

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Department Name: Veterinary Technology

Division Name: BHS

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

Name	Department	Position
Lisa Eshman	Vet Tech	Program Director/Instructor
Maureen MacDougall	Vet Tech	Faculty
Shaelyn St. Onge-Cole	Vet Tech	Faculty
Katharine Terry	Vet Tech	Part time faculty
Karl Peter	Vet Tech	Faculty emeritus

Number of Full Time Faculty:

3

Number of Part Time Faculty:

7

Please list all existing Classified positions: Example: Administrative Assistant I

Instructional Facilities Coordinator (30%); Administrative Assistant II (10%)

List all programs covered by this review and indicate the program type:

Veterinary Technology	Certificate	AA / AS	AD-T	Pathway
Veterinary Assisting	Certificate	AA / AS	AD-T	Pathway
	Certificate	AA / AS	AD-T	Pathway
	Certificate	AA / AS	AD-T	Pathway
	Certificate	AA / AS	AD-T	Pathway

SECTION 1: PROGRAM DATA & ENROLLMENT

1A. Transcriptable Program Data: Data will be posted on Institutional Research's [website](#) 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 Program	2013-2014	2014-2015	2015-2016
Veterinary Technology	35	37	26

1B. Non-Transcriptable Program Data: 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	2013-2014	2014-2015	2015-2016
Veterinary Assisting	13	16	20

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

There is high demand for veterinary staff in the local area. Offering veterinary assisting classes on line provides instruction to students interested in this field, and gives them an introduction to veterinary technology at Foothill. The three classes for this certificate do not total enough units to warrant a transcriptable program. Most recent completion data is in the table.

1C. Department Level Data:

	2013-2014	2014-2015	2015-2016
Enrollment	1350	1353	1302
Productivity	580	440	306
Course Success	96	95	92

Full-Time Load (FTEF)	3.9	4.6	5.9
Part-Time Load (FTEF)	2.7	3.2	3.7

1D. Enrollment Trend:

Program Enrollment (Over Past 3 Years): Increase Steady/No Change Decrease

1E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American						
Asian						
Filipino						
Latino/a						
Native American						
Pacific Islander						
White						
Decline to State						

1F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: Above Level At Level Below Level

Female: Above Level At Level Below Level

<25 Years Old: Above Level At Level Below Level

>25 Years Old: Above Level At Level Below Level

1G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

We do not have a performance gap in our program. We attribute this to two main reasons: (1) our cohort model forms a social learning community and (2) the course prerequisites that prepare our students for success in our rigorous program. The cohort model keeps the same students together throughout their career at Foothill, where they support and encourage each other. In addition to strong relationships among students, another strength of our program is the personal attention from faculty. Because we are teaching skills in small group settings as required by our accreditor, we build strong relationships with students and help keep them engaged. The course prerequisites prepare students academically to succeed in veterinary technology classes.

1H. Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

Our enrollment is set by safety and accreditation standards. We are also limited by the size of our facility, equipment on hand, our accrediting body (AVMA-CVTEA), and restrictions on animal use per the USDA Animal Welfare Act. At our most recent accreditation visit, the AVMA stated that given the size of our facilities and the number of full time faculty, our maximum class size will be limited to 35.

We do not have classes with low enrollment such that we have to cancel them.

1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: Increase Steady/No Change Decrease

Program Productivity (Compared to College): Above Goal At Goal Below Goal

Please discuss what factors may be affecting your program's productivity.

Productivity is based on student to faculty ratio and load. Our program's productivity has decreased below the college goal. This is due to several factors: student numbers (seat count), accreditation restrictions, safety, and faculty load increases for laboratory classes. One important highlight is our high retention rate (very low attrition), as compared to other programs on campus. We see this as a major program strength in that we maintain our student cohort numbers.

Fewer students have applied over the last two years, and we only accept students who have completed all of the prerequisites for the program. The maximum number of students that we can accept is 35, based on our most recent accreditation feedback. At our accreditation site visit, the report on evaluation listed as a "major deficiency" the following comment: "Increasing numbers of Program students be accompanied by an appropriate increase in fiscal, human, and clinical resources available to the Program. (2, 4a, 5b, 8a, 9a)" They recognize that we are at capacity with 35 students. There are 34 students in this year's senior class, while only 28 first year students. We received over 60 applications for this year's first year class, but only 30 fulfilled all the prerequisite requirements and of those 30, 28 accepted our offer. There are strategies in place for increasing the number of qualified applicants.

Accreditation restrictions affect many aspects of productivity. Student competencies must be checked off on an individual basis per our accreditor (the American Veterinary Medical Association--Committee on Veterinary Technician Education and Activities: AVMA-CVTEA,) and this requires a smaller student to faculty ratio. There are serious safety issues in anesthesia and animal handling classes, which also requires fewer students per faculty member. These factors contribute to our necessary faculty to student ratios, thereby lowering our productivity.

Productivity was also influenced by the increased load given to laboratory classes. This change was well accepted by our accreditor and faculty, but reduced our productivity. In fact, this was recognized as a "Program Strength" by the AVMA-CVTEA in October 2016.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

We are strictly constrained by safety issues and accreditation mandates which limit how effectively we can respond to this discrepancy. Recognizing the needs of the college, we want to increase productivity within the constraints of compliance with the AVMA and USDA, and safety to students and patients. We have several strategies for this: increasing the number of qualified applicants so that we are at capacity, streamlining our competency assessments, offering on line classes, increasing enrollment through an apprenticeship program and pursuing adjustments in curriculum to allow more students where appropriate and safe.

To increase the applicant pool we employ several strategies. High school outreach and articulation with high school agriculture programs took place in 2015-16. An annual job fair brings employers on to campus to promote our program to their staff. We host an annual Vet Tech program night which is publicized by Foothill's marketing department, using contacts who have reached out to us as well as students who were not accepted at the previous cycle. We also invite students who completed our veterinary assisting program. This population of students is encouraged to attend the Vet Tech Program Night. Advisory board members are motivated to send their veterinary assistants and receptionists to find out more about our classes and programs. Program faculty work with campus outreach coordinators to welcome high school and middle school students to tour our program.

Some additional classes that may increase our applicant pool would be to offer our introductory class on line and in the summer(VT51). There seems to be interest in more veterinary assisting classes-- discussions have opened with faculty to see if we could offer this class during the school year. Our program objectives focus instead on enhancing student performance, increasing diversity, and continuing student success on licensing examinations and creating lifelong learners who thrive in our challenging and dynamic profession. Please see Section 2, below, for our course completion and institutional effectiveness successes.

SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

2A. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion: Above Standard At Standard Below Standard

Targeted Student Course Completion: Above Standard At Standard Below Standard

Online Student Course Completion: Above Standard At Standard Below Standard

In-Person/Hybrid Course Completion: Above Standard At Standard Below Standard

2B. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion: Above Goal At Goal Below Goal

Targeted Student Course Completion: Above Goal At Goal Below Goal

Online Student Course Completion: Above Goal At Goal Below Goal

In-Person/Hybrid Course Completion: Above Goal At Goal Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

We have embraced supplemental instruction for all of our students. Multiple part time faculty are available at different times so that all students may avail themselves of this targeted instruction. Students are welcomed at our library for skill building, and at the TLC and STEM center for tutoring. At least two of our courses require on site library training to reinforce research skills. Faculty meet regularly to discuss student performance and work together to help students succeed. Faculty meet regularly with students to help them master material.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

n/a

2C. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? Yes No

Does meaningful dialogue currently take place around equity and course success rates? Yes No

If yes, in what venues do these discussions take place? (Check all that apply)

Department Meetings Opening Day Online Discussions Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

We would love to be able to meet more regularly as a department. Due to the having many part time faculty, it is impossible to find a day during the school year where faculty can meet without class conflicts. Professional development days built into the quarter schedule would enable faculty to meet on campus without students during the quarter to ensure meaningful dialogue on SLO's. We request that the College consider offering professional development days with a webinar option to include our part time faculty and those at Sunnyvale Center. Subjects that should be covered would include writing Course Level-SLOs, curriculum development, and implicit bias.

2D. Course-Level: How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

Integration of animal care classes with nursing classes was the big push in the last year. In the next year, faculty would like to have a retreat to look at all CL-SLO's across the board, tie them to AVMA essential skills and knowledge, and upgrade and improve how we teach this information. While our students do very well on the board exams and are highly desired by employers, we think we could do even better in sending them out with more confidence on the first day of work. Instructors who teach lab are, more and more, also teaching the lecture component of the same class. It is critical that faculty all agree on how to best assess skills, how to define benchmarks for skills acquisition, how to share information on student progress, and how to better use course-level SLOs. Following are some success stories from this last academic year:

The nursing class (VT55), in the 2014-15 year, first used individual tutoring. The following year, the benefits of supplemental instruction were noted and a commitment was made to strongly encourage all students to use this tool. As a result of this, student skill completion was better.

Based on student comments on VT61, Animal Diseases, a part time veterinarian instructor has offered to provide supplemental instruction to help students master the considerable material in this class. The clinical pathology course was moved to the end of the first year, and additional fecal analysis slides and materials have been purchased to respond to comments in the reflections for VT61.

The SLO system has been helpful in development and responsiveness of our animal care classes to student and program needs. For example, a peer evaluation system was implemented in response to gaps in success in the animal care classes and this system has improved the quality and consistency of animal care all year long. A horse was brought to campus in response to both SLO assessments and AVMA-CVTEA comments. Student skills acquisition is also improved as a result of this, and the class cohorts are strengthened by requiring that first year and senior students work together in caring for the program animals.

In VT83, Pharmacology, the faculty realized how daunting the subject matter can be. A written drug project was assigned: students found this valuable.

Faculty realized that our students needed more writing skills--so better structured writing assignments were added to the VT51, VT83, and VT86 classes.

The dynamic faculty of Foothill Vet Tech program continually monitor course success rates and standard of veterinary practice to keep our classes current and our students engaged.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

n/a

2E. Program-Level: How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

Our students pass the national and state board exams at better than 90% each year. To the extent that we are able to, we look at each domain where they are tested and compare how our students perform relative to other schools and previous years here at Foothill. We worked with the Institutional Researcher last year to make fine adjustments in classes based on our analysis.

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

We have a cohort of students who follow a linear path towards graduation. They support each other and the faculty are in touch with them in the laboratory and lecture courses. Our students must demonstrate competency in a wide variety of skills. Each faculty member monitors student success in each skill as it relates to each class.

Student club activity keeps each cohort engaged with each other and classmates. Faculty are always available to talk to students and help them address any issues thwarting their success.

We have had 3 students within the last 3 years go on to veterinary school, a doctoral four year program.

If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.

2F. Workforce/CTE Programs: Refer to the program review [website](#) for labor market data.

What is the regional three-year projected occupational growth for your program?

14.48% (emsi data)

What is being done at the program-level to assist students with job placement and workforce preparedness?

We have a thorough approach to helping students with job placement and workforce preparedness. It starts with the introductory class, AHS50A. In this class, topics of professionalism, learning styles, and hospital management are discussed. We follow this in the first year with a session on interviewing skills and writing resumes. During the four quarters of internship, students meet with the internship coordinator on a regular basis to discuss workforce issues of salary negotiation, scheduling, compassion fatigue, harassment, and other topical issues. We also host an annual Job Fair which is attended by local hospitals, research organizations, all veterinary technology students, and other interested FH students. The VT program has job listings on our web site and through College Central, which is monitored by our Internship Office. At the Job Fair, we remind our students and graduates that they can continue to use these sites for job placement.

There is strong demand for our students and our graduates--we can not keep up with the need for RVTs in our area.

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

Surveys are used as required by the AVMA-CVTEA to assess our program. We survey graduates and alumni at year 1 and year 3 post graduation. This information, along with Advisory Board meetings, help the Program Director and Faculty make program improvements.

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Offer at least one continuing education program to local veterinarians and veterinary technicians annually.	Year: 2015-16	Completed	Ongoing	No Longer a Goal
Implement case based learning across the curriculum	Year: 2016	Completed	Ongoing	No Longer a Goal
More large animal topics across the curriculum	Year: 2016	Completed	Ongoing	No Longer a Goal
Develop on the job training opportunities in the form of apprenticeships	Year: 2016	Completed	Ongoing	No Longer a Goal
Rewrite the program level objectives and the program mission statement to better reflect what we do.	Year: 2015	Completed	Ongoing	No Longer a Goal
Develop career pathways with local high schools	Year: 2015	Completed	Ongoing	No Longer a Goal
Continue with outreach in the form of the Winter and Spring 2016 Job Fair and the VT Program Night	Year: 2015-16	Completed	Ongoing	No Longer a Goal
	Year:	Completed	Ongoing	No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

We would like to implement an apprenticeship program as a first of its type professional apprenticeship program where on the job training is combined with community college classes for veterinary technicians. Our first grant submission, through State Chancellor's office, was denied. We are waiting on a second submitted grant. Regardless of the outcome, we are working closely with a large veterinary hospital and the Jewish Vocational Services to get this off the ground. An apprenticeship program would increase the number of students we serve, and is aimed towards targeted populations. Our veterinary community would benefit from more graduate veterinary technicians.

The challenge faced in the ongoing objective of case based learning is in finding adequate time for our faculty to meet and work together to develop new ideas. We have seven active part time faculty and three full time faculty. We meet on a monthly basis, but it is impossible to get everyone together each time. At each meeting, we discuss curriculum, student success, and other topics of interest. We need some dedicated planning time to ensure all topics are taught across the curriculum, and that students get adequate exposure to theory as well as hands-on skills in a way that builds and solidifies knowledge.

Please provide rationale behind any objectives that are no longer a priority for the program.

n/a

3B. New Program Objectives: Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	Winter 2016 Term	Course Enrollment
1. Better assessment of skills across the program (Evidence exist that all students have completed all required skills and documentation include dates of completion.)	Spring 2017	Blue book completion Trajeccsys system Internship site comments
2. Implement case based learning across the curriculum	Spring 2017	Course syllabi reflecting this
3. Increase target population of students	Fall 2018	Surveys
4. Maintain full accreditation by keeping equipment up to current standards of practice and ensuring all students competently perform all skills.	Spring 2017	Equipment logs; Blue Books

5. Program instruction be compliant with Occupational Safety and Health Administration (OSHA) regulations and other potential safety concerns; and in keeping with contemporary veterinary practice with respect to elimination of food, drinks, and student personal items in the shared clinical laboratory and lecture room.	Spring 2017	Restructuring of laboratory classroom Green sheets for all classes
6. Curriculum modernization: align nursing classes with animal care labs to better introduce key concepts and better assess student skill acquisition	Fall 2017	Evaluation of CORs and green sheets
7. Create a culture of equity that promotes student success	Spring 2017	Surveys
8. Maintain faculty expertise in veterinary medicine and veterinary technology education.	8. ongoing	8. CE courses
9. Comply with all critical, major and minor recommendations in the Report of Evaluation from the last accreditation site visit to ensure continued program accreditation.	9. ongoing	9. Continued Full Accreditation from the AVMA-CVTEA

3C. EMP Goals. Please refer to the Educational Master Planning (EMP) [website](#) for more information.

Indicate which EMP goals are supported by your program objectives (Check all that apply).

Create a culture of equity that promotes student success, particularly for underserved students.

Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.

Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

3D. Resource Requests: Using the table below, summarize your program's unfunded resource requests.Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
1. Digital X-ray	60,000	1, 4				

2. Two canine CPR manikins	4,000	1, 2, 4
3. Intubation mannikin	5,000	1, 2, 4
4. Trajecsyst software	150/student	1
5. Anatomy muscle models	unkno wn	6
6. Independent funding for SASD	1,500/year	7
7. Continued support for large animal feed, medical care, vaccines, dewormers	9,500	1, 4
8. Classified RVT staff to manage competency acquisition, SDS sheets, ordering supplies, clinical facility and equipment maintenance and operation, regulatory compliance, assist faculty with setting up and breaking down complex labs, managing animal care.	60,000	1, 2, 3, 4, 5, 7

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2016-2017

9. CE for faculty: ultrasound, AVTE conference for all, other programs as requested by faculty	10,000	8
10. Continued support for animal care, classroom supplies and equipment maintenance and supplies,	10,000	1, 2, 4
11. Clicker teaching tools	11. unkno wn	11. 1,2
12. VT Laboratory construction to meet AVMA-CVTEA major recommendation	12. ~5000	12. 5

3E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

There are many duties the VT program director must manage. The wide variety of responsibilities includes overseeing a population of animals on campus, organizing and taking minutes for the Institutional Animal Care and Use Committee meetings and writing and managing all animal care and use protocols. In addition to the animal related tasks, the Program Director must respond to our accrediting body, the AVMA, by performing the following duties: organize the advisory board meeting and secure members for the board, maintain program compliance with AVMA-CVTEA accreditation standards and write reports as mandated, maintain proper safety for students, faculty and animals by hazmat compliance, hazmat disposal, and accurate MSDS recordkeeping. The VT Program Director also answers to the requirements of the college, by overseeing TracDat at the course and program levels, writing the annual program review document, course curriculum editing, oversee incoming students and required paperwork, student counseling (conferences, warnings, probation and dismissal), scheduling of part-time and full-time faculty with quarterly course offerings, organize and attend community service activities (required by accreditation), organize and schedule continuing education events for the veterinary community, keeping track of budget from several accounts, order and submit payment for supplies and equipment, requesting one-time lottery, Perkins, and migrant money, holding program preview events, coordinating website postings, coordinating RVT licensure applications and verifying graduation, coordinate graduation ceremonies, organizing and distributing annual graduate and post-graduate surveys, maintainence of equipment, tracking of student competency documents, maintaining outcomes assessment binder for accreditation, meeting with librarian to review library holdings & request new resources, student licensure documentation, conduct regular staff meetings and maintaining minutes of such meetings. The Program Director also teaches and oversees the animal care laboratories and schedule of care.

