLO Reflection:** Meets or exceeds institutional level SLO's	could be worked on with a VT program instructor one on one. _____

Primary Core Mission: Workforce

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BHS-VT) - Veterinary Technology AS - 1. Fundamental Knowlege, Attitudes, and Critical Thinking - Upon completion of the Veterinary Technology Program: graduates will demonstrate competency in the necessary knowledge, understanding, critical thinking ability, and professional attitudes required for successful practice of veterinary technology in a wide scope of practice settings. **SLO Status:** Active	**Assessment Method:** Veterinary Technician National Examination (VTNE) Scores and Pass Rate **Assessment Method Type:** Exam - Standardized **Target:** 100% of graduates pass the standardized examination. 100% of graduates score above the mean in all categories for all first time candidates.	06/21/2013 - 100% Pass Rate on Veterinary Technician National Exam (VTNE) for 2012 graduate cohort. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None. **GE/IL-SLO Reflection:** Meets all related IL-SLOs. **Related Documents:** Foothill_VTNE Results_Jul-Aug 2012 Mar-Apr 2013 Exam Results for June 2012	06/21/2013 - Students are exceeding well prepared and pass the exam at a 100% rate with average scores well above the mean for all candidates on all exam sections. The curriculum is well designed and implemented and is functioning well.
		07/15/2011 - 100% Pass Rate on Vet Tech National Exam (VTNE) for 2011 graduate cohort. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Augment VT Budgets and Perkins funding for materials and supplies and medical equipment. **GE/IL-SLO Reflection:** Multiple Course Objectives for every course in the Veterinary Technology Curriculum connect to each of the "Four Cs" of the College ILOs. Students are required to demonstrate competency in high order Communication, Computation, Critical Thinking, and Community/Global Consciousness by completing many	03/02/2012 - Students are exceeding well prepared and pass the exam at a 100% rate with average scores well above the mean for all candidates on all exam sections. The curriculum is well designed and implemented and is functioning well.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		required tasks and assignments which allow them to learn, practice, and show proficiency on multiple and varied types of assessments. the ultimate demonstration is that all of the students pass their State and National Licensing Exams and are employed as veterinary Technicians at graduation. **Related Documents:** VTNE Results July 2011	
	Assessment Method: CA Registered Veterinary Technician Practical Examination Scores & Pass Rate. **Assessment Method Type:** Exam - Standardized **Target:** 100% of graduates pass the licensing examination on the first attempt.	06/21/2013 - 96% Pass Rate on CA RVT Licensing Exam for 2012 graduate cohort. Reflects a single student not passing the exam. Names not provided with exam data so cannot positively identify the students and assess reasons. Historically, most students not passing the first time pass on the second attempt. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None. **Resource Request:** None. **GE/IL-SLO Reflection:** Meets all related IL-SLOs. **GE/IL-SLO Reflection:** Meets all related IL-SLOs. **Related Documents:** 2012 CA RVT Licensing Exam Results	06/21/2013 - Students are exceeding well prepared and pass the exam at a 96% rate with average scores well above the mean for all candidates on all exam sections. The curriculum is well designed and implemented and is functioning well. Will attempt to identify the student who did not pass and investigate their weakness further.
		06/29/2011 - 100% Pass Rate on CA RVT Licensing Exam for 2011 graduate cohort. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Augment budgets and Perkins funding for	03/02/2012 - Students are exceeding well prepared and pass the exam at a 100% rate with average scores well above the mean for all candidates on all exam sections. The curriculum is well designed and implemented and is functioning well.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		materials, supplies and medical equipment. **GE/IL-SLO Reflection:** Multiple Course Objectives for every course in the Veterinary Technology Curriculum connect to each of the "Four Cs" of the College ILOs. Students are required to demonstrate competency in high order Communication, Computation, Critical Thinking, and Community/Global Consciousness by completing many required tasks and assignments which allow them to learn, practice, and show proficiency on multiple and varied types of assessments. the ultimate demonstration is that all of the students pass their State and National Licensing Exams and are employed as veterinary Technicians at graduation. **Related Documents:** CA RVT Exam Results	
	Assessment Method: Graduate Survey and Employer Surveys. **Assessment Method Type:** Survey **Target:** 100% return rate from graduates and employers. >90% favorable/positive comments on all questions from both the graduates and the employers. Evidence that graduates are generally satisfied with all aspects of the program curriculum. Evidence that employers are generally satisfied with the knowledge, skills, and attitudes of the graduates.	06/21/2013 - 100% return rate of both surveys achieved for the 2012 graduate cohort. Comments were generally favorable from both students and employers. *Students* consistently indicate a desire for smaller lab size and increased amount time for skills practice and for one-on-on time with lab instructors. Also suggestions to reduce the number of animals housed at the teaching facility and ways to partner with community animal organizations to identify and utilize alternate sources of teaching animals. Many comments about the lack of materials and equipment to meet their needs in labs. Evidence of issues with several faculty members. the program director and administrators are aware of these issues and working with the faculty to resolve them and increase student satisfaction. *Employers* feed back is also generally complementary and favorable. Several areas identified to strengthen	06/21/2013 - Generally highly favorable survey results and comments from both students and employers support the conclusion that the curriculum is well designed and implemented successfully. The challenge that the results highlight is lack of funding for additional RVT specialists and part time hours non-teaching support in the laboratory and in animal care to reduce the overly high student teacher ratio and lack of funding for sufficient materials and supplies, medical equipment to continue to provide state-of-the-art education and training. Support for animals and animal providing care must be identified and re-established.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		the students hands-on clinical skills. Most consider the students well prepared academically and are please with their Internship performance and work ethics. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Support for sufficient faculty assignments and part time hours non-teaching support to keep student-teacher ratio as low as possible while maintaining productivity and to support the faculty and students in doing the non-teaching work of the program **GE/IL-SLO Reflection:** Meets all related IL-SLOs. **Related Documents:** VT Graduate Survey_June 2102 VT Employer Survey_June 2102	