We request an additional 17% release time to supplement the college assigned release time of 33% for a total of 50% release time.

3F. Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

The level of student success in our program is already very high, as measured on the national and state exam statistics and employer and alumni surveys. We received valuable resources that better prepared our students for the workplace. Here is a list of new resources: ultrasound, digital dental x-ray system, new chemistry analyzer, new blood analyzer, vaccines for off site large animal lab, and animal care resources. In our surveys and Advisory Board meetings, we found that these significant contributions to our program and students led to increased student and employer satisfaction and success.

SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
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<p>Continued entrepreneurial thinking in all areas surrounding enrollment. The program director is encouraged to continue efforts in making linkages with high schools, considering the apprenticeship model in collaboration with SFSPCA and considering expanding the Vet Assisting program.</p>	<p>We are considering offering the VT51 introductory class in the summer. An additional linkage with another high school is being developed. The apprenticeship model is an ongoing project.</p> <p>We are regularly contacted regarding the veterinary assisting program, and there may be interest in offering this on line during the academic year.</p> <p>The Vet Tech Program Director has a good relationship with the Adult Learner and Community Ambassador Program Coordinator. I think getting more students to see our program will help us in the long run, and will inspire students from "targeted" populations to see Vet Tech as a career.</p>

4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

Foothill College Veterinary Technology enjoys full accreditation with the AVMA, and a very supportive veterinary community who depend on our students. The faculty work together to create a collaborative, hands-on learning experience so that our students are ready to use their skills in caring for veterinary patients.

The Program Director is working towards an innovative initiative in the form of creating an apprenticeship program where students from targeted communities will be trained as veterinary technicians through a combination of on the job training plus community college coursework supplied by Foothill College Veterinary Technology instructors. This would be a first of its kind program, and we are also working with our accreditor to ensure its acceptance in the profession.

The Program has several collaborative projects. The Program Director has worked with two agriculture high schools to create articulation courses, and a third high school with a veterinary assisting program also has articulation with us. Over the last year, we hosted two continuing education programs, providing necessary programming to local veterinarians and RVTs.

We are active in community service through "Small Animal Surgery Day" and our student club, Student Chapter of the National Association of Veterinary Technicians of America (SCNAVTA). Small animal surgery day takes place two Sundays a year and provides no cost spaying and neutering of rescued rodents and rabbits. Volunteer faculty, local veterinarians, alumni RVTs, and students all work together to help local rescue groups and educate the public on overpopulation issues. SCNAVTA raised money to purchase bullet proof vests for K-9 dogs. Vet Tech students help Foothill students on the upper campus by hosting pet therapy days on campus during finals week. Perhaps our most well attended community service and outreach is our job fair for Foothill students, graduates and local employers.

Foothill College Veterinary Technology wants to attract a wide variety of students. To that end, we host different high school and middle school groups who express an interest in science careers. We have also attended various high school career days to promote our program.

Veterinary Technology at Foothill College works closely with the veterinary communities of Santa Clara, San Mateo, and San Francisco counties to provide local veterinarians, universities, and biotech companies skilled and compassionate staff.

SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

5A. Attach 2015-2016 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

5B. Attach 2015-2016 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 6: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

6A. Strengths and successes of the program as evidenced by the data and analysis:

The Veterinary Technology Program is an excellent program. They have no achievement gaps, have high pass rates on licensure exams, high employment rates upon graduation and enjoy an excellent reputation in the community. The program director is entrepreneurial in her thinking and approach to expanding the program and is sensitive to enrollment and productivity issues while balancing the input of her accrediting body. The program offers continuing education to the local community, offers multiple public service programs each year and is very responsive to the local needs of the animal care community.

6B. Areas of concern, if any:

Enrollment is an area of concern that the program director has discussed in this program review.

6C. Recommendations for improvement:

The program director will continue to develop strategies to increase the number of students who apply to the VT program to ensure that a full class is enrolled each year. She should continue discussions with the SFSPCA to evaluate the possibility of an apprenticeship program which would create an "alternate" path for students in the SF area and increase enrollment and productivity of her department.

6D. Recommended Next Steps:

Proceed as Planned on Program Review Schedule
Further Review / Out-of-Cycle In-Depth Review

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

6E. Strengths and successes of the program as evidenced by the data and analysis:

The program should be commended for its strong outcomes for students. In addition, the work done to secure grant funds and additional educational pathways for students is a very good start on expanding enrollments. The SLO reflections also show the commitment of faculty to students and the program.

6F. Areas of concern, if any:

I am concerned about enrollment and productivity and its impact on the long term viability of the program. From 2012-13 to 2015-16 Total FTEF increased from 4 to 5.9 (mostly from part time teaching) while FTES declined from 180 to 120. The result is that productivity declined from 673 to 306. The decline in Associates degrees awarded follows a similar trend.

While the student diversity by ethnicity matches that of the college and students across ethnic groups are doing well, about 90% of the students are female. In addition 1/3 have a 4 year degree and likely bring strong success skills. Male and the youngest (the few that are 19 or less) students are not doing as well as other students.

Labor Market data shows minimal growth in jobs and wages on the lower end compared to some other CTE programs.

According to what you have written:

“Fewer students have applied over the last two years, and we only accept students who have completed all of the prerequisites for the program. “

“There are 34 students in this year's senior class, while only 28 first year students.”

It is difficult to support additional release time with declining enrollments, even though I understand the argument that the additional release time may provide more support for enrollment.

6G. Recommendations for improvement:

I recommend providing more detail to these strategies (below) in terms of actions, timelines and targets. This might then be presented to PRC in the fall for feedback.

“We have several strategies for this: increasing the number of qualified applicants so that we are at capacity, streamlining our competency assessments, offering on line classes, increasing enrollment through an apprenticeship program and pursuing adjustments in curriculum to allow more students where appropriate and safe.”

This suggestion is given in the spirit of helping the program to improve. It is clear from the writing that the program has taken the time to thoughtfully address the prompts in this program review which show a viable program working to improve the learning opportunities for all its students.

6H. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Unit Course Assessment Report - Four Column

Foothill College

Department - Veterinary Technology (V T)

Mission Statement: The Mission statement of the Foothill College Veterinary Technology Program is:

To empower the future veterinary technician to be a progressive and compassionate member of the veterinary team and community.

Our Core Values are:

The knowledge and skills to provide exemplary care to veterinary patients.

Compassion for animals, families, team members, and community.

Dedication to lifelong learning across all disciplines and species.

Embrace the connections among humans, animals and the environment.

Encourage and promote diversity.

Dated 2016, *LE*

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - VT 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 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.	09/29/2016 - All students met the capsule summary and personal reflection and received an "A" in the class - SG Result: Target Met Year This Assessment Occurred: 2015-2016	
Assessment Cycles: End of Quarter	Assessment Method Type: Essay/Journal	Resource Request: To compensate for Speakers coming who are experienced in this field	
Course-Level SLO Status: Active	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.	GEL-SLO Reflection: All IL SLO's were met	12/06/2015 - 100% of the students earned an "A" on each of the papers evaluated using standard criteria. Speakers were very informative, but would be covered because many
			10/06/2014 - Some of the most relevant topics students could not

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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. Discuss the student relevancy and relationship to the Veterinary Technology Core Curriculum. (Created By Department - Veterinary Technology (V T))</p> <p>Assessment Cycles: End of Quarter</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Essay/Journal</p> <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>12/06/2015 - These students were able to relate the information</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Speakers to have a stipend to come and speak</p> <p>12/06/2015 - 100% of the students earned a grade of "A" on each of the three papers evaluated using standard criteria. Course went well and student's had good learning experience, but money to give to the speakers for their time and travel expense would bring in an even better quality of speakers.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funds for Speaker Stipends</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs</p>	<p>be beneficial to have money to get speakers that are top in the field.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funds for Speaker Stipends</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs</p> <p>12/30/2013 - Discuss strategy for attracting higher quality speakers with Program Director. Ask for funds for stipends.</p> <p>10/06/2014 - Reflections were met but there was more detailed information that the students would have preferred to have from specialized speakers. Speakers were hard to find to volunteer without payment.</p> <p>12/30/2013 - Discuss strategy for attracting higher quality speakers with Program Director. Ask for funds for stipends.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Veterinary Technology (V T) - VT 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))</p> <p>Assessment Cycles: End of Quarter</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Essay/Journal</p> <p>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.</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Honorary for speakers in specialized fields that come to speak on specific topics not currently taught in the program</p> <p>GE/L-SLO Reflection: ALL IL SLO's were met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Honorary for speakers in specialized fields that come to speak on specific topics not currently taught in the program SG</p> <p>Resource Request: Honorary for speakers in specialized fields that come to speak on specific topics not currently taught in the program SG</p> <p>GE/L-SLO Reflection: All IL SLO's were met</p> <p>GE/L-SLO Reflection: All IL SLO's were met</p> <p>12/06/2015 - Students all earned a grade A and completed their summary from each speaker</p> <p>Result: Target Met</p>	<p>09/30/2016 - Each student submitted a summary of the topic and reflected on how it was relevant to them in their career . Each student received a "B" or better on all their papers. SG</p> <p>Result: Target Met</p> <p>09/30/2016 - Each student submitted a summary of the topic and reflected on how it was relevant to them in their career . Each student received a "B" or better on all their papers. SG</p> <p>Result: Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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 Technology (V T))</p> <p>Assessment Cycles: End of Quarter</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Essay/Journal</p> <p>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.</p> <p>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.</p> <p>Assessment Method Type: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/L-SLO Reflection: https://foothill.tracdat.com/tracdat/faces/assessment/observations/editObservation.jsp#</p>	<p>09/29/2016 - Each student earned an "A" in the class and acquired valuable information in veterinary medicine - SG</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: To compensate for Speakers coming who are experienced in this field</p> <p>GE/L-SLO Reflection: All IL SLOs were met</p> <p>10/14/2015 - Student papers were always a "B" or better.</p> <p>In writing their papers, students expressed that they gained an appreciation of how to apply their knowledge from various classes to practical as well as unusual settings. *SG/LE*</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>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))</p>	<p>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.</p> <p>Assessment Method Type: Honorary for speakers in specialized</p>	<p>09/30/2016 - 100% of the students submitted a summary of the topic that was relevant to the speaker that was comprehensive SG</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Honorary for speakers in specialized</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Quarter	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.	fields that come to speak on specific topics not currently taught in the program	
Course-Level SLO Status: Active	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.	GE/L-SLO Reflection: ALL IL SLO's were met	09/30/2016 - 100% of the students submitted a summary of the topic that was relevant to the speaker that was comprehensive
Assessment Cycles: End of Quarter	Target for Success: 97% of the students will earn a grade of 'C'	Result: Target Met	
Course-Level SLO Status: Active	Target for Success: 97% of the students will earn a grade of 'C'	Year This Assessment Occurred: 2015-2016	Year This Assessment Occurred: 2015-2016
Assessment Cycles: End of Quarter	Target for Success: 97% of the students will earn a grade of 'C'	Resource Request: Honorarium for speakers in specialized fields that come to speak on specific topics not currently taught in the program	Resource Request: Honorarium for speakers in specialized fields that come to speak on specific topics not currently taught in the program
Assessment Cycles: End of Quarter	Target for Success: 97% of the students will earn a grade of 'C'	GE/L-SLO Reflection: All IL SLO's were met	GE/L-SLO Reflection: All IL SLO's were met
Assessment Cycles: End of Quarter	Target for Success: 97% of the students will earn a grade of 'C'	Year This Assessment Occurred: 2014-2015	Year This Assessment Occurred: 2014-2015
Assessment Cycles: End of Quarter	Target for Success: 97% of the students will earn a grade of 'C'	Assessment Method: VET 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 Method: VET 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	Target for Success: 97% of the students will earn a grade of 'C'	Year This Assessment Occurred: 2015-2016	Year This Assessment Occurred: 2015-2016
Assessment Cycles: End of Quarter	Target for Success: 97% of the students will earn a grade of 'C'	Resource Request: Honorarium for speakers in specialized	Resource Request: Honorarium for speakers in specialized

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - Veterinary Technology (V T) - VT 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))</p> <p>Assessment Cycles: End of Quarter</p> <p>Course-Level SLO Status: Active</p>	<p>or better on each of the three papers evaluated using standard criteria.</p> <p>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.</p> <p>Assessment Method Type: Essay/Journal</p> <p>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.</p>	<p>09/30/2016 - 100% of the students submitted a summary of the topic that was relevant to the speaker that was comprehensive SG</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Honorarium for speakers in specialized fields that come to speak on specific topics not currently taught in the program SG</p> <p>GE/L-SLO Reflection: All IL SLO's were met</p> <p>12/16/2015 - This class is no longer offered *LE*</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>12/30/2013 - 100% of the students earned an "A" on each of the papers evaluated using standard criteria. Speakers were very informative, but would be beneficial to have money to get speakers that are top in the field.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: To obtain money to give to the speakers for their time and travel</p> <p>Resource Request: To obtain money to give to the speakers for their time and travel</p> <p>Resource Request:</p>	<p>fields that come to speak on specific topics not currently taught in the program SG</p> <p>GE/L-SLO Reflection: All IL SLO's were met</p>

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Assessment Cycles: End of Quarter</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Essay/Journal</p> <p>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.</p> <p>Resource Request: Honorary for speakers in specialized fields that come to speak on specific topics not currently taught in the program SG</p> <p>GE/L-SLO Reflection: All IL SLO's were met</p> <p>12/07/2015 - The papers submitted were reflective in understanding the material presented. Many students expressed excitement in learning about new opportunities in veterinary technology. *LE and SG*</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>12/30/2013 - 97% of the students earned a grade of "A" on each of the three papers evaluated using standard criteria. Course went well and student's had good learning experience, but money to give to the speakers for their time and travel expense would bring in an even better quality of speakers.</p>	<p>To obtain money to give to the speakers for their time and travel</p> <p>GE/L-SLO Reflection: Meets all IL-SLOs</p> <p>09/30/2016 - Each student earned an "A" in the class and acquired valuable information in veterinary medicine - SG</p> <p>Student papers were always a "B" or better. In writing their papers, students expressed that they gained an appreciation of how to apply their knowledge from various classes to practical as well as unusual settings. *SG</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Honorary for speakers in specialized fields that come to speak on specific topics not currently taught in the program SG</p> <p>12/30/2013 - Discuss strategy for attracting higher quality speakers with Program Director. Ask for funds for stipends.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Assessment Cycles: End of Quarter</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Method: Essay/Journal</p> <p>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.</p> <p>Assessment Method Type: Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Honorary for speakers in specialized fields that come to speak on specific topics not currently taught in the program SG</p> <p>GE/L-SLO Reflection: ALL IL SLO's were met</p> <p>12/07/2015 - Each student earned a 100% by passing in their survey to show they comprehended the speakers.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>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</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 09/30/2016 - Student papers were always a "B" or better. In writing their papers, students expressed that they gained an appreciation of how to apply their knowledge from various classes to practical as well as unusual settings. *SG</p> <p>GE/L-SLO Reflection: Meets all IL-SLOs</p> <p>09/30/2016 - Each student was able to summarize the topic and relate it to usefulness in the field and for themselves. SG</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 09/30/2016 - Each student was able to summarize the topic and relate it to usefulness in the field and for themselves. SG</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funds for stipends to attract even higher quality speakers from the veterinary field.</p> <p>GE/L-SLO Reflection: Meets all IL-SLOs</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - VT 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 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.	Resource Request: Honorarium for speakers in specialized fields that come to speak on specific topics not currently taught in the program	GE/L-SLO Reflection: ALL IL SLO's were met
End of Quarter			
Course-Level SLO Status:	Active Department - Veterinary Technology (V T) - VT 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 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.	Resource Request: Honorarium for speakers in specialized fields that come to speak on specific topics not currently taught in the program

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Assessment Cycles: End of Quarter</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Essay/Journal</p> <p>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.</p>	<p>09/30/2016 - Each person earned a "B" and higher on each of the evaluations and was able to reflect on the relevance in the field to themselves SG</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Honararium for speakers in specialized fields that come to speak on specific topics not currently taught in the program</p> <p>Resource Request: Honararium for speakers in specialized fields that come to speak on specific topics not currently taught in the program</p> <p>GE/L-SLO Reflection: ALL IL SLO's were met</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>
<p>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))</p> <p>Start Date: 04/09/2012</p> <p>End Date: 06/29/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will complete a midterm and final exam on the course material.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of enrolled students achieve a score of 75% or higher on each evaluation.</p>	<p>12/07/2016 - Of the students who continued to attend class and took both midterm and final, 88% earned scores above 75%. This SLO and assessment do not best reflect the course objectives, and will be retired and rewritten. *LE/JW*</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	<p>12/07/2016 - The two instructors, working with the program director, will rewrite at least one SLO for this class. The class has two facets: introduction to the program and career in veterinary technology; and basic animal care skills. *LE*</p> <p>12/07/2016 - Rewrite SLO to better describe goals for this course, and better assess students.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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. The spring of 2014 class had a higher level of failing grades than Spring of 2013.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request:</p> <p>This course is listed as a lecture/lab in the course catalog. Students are upset when they find that there is only one instructor and approximately 50 students. This course hasn't been a lecture lab for many years and should be classified as lecture.</p> <p>GENL-SLO Reflection:</p> <p>This course meets the requirements for introductory VT courses in AVMA accredited VT programs.</p>	<p>12/17/2014 - I would like to discuss how we can change this course so it reflects what is listed in the course schedule of classes. The course is listed as the first hour lecture followed by 2 hours of lab. We have one instructor for 50 students and it is next to impossible to have a real lab with this student teacher ratio. The course should be changed to reflect what we are actually doing in the class.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>A/V Presentation Resources (DVDs, Online Subscription Video Streaming Service)</p> <p>GE/L-SLO Reflection: Meets all related college GE/SLOs</p> <p>GE/L-SLO Reflection: Meets all related college GE/SLOs</p>		<p>07/13/2012 - 80% of enrolled students achieved a score of 75% or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Requests: 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.</p> <p>GE/L-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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Students frequently comment about</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Veterinary Technology (VT) - VT 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</p> <p>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</p> <p>Result: Students frequently comment about how much they enjoy the course. I continue to add/upgrade the course materials each year.</p>	<p>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.</p> <p>Students frequently comment about how much they enjoy the course. I continue to add/upgrade the course materials each year.</p>	<p>04/30/2012 - 88% of students passed this course with a score of 75% or above.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>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.</p>	<p>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.</p>
<p>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</p> <p>Result: 12/07/2015 - 85% earned a passing grade on the one project assigned in winter quarter. Students select one of three topics on which to write their paper. Most did quite well. The instructor for fall and spring requires more research projects.</p>			<p>how much they enjoy the course. I continue to add/upgrade the course materials each year.</p>

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.	Target Met Year This Assessment Occurred: 2014-2015 Resource Request: Continue to have access to library and librarian.	

12/17/2014 - This year we began requiring one project instead of two. This was because too much homework was being assigned for this course based on the units the students receives. The courses requires a midterm and a final. The students also take a tour of the library on the 3rd class meeting. Still 85% of students passed this project with a grade of 75% or higher.	12/17/2014 - I would like to discuss how we can change this course so it reflects what is listed in the course schedule of classes. The course is listed as the first hour lecture followed by 2 hours of lab. We have one instructor for 50 students and it is next to impossible to have a real lab with this student teacher ratio. The course should be changed to reflect what we are actually doing in the class.
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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.	Target Met Year This Assessment Occurred: 2014-2015 Resource Request: Continue to have access to library and librarian.	
Assessment Method Type: Class/Lab Project Target for Success: 80% of enrolled students achieve a score of 75% or higher on each evaluation.			
Result: Target Met			
Year This Assessment Occurred: 2013-2014			
Resource Request: As mentioned in the resource request for SLO 1, this class needs to be classified as a lecture class since students are disappointed when they hear that there is not actually a lab component as listed in the schedule.			
GE/L-SLO Reflection: This course follows the guidelines for VT Introductory classes that are accredited by the American Veterinary Medical Association. (AVMA) CVTEA			
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 Program and prepares them for future research assignments.			
Result: Target Met			
Year This Assessment Occurred:			

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>2012-2013</p> <p>Resource Request: Librarian assistance and veterinary databases.</p> <p>GE/L-SLO Reflection: Meets all related college GE/SLOs</p> <p>07/13/2012 - 80% of enrolled students achieve a score of 75% or higher on each project/evaluation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>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.</p> <p>GE/L-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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Students frequently comment about</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Students frequently comment about</p>		

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			<p>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.</p> <p>Students frequently comment about how much they enjoy the course. I continue to add/upgrade the course materials each year.</p> <p>04/30/2012 - 88% of enrolled students completed both projects with a score of 75% or higher.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Additional faculty to help with the instruction of hands-on lab component</p> <p>12/17/2014 - During the 12-week course I have the students complete both written assignments as well as participate in 2 discussions weekly. I find that students are able to not only describe the roles of various members of the veterinary health care team, but are able to articulate the duties and roles of each member and decide what it is they would like to do.</p> <p>Assessment Method: Students will reflect and respond to a series of discussion questions in the asynchronous online discussions and receive feedback from the instructor.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 97% of students achieve a score of 75% or higher on each evaluation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: The veterinary assisting classes are very popular and fill quickly each summer. It would be nice to be able to teach more than one section of this course.</p> <p>Resource Request: The veterinary assisting classes are very</p> <p>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.</p> <p>12/17/2014 - My action plan involves updating the course modules and embedding videos and other visual aids/pictures, in order to better teach both theory and hands on tasks.</p>
			<p>how much they enjoy the course. I continue to add/upgrade the course materials each year.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>popular and fill quickly each summer. It would be nice to be able to teach more than one section of this course.</p> <p>GE/L-SLO Reflection: Meets all program SLO's.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Funds for on campus meeting at least once per quarter.</p> <p>GE/L-SLO Reflection: Meets all IL-SLOs.</p>	<p>09/21/2013 - Plan to review available textbooks and consider changing textbooks. Would require rewriting all Modules. DQs meet course objectives and are effective tools for student learning. Continue to encourage each student to participate fully.</p>	
<p>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.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 97% of students achieve a score of 75% or higher on each evaluation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Paid hours for instructor to make online class ADA accessible.</p> <p>Resource Request: None.</p> <p>GE/L-SLO Reflection:</p>	<p>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.</p>	<p>09/21/2013 - Considering experimenting with increasing the difficulty levels of some of the essay questions to challenge the more advanced students.</p>	
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Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>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..</p> <p>GE/L-SLO Reflection: Meets all college IL-SLOs.</p>	<p>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.</p>		
<p>Department - Veterinary Technology (V T) - Assessment Method: V T 52A - VETERINARY ASSISTING I - SLO Students will reflect and respond to a series of discussion questions in the asynchronous online discussions and receive feedback from the instructor.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 97% of students achieve a score of 75% or higher on each evaluation.</p> <p>Course-Level SLO Status: Active</p>	<p>12/17/2014 - During VT 52A the focus is on working as a veterinary assistant in the veterinary clinic front office. Reading online modules and textbook assignments prepares the student for work in a veterinary front office. Class discussions are required and students report that they find the discussions really beneficial. They get to talk with their fellow classmates, some of which are already working in the field. Students help each other and I'm also involved in the discussions. Participation in class discussions and assignments is 97% or higher. In anonymous exit surveys the discussions are highly rated.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: May want to think about adding another</p>	<p>12/17/2014 - I plan to update all modules and discussions before Summer of 2015. I will also add a recommended but not required veterinary assisting text that has recently been released.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			<p>section of this course during summer quarter.</p> <p>Resource Request: May want to think about adding another section of this course during summer quarter.</p> <p>Resource Request: May want to think about adding another section of this course during summer quarter.</p> <p>Resource Request: May want to think about adding another section of this course during summer quarter.</p> <p>Resource Request: May want to think about adding another section of this course during summer quarter.</p> <p>GE/L-SLO Reflection: Meets/contributes to all program SLOs.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: None.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>GE/L-SLO Reflection: Meets IL-SLOs.</p> <p>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.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 97% of students achieve a score of 75% or higher on each evaluation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: none.</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p> <p>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.</p> <p>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.</p>		<p>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.</p> <p>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.</p>
Department - Veterinary Technology (V T) -			
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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will reflect and respond to a series of discussion questions in the asynchronous online discussions and receive feedback from the instructor.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 97% of students achieve a score of 75% or higher on each evaluation.</p>	<p>12/17/2014 - Over the last year I've noticed an increase in overall participation in the class leading to the majority of students taking all 4 courses and earning their Veterinary Assisting Certificate. Students actively participate in assignments and discussions. There is close to 100% participation in this course. If students are taking VT 52B after VT 52A they are highly motivated to continue. Online discussions are lively and students may also be working in the veterinary field if they are taking the VT 88B class too. They are able to share their experiences in the field with each other and get support.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Possibility of adding another section of this course during summer.</p> <p>GE/L-SLO Reflection: Meets/supports all program SLO's.</p> <p>GE/L-SLO Reflection: Meets/supports all program SLO's.</p>	<p>12/17/2014 - I plan to update course modules and use more links and pictures which will make the course richer and more beneficial to student learning. I also plan on adding a recommended but not required text that has recently been published.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: None.</p> <p>GE/L-SLO Reflection: Meets all related L-SLOs.</p>	<p>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</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>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..</p>
Department - Veterinary Technology (VT) - VT 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 (VT))	<p>Assessment Method: Students will reflect and respond to a series of discussion questions in the asynchronous online discussions and receive feedback from the instructor.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 97% of students achieve a score of 75% or higher on each evaluation.</p> <p>Course-Level SLO Status: Active</p>	<p>12/17/2014 - The focus of VT 52B is working in the "back" treatment area of a veterinary clinic/hospital. If students are concurrently taking VT 88B, which most are, they are also working with the veterinary clinic that is hosting them for their internship. 97% of students are scoring above 75% on all tests, assignments and discussions</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Additional funding to train current instructor on how to add videos and links and make them compliant with regard to DRC guidelines.</p> <p>GE/L-SLO Reflection:</p>	<p>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.</p> <p>Continue to provide an excellent Veterinary Assistant curriculum.</p>
			<p>Page 22 of 172</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: None.</p> <p>GE/L-SLO Reflection: Meets all related LL-SLOs.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: None.</p> <p>GE/L-SLO Reflection: Meets all related LL-SLOs.</p>	<p>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.</p>	
<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>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..</p>	<p>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</p>		
<p>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.</p>	<p>12/17/2014 - Student participation in short answer essay assignments and longer essay questions is 97% or better. Students come from such varied backgrounds. Some students need extra help with spelling and grammar. I am able to give these students help through the course communication</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 97% of students achieve a score of 75% or higher on each evaluation.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: The veterinary assisting classes are very popular and fill quickly each summer. It would be nice to be able to teach more than one section of this course.</p> <p>GE/L-SLO Reflection: Meets all VT program SLO's.</p> <p>09/2/2013 - 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.</p>	<p>tool. I work with those who struggle in order to get them up to speed. If they are close to campus I tell them about what is available on the Foothill Campus. 97% of the students score higher than 75% on these assignments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: none.</p> <p>GE/L-SLO Reflection: Meets all related L-SLOs.</p> <p>09/2/2013 - 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.</p>
Department - Veterinary Technology (V T) - VT 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))	<p>Assessment Method: Four quizzes are given over 12 weeks and a Final Exam is given at end of course.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p>	<p>01/17/2016 - One hundred percent of the class achieved this goal, and enjoyed the class as well.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	<p>01/17/2016 - The course is successful and enjoyable for the students, so I will continue with the current format. MD</p>
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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	97% of the students must achieve a 75% minimum score to pass the course.		
		<p>2015-2016</p> <p>Resource Request: Resources are adequate for this class</p> <p>GE/L-SLO Reflection: Meets with critical thinking and communication goals.</p>	
		<p>01/20/2015 - The students were able to apply their knowledge, with a 100% success rate</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Adequate at this time.</p> <p>GE/L-SLO Reflection: Meets with critical thinking and communication goals.</p>	<p>01/20/2015 - The course is successful and will remain in its present form.</p>
		<p>01/20/2015 - The students did well this year, with a 100% pass rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Resources for this class are adequate</p> <p>Resource Request: Resources for this class are adequate</p> <p>GE/L-SLO Reflection: This class meets with critical thinking and communication goals</p> <p>GE/L-SLO Reflection: This class meets with critical thinking and communication goals</p>	<p>01/20/2015 - The course is successful, and the current strategies and exercises will remain.</p>
		<p>01/17/2014 - The students did well this quarter. One student out of forty-five failed; and a 98% pass rate was achieved.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>01/17/2014 - The course will continue as it was this year, given the proven success rate.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Resource Request: The resources were adequate for this class.</p> <p>GE/L-SLO Reflection: The course meets with critical thinking and communication goals.</p> <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Flash cards for all students would be wonderful. Now we have one set that is shared among students. They are kept in the lab for studying.</p> <p>GE/L-SLO Reflection: Course meets all related ILOs.</p> <p>02/16/2012 - One hundred percent of students passed all 4 quizzes and Final Exam with a minimum score of 75%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Purchase several sets of Veterinary Medical Terminology Flash Cards for student use in the classroom</p> <p>GE/L-SLO Reflection: Meets all related IL-SLO's</p> <p>01/17/2016 - One hundred percent of the class achieved this goal, and enjoyed the class as well.</p> <p>Assessment Method: The student will complete 2 projects over the</p>		<p>Resource Request: The resources were adequate for this class.</p> <p>GE/L-SLO Reflection: The course meets with critical thinking and communication goals.</p> <p>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.</p> <p>01/29/2013 - 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.</p>
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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>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.</p>	<p>MD Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Resources are adequate for this class</p> <p>GE/L-SLO Reflection: Meets with communication and critical thinking goals.</p>	<p>01/17/2016 - The course is very successful in its present form, so the current format will remain. MD</p>
	<p>01/20/2015 - This exercise was effective and enjoyable, and the students appreciated being able to research their own interests. 100% pass rate</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Resources are adequate. A better classroom and audiovisual materials would have aided course delivery.</p> <p>GE/L-SLO Reflection: Meets with critical thinking and communication goals.</p>	<p>01/20/2015 - The course is successful and will remain in its present form.</p>	
	<p>01/17/2014 - The journal project was useful and enjoyable for the students. All students completed the projects.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Resources are adequate.</p> <p>GE/L-SLO Reflection: Meets with communication and critical thinking goals.</p>	<p>01/17/2014 - The current course design will remain due the proven success rate.</p>	
	<p>01/29/2013 - 100% of students earned a score of 75% or better on their peer-reviewed journal project.</p>	<p>01/29/2013 - Continue to use peer-reviewed journal article project to help students master fundamental</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Veterinary Technology (V T) - VT 53A - MEDICAL TERMINOLOGY - SLO 2 - Application of knowledge - Analyze and interpret medical words and terminology. (Created By Department - Veterinary Technology (V T))</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Method: Four quizzes given over 12 weeks and a Final Exam is given at the end of the course.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 97% of the students will achieve a minimum score of 75% on each assessment to pass the course.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Resources are adequate for this class</p> <p>GE/L-SLO Reflection: Meets with communication and critical thinking goals.</p>	<p>01/17/2016 - The students did well on their quizzes overall. In some cases, the students had an "off" week, but came back strong for the next exam. Lower scores were associated with poor preparation, rather than a lack of knowledge, according to the students' self reports. MD A 2015-2016 drop down menus choice is not available--assessment date changed by LE</p> <p>01/17/2016 - The course is successful and will remain in its present form. MD</p>	<p>veterinary medical vocabulary.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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.</p> <p>Assessment Method Type:</p>	<p>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.</p> <p>GE/L-SLO Reflection: Course meets all related ILOs.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request:</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Resources were adequate</p> <p>GE/L-SLO Reflection: Meets with communication and critical thinking.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Class/Lab Project	Resources are adequate for this class		
Target for Success: The student must correctly define all medical terms in the article. A minimum score of 75% assessed using standard criteria.	GE/L-SLO Reflection: Meets with communication and critical thinking goals.	01/20/2015 - The students successfully completed the assignment, with a 100% pass rate.	01/20/2015 - The course is enjoyable and successful and will remain in its present form.
Result: Target Met	Year This Assessment Occurred: 2014-2015	Resource Request: Adequate at this time.	
		GE/L-SLO Reflection: Meets with communication and critical thinking goals.	
	01/17/2014 - The journal project was useful and enjoyable for the students. All students completed the projects.	01/17/2014 - The current course plan will remain, due to it's proven success rate.	
Result: Target Met	Year This Assessment Occurred: 2013-2014	Resource Request: Resources were adequate	
		GE/L-SLO Reflection: Meets with communication and critical thinking goals.	
	01/17/2014 - The medical journal project was successful and enjoyable for the students. This also provides for their self-directed study in topics not covered in class.	01/17/2014 - The journal project will remain. It has proven benefits for the students' learning.	
Result: Target Met	Year This Assessment Occurred: 2013-2014	Resource Request: Resources are adequate.	
		GE/L-SLO Reflection: Meets with communication and critical thinking goals.	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>01/29/2013 - 100% of students scored 75% or greater on their peer-reviewed journal article project.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Additional course materials such as flash cards for each student and medical dictionary.</p> <p>GE/L-SLO Reflection: Course meets all related IPOs.</p>	<p>01/29/2013 - Continue to use the peer-reviewed journal article project to help students master fundamental veterinary medical terms.</p>
Department - Veterinary Technology (V T) - VT 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))	<p>Assessment Method: A series of quizzes will be given to cover the different types of medical calculations required of veterinary technicians.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>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.</p>	<p>04/29/2016 - Of the 37 students who took the course, all succeeded in this SLO, therefore a 100% pass rate. Well done!</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Plumb's formulary, as a download, web access, or hard copy would be beneficial for reviewing drug dosages, and serve as a reference for case-based scenarios.</p> <p>GE/L-SLO Reflection:</p>	<p>04/29/2016 - The course is very successful. I will add one or two case-based assignments where math skills are required for proper patient care.</p>
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Meets with calculation, critical thinking, and communication SLO's	
10/12/2015 - All the students were successful in mastering this SLO. MM		10/12/2015 - The course will continue to be taught with the new method of "do this" and later "this is why". The students seem to grasp the concepts more easily with fewer errors. MM	
Target Met			
Year This Assessment Occurred: 2014-2015			
Resource Request: The materials for this course are adequate.			
GE/L-SLO Reflection: Meets with computational, critical thinking, and communication goals. MM			
10/12/2014 - All students passed the course, many with a high A. 100% pass rate. Extra office hours and practice sessions seemed to be of assistance in helping the students achieve.		10/12/2014 - More sessions for assistance will be offered. Small group work with the instructor outside of class appears beneficial in helping challenged students to succeed.	
Result: Target Met			
Year This Assessment Occurred: 2013-2014			
Resource Request: The availability of tutors or increased load for the class would provide necessary time for practice			
GE/L-SLO Reflection: Meets with communication, calculation, and critical thinking skills.			
07/15/2013 - 2 of 44 students did not pass. 95% pass rate.		07/15/2013 - The course is successful and will remain as it is.	
Result: Target Met			
Year This Assessment Occurred: 2012-2013			
Resource Request: More funding for materials, supplies, and faculty.			
GE/L-SLO Reflection: critical thinking, communication, computation skills are used.			