		06/08/2011 - 100% return rate of both surveys achieved. Comments were overwhelmingly favorable from both students and employers. *Students* consistently indicate a desire for smaller lab size and increased amount time for skills practice and for one-on-on time with lab instructors. Also suggestions to reduce the number of animals housed at the teaching facility and ways to partner with community animal organizations to identify and utilize alternate sources of teaching animals. Many comments about the lack of materials and equipment to meet their needs in labs. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** 1)Funds to implement online survey instrument 2)Augmentation of VT Budgets	03/02/2012 - Generally highly favorable survey results and comments from both students and employers support the conclusion that the curriculum is well designed and implemented successfully. the challenge that the results highlight is lack of funding for additional RVT specialists in the laboratory to reduce the overly high student teacher ratio and lack of funding for sufficient materials and supplies and medical equipment to continue to provide state-of-the-art education and training.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		or Perkins Funding to provide formore equipment & supplies + PT RVT Lab Assistants. **GE/IL-SLO Reflection:** Multiple Course Objectives for every course in the Veterinary Technology Curriculum connect to each of the "Four Cs" of the College ILOs. Students are required to demonstrate competency in high order Communication, Computation, Critical Thinking, and Community/Global Consciousness by completing many required tasks and assignments which allow them to learn, practice, and show proficiency on multiple and varied types of assessments. the ultimate demonstration is that all of the students pass their State and National Licensing Exams and are employed as veterinary Technicians at graduation. **Related Documents:** VT 2012 Graduate Survey 2012 VT Employer Survey	
Program (BHS-VT) - Veterinary Technology AS - 2. Clinical Skills Competency - Upon completion of the Veterinary Technology Program graduates will demonstrate comprehensive entry-level clinical skills competency in accordance with accreditation requirements and the standards of practice. **SLO Status:** Active	**Assessment Method:** Veterinary Technician National Examination (VTNE) Scores and Pass Rate. **Assessment Method Type:** Exam - Standardized **Target:** 100% of graduates pass the standardized examination. 100% of graduates score above the mean in all categories for all first time candidates.	06/21/2013 - 100% Pass Rate on Vet Tech National Exam (VTNE) for 2012 graduate cohort. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None. **GE/IL-SLO Reflection:** Meets all related IL-SLOs **Related Documents:** Foothill VTNE Results_Jul-Aug 2012 Foothill VTNE Results_Mar-April_2013	06/21/2013 - Students are exceeding well prepared and pass the exam at a 100% rate with average scores well above the mean for all candidates on all exam sections. The curriculum is well designed and implemented and is functioning well.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		07/15/2011 - 100% Pass Rate on Vet Tech National Exam (VTNE) for 2011 graduate cohort. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Augment VT Budgets and Perkins funding for materials and supplies and medical equipment. **GE/IL-SLO Reflection:** Multiple Course Objectives for every course in the Veterinary Technology Curriculum connect to each of the "Four Cs" of the College ILOs. Students are required to demonstrate competency in high order Communication, Computation, Critical Thinking, and Community/Global Consciousness by completing many required tasks and assignments which allow them to learn, practice, and show proficiency on multiple and varied types of assessments. the ultimate demonstration is that all of the students pass their State and National Licensing Exams and are employed as veterinary Technicians at graduation. **Related Documents:** VTNE Exam Results 7/15/2011	03/02/2012 - Students are exceeding well prepared and pass the exam at a 100% rate with average scores well above the mean for all candidates on all exam sections. The curriculum is well designed and implemented and is functioning well.
	Assessment Method: CA Registered Veterinary Technician Practical Examination Scores & Pass Rates **Assessment Method Type:** Exam - Standardized **Target:** 100% of graduates pass the licensing examination on the first attempt.	06/21/2013 - 96% Pass Rate on CA RVT Licensing Exam for 2012 graduate cohort. Reflects a single student not passing the exam. Names not provided with exam data so cannot positively identify the students and assess reasons. Historically, most students not passing the first time pass on the second attempt. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	06/21/2013 - Students are exceeding well prepared and pass the exam at a 96% rate with average scores well above the mean for all candidates on all exam sections. The curriculum is well designed and implemented and is functioning well. Will attempt to identify the student who did not pass and investigate their weakness further.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: None. **GE/IL-SLO Reflection:** Meets all related IL-SLOs **Related Documents:** Foothill CA RVT Exam results 2012	
		12/31/2010 - 100% Pass Rate on CA RVT Licensing Exam for 2011 graduate cohort. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Augment VT Budgets and Perkins funding for materials and supplies and medical equipment. **GE/IL-SLO Reflection:** Multiple Course Objectives for every course in the Veterinary Technology Curriculum connect to each of the "Four Cs" of the College ILOs. Students are required to demonstrate competency in high order Communication, Computation, Critical Thinking, and Community/Global Consciousness by completing many required tasks and assignments which allow them to learn, practice, and show proficiency on multiple and varied types of assessments. the ultimate demonstration is that all of the students pass their State and National Licensing Exams and are employed as veterinary Technicians at graduation. **Related Documents:** CA RVT Exam Results	03/02/2012 - Students are exceeding well prepared and pass the exam at a 100% rate with average scores well above the mean for all candidates on all exam sections. The curriculum is well designed and implemented and is functioning well.
	Assessment Method: Completion of the Program Clinical Skills Competency Workbook and Checklist. **Assessment Method Type:**	06/21/2013 - All students successfully completed their individual Essential Clinical Skills Competency Workbooks and as such met all the the Accreditation mandated knowledge, skills, and	06/21/2013 - The greatest challenge facing the program is the local lack of availability of horses and