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 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))	<p>Assessment Method: A series of quizzes will be administered to test the student's ability to accurately calculate IV administered fluids and drugs.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>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 material.</p>	<p>04/12/2012 - Of the 41 students who were enrolled in the course, 39 passed, yielding a 95% pass rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>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.</p>
Course-Level SLO Status: Active		<p>Resource Request: More funding is necessary to provide demonstrations of fluid and drug calculations.</p> <p>GE/L-SLO Reflection: This course meets with the need for communication and life-long learning.</p>	
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))	<p>Assessment Method: A series of quizzes will be administered to test the student's ability to accurately calculate IV administered fluids and drugs.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>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 material.</p>	<p>04/29/2016 - All 37 students passed, therefore a 100% pass rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: More Plumb's formularies for in class calculations and drug interactions.</p> <p>GE/L-SLO Reflection: Meets with computational, critical thinking, and communication SLO's</p>	<p>04/29/2016 - Overall the course is successful and will remain mostly in it's present form. I will add one or two case-based exercises to give practice and clinical application of the calculations for optimal patient care.</p>
Course-Level SLO Status: Active		<p>Resource Request: More load or faculty to provide one on one or small group tutorials and practice sessions.</p> <p>GE/L-SLO Reflection:</p>	<p>10/12/2014 - All students passed the course, many with a high A. 100% pass rate. Extra office hours and practice sessions seemed to be of assistance in helping the students achieve.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>
		<p>Resource Request: More load or faculty to provide one on one or small group tutorials and practice sessions.</p> <p>GE/L-SLO Reflection:</p>	<p>10/12/2014 - Add more small group and tutorial work with the instructor. This helps the challenged students to succeed.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	Assessment Method: VT 53C - INTRODUCTION TO LARGE ANIMAL CARE - SLO 1 - Knowledge - List and explain the clinical significance and nursing care for a selected medical conditions of a horse, cow, or small ruminant. (Created By Department - Veterinary Technology (V T))	Resource Request: More funding to provide for interactive math problems with real medical supplies.	Result: Target Met
	Assessment Method: Series of weekly quizzes and a comprehensive written final examination. Periodic Clinical Skills Testing.	Resource Request: More funding to provide for interactive math problems with real medical supplies.	Result: Target Met

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Target Met Year This Assessment Occurred: 2013-2014	Resource Request: Since hands on time is impossible with this class format, we need funding for students to participate in a laboratory class that supports the lectures presented in this class.	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/L-SLO Reflection: Meets related IL-SLO.	07/12/2012 - All the students were successful in mastering the basic medical and nursing concerns for the primary large animals.	06/19/2013 - Update/edit the COR and reconfigure the course to add an additional separate lab component for teaching/learning of clinical skills.
Assessment Method: Students select a topic (from a list provided by professor) and research, prepare, and	GE/L-SLO Reflection: This course meets with the communication and critical thinking ILOs.	07/12/2012 - The course procedures will be following for next year, since they have proven to be effective learning tools.	
06/14/2016 - All students successfully completed class presentations focusing on common diseases of food animals and equine patients. General			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - VT 53C - INTRODUCTION TO LARGE ANIMAL CARE - SLO 2 - Knowledge - Discuss and explain the principles and practices of food animal production methods and the commercial uses of food animals. (Created By Department - Veterinary Technology (V T))	<p>Assessment Method: Series of quizzes and a comprehensive written final examination. Questions specific to this topic will be included on the tests to facilitate assessment of this SLO.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students are able to answer the questions correctly.</p>	<p>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.</p> <p>Result: Target Met</p>	<p>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.</p>
Course-Level SLO Status: Active	Year This Assessment Occurred: 2015-2016	Year This Assessment Occurred: 2015-2016	
	<p>Resource Request: Funding to pay partners a stipend for providing large animals for students to work on.</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs</p>	<p>07/12/2012 - All students mastered the basic concepts related to production medicine as well as companion large animals.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Additional funding for medical and surgical supplies for live animal procedures.</p> <p>GE/L-SLO Reflection: This meets with communication and critical thinking ILLOs.</p>	<p>07/12/2012 - The course ran well and the students mastered the materials. No changes at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Veterinary Technology (V T) - VT 53C - INTRODUCTION TO LARGE ANIMAL CARE - Restraint and handling - Describe proper restraint and handling of the horse, the cow, the sheep/goat, and the pig. (Created By Department - Veterinary Technology (V T))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students participated in a field trips to an equine facility. A large animal Observation/Critique</p> <p>Assessment Method Type:</p> <p>Assessment Method: Students have a midterm project in which they select 4 large animal, domestic species and describe 4 diseases that affect each. A format is given to the student so that each topic is thoroughly covered.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 100% of students are expected to perform well.</p> <p>Assessment Method: Multiple choice, fill in the blank, visual identification, written and verbal identification, short answer, essay.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 97% of the students will take and pass with a be interested in this area for a career. A 90% 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.</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Method: Students have a midterm project in which they select 4 large animal, domestic species and describe 4 diseases that affect each. A format is given to the student so that each topic is thoroughly covered.</p> <p>Assessment Method Type: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Assessment Method: Multiple choice, fill in the blank, visual identification, written and verbal identification, short answer, essay.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 97% of the students will take and pass with a be interested in this area for a career. A 90% 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.</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Method: Students have a midterm project in which they select 4 large animal, domestic species and describe 4 diseases that affect each. A format is given to the student so that each topic is thoroughly covered.</p> <p>Assessment Method Type: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Continued support for lab materials,</p>	<p>10/08/2015 - All students met the objectives: followed the format, completed the assignment, and turned it in on time. Assignments were proofread. *LE/PB*</p> <p>Result: Target Met</p>	<p>Assessment Method: Students participated in a field trips to an equine facility. A large animal Observation/Critique</p>

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>specimens, atlas, texts, and software.</p> <p>GE/L-SLO Reflection: Meets with communication and critical thinking.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Critical thinking and communication goals were addressed.	
	05/21/2013 - Several students did not complete the course either because of personal reasons or failure to earn an minimum grade.	05/21/2013 - The current course design will remain, with the addition of new lab materials as funding allows.	
Result: Target Met	Year This Assessment Occurred: 2012-2013		
Resource Request: Another lab assistant and more models and materials are needed.	GE/L-SLO Reflection: Communication and critical thinking.		
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 anatomy and physiology.	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 in the present format.	
GE/L-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	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	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>VT 54A - 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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Multiple choice, fill in the blank, visual identification, written and verbal identification, short answer, essay, compare and contrast.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>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</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Another lab assistant and additional funding for more anatomic models, specimens and materials are needed.</p> <p>GE/L-SLO Reflection: This SLO ties in with communication, critical thinking, and career training.</p> <p>Assessment Method: 01/17/2016 - See entry above as well. 90% pass rate, 4 failures due to language, adjustment to the program, and learning how to budget time and study efforts. MD</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>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</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Lecture materials are adequate. Lab materials needed for models, simulations, lab activities.</p> <p>GE/L-SLO Reflection: Meets with critical thinking and</p>	<p>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.</p> <p>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.</p> <p>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.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>proficiently or safely as an RVT.</p> <p>communication goals.</p> <p>classes. I will consider giving some "pre-exams" to help enlighten the students, and prepare them for a test situation. Even though I provide notes and study guides and review sessions, there seems to be a few students who need to consider the subject matter more thorough and a practice test may help. MD</p>		
	<p>01/20/2015 - The students worked very hard this year, and some were not capable of meeting minimum qualifications. The class was also very small as compared to an average year, with only 36 rather than 50 students. This will adversely affect the passing statistic. Two students chose to leave for personal reasons. Of the remaining students, three failed, yielding a 91% pass rate.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: More individualized instruction, the personnel to carry this out.</p> <p>GE/L-SLO Reflection: Meets with communication and critical thinking goals.</p>	<p>01/20/2015 - Have more personnel or mentors available to help challenged students, provide more examples of test questions along with the study guides provided.</p>	
	<p>01/17/2014 - This year was challenging, and several students could not master the material enough to safely continue in the program. Five students out of forty-eight failed (and failed in more than one class). This resulted in a 90% pass rate. While not meeting the "target", this is a proper course of action in order to ensure patient safety. The students who failed are welcome to re-take the class, or re-apply to the program if they choose to continue.</p> <p>Result: Target Not Met</p>	<p>01/17/2014 - The course has a proven success rate and will remain in its current format.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2013-2014 Resource Request: Resources were adequate, however an ongoing need to acquire models for lab is necessary. GE/L-SLO Reflection: Meets with communication and critical thinking goals.	
		05/21/2013 - Several students did not finish the course either because of personal reasons or 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/L-SLO Reflection: Communication and critical thinking.
		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/L-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.	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - VT 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))	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 MD 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. Course-Level SLO Status: Active	Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: Another lab assistant and more anatomic models, specimens, and materials are needed. GE/L-SLO Reflection: This SLO links with communication, critical thinking, and career education.	Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: Another lab assistant and more anatomic models, specimens, and materials are needed. GE/L-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
<p>GE/L-SLO Reflection: The course meets with critical thinking and communication goals.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: More lab materials and models</p> <p>GE/L-SLO Reflection: Meets with critical thinking and communication goals.</p>	<p>07/05/2014 - The previous post was related to a different course in error. For this class, there was a 98% pass rate, only one of 45 students did not pass. This student had academic challenges, and chose to stop attending classes. The remaining students excelled in the course.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: More lab materials and models</p> <p>GE/L-SLO Reflection: Course met with critical thinking and communication goals.</p> <p>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</p>	<p>07/05/2014 - Continue with the course as designed.</p> <p>07/05/2014 - The course will remain as it is, since it has proven to be successful. More models and specimens are needed.</p>	<p>the students, now they will have A&P in consecutive quarters, which will enable them to more easily master skills in other classes.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Multiple choice, fill in the blank, short answer and essay, verbal and written identification.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 97% of the students will achieve a score 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%</p>	<p>04/29/2016 - One student withdrew after the drop deadline, after deciding that this was not a good career option for her. Therefore, she earned an F. Of the remaining 36 students, all passed, therefore 100% pass. MD</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Continued support for lab materials, specimens, atlas, texts, and software. MD</p> <p>GE/L-SLO Reflection: Meets with communication and critical thinking SLOs</p>	<p>04/29/2016 - The course is demanding and information dense, yet students can demonstrate high academic achievement. The course will remain as it is. MD</p> <p>04/29/2016 - The course was largely successful. Less time will be spent on digestive so that more time can be spent on birds and reptiles.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>GE/L-SLO Reflection: Meet with critical thinking and communication learning outcomes.</p> <p>07/05/2014 - The previous post was related to a different course in error. For this class, there was a 98% pass rate, only one of 45 students did not pass. This student had academic challenges, and chose to stop attending classes. The remaining students excelled in the course.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: More materials for lab</p> <p>GE/L-SLO Reflection: Meets with critical thinking and communication goals</p>	<p>07/05/2014 - The course will remain as designed.</p>		
<p>07/05/2014 - Two students out of 38 left the program. This indicates a 95% success rate, which is still admirable considering that the normal class size is 50 students. One student left the field for financial reasons, the other for personal. The remaining students did well.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: More lab materials and models</p> <p>GE/L-SLO Reflection: Met with communication and critical thinking goals</p> <p>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.</p> <p>Result: Target Met</p>	<p>07/15/2013 - Continue with the design of the course.</p> <p>07/15/2013 - The course is successful and will remain as it is.</p>		

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: More funding is needed for models, charts, and specimens.		
	GE/L-SLO Reflection: Critical thinking and communication skills used.		
		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/L-SLO Reflection: This meets with the ILO for communication and critical thinking.		
		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.		
Department - Veterinary Technology (V T) - V T 55 - ANIMAL MANAGEMENT & CLINICAL SKILLS I - SLO 1 - Application of Knowledge - Demonstrate knowledge and	Assessment Method: Final lab practicum. One on one assessment with RVT instructors to evaluate student knowledge, skills and ability in	12/06/2016 - Students were having difficulty with the Restraint portion of the class by the Midterm Evaluations. However, by the end of the quarter,	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>competency in entry level medical and surgical nursing tasks required of the first year Veterinary Technology student. (Created By Department - Veterinary Technology (V T))</p> <p>Course-Level SLO Status: Active</p>	<p>practical nursing skills taught in class and lab.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: All students pass with 75% or better.</p>	<p>the students had really worked hard and had improved in their skills greatly! Some of the students participated in Supplemental Instruction, which I believe helped them a lot. In the future, we will know the students know at the beginning of the course, that this is a really helpful tool for them. AC</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Continue providing supplemental instruction.</p>	<p>06/17/2015 - All students passed this quarter with a cumulative score of 76% or better. This quarter, for the first time, individual tutoring was strongly recommended and assessments were done by enlisting extra part time faculty to help during 'finals' week. *LE*</p> <p>06/17/2015 - Require students to participate in supplemental instruction.</p> <p>Hire part time faculty to help with assessments of clinical competency.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>needed. New material added or revised annually as required by changes in subject matter.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Online Learning Resources. A/V Teaching Resources. Funding for PT Hourly RVT Tutors</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p>	<p>and funds for equipment material and supplies. Request tutors for at-risk students.</p>
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Additional funds for A/V teaching materials and supplies and for online resource database annual membership.</p> <p>GE/L-SLO Reflection: Course meets all related IL-SLOs.</p>	<p>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.</p> <p>2) Continue to update lab manual with new veterinary medical information.</p> <p>3) We will continue to do the good work we are doing.</p>
		<p>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</p> <p>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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Assessment Method: One Midterm and one Final Lab Practical Examinations. Clinical skills performance assessed based on individual student by faculty testing using standardized criteria.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 100% of students achieve a score of 75% or higher on each evaluation.</p> <p>Result: Target Met</p>	<p>Assessment Method: One Midterm and one Final Lab Practical Examinations. Clinical skills performance assessed based on individual student by faculty testing using standardized criteria.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 100% of students achieve a score of 75% or higher on each evaluation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>06/17/2015 - 100% of students earned 75% or higher on the midterm and final lab practical exams. Animals were back on campus this year, and the smaller class size allowed more individual instruction. *LE*</p>	<p>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)</p> <p>GE/L-SLO Reflection: Course meets all related ILOs.</p> <p>Related Documents: VT55 Grade Statistics Fall_2011 VT55 Total Exam Stats-Fall_2011</p>
<p>Assessment Method: One Midterm and one Final Lab Practical Examinations. Clinical skills performance assessed based on individual student by faculty testing using standardized criteria.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 100% of students achieve a score of 75% or higher on each evaluation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Continue to support live animals on campus. Continue with supplemental instruction. Keep using part time faculty to assess students during the practical examinations.</p> <p>01/04/2014 - 89% of enrolled students achieve a score of 75% or higher on each lab evaluation. Five students did not pass the Final Lab Practical Exam: Three were dismissed from the program for academic failure in multiple courses and two were retained and placed on probation. Three of the students that did not pass did not have the aptitude and emotional maturity to succeed in the profession; faculty will work with the other two to see if they have what it takes. The format of this lab is to have a short introductory lecture period to</p>	<p>Assessment Method: One Midterm and one Final Lab Practical Examinations. Clinical skills performance assessed based on individual student by faculty testing using standardized criteria.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 100% of students achieve a score of 75% or higher on each evaluation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Continue to support live animals on campus. Continue with supplemental instruction. Keep using part time faculty to assess students during the practical examinations.</p> <p>01/04/2014 - 89% of enrolled students achieve a score of 75% or higher on each lab evaluation. Five students did not pass the Final Lab Practical Exam: Three were dismissed from the program for academic failure in multiple courses and two were retained and placed on probation. Three of the students that did not pass did not have the aptitude and emotional maturity to succeed in the profession; faculty will work with the other two to see if they have what it takes. The format of this lab is to have a short introductory lecture period to</p>	<p>02/04/2014 - 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. Make course needs known to Program Director</p>	<p>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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>introduce new material. We have 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 are going to continue this format and urge students to read their lab material before lab. The student teacher ratio is too high for effective teaching and learning of these complex skills. Reducing the ratio by adding a third lab section or an additional instructor would greatly improve this situation. There is a need for live animals for students to learn and practice skills. Need additional materials and supplies and equipment to meet student needs.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Live Animal Colony. ANV and Online Instructional Resources. PT Hourly RVT Tutors and Lab Assistants. Software for Skills Assessment and Tracking. Need more stethoscopes and cardiac model.</p> <p>Resource Request: ANV and Online Instructional Resources. PT Hourly RVT Tutors and Lab Assistants. Software for Skills Assessment and Tracking</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs.</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs.</p> <p>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</p> <p>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</p>	<p>and advocate for reduced class size and funds for equipment material and supplies. Request tutors for at-risk students.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Veterinary Technology (V T) - VT 55 - ANIMAL MANAGEMENT & CLINICAL SKILLS I - SLO 3 - Safety -</p> <p>Understand and apply the importance of universal precautions and aseptic technique in a variety of common clinical situations. (Created By Department - Veterinary Technology (V T))</p> <p>Course-Level SLO Status: Active</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>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.</p> <p>GE/L-SLO Reflection: Course meets all IL-SLOs.</p>	<p>Assessment Method: Specific, embedded questions on midterm and/or final addressing the stated outcome.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Minimum 80% correct response rate for embedded questions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: A/V and Online Instructional Resources. PT Hourly RVT Tutors.</p>	<p>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 going to continue this format and urge students to read their lab material before lab.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>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.</p> <p>GE/L-SLO Reflection: Course meets all IL-SLOs.</p>	<p>update lab manual with new veterinary medical information. 3) We will continue to do the good work we are doing.</p>

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.	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	01/25/2013 - Update course notes to reflects changes in regulations and to enhance deliver of material.
		Year This Assessment Occurred: 2012-2013	Develop a PowerPoint that covers the essentials of hospital safety relevant to the entry level RVT.
		Resource Request: Funds to update AVMA and CVMA OSHA Safety Manual Resources.	Review and revision of questions related to this topic as needed to improve assessment.
		GE/IL-SLO Reflection: Course meets all IL-SLOs.	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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 to include both personal risk and patient safety concerns. (Created By Department - Veterinary Technology (V T))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Specific questions to address these concepts will be asked on quizzes, midterm and/or final.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% correct response rate on embedded questions pertaining to this topic.</p>	<p>01/04/2014 - All students passed Midterm #2 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. Relevant assignments and required online discussions enrich the learning environment sn provide additional assessment data.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: A/V and Online Instructional Resources. PT Hourly RVT Tutors.</p> <p>GENL-SLO Reflection: Course meets related ILOs.</p>
<p>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 apply essentia</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request:</p>	<p>Success/ Tasks</p>	<p>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.</p>	<p>are appropriate. Quiz and exam questions updated as needed. New material added or revised annually as required by changes in subject matter.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Funds to update AVMA and CVMA Hospital Safety Reference Resources</p> <p>GE/L-SLO Reflection: Course meets all IL-SLOs.</p>		
	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Funding for PT Allied Health Specialist (RVT) to provide tutoring for at-risk students.</p> <p>GE/L-SLO Reflection: Course meeting related ILOs.</p>		
<p>Assessment Method: One Midterm and one Final Lab Practical Examinations. Clinical skills performance assessed based on individual student by faculty testing using standardized criteria.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 97% of students achieve a score of 75% or higher on each evaluation.</p>	<p>01/04/2014 - Use of PPE is no longer a part of VT55 curriculum. (Moved to VT56) & Handling and restraint and safe use of the autoclave is the primary focus for this objective. Objective should be re-written to reflect this. Teaching methods for these two topics are effective and time allotted adequate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: A/V and Online Instructional Resources. PT Hourly RVT Tutors and Lab Assistants. Software for Skills Assessment and Tracking</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs</p>	<p>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.</p>	<p>01/04/2014 - Modify SLO to better reflect current curriculum. No other changes are warranted.</p>
	<p>01/25/2013 - All matriculating students passed the Lab Practical Exam with a score of 75% or greater. The Mean Score was 86%. Students</p>		<p>01/25/2013 - Continue with established labs and student training. Methods of instructions and</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) Active	<p>Assessment Method: Series of weekly Quizzes, two Midterm Exams, one Final Exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 97% of enrolled students achieve a score of 75% or higher on each evaluation.</p> <p>Course-Level SLO Status: Active</p>	<p>04/29/2016 - As a new instructor taking over the class, I chose to limit the testing to a midterm and a final. I do give out very comprehensive study guides which the students work through and research, and this enables them to gain a deeper knowledge of the material. Of the 40 students, 4 failed: 2 because of an inability to master the necessary volume and depth of the material, and 2 students left the program of their own accord, however after the drop date. This yields an overall pass rate of 95%.. I will change the SLO to a 95% pass rate (more realistic for a first year course). MD</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Continued support for lab materials, specimens, atlas, texts, and software.</p> <p>GE/L-SLO Reflection: Meets with communication and critical thinking SLOs. MD</p> <p>03/30/2014 - 100% of the students achieved a final grade of 75% or higher. Three students did not pass one of the three exams but still had a</p>	<p>04/29/2016 - See SLO #1. I will decrease sucks rate to 95%, and only give 2 midterms and a final, as well as comprehensive study guides. MD</p> <p>03/30/2014 - review scope and depth of content to ensure it is continuing to meet student needs.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Resource Request: Funds for PT Allied Health Specialist (RVT) to provide add'l supervision & direction for students & to assist faculty in providing care for teaching animals. Funds to support AV Resource material and supplies for all associated lab activities.</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs.</p>	<p>final grade of >75%. Mean scores on all quizzes and exams was in the 'B+' range. Review and revision of individual quiz exam questions done after each exam to improve assessments. Students were very engaged in Assignments and in all related Class Discussions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>Update course materials. Develop Ppt To enhance visual content of course. Ongoing updating and revision of course materials to keep current with profession and community standards of care.</p> <p>Consider moving Safety information to the VT60 Office practices course to allow addition of additional nursing topics to this course.</p>	
<p>Resource Request: Funds for PT Allied Health Specialist (RVT) to provide add'l supervision & direction for students & to assist faculty in providing care for teaching animals. Funds to support AV Resource material and supplies for all associated lab activities.</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>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 associated lab activities.</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs.</p>	<p>06/20/2013 - Ongoing updating and revision of course materials to keep current with profession and community standards of care.</p> <p>Consider moving Safety information to the VT60 Office practices course to allow addition of additional nursing topics to this course.</p> <p>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.</p>	<p>Update course materials. Develop Ppt To enhance visual content of course. Ongoing updating and revision of course materials to keep current with profession and community standards of care.</p> <p>Consider moving Safety information to the VT60 Office practices course to allow addition of additional nursing topics to this course.</p> <p>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.</p>
<p>04/07/2012 - 98% of the students achieved a final grade of 75% or higher. Grade Statistics attached.</p>			

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Assessment Method: One Midterm and one Final Lab Practical Examinations. Clinical skills performance assessed based on individual student by faculty testing using standardized criteria.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 97% of students achieve a score of 75% or higher on each evaluation.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Need for additional library textbooks and A/V CD-ROMs for student reference.</p> <p>GE/L-SLO Reflection: Meeting all related ILOs</p>	<p>04/07/2012 - Current course content meets the needs of first year VT Students and fulfills AVMACVTTEA (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.</p>
	<p>Assessment Method: One Midterm and one Final Lab Practical Examinations. Clinical skills performance assessed based on individual student by faculty testing using standardized criteria.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 97% of students achieve a score of 75% or higher on each evaluation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Continue with "On the floor at Dove" training videos. Extra lab instructor to decrease student:teacher ratio.</p> <p>GE/L-SLO Reflection: Meets all related ILOs</p>	<p>03/30/2014 - All of our first year VT students passed the VT 56 laboratory. We give the students a practical examination during the 6th week of the quarter. The most important skill was to trace the flow of the oxygen molecule through a number of different anesthetic machines. Both instructors are present as the students come in one at a time. This is not just to evaluate the student but to give the student verbal feedback and help the student find where their weaknesses are. The student is then presented with the anesthetic machine again during the final practical exam. In addition they are tested on IV catheter placement and a number of other skills.</p> <p>100% of the students passed the VT 56 laboratory exams.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Continue with "On the floor at Dove" training videos. Extra lab instructor to decrease student:teacher ratio.</p> <p>GE/L-SLO Reflection: Meets all related ILOs</p>	<p>05/14/2014 - Continue with the same teaching methods. Lots of hands on practice and one on one and group instruction from the two lab instructors.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
VT 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))	<p>Assessment Method: Series of weekly Quizzes, two Midterm Exams, one Final Exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 97% of enrolled students achieve a score of 75% or higher on each evaluation.</p>	<p>04/30/2012 - 98% of students were able to perform hands-on practical skills in a one on one teacher student evaluation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>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</p> <p>GE/L-SLO Reflection: Meeting all related ILOs.</p>	<p>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.</p> <p>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.</p>
Department - Veterinary Technology (V T) - VT 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))	<p>Assessment Method: Series of weekly Quizzes, two Midterm Exams, one Final Exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 97% of enrolled students achieve a score of 75% or higher on each evaluation.</p>	<p>04/29/2016 - As a new instructor taking over the class, I chose to limit the testing to a midterm and a final. I do give out very comprehensive study guides which the students work through and research, and this enables them to gain a deeper knowledge of the material. Of the 40 students, 4 failed: 2 because of an inability to master the necessary volume and depth of the material, and 2 students left the program of their own accord, however after the drop date. This yields an overall pass rate of 95%.. I will change the SLO to a 95%</p> <p>04/29/2016 - I will change the course assessment to 2 midterms and a final. This leaves more hours open for instructional time. I will lower the pass rate to 95%, more realistic given that this course is in the second quarter of the first year, which is the usual time when students realize if this is a good career choice for them, and also if they are able to succeed in an</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
MD Result: Target Not Met	Year This Assessment Occurred: 2015-2016 Resource Request: Continued support for lab materials, specimens, atlas, texts, and software. MD GE/L-SLO Reflection: Meets with critical thinking and communication SLO. MD	pass rate (more realistic for a first year course). MD Resource Request: Continued support for lab materials, specimens, atlas, texts, and software. MD GE/L-SLO Reflection: Meets with critical thinking and communication SLO. MD	academically challenging curriculum. MD
03/30/2014 - 100% of the students achieved a final grade of 75% or higher in the lecture portion of the course and in the class overall. Three students did not pass one of the three lecture exams but still had a grade of >75% overall. Mean scores on all exams was in the 'B' range. Review and revision of individual quiz and exam questions done after each exam to improve assessments. Result: Target Met	03/30/2014 - Develop PowerPoint presentations to enhance visual content of course. revise and update course lecture not packet. Ongoing updating and revision of course materials to keep current with profession and community standards of care. Consider moving Hospital 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. GE/L-SLO Reflection: Meets all related II-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	
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:			

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Fund for purchase of materials and supplies for all related clinical lab activites. 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.</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Additional PT FTE to add lab instructor to reduce student:teacher ratio. Increased budget for materials & supplies and updating medical equipment.</p> <p>GE/L-SLO Reflection: Meeting all related ILOs</p> <p>Related Documents: VT56 Class Grades W_2012</p>	<p>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.</p>	<p>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.</p>
<p>Assessment Method: One Midterm and one Final Lab Practical Examinations. Clinical skills performance assessed based on individual student by faculty testing using standardized criteria.</p> <p>Assessment Method Type:</p>	<p>04/13/2015 - Four students failed the Final Practical Lab Exam due to insufficient knowledge and hand skills. *KT*</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred:</p>	<p>12/16/2015 - Continue to provide supplemental instruction to keep on top of students. Regular faculty meetings to discuss student success and challenges.</p>	<p>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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Observation/Critique</p> <p>Target for Success: 97% of students achieve a score of 75% or higher on each evaluation.</p> <p>GE/L-SLO Reflection: This group of students has significant challenges. Many struggle with academics and motivation to acquire skills. Supplemental Instruction was very helpful to the students who really used it. Also working on skills in VT75B Animal Care Lab was helpful to many students. KT Faculty has focused on repetition of critical skills in order to better assess our students.</p>	<p>2014-2015</p> <p>Resource Request: Continue Supplemental Instruction by RVT instructors in the lab. Continue skill building in VT75B as an adjunct to skills practice in VT56.</p>	<p>06/17/2015 - Continue to provide students with supplemental instruction. We are expected to teach them so many skills that there is not enough time to practice these skills during class time.</p> <p>Supplemental instruction gives teachers and students another venue in which to practice skills in small groups.</p> <p>Keep animals on campus--they are the best way for our students to learn and keep motivated.</p> <p>Enlist part time faculty to help assess skills during the midterm and final practical examinations. Their feedback is critical to student success. *LE*</p>	
<p>05/14/2014 - All of our first year VT students passed the VT 56 laboratory. We give the students a practical examination during the 6th week of the quarter. The most important skill was to trace the flow of the oxygen molecule through a number of different anesthetic machines. Both instructors are present as the students come in one at a time. This is not just to evaluate the student but to give the student verbal feedback and help the student</p>	<p>04/13/2015 - Continue to add more instructor time to the Final Practical Exam - we needed FIVE instructors to adequately assess hands on skills in the practical portion of the exam. Continue to implement Supplemental Instruction by RVT instructors in the lab. Continue to address skills acquisition in VT75B.</p>	<p>05/14/2014 - Continue with the course as we have. I teach Anesthesia to the second year students and have seen a great increase in student confidence and student success since we have had one on one practical exams.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Continue to provide instructors with access to the "On the floor at Dove" training site. This is a very valuable tool we use to help teach hands on skills. Another lab instructor would also make a difference with regard to the student teacher ratio.</p> <p>Resource Request: Continue to provide instructors with access to the "On the floor at Dove" training site. This is a very valuable tool we use to help teach hands on skills. Another lab instructor would also make a difference with regard to the student teacher ratio.</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs</p>	<p>find where their weaknesses are. The student is then presented with the anesthetic machine again during the final practical exam. In addition they are tested on IV catheter placement and a number of other skills.</p> <p>100% of the students passed the VT 56 laboratory exams.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Continue to provide instructors with access to the "On the floor at Dove" training site. This is a very valuable tool we use to help teach hands on skills. Another lab instructor would also make a difference with regard to the student teacher ratio.</p> <p>Resource Request: Continue to provide instructors with access to the "On the floor at Dove" training site. This is a very valuable tool we use to help teach hands on skills. Another lab instructor would also make a difference with regard to the student teacher ratio.</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs</p>	<p>04/30/2012 - 98% of students passed both midterm and final practical skills evaluations.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>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.</p> <p>GE/L-SLO Reflection: Meeting all related ILOs.</p>	<p>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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Veterinary Technology (V T) - VT 56 - ANIMAL MANAGEMENT & CLINICAL SKILLS II - SLO 1 -Wound healing - Demonstrate knowledge of phases of wound healing and proper management of traumatic and surgical wounds. (Created By Department - Veterinary Technology (V T))</p> <p>Course-Level SLO Status: Active</p> <p>Department - Veterinary Technology (V T) - VT 56 - ANIMAL MANAGEMENT & CLINICAL SKILLS II - SLO 2 Nutrition - Be able to read and understand food labels on pet food and discuss proper nutrition with pet owners. (Created By Department - Veterinary Technology (V T))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Embedded test questions targeting knowledge of wound healing and classroom demonstration of bandaging techniques.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 100% of students will demonstrate this practical skill at minimal or better competency. At least 75% correct response rate to any embedded written questions.</p> <p>Assessment Method: Case based study of a dog or cat. Students will work with normal and abnormal examples to develop a nutritional plan.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 100% of students will achieve minimal competency, or better, based on the rubric for grading this assignment.</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Continued support for lab materials, specimens, atlas, texts, and software.</p> <p>GE/L-SLO Reflection: Meets with communication and critical thinking SLOs. MD</p>	<p>04/29/2016 - All students completed a self-selected nutrition topic to research and write up for an animal, a nutrient, a diet source, or medical condition of their choice. The papers were well researched and were considered to be a very helpful activity for their knowledge of animal nutrition. MD</p> <p>Result: Target Met</p>	<p>04/29/2016 - The case papers were a useful and educational activity that will be retained for the upcoming year. MD</p>
<p>Department - Veterinary Technology (V T) - VT 60 - VETERINARY OFFICE PRACTICE - SLO 1 - Critical Thinking - Recognize and discuss their own personal strengths and weaknesses in interpersonal communication in the veterinary workplace. (Created By Department - Veterinary Technology (V T))</p> <p>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.</p> <p>Assessment Method Type: Target Met</p>	<p>09/29/2016 - Each student successfully wrote an essay on personal strengths and weaknesses. This contributes to their participation in the hospital team when they begin clinical internship.</p> <p>Result: SG</p> <p>Year This Assessment Occurred:</p>	<p>09/29/2016 - Each student successfully wrote an essay on personal strengths and weaknesses. This contributes to their participation in the hospital team when they begin clinical internship.</p> <p>Result: SG</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
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.			
GE/L-SLO Reflection: This SLO was met in a way that supports self knowledge and better communication. The IL-SLO was met.			
Resource Request: We need a software upgrade for VT60 - our current version of Avimark is so outdated that it is unusable. This is not consistent with hospital practice.			
GE/L-SLO Reflection: This SLO was met in a way that supports self knowledge and better communication. The IL-SLO was met.			
Resource Request: To have various types of office software for the students to learn how to use.			
GE/L-SLO Reflection: Next year to have a higher percentage met that pass			
Resource Request: Funding for Online subscription teaching/learning resources to use in the classroom and for students as learning aids.			
GE/L-SLO Reflection:			