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Observation/Critique **Target:** Every student must complete all Essential Skills as required by accreditation. 100 % completion of workbook and checklists by the time of graduation. Documentation that every student completed 100% of the required essential clinical skills at entry-level competency.	abilities for a graduate veterinary technician EXCEPT the accreditation mandated Essential Large Animal Skills. This is due to lack of availability of livestock to use as teaching animals in close proximity to the VT Program. recently the program had to eliminate program-owned animals and the animal care course to comply with Title V requirements. This is an extreme challenge for the faculty to re-invent how animals are acquired and integrated into the Program. This will be the #1 initiative for the faulty this year and is a top priority to maintain the integrity and quality of the program's teaching and learning. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding to support acquisition and housing of program animals and the means necessary to provide required animal care by faculty and students. **GE/IL-SLO Reflection:** Meets all related IL-SLOs **Related Documents:** 2012-13 VT Clinical Skills Workbook	ruminants on which the students can practice and achieve minimum competency in all of the accreditation mandated Essential Large Animal Skills. If we cannot find a viable solution to this problem it will jeopardize the Program's AVMA Accreditation. The faculty are working on developing community partnerships to address this issue. the recent situation that resulted in the elimination of program-owned animals and faculty/student animal care is a fundamental change to program operation and the fundamental structure and function of the curriculum and is an extreme challenge for the faculty to re-invent how animals are acquired and integrated into the Program. This will be the #1 initiative for the faulty this year and is a top priority to maintain the integrity and quality of the program's teaching and learning.
		03/02/2012 - All students successfully completed their individual Essential Clinical Skills Competency Workbooks and as such met all the the Accreditation mandated knowledge, skills and abilities for a graduate veterinary technician EXCEPT the accreditation mandated Essential Large Animal Skills. this is due to lack of availability of livestock to use as teaching animals in close proximity to the VT Program. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	03/02/2012 - The greatest challenge facing the program is the local lack of availability of horses and ruminants on which the students can practice and achieve minimum competency in all of the accreditation mandated Essential Large Animal Skills. If we cannot find a viable solution to this problem it will jeopardize the Program's AVMA Accreditation. The faculty are working on developing community partnerships to address this issue.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: Funding for implementation of computer-based documentation and tracking of Clinical Skills Competency **GE/IL-SLO Reflection:** Multiple Course Objectives for every course in the Veterinary Technology Curriculum connect to each of the "Four Cs" of the College ILOs. Students are required to demonstrate competency in high order Communication, Computation, Critical Thinking, and Community/Global Consciousness by completing many required tasks and assignments which allow them to learn, practice, and show proficiency on multiple and varied types of assessments. the ultimate demonstration is that all of the students pass their State and National Licensing Exams and are employed as veterinary Technicians at graduation. **Related Documents:** VT Clincal Skills Checklist Book	
	Assessment Method: Graduate Survey and Employer Survey. **Assessment Method Type:** Survey **Target:** 100% return rate from graduates and employers. >90% favorable/positive comments on all questions. Evidence that graduates are generally satisfied with the program curriculum. Evidence that employers are generally satisfied with the knowledge, skills, and attitudes of the graduates.	06/21/2013 - 100% return rate of both surveys achieved for the 2012 graduate cohort. Comments were generally favorable from both students and employers. *Students* consistently indicate a desire for smaller lab size and increased amount time for skills practice and for one-on-on time with lab instructors. Also suggestions to reduce the number of animals housed at the teaching facility and ways to partner with community animal organizations to identify and utilize alternate sources of teaching animals. Many comments about the lack of materials and equipment to meet their needs in labs. Evidence of issues with several faculty members. the program director and administrators are aware of these issues and working with the faculty to resolve them and	06/21/2013 - Generally highly favorable survey results and comments from both students and employers support the conclusion that the curriculum is well designed and implemented successfully. The challenge that the results highlight is lack of funding for additional RVT specialists and part time hours non-teaching support in the laboratory and in animal care to reduce the overly high student teacher ratio and lack of funding for sufficient materials and supplies, medical equipment to continue to provide state-of-the-art education and