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Veterinary Technology (V T) - VT 60 - VETERINARY OFFICE PRACTICE - SLO 2 - Communication - Demonstrate the ability to provide effective client education for a variety of common veterinary conditions and circumstances (Created By Department - Veterinary Technology (V T))</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Method: Each student will prepare a 5-minute written presentation on a relevant topic of their choice and complete a 5-minute oral presentation to the class..</p> <p>Assessment Method Type: Class/Lab Project</p> <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: We really need an updated modern version of veterinary software that would facilitate topic research, client education as well as other skills required in the class, like medication label making and client charges, all skills required by the AVMA.</p> <p>Resource Request: We really need an updated modern version of veterinary software that would facilitate topic research, client education as well as other skills required in the class, like medication label making and client charges, all skills required by the AVMA.</p> <p>GENL-SLO Reflection: The IL-SLO was met</p> <p>10/14/2015 - Each student wrote and presented on various topics in veterinary medicine. *SG/L/E*</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Veterinary software is an integral part of modern veterinary practice. We would like to purchase software to train students in office skills. Some software programs even</p>	<p>09/29/2016 - Each student prepared an appropriate presentation. This gave them good experience in researching a topic and presenting it in an engaging and understandable way. This helped them with client education communication skills.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: We really need an updated modern version of veterinary software that would facilitate topic research, client education as well as other skills required in the class, like medication label making and client charges, all skills required by the AVMA.</p> <p>Resource Request: We really need an updated modern version of veterinary software that would facilitate topic research, client education as well as other skills required in the class, like medication label making and client charges, all skills required by the AVMA.</p> <p>GENL-SLO Reflection: The IL-SLO was met</p> <p>10/14/2015 - Each student wrote and presented on various topics in veterinary medicine. *SG/L/E*</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Veterinary software is an integral part of modern veterinary practice. We would like to purchase software to train students in office skills. Some software programs even</p>	<p>Meets all related IL-SLOs.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>allow client education materials, which is consistent with this SLO.</p> <p>Resource Request: Veterinary software is an integral part of modern veterinary practice. We would like to purchase software to train students in office skills. Some software programs even allow client education materials, which is consistent with this SLO.</p>	<p>12/30/2013 - 100% of the students submitted their assignments and earned a grade of "C" or better on the papers graded using a standardized rubric</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: To obtain money to give to the speakers for their time and travel and additional resources</p> <p>Resource Request: To obtain money to give to the speakers for their time and travel and additional resources</p> <p>GE/L-SLO Reflection: Students learned communication methods to deal with clients and challenges in a clinic but would be beneficial to have speakers talk more on clinics and have more resources available</p> <p>GE/L-SLO Reflection: Students learned communication methods to deal with clients and challenges in a clinic but would be beneficial to have speakers talk more on clinics and have more resources available</p>	<p>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</p>	
<p>06/20/2013 - Each student was able to communicate in an effective and educational manner the relevant information and key points related to their chosen topic of interest in a concise presentation delivered in a 5-10 minute</p>			

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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/L-SLO Reflection: Meets all related IL-SLOs.			
	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	04/08/2012 - To achieve a grade for everyone of 80% or better for next time this class is taught.	
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/L-SLO Reflection: The students were able to effectively communicate about their area of interest as if talking to a client.			
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))	Assessment Method: Series of weekly quizzes. Two Midterm Exams and one Final Examination.	03/26/2016 - 100% of the students achieved a final grade of 75% or higher on the three written lecture exams, a slideshow practical exam and assignments (24/24 students). Fourteen students did not pass one of the three exams, but still earned a cumulative grade of >75%. Mean scores on all exams were in the 79-90% range. Review and revision of individual exam questions is done after each exam to improve assessments. Weekly Quizzes, Assignments, and Class Discussions are effective learning and assessment tools. Current course content meets the needs of second year VT Students and fulfills AVMA-CVTEA	
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>(Accreditation) Essential Knowledge and Critical Thinking Requirements for VT Curriculum. Delivery method is effective and assessment methods are appropriate. Quiz and Exam questions are revised and updated as needed. New material is added or revised annually as required by changes in the field. Need to continue to reevaluate and reorganize the lecture content to ensure adequate time for completion of the final Parasitology module--currently time allotted is about 1-week too short. Also need to continue to decrease the amount of Immunology content and increase the amount of other Medical Nursing topics covered. *KP*</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Additional A-V Instructional Materials as available.</p> <p>GE/L-SLO Reflection: All college level SLOs applicable to this course were met or exceeded.</p> <p>Related Documents:</p> <p><u>FH V T 061-W16_Overall Grades.csv</u></p> <p><u>FH V T 061-W16_Student Grade Detail.csv</u></p> <p>03/30/2015 - 97% of the students achieved a final grade of 75% or higher on the three written lecture exams and assignments 36/37 students. Fourteen students did not pass one of the three exams, but still earned a cumulative grade of >75%. Mean scores on all exams were in the 81- 87% range. Review and revision of individual exam questions is done after each exam to improve assessments. Weekly Quizzes, Assignments and Class Discussions are effective learning and assessment tools. Current course content meets the needs of second year VT</p> <p>03/30/2015 - 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. Revise course curriculum to reduce amount of Immunology content and increase Medical Nursing content to broaden scope of the course.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Funds for AV Resource: Subscriptions for Learning Software and Online Video Streaming Service; Parasitology Microscope Slides and Specimens; Funds for Curriculum Revision.</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs.</p> <p>Related Documents: VT61 Gradebook_Winter 2015_KPeter.pdf </p>	<p>Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for VT Curriculum. Delivery method is effective and assessment methods are appropriate. Quiz and Exam questions are revised and updated as needed. New material is added or revised annually as required by changes in subject matter. Need to reorganize the lecture content to ensure adequate time for completion of the final Parasitology module--currently time allotted is about 1-week too short. Also need to decrease the amount of Immunology content and increase the amount of other Medical Nursing topics covered.</p> <p>*KP*</p> <p>03/30/2014 - 100% of the students achieved a final grade of 75% or higher on the three written lecture exams and assignments. three students did not pass one of the three exams but still had a overall grade of >75%. Mean scores on all exams were in the 'B' range. Review and revision of individual exam questions done after each exam to improve assessments. Assignments are effective learning and assessment tools. Need to reorganize the lecture content to ensure adequate time for completion of the final parasitology module--currently time allotted is about 1-week too</p> <p>03/30/2014 - Current course content meets the needs of second 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. Reorganize class schedule</p>		

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>short. Need to reduce the amount of Immunology content, inane increase the amount of Medical nursing topics covered.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funds for AV Resource: Subscriptions for Learning Software and Online Video Streaming Service; Parasitology Microscope Slides and Specimens; Funds for Curriculum Revision.</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs.</p>			<p>and reassess scope and depth of coverage overall to allow increased/adequate time for students to master the final parasitology module content</p> <p>content. revise curriculum to reduce Immunology Content and increase Medical Nursing Content.</p>
<p>03/30/2013 - 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 allotted is about w-week too short.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>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.</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs.</p>	<p>06/20/2013 - Current course content meets the needs of first year VT Students and fulfills AVMAC-VTEA (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. 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.</p>		
<p>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</p>		<p>04/07/2012 - Current course content meets the needs of first year VT</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Method: Series of weekly Quizzes, two Midterm Exams, one Final Written Examination, and One final Practical Examination.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 97% of students achieve a score of 75% or higher on each evaluation.</p>	<p>03/26/2016 - 100% of the students achieved a final grade of 75% or higher on the three written lecture exams and assignments 36/37 students. Fourteen students did not pass one of the three exams, but still earned a cumulative grade of >75%. Mean scores on all exams were in the 79-90% range. Review and revision of individual exam questions is done after each exam to improve assessments. Weekly Quizzes, Assignments and Class Discussions are effective learning and assessment tools. Current course content meets the needs of second year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for VT Curriculum. Delivery method is effective and assessment methods are appropriate. Quiz and Exam questions are revised and updated as needed. New material is added or revised annually as required by changes in subject matter. Need to continue to reorganize the lecture content to ensure adequate time for completion of the final Parasitology module--currently time allotted is about 1-week too short. Also need to continue to decrease the amount of Immunology</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Budget for acquisition of parasitology and microbiology teaching resources</p> <p>GE/L-SLO Reflection: Meeting all related ILOs</p> <p>Related Documents: VT61 Class Grade W_2012</p> <p>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.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>content and increase the amount of other Medical Nursing topics covered. *KP*</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Additional A-V Instructional Materials as available.</p> <p>GE/L-SLO Reflection: All college level SLOs applicable to this course were met or exceeded.</p>	
	<p>03/30/2015 - See SLO #1 for Student Success data: All related Essentials Knowledge and Skills mandated by Program Accreditation for this subject area are taught, assessed, and documented for each student. Course materials and Assessments are updated/revised annually to ensure they are current and properly assess student learning. Pursuant to ongoing discussions with the Program Director, this course is to be converted to 6-hrs of Lecture and the Practical Immunology and Parasitology Lab Content will be moved from this course into the Clinical Pathology course to provide practical, hands-on skill training and assessment.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Funds for required Clinical Laboratory Equipment/Supplies required for instruction in Practical Immunology and Parasitology.</p> <p>Resource Request: Funds for required Clinical Laboratory Equipment/Supplies required for instruction in Practical Immunology and Parasitology; Student Skills Tracking Software for C</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p>	<p>03/30/2015 - Reflect on student learning activities and develop additional hands-on learning experiences to integrate into the course. Consult with Program Director and modify course curriculum and assessments to adapt to the increase in number of Lecture Hours and deletion of selected topics in Practical Immunology and Parasitology (facilitate transfer to Clin Path Lab Course as needed).</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>GE/L-SLO Reflection: Meets all related II-SLOs.</p> <p>03/30/2014 - Exams and Quizzes are relevant and are effective assessment tools. 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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Parasitology Micro Slides and Specimens, AV Resources, Digital Image Library Subscription and Online video streaming services subscription.</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs.</p>	<p>03/30/2014 - Revise curriculum to include more Medical Nursing Content and Competencies. Reevaluate depth and scope of content to ensure that it meets student needs. Research and identify vendors For relevant AV Resources for visual learning.</p>		
<p>03/30/2013 - 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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: None.</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs.</p>	<p>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 applicable.</p>		
<p>04/07/2012 - 100% of the students achieved a</p>			

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Assessment Method: Terminal assessment and documentation of minimum clinical skills competency performance for each student is required by Program Accreditation.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 97% of students achieve a score of 75% or higher on final skills testing.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: budget for acquisition of parasitology and microbiology teaching resources.</p> <p>GE/L-SLO Reflection: Meeting all related ILOs.</p>	<p>03/26/2016 - All related Essential Knowledge and Skills mandated by Accreditation are taught, assessed, and documented for each student through written and slideshow practical examinations. Students are learning and achieving at high performance levels (Average Cumulative Score for the course was = 89%. 10-A, 13-B, & 1-C; n= 24) Current assessment methods are appropriate and effective. Improvement in practical skills learning and testing is recommended and will be implemented as selected content is transferred from the Animal Diseases Lecture to the Clinical Pathology Labs. Increased teaching of Immunodiagnostics and fecal analysis techniques required in VT81-Clin Path to support learning in VT61. Documentation of Essential Skills is now manually done and is 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.</p>	<p>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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
2015-2016	<p>Resource Request: Online or software for tracking of Essential Skills Acquisition. Materials and equipment to teach Parasitology Fecal Analysis, Blood analysis, and Immunodiagnostic Testing in VT81.</p> <p>GE/L-SLO Reflection: All college level SLOs applicable to this course were met or exceeded.</p>	<p>03/30/2015 - All related Essential Knowledge and Skills mandated by Accreditation are taught, assessed, and documented for each student through written and slideshow practical examinations. Current assessment methods are adequate for this purpose but not ideal. Improvement in practical skills learning and testing is recommended and will be implemented as selected content is transferred from the Animal Diseases Lecture to the Clinical Pathology Labs. Documentation of Essential Skills is now manually done and is 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.</p>	<p>03/30/2015 - Review and revise curriculum to include more Medical Nursing content and competencies while reducing the practical Immunology and Parasitology content of this course. Work with Program Director and other faculty to facilitate transferring this content to the Clin Path Labs as needed. Reevaluate depth and scope of content to ensure that it meets student needs and accreditation mandates.</p>
2014-2015	<p>Resource Request: Clinical Skills Tracking Software or Online Service; Funds for necessary Lab equipment and Supplies for instruction in Clinical Immunology and Parasitology.</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p>	<p>03/30/2014 - All related Essentials skills taught, assessed and documented for each student. Documentation of Essential Skills is now manual</p>	<p>03/30/2014 - Refect on student learning activities and develop</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Clinical Skills Tracking Software or Online Service.</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs.</p>	<p>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.</p>	<p>additional hands-on learning experiences to integrate into the course. 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.</p>	
<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Funding for Essential Skills Tracking Software/Online Service</p> <p>Resource Request: Funding for Essential Skills Tracking Software/Online Service</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs.</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs.</p>	<p>03/30/2013 - 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.</p>	<p>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.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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.</p> <p>(Created By Department - Veterinary Technology (V T))</p>	<p>Assessment Method: This course is not yet offered.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	<p>09/29/2016 - All students achieved the basic understanding of avian and exotics and were able to demonstrate skills -SG</p> <p>Resource Request: Financial support given to the veterinarians and assistants who help with demonstrations. Plus equipment to add in some of the skills such as smaller scales for weighing - SG</p> <p>GE/L-SLO Reflection: Meeting all related ILOs.</p>	<p>the 'B' range. Review and revision of individual exam questions done after each exam to improve assessments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Need for additional library textbooks and A/V CD-ROMs for student reference.</p> <p>Augment budget for purchase of needed materials & Supplies, maintaining, and for upgrading medical equipment.</p> <p>GE/L-SLO Reflection: Meeting all related ILOs.</p>
<p>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))</p>	<p>Assessment Method: This course is not yet offered.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: All IL SLO's were met</p>	<p>09/29/2016 - All students were able to achieve this for the different animals - SG</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request:</p>	<p>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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	Department - Veterinary Technology (V T) - VT 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))	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. Result: Target Met	Resource Request: References such as books, DVD's, and models to support this learning Resource Request: References such as books, DVD's, and models to support this learning Resource Request: References such as books, DVD's, and models to support this learning GE/L-SLO Reflection: All IL SLO's were met GE/L-SLO Reflection: All IL SLO's were met
Course-Level SLO Status: Active	Year This Assessment Occurred: 2015-2016	Resource Request: lecture materials are adequate. Lab materials needed for models, simulations, lab activities, maintenance of X-ray and ultrasound equipment. GE/L-SLO Reflection: Meets with critical thinking and communication goals.	01/17/2016 - All 26 students passed, and did very well. This is a highly applied course, and was well-received by the students. There is no choice for the 2015-2016 academic year from the drop down menu. MD Added 2015-16 assessment date and added action plan after conversation with Dr MacDougall- *LE* Result: Target Met
			01/17/2016 - The course is highly successful and will remain in its current form. The recent acquisition of the ultrasound machine was well-received and the labs were very educational. MD

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>2014-2015</p> <p>Resource Request: Upgrade existing equipment and obtain and ultrasound machine.</p> <p>GE/L-SLO Reflection: Meets with math, critical thinking, and communication goals.</p>	<p>01/04/2014 - 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. Weekly quizzes are effective at providing regular feedback and for keeping student on track throughout the quarter. Exams are effective assessments essential knowledge. Lab exams complement lecture exams in assessing mastery and integration of knowledge and skills.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Upgrade Digital X-ray Machine Components and Software. Live Animal Colony. A/V and Online Instructional Resources. PT Hourly RVT Tutors and Lab Assistants. Software for Skills Assessment and Tracking</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p>	<p>01/04/2014 - Transfer cost of dosimetry to student account or individual students. Review and revision of content and structure of the Lab Practical Exam as needed to improve assessment of skills competency. Reduce or eliminate outdated film-based radiography exercises and labs and increase digital radiography exercises and labs as indicated to keep pace with current standards of practice. Include resource requests in PR. Revise content and update assessments as needed to remain current and compliant with accreditation. Work on establishing a tutorial program for at-risk students.</p> <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Resource Request: Funding for a PT RVT lab Assistant to assist with skills assessment and documentation as required by accreditation.</p> <p>GE/L-SLO Reflection: Course meets all IL-SLOs.</p>	<p>modifying notes as related to Analog Vs. Digital information as required by community standards of practice.</p>
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>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.</p> <p>GE/L-SLO Reflection: Course meets related ILLOs.</p>	<p>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.</p>
		<p>Assessment Method: One Midterm and one Final Lab Practical Examinations. Clinical skills performance assessed based on individual student by faculty testing using standardized criteria.</p> <p>Assessment Method Type:</p> <p>Observation/Critique</p> <p>Target for Success: 97% of students achieve a score of 75% or</p>	<p>01/17/2016 - All 26 students passed, and did very well. This is a highly applied course, and was well-received by the students. There is no choice for the 2015-2016 academic year from the drop down menu. MD Added 2015-16 assessment: LE</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Resource Request: higher on each evaluation.</p> <p>GE/L-SLO Reflection: Meets with communication and critical thinking goals.</p> <p>12/1/2015 - Students were assessed on their knowledge of the Principles of Radiation Safety in weekly quizzes and by preparing and submitting a Radiation Safety Training Project. Student were continuously evaluated on their practical application of radiation safety during each lab session. Each student met all minimum competency criteria as required by accreditation. KPDvm (Lab)</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Additional Positioning Aids</p> <p>GE/L-SLO Reflection: All related IL-SLOs Met.</p> <p>01/20/2015 - The quizzes were held as an in class review of board exam. The midterms and finals were kept. 100% of students passed. Need for ultrasound machine. Digital xray not providing consistently quality of images.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Upgrade existing equipment and obtain and ultrasound machine.</p> <p>GE/L-SLO Reflection: Meets with math, communication, and critical thinking skills.</p>		<p>Resource Request: lecture materials are adequate. Lab materials needed for models, simulations, lab activities, maintenance of X-ray and ultrasound equipment.</p> <p>GE/L-SLO Reflection: Meets with communication and critical thinking goals.</p> <p>12/1/2015 - Radiation Safety Training exceeds minimum requirements of the State of California VMB and requirements for accreditation. Current methods of teaching and assessment are effective.</p> <p>12/1/2015 - Upgrade equipment</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>01/04/2014 - All students passed the Midterm Practical Exam and the Final Lab Practical Exam with a grade of 75% or higher, which assess this clinical knowledge and skills. Current course content meets the needs of second year VT Students and fulfills AVMA-CVTEA (Accreditation) Essential Knowledge and Critical Thinking requirements for curriculum. New material added or revised annually as required by changes in subject matter. Specifically increased digital technique content and deuced film-based technique content of lab exercises to align with current standards of practice and continue to prepare students adequately for the state and national licensing examinations. The Lab Practical Exam is an effective terminal assessment of knowledge and skills.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: update Digital Radiography Machine Components and Software. Live Animal Colony. A/V and Online Instructional Resources. PT Hourly RVT Tutors and Lab Assistants.</p> <p>Resource Request: update Digital Radiography Machine Components and Software. Live Animal Colony. A/V and Online Instructional Resources. PT Hourly RVT Tutors and Lab Assistants.</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs.</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs.</p> <p>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</p>	<p>01/04/2014 - Continue modifying Lab Notes as related to Analog Vs. Digital information & Skills as required by community standards of practice. Delivery method is effective and assessment methods are appropriate. Review and revision of lab topics and exercises and revising the the content and structure of the Lab Practical Exam as needed to improve assessments and align with student needs and current standards of practice.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Veterinary Technology (V T) - VT 70 - FUNDAMENTALS OF VETERINARY DIAGNOSTIC IMAGING - SLO 1 - Application of Knowledge - Know and apply the principles of veterinary radiography to consistently produce</p> <p>Assessment Method: Series of weekly Quizzes, two Midterm Exams, one Final Exam, and one Lab Practical Exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Funding for upgrading and purchasing additional radiation safety equipment.</p> <p>GE/L-SLO Reflection: Course currently meets all IL-SLOs.</p>	<p>first year VT Students and fulfills AVMAC-VTEA (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.</p>	
<p>Department - Veterinary Technology (V T) - VT 70 - FUNDAMENTALS OF VETERINARY DIAGNOSTIC IMAGING - SLO 1 - Application of Knowledge - Know and apply the principles of veterinary radiography to consistently produce</p> <p>Assessment Method: Series of weekly Quizzes, two Midterm Exams, one Final Exam, and one Lab Practical Exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>	<p>01/18/2011 - 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, 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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Funding for PT Allied Health Specialist (RVT) to provide tutoring for at-risk students.</p> <p>GE/L-SLO Reflection: Course meets related ILLOs.</p>	<p>01/20/2012 - Current course content meets the needs of first year VT Students and fulfills AVMAC-VTEA (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.</p>	
<p>Department - Veterinary Technology (V T) - VT 70 - FUNDAMENTALS OF VETERINARY DIAGNOSTIC IMAGING - SLO 1 - Application of Knowledge - Know and apply the principles of veterinary radiography to consistently produce</p> <p>Assessment Method: Series of weekly Quizzes, two Midterm Exams, one Final Exam, and one Lab Practical Exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>	<p>01/17/2016 - All 26 students passed, and did very well. This is a highly applied course, and was well-received by the students. There is no choice for the 2015-2016 academic year from the drop down menu. MD</p> <p>Result:</p>	<p>01/17/2016 - The course is well-received, practical, and successful and will remain in its present form. MD</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
diagnostic radiographs of animal patients. (Created By Department - Veterinary Technology (VT))	Target for Success: 97% of enrolled students achieve a score of 75% or higher on each evaluation.	Year This Assessment Occurred: 2014-2015	Target Met
Course-Level SLO Status: Active		Resource Request: lecture materials are adequate. Lab materials needed for models, simulations, lab activities, maintenance of X-ray and ultrasound equipment.	
		GE/L-SLO Reflection: Meets with communication and critical thinking goals.	
		Result: Target Met	Year This Assessment Occurred: 2014-2015
	Resource Request: Need to update and maintain existing equipment, need for ultrasound machine.	01/20/2015 - The quizzes were held as an in class review of board exam. The midterms and finals were kept. 100% of students passed. Need for ultrasound machine. Digital xray not providing consistently quality of images.	01/20/2015 - Research ideas and funding to upgrade and improve equipment. Add an ultrasound machine, confer with Diagnostic Imaging dept.
	GE/L-SLO Reflection: Meets with math, critical thinking and communication.		
	Result: Target Met	01/04/2014 - All students passed the Course with a grade of 75% or higher. Three students did not pass one of the three lecture exams but still earned a cumulative weighted average of >75%.	01/04/2014 - 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 only approx. 15% 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
	Year This Assessment Occurred: 2013-2014		

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Resource Request: Update Digital Radiography Machine Components and Software. Live Animal Colony. A/V and Online Instructional Resources. PT Hourly RVT Tutors and Lab Assistants.</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p>	<p>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.</p>	<p>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.</p>	<p>material added or revised annually as required by changes in subject matter. Advocate for funds for updating digital radiography equipment.</p>
<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Funding for PT Allied Health Specialist (RVT) to provide tutoring for at-risk students.</p> <p>GE/L-SLO Reflection: Course meets all IL-SLOs</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request:</p>	<p>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.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			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/L-SLO Reflection: Course meets related ILOs.		
Related Documents:	VT70 Final Grade Statistics	VT70 Lecture Exam Statistics	
	VT70 Lab Practical Exam Statistics		

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Exposure/Positioning Assessments. Assessments were effective in evaluating and documenting student performance and stated outcomes. Ultrasound machine acquired and used in lab exercises. KPDvm (Lab)</p>		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Additional Positioning Aids and Devices. Equine Digital Radiology Unit.</p> <p>GE/L-SLO Reflection: All IL SLOs met.</p>
	<p>01/20/2015 - The quizzes were held as an in class review of board exam. The midterms and finals were kept. 100% of students passed. Need for ultrasound machine. Digital x-ray not providing consistently quality of images.</p>	<p>01/20/2015 - Upgrade equipment, get an ultrasound machine.</p>	
	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Upgrade existing equipment and obtain and ultrasound machine.</p> <p>GE/L-SLO Reflection: Meets with math, critical thinking, and communication goals.</p>	<p>01/04/2014 - All students passed Midterm Lab Practical and the Final Cumulative 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. Delivery method is effective and assessment methods are appropriate. New material added or revised annually as required by changes in subject matter.</p> <p>01/04/2014 - Review and revision of content and structure of the Lab Practical Exam as needed to improve assessment of skills competency. Reduce or eliminate outdated film-based radiography exercises and labs and increase digital radiography exercises and labs as indicated to keep pace with current standards of practice. Include</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Upgrade Digital X-ray Machine Components and Software. Live Animal Colony. A/V and Online Instructional Resources. PT Hourly RVT Tutors and Lab Assistants. Software for Skills Assessment and Tracking</p> <p>Resource Requests: Upgrade Digital X-ray Machine Components and Software. Live Animal Colony. A/V and Online Instructional Resources. PT Hourly RVT Tutors and Lab Assistants. Software for Skills Assessment and Tracking</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs.</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs.</p>	<p>resource requests in PR. Revise content and update assessments as needed to remain current and compliant with accreditation. Work on establishing a tutorial program for at-risk students.</p>		
<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Upgrade Digital X-ray Machine Components and Software. Live Animal Colony. A/V and Online Instructional Resources. PT Hourly RVT Tutors and Lab Assistants. Software for Skills Assessment and Tracking</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs.</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs.</p>	<p>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.</p> <p>01/25/2013 - Current course content meets the needs of first year VT Students and fulfills AAVMA-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.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Course meets all IL-SLOs.	<p>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, 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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Funding for PT Allied Health Specialist (RVT) to provide tutoring for at-risk students.</p> <p>GE/L-SLO Reflection: Course meets related IL-OS.</p>
Department - Veterinary Technology (V T) - V T 70R - INDEPENDENT STUDY IN VETERINARY TECHNOLOGY - Application of Knowledge - Reflect upon and evaluate the value of the topical information studied and discuss the relevance and relationship to the Veterinary Technology Core Curriculum and to clinical practice. (Created By Department - Veterinary Technology (V T))	<p>Assessment Method: Student will present a two-page, written proposal for their Independent Study Project to the faculty member for approval and at the end of the quarter submit a Log of Activities and a five-page Project Summary demonstrating their learning.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 100% of the students enrolled in Independent Study will complete the requirements.</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 10/06/2014 - All eleven students submitted proper documentation of their activities for clinical work and topical reading by the course deadline.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: The instructor needs to be compensated for monitoring independent studies.</p> <p>Resource Request: The instructor needs to be compensated for monitoring independent studies.</p>	<p>01/20/2012 - Current course content meets the needs of first year VT Students and fulfills AVMAC-VTEA (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.</p>
Department - Veterinary Technology (V T) - V T 72 - PRINCIPLES OF VETERINARY	<p>Assessment Method: Students will be required to deliver effective elements of teaching about dental topics.KT</p>	08/01/2016 - All students were able to identify key	
			12/13/2016 2:54 PM

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
DENTISTRY - SLO 2 - Communication - Prepare and effectively deliver client education regarding home dental care for companion animals. (Created By Department - Veterinary Technology (V T)) Active	<p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 97% of students will achieve a grade of 75% or better on a presentation graded using standard criteria.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: We need to have supplies of materials that students would see in a veterinary clinic for teaching clients to maintain developing this course.KT</p>	<p>GE/L-SLO Reflection: Veterinary dentistry is more important than ever. It is the most common disease of cats and dogs. It is very important to keep</p>
07/02/2015 - All students excelled in this area.	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/L-SLO Reflection: all institutional SLOs met.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: We really need a digital dental radiography system even for client education. We must teach clients about the major importance</p> <p>GE/L-SLO Reflection: IL-SLOs met.</p>	<p>Result: 07/02/2014 - We met this target for Spring 2014.</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: We really need a digital dental radiography system even for client education. We must teach clients about the major importance</p> <p>GE/L-SLO Reflection: IL-SLOs met.</p>
07/08/2013 - All students were able to present effective client education at an entry level of proficiency on a variety of dental topics.	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Small Animal Dental Radiography</p>	<p>Result: 07/08/2013 - Request dental models, animal skeletons, and dental radiography.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Method: Lecture exams and lab skills tests designed to assess each student's skills in performing a safe, high quality dental prophylaxis.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 97% of students will achieve a score of 75% or higher on all lecture and laboratory assessments.</p> <p>Resource Request: We need to have our older prophylaxis serviced, off site. We continue to need to have cadaver heads in sufficient supply and tanks of nitrogen to power the dental units.</p> <p>GE/L-SLO Reflection: There are more questions than ever on national boards about dentistry and we need to continue to develop this course to meet the increasing needs of the veterinary community for high quality dental care. This year we doubled the amount of dentistry lecture which enabled us to reinforce key concepts and information. KT</p>	<p>Equipment, small mammal skulls, dental models.</p> <p>GE/L-SLO Reflection: Meets all IL-SLOs</p> <p>07/18/2012 - All students were able to present effective client education at an entry level of proficiency on a variety of dental topics.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Skulls and dental models. Digital dental x-ray equipment</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs</p>	<p>08/01/2016 - All students passed. One student did poorly on the prophylaxis hands on skills lab and she received extensive personal counseling about attitude and commitment to veterinary nursing. KT</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: We need to get another ergonomically appropriate table for a dental prophylaxis unit so we can have students working on prophylaxis more comfortably.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>07/02/2015 - All students passed with a B or higher. KT</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Need to continue to use cadaver heads for prophy training for safety reasons. Need more real bony skulls for lab exercises. Continue to use nitrogen to power prophy units. We MUST have a digital dental radiography system for dental radiographs. KT</p> <p>GE/L-SLO Reflection: All institutional SLOs met.</p> <p>GE/L-SLO Reflection: All institutional SLOs met.</p>	<p>07/02/2015 - Order 10 cadaver heads of canines and felines for prophy labs for 2015-2016 yr. Implement digital radiography system for dental radiographs which are required by the AVDC, AAHA and AVMA. Continue to use nitrogen to power prophy units. Order more real bony skulls for lab exercises. KT</p>		
<p>07/02/2014 - We met this goal for Spring, 2014. We have found that no veterinary hospitals in the area are using the hand tank method for developing dental radiographs (part of the complete dental prophy for veterinary patients.) Contemporary veterinary facilities are now all using digital dental radiography systems.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: We very much need a digital dental radiography system. Our old hand tanks are completely outdated and involved the use of hazardous chemicals, developer and fixer, which is an exposure for the students.</p>	<p>07/02/2014 - Acquire a dental digital radiography system as soon as possible. We need this system for multiple labs in VT72. The students are required to learn dental radiography and the digital system would be much more efficacious - faster, better radiographic detail, better data storage.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	<p>GE/L-SLO Reflection: We have met all LL-SLOs.</p> <p>07/08/2013 - All students were successful, achieving a B or greater. All students learned to do a dental prophylaxis on a veterinary patient at an entry level of competency</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Dental radiography equipment, small mammal skulls, dental models and posters. Vet Dentistry Reference Texts for library</p> <p>07/13/2012 - 100% of VT72 students in 2012 passed both written and practical skills testing</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: more real bone skulls, feline and canine, for anatomy and radiographic practice, more dental film, another prophylaxis unit</p> <p>07/13/2012 - We need more individualized rubrics to assess each student's ability to fully perform a safe and effective prophylaxis on cats and dogs....another prophylaxis 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 prophylaxis performance would be advisable.</p> <hr/> <p>Department - Veterinary Technology (VT) - VT 75A - ANIMAL CARE SKILLS I - SLO 1 - Conscientiously and safely perform assigned routine husbandry duties for veterinary technology teaching animals. (Created By Department - Veterinary Technology (VT))</p> <p>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.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Result: Target Met</p> <p>02/01/2016 - All students passed VT75A in Fall 2015. They worked hard in providing care to all species in our animal colony. Animal care labs went very well. One student had a hard time understanding the material, most likely due to significant language barrier but was able to pass the class. (KT)</p> <p>02/01/2016 - We could really use a horse for the program, even a boarding horse for a quarter. We are required to teach equine skills, such as handling, bandaging, health assessment, radiography.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Target for Success: 97% of students achieve a evaluation of "Satisfactory" or higher on each evaluation.	Year This Assessment Occurred: 2015-2016 Resource Request: Request another copy of "Low Stress Handling, Restraint and Behavior Modification of Dogs and Cats" by Dr. Sophia Yin (\$100). We use this book extensively in teaching handling, behavioral training. We continue to provide food/preventive care.	Year This Assessment Occurred: 02/02/2015 - This class had very little experience with animals. They did very well: students took excellent care of our animals. They followed directions from seniors, showed up on time and completed tasks as assigned.	
Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request: Animal care is expensive and demanding. We need to purchase tags for animals, bedding supplies, hay for goats and rabbits, vaccines and preventive medical supplies for dogs and cats every year.	Year This Assessment Occurred: 10/06/2014 - This class was not taught 2013-14 year. No animals were on campus. Result: Target Not Met Year This Assessment Occurred: 2013-2014 Resource Request: Dogs, cats, rodents, rabbits Resource Request: Dogs, cats, rodents, rabbits GE/L-SLO Reflection: (I inadvertently changed the date on this assessment KT)	Year This Assessment Occurred: 10/06/2014 - Acquire small population of dogs and cats to keep at school for the academic year.	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>course was not taught.</p> <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Additional funds to purchase and support a horse+3 sheep-Restore large animal teaching colony reduced due to budget cuts.</p> <p>Funds for additional Lab Assistant to help with monitoring animal care shifts, providing nursing care and facility maintenance.</p> <p>GE/L-SLO Reflection: Course meets all related IL-SLOs.</p>	<p>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. Make plans for purchase and support of a new horse and sheep.</p>
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>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.</p> <p>GE/L-SLO Reflection: Meets or exceeds ILLOs defined for this course.</p>	<p>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.</p>
<p>Department - Veterinary Technology (VT) - Assessment Method: VT 75A - ANIMAL CARE SKILLS I - SLO 2 - Feedback from senior peers and an in class Communication - Work with senior student to activity structured to evaluate student's</p>	<p>02/01/2016 - This year we instituted a new Animal Care Peer Evaluation system, in ETUDES. This</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
make accurate entries into the animals' 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))	ability to understand proper medical record keeping.	was monitored by KT. This enabled us to follow student performance much more closely. All students did well. Any mistakes or issues were true learning situations and helped students understand their role in caring for animals better.	Assessment Method Type: Case Study/Analysis Target for Success: All students achieve a grade of 75% or better on this assessment. Result: Target Met
Course-Level SLO Status: Active			Year This Assessment Occurred: 2015-2016
	Resource Request: We continue to need significant support and resources to provide for the animal colony.		
			KT
			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		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 verbal and written warnings. Follow-up with consequences for failing to correct attitudes and behaviors as directed.
	Year This Assessment Occurred: 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/L-SLO Reflection: Course meets all related ILOs.		
			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:		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