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		increase student satisfaction. *Employers* feed back is also generally complementary and favorable. Several areas identified to strengthen the students hands-on clinical skills. Most consider the students well prepared academically and are please with their Internship performance and work ethics. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Support for sufficient faculty assignments and part time hourl non-teaching support to keep student-teacher ratio low and to support the faculty/students doing the non-teaching work of the program i.e. animal care and lab support **GE/IL-SLO Reflection:** Supports all related IL-SLOs **Related Documents:** VT Graduate Survey_June 2102 VT Employer Survey_June 2102	training. Partners to provide animals and animal experience must be identified and secured. Support for program keeping animals and animal providing care must be identified and re-established.
		03/02/2012 - 100% return rate of both surveys achieved. Comments were overwhelmingly favorable from both students and employers. *Students* consistently indicate a desire for smaller lab size and increased amount time for skills practice and for one-on-on time with lab instructors. Also suggestions to reduce the number of animals housed at the teaching facility and ways to partner with community animal organizations to identify and utilize alternate sources of teaching animals. Many comments about the lack of materials and equipment to meet their needs in labs. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	03/02/2012 - Generally highly favorable survey results and comments from both students and employers support the conclusion that the curriculum is well designed and implemented successfully. the challenge that the results highlight is lack of funding for additional RVT specialists in the laboratory to reduce the overly high student teacher ratio and lack of funding for sufficient materials and supplies and medical equipment to continue to provide state-of-the-art education and training.

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PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: Funds and support to implement online survey instruments. **GE/IL-SLO Reflection:** Multiple Course Objectives for every course in the Veterinary Technology Curriculum connect to each of the "Four Cs" of the College ILOs. Students are required to demonstrate competency in high order Communication, Computation, Critical Thinking, and Community/Global Consciousness by completing many required tasks and assignments which allow them to learn, practice, and show proficiency on multiple and varied types of assessments. the ultimate demonstration is that all of the students pass their State and National Licensing Exams and are employed as Veterinary Technicians at graduation.	

Veterinary Technology Program
Annual Advisory Board Meeting Minutes
March 21, 2013

Members Present:

Wendy	Baumgardner	Stanford University
Sue	Brodbeck	Health
Amber	Carpenter	White Ivie Peninsula Animal Hospital
Kathy	DePaolo	VT Faculty
Dana	Gleason	San Jose Animal Services
Stephanie	Glock	MWI Vet Supply
Summer	Holmstrom	Adobe Animal Hospital
Linda	Janowicz	
Kristine	De Mello	
Lorah	Marini	
Pamela	Mauer	CARUTA
Karl	Peter	Veterinary Technology Program Director
Carol	Schumacher	Mid-Peninsula Vet Hosp.
Raj	Singh	Sunnyvale Vet Clinic
Chris	Smith	CCOC Vet Assisting
Phyllis	Spragge	BH Division Dean
Kathy	Terry	VT Faculty
William	Warrior	Palo Alto Animal Control
Kerry	West	BH Health Career Coordinator.

Meeting Minutes

Welcome and Introductions:
Advisory Board Members and Affiliation

Accreditation & Regulatory Compliance

Accreditation Update: Review of the 2010 Evaluation and progress on Critical, Major, and Minor recommendations from the AVMA included:

- Dr. Peter indicated he had submitted the biennial report to the AVMA this week.
- All critical recommendations have been corrected with the exception of "All students must complete all Essential Skills related to Horses, Ruminants, Lab Animals and Birds.
- The program currently covers all but 10-12 of the 350 Essential Skills required by the AUMA-CUTEA.
- Dr. Peter asked the Advisory Board members to offer their expertise and ideas in locating cattle, horses and/or other large animals. Several members suggested locating small dairies, or partnerships with different businesses, veterinarians, etc. One example was a field, trip so students could vaccinate farm horses and/or cattle.
- Dr. Peter continued to review the Accreditation Recommendations, explain how they had been corrected, so the program would be in compliance.

Graduate Numbers/Exam Pass Rates: Dr. Peter provided handouts indicating enrollment Trends, Full and Part Time Faculty Load, and Course Success. The handouts are provided as attachments to these minutes.

Summary of Program Finances and Challenges: Dr. Peter provided handouts to illustrate sources of VT funding, the frustrations of the current state fiscal crisis, how that affects the program, and the challenges they face in running a successful Allied Health Career Program. He went on to note this was the first year he was not able to purchase needed equipment for the program.

Internship Coordinator Report – Kathy Terry:
- Kathy gave an overview of the Internship Program, which she oversees.
- Currently there are 48 interns in various offices and organizations. She indicated the number of internships would reach 90 interns in Spring quarter.
- Kathy also showed the updated AVMA Skills Manual the students would be bringing to their internships, which reflects the standard criteria for each skill required and process for documentation.

Feedback/Questions/Group Discussion: Dr. Peter again asked for advisory members to brainstorm to find ways to accomplish the goals of the Vet Tech Program. Many useful suggestions were then made, which included:

- The San Leandro Vet Tech program has a partnership with an instructor's wife's farm in Castro Valley; so it was suggested trying to form partnerships with small farms in the area, perhaps Salinas.
- Pearce Park – set up a one-day clinic for well-pet checks.
- Contact Future Farmers of America (FFA) and 4H Clubs for access to more animals.
- Apply for grants from Pet Smart.
- Contact Ardenwood Farms at 880 at the foot of the Dunbarton.
- Look into the cattle on Stanford land.
- Phyllis Spragge, Bio Health Division Dean, applauded all the ideas being made from Advisory Board members, and suggested Dr. Peter appoint a sub-committee to research and contact the people involved in some of the member's ideas. Everyone readily agreed it was a great suggestion.