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Veterinary Technology (V T) - VT 75B - ANIMAL CARE SKILLS II - SLO 1 - Responsibilities - Perform thorough physical examinations on all program animals. (Created By Department - Veterinary Technology (V T))</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Method: Regular observations and assessment of student performance of physical examination of program animals. One on one assessment of student performance by faculty. Students will also write physical findings in animal's chart, and this will also be reviewed by faculty.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 100% of students achieve an evaluation of "Satisfactory" or higher on each exam and written record.</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Ongoing editing and updating of the Skills Notebook (the "Blue Book") is vital for continued accreditation - additional faculty time for this is requested KT Currently/ faculty are updating the Blue Book, the skills book, "on their own"</p> <p>Resource Request: Ongoing editing and updating of the Skills Notebook (the "Blue Book") is vital for continued accreditation - additional faculty time for this is requested KT Currently/ faculty are updating the Blue Book, the skills book, "on their own"</p> <p>GE/L-SLO Reflection: Meets or exceeds ILOs defined for this course.</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Additional funds for part time specialist (RVT) to monitor animal care shifts that occur twice every day throughout the year.</p> <p>GE/L-SLO Reflection: Meets or exceeds ILOs defined for this course.</p>	<p>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.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>An array of appropriate teaching animals is required, dogs, cats, rabbits, goats, horses in sufficient numbers to support a whole class of students learning assessment skills. We did well with this in the past year. We continue to need to carefully screen the animals for temperament and handleability. KT</p> <p>GE/L-SLO Reflection:</p> <p>An array of appropriate teaching animals is required, dogs, cats, rabbits, goats, horses in sufficient numbers to support a whole class of students learning assessment skills. We did well with this in the past year. We continue to need to carefully screen the animals for temperament and handleability. KT</p> <p>10/07/2015 - All students were able to achieve entry level or better skills in performing physical examinations on our animals. Charts were carefully updated. *LE*</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Animal care is expensive and demanding. We need to purchase tags for animals, bedding supplies, hay for goats and rabbits, vaccines and preventive medical supplies for dogs and cats every year.</p> <p>Resource Request: Animal care is expensive and demanding. We need to purchase tags for animals, bedding supplies, hay for goats and rabbits, vaccines and preventive medical supplies for dogs and cats every year.</p> <p>01/06/2015 - This class was not taught 2013-14 year. No animals were on campus</p> <p>Result: Target Not Met</p>	<p>An array of appropriate teaching animals is required, dogs, cats, rabbits, goats, horses in sufficient numbers to support a whole class of students learning assessment skills. We did well with this in the past year. We continue to need to carefully screen the animals for temperament and handleability. KT</p> <p>"SOAP" earlier in the program so students have a deeper understanding and can apply it in writing records.</p> <p>06/24/2016 - Start training in "SOAP" earlier in the program so students have a deeper understanding and can apply it in writing records.</p> <p>10/07/2015 - We need to continue to budget to care for our animals. Students learn so much about normal and abnormal behavior and physical symptoms from daily contact.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Year This Assessment Occurred: 2013-2014</p> <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Additional Live Animals: Dogs, cats, rabbits, rodents, Horse, sheep and goats. Funds for feed and bedding.</p> <p>GE/L-SLO Reflection: Met all related IL-SLOs</p> <p>GE/L-SLO Reflection: Met all related IL-SLOs</p>	<p>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 the students. Make plans for purchase and support of a new horse, additional goats, and sheep.</p>
<p>Department - Veterinary Technology (V T) - VT 75B - ANIMAL CARE SKILLS II - SLO 2</p> <p>- Communication - Use correct medical terminology and applied anatomy and physiology terms in working with program animals. (Created By Department - Veterinary Technology (V T))</p>	<p>Assessment Method: Targeted questions on midterm and/or final to demonstrate student understanding of medical terminology, anatomy, and physiology pertaining to daily care of program animals.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Course-Level SLO Status:</p>	<p>04/30/2012 - 100% of students achieved an evaluation of Satisfactory or higher on each shift/evaluation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: More faculty to oversee students during animal care rotations</p>	<p>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.</p>
		<p>08/01/2016 - The students were assessed with written exams and in class writing to practice medical terminology, anatomy and physiology. They were required to write properly in the program animals' charts and daily logs, recording condition and findings. All students passed with B or better.KT</p> <p>Result: Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	Target for Success: 100% of students pass targeted questions with 75% or better.	Year This Assessment Occurred: 2015-2016 Resource Request: We continue to need significant support and resources to provide for the animal colony.	
	GE/L-SLO Reflection: Accreditation by the AVM/A requires a sufficient number of appropriate animals for student skills learning. KT	Result: 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.	
	GE/L-SLO Reflection: Meets all related IL-SLOs	Year This Assessment Occurred: 2012-2013 Resource Request: Computerized "Time Clock" to log student's participation.	Result: Target Met Year This Assessment Occurred: 2012-2013 Resource Request: Computerized "Time Clock" to log student's participation. Funds for non-teaching hourly lab assistants.
	GE/L-SLO Reflection: Meets all related IL-SLOs	GE/L-SLO Reflection: Meets all related IL-SLOs	Result: 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
		Result: 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.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Assessment Method: Classroom task of recording patient clinical data and treatments instituted.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 100% of students will demonstrate 80% or better proficiency in this task.</p> <hr/> <p>Department - Veterinary Technology (V T) - VT 75B - ANIMAL CARE SKILLS II - SLO 3 Basic Diagnostic Skills - Demonstrate entry level competency in performing common diagnostic skills (ophthalmic and dermatologic) in a small animal hospital. (Created By Department - Veterinary Technology (V T))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 12/22/2015</p> <p>End Date: 04/01/2016</p> <p>Course-Level SLO Status: Active</p> <hr/> <p>Department - Veterinary Technology (V T) - VT 75C - ANIMAL CARE SKILLS III - SLO 2 Communication - Make accurate entries into the animals' medical records and demonstrate the ability to write thorough charts by completing the assessment and plan part of the chart, with the help of senior students. (Created By Department -</p> <p>Assessment Method: Specific diagnostic skills are assessed one-on-one with faculty member and student. The skills are practiced on models at this level until competency is demonstrated. Student has written expectations of skills for home practice towards proficiency.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 100% of students demonstrate proficiency in randomly selected skills as demonstrated to faculty member.</p> <p>Resource Request: To adequately teach ophthalmic skills, a second Tonometer would allow for quicker throughput of students. It is also imperative that there be 2 faculty members teaching this class for adequate skills assessment.</p> <hr/> <p>Department - Veterinary Technology (V T) - VT 75C - ANIMAL CARE SKILLS III - SLO 2 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. Feedback will be anonymous from classmates, as well</p> <p>Assessment Method: 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</p> <p>Resource Request: 06/23/2016 - All but one student who completed the class were able to perform select skills in front of instructor to our standards. The student who failed one skill was unable to continue in the program for multiple academic failures. The 2 students who failed the class had withdrawn from the program but forgot to request a W. *LE*</p> <p>Resource Request: 06/24/2016 - Each year, we increase the focus on skills performance. Add requirement to practice skills during supplemental instruction so students gain mastery.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: 06/23/2016 - Continue to assess student skills multiple times during the quarter. Put new tonopen and new wood's lamp on program review documents to allow better flow during labs.</p>	<p>04/30/2012 - We continue to see improvement in our students' clinical skills. We have had to increase faculty to oversee students during animal care rotations</p>	<p>04/30/2012 - We continue to see improvement in our students' clinical skills. We have had to increase faculty to oversee students during animal care rotations</p>

Course-Level SLOs		Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Veterinary Technology (V T)				
Course-Level SLO Status: Active				
Assessment Method Type: Observation/Critique				
Target for Success: 100% of students achieve an evaluation of "Satisfactory" or higher on each evaluation.				
as by faculty on a regular basis.		students and follow up with consequences.		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
Result: Target Met		07/13/2012 - 97% of students achieve a evaluation of "Satisfactory" or higher on each evaluation	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.	
Year This Assessment Occurred: 2012-2013				
Resource Request: Funds for acquiring additional animals, Funds for food, bedding & Vet Care. Funds for PT hourly Non-teaching assistants.				
Department - Veterinary Technology (V T) - VT 75C - ANIMAL CARE SKILLS III - Large Animal Skills--SLO 1 - Students will demonstrate entry level skills in handling horses and goats. (Created By Department - Veterinary Technology (V T))	Assessment Method: Practice of competencies as required by the AVMA will be demonstrated by students during large animal field trip and during lab practice with program goats and horse.	06/14/2016 - An equine patient was brought to campus for the Spring Quarter. Students benefitted significantly from daily access to the equine patient and were better prepared for off-campus laboratory visits. A number of students commented on their success in becoming more comfortable with an equine patient (many of whom had never handled a horse previously). Communications are in progress to try and maintain an equine patient on campus during all quarters to offer more access an practicing of technical skills. KZ	06/24/2016 - " Communications are in progress to try and maintain an equine patient on campus during all quarters to offer more access an practicing of technical skills." Dr. Eshman will include funding in annual program review to support a horse for the year. LE	
Course-Level SLO Status: Active	Assessment Method Type: Observation/Critique			
Target for Success: 100% of students will practice haltering horses, drawing blood from horse or goat, giving intramuscular injection to horse.			06/23/2016 - Include budget for having horse here for the entire year. *LE*	
Result: Target Met	Year This Assessment Occurred: 2015-2016			
10/07/2015 - We were able to bring all students to a horse facility where each student performed				

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Department - Veterinary Technology (VT) - VT 75D - ANIMAL CARE SKILLS IV - SLO 1</p> <p>Assessment Method: Regular observations and assessment of student performance of the required duties and prescribed medical care of veterinary technology teaching animals. (Created By Department - Veterinary Technology (VT))</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 97% of students achieve a evaluation of "Satisfactory" or higher on each evaluation.</p> <p>Resource Request: N/A</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs</p>	<p>AVMA required skills: haltering, injections, physical examination, administering oral medication and drawing blood from horses. By working with program goats, students are also able to trim hooves and perform basic husbandry on goats. *LE*</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: We vaccinate horses for a non-profit that uses them to teach disabled children and adults. The cost of vaccines and dewormer is upwards of \$3400/year but the pay off for our students and their clients is invaluable.</p>	<p>01/06/2015 - This class was not taught 2013-14 year. No animals were on campus. Course cancelled and in process of being removed from curriculum.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>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.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>06/30/2013 - Substituted VT70R as equivalent to meet graduation requirements. Revise COR and re-institute course in VT Curriculum.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Veterinary Technology (VT) - VT 75D - ANIMAL CARE SKILLS IV - SLO 2</p> <p>- 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 (VT))</p>	<p>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.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 97% of students achieve a evaluation of "Satisfactory" or higher on each evaluation.</p>	<p>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.</p>	<p>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.</p>
		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: An additional lab assistant to help with monitoring animal care shifts.</p>	
	<p>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.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: N/A</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs</p>	<p>06/30/2013 - Substituted VT70R as equivalent to meet graduation requirements. revise COR and re-institute in VT Curriculum.</p>	
	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	<p>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.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Veterinary Technology (V T) - VT 81 - CLINICAL PATHOLOGY METHODS - SLO 1 - Application of Knowledge - Outline and explain the steps and rationale 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))</p> <p>Assessment Cycles:</p> <p>End of Quarter</p>	<p>Start Date: 09/23/2013</p> <p>End Date: 12/13/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Two Midterm Exam and one Final Exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 97% of enrolled students achieve a score of 75% or higher on each evaluation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	<p>01/17/2016 - Of the 24 students, one student failed, yielding a 96% pass rate. This student spent most of the quarter attending classes, but did not engage the material and was considering leaving the profession. The student had a change of heart late in the quarter, but was not able to successfully pass the class. This student will re-take the course in the spring, and I believe will do well. A 2015-2016 drop down menu choice was not available. MD date changed LE</p> <p>01/17/2016 - The course is successful and will remain as it is.</p> <p>MD</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>01/17/2014 - All of the students successfully mastered this SLO in the lecture component of the course. Students performed well in lab. Attendance was high and students made good use of their lab time. I also had a short lecture period in each lab where I went through visual images of cells.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Lecture material were adequate. Lab material was also adequate.</p> <p>GE/L-SLO Reflection: Communication and critical thinking were addressed.</p>	<p>02/23/2014 - This year we were able to get blood that was abnormal from a local private practice. This was exciting for students; however, my plan for next year is to use the abnormal blood only occasionally. Students must master and understand the normal before hindsight the majority of CBCs they are completing should be on normal canine and feline blood samples.</p>
		<p>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%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Additional funding for course materials/supplies. Automated CBC analyzer needs to be up and running so students can practice-Hematology analyzer needs updating & servicing.</p> <p>GE/L-SLO Reflection: Course meets all related IL-SLOs.</p>	<p>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.</p>
		<p>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%.</p> <p>Result:</p>	<p>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</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>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.</p> <p>GE/L-SLO Reflection: This course meets IL-SLO's.</p>		
	<p>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.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 97% of students achieve a score of 75% or higher on each evaluation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: lecture materials are adequate. Lab materials needed for models, dissection, lab activities, lab supplies, microscope and analyzer maintenance.</p> <p>GE/L-SLO Reflection: Meets with critical thinking and communication goals. MD</p>	<p>01/17/2016 - Of the 24 students, one student failed, yielding a 96% pass rate. This student spent most of the quarter attending classes, but did not engage the material and was considering leaving the profession. The student had a change of heart late in the quarter, but was not able to successfully pass the class. This student will re-take the course in the spring, and I believe will do well. A 2015-2016 drop down menu choice was not available. MD</p>	<p>01/17/2016 - The course is successful in teaching and having the students acquire this necessary skill. The current format will remain. MD</p>
	<p>Result: 01/20/2015 - 100% of the students passed, and had an excellent grasp of the material. MMD</p> <p>Resource Request: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request:</p>	<p>01/20/2015 - The lecture aspect is successful and will remain in its present form. MMD</p>	<p>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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Start Date: 09/23/2013 End Date: 12/13/2013 Course-Level SLO Status: Active</p>	<p>Continued supply of expendable lab materials and maintenance of equipment.</p> <p>GE/L-SLO Reflection: Meets with math, critical thinking, and communication skills. MMD</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>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.</p> <p>GE/L-SLO Reflection: Course meets all related IL-SLOs.</p> <hr/> <p>Department - Veterinary Technology (V T) - V T 81 - CLINICAL PATHOLOGY METHODS - SLO 2 - Application of knowledge - Assemble all required equipment and materials and perform a sample. (Created By Department - Veterinary Technology (V T))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 09/23/2013 End Date: 12/13/2013 Course-Level SLO Status: Active</p> <p>Assessment Method: Series of weekly Quizzes, two Midterm Exams, one Final Exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 97% of enrolled students achieve a score of 75% or higher on each evaluation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: lecture materials are adequate. Lab</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>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.</p> <p>GE/L-SLO Reflection: Course meets all related IL-SLOs.</p> <hr/> <p>01/17/2016 - Of the 24 students, one student failed, yielding a 96% pass rate. This student spent most of the quarter attending classes, but did not engage the material and was considering leaving the profession. The student had a change of heart late in the quarter, but was not able to successfully pass the class. This student will re-take the course in the spring, and I believe will do well. A 2015-2016 drop down menu choice was not available. MD</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: lecture materials are adequate. Lab</p>	<p>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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
GE/L-SLO Reflection: Meets with communication and critical thinking goals.	materials needed for models, dissection, lab activities, lab supplies, microscope and analyzer maintenance.	01/20/2015 - 100% of the students passed, and had an excellent grasp of the material. In lecture, the quizzes were done in class with resulting discussion and not submitted for a grade. MMD	Result: Target Met Year This Assessment Occurred: 2014-2015
Resource Request: Continued supply of expendable lab materials and maintenance of equipment.	GE/L-SLO Reflection: Meets with math, critical thinking and communication goals.	01/20/2015 - The lecture component met the students needs, was successful, and will remain in its current form. MMD	
Year This Assessment Occurred: 2013-2014	Resource Request: We were able to teach with all needed supplies available to us.	GE/L-SLO Reflection: Meets with communication and critical thinking goals.	02/23/2014 - Students completed a full Urinalysis starting with obtaining the sample in some cases and others using urine that was collected elsewhere. Students understand the 3 main parts of the Urinalysis and are able to run a UA from start to finish on a veterinary patient.
Result: Target Met	Year This Assessment Occurred: 2013-2014	Resource Request: We were able to teach with all needed supplies available to us.	02/23/2014 - Attendance was excellent and students were able to use the lab time very effectively. I plan to continue teaching the lab as I have been. I had added a number of good powerpoints to the course last year and I think all the pictures of normal and abnormal samples works well.
Year This Assessment Occurred: 2013-2014	Resource Request: We were able to teach with all needed supplies available to us.	GE/L-SLO Reflection: Meets with communication and critical thinking goals.	01/17/2014 - The lecture design is acceptable and will remain in the current format.
Year This Assessment Occurred: 2013-2014	Resource Request: We were able to teach with all needed supplies available to us.	GE/L-SLO Reflection: Meets with communication and critical thinking goals.	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
Year This Assessment Occurred: 2013-2014	Resource Request: We were able to teach with all needed supplies available to us.	GE/L-SLO Reflection: Meets with communication and critical thinking goals.	01/29/2013 - Request new centrifuge, and Analyzers during the next budget cycle. I converted 75% of my lectures to powerpoint. These

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>overall they all achieved 75%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>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.</p> <p>GE/L-SLO Reflection: This course meets all related IL-SLOs.</p>
		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>Resource Request: Additional faculty to help with the instruction of hands-on lab component</p> <p>GE/L-SLO Reflection: This course meets all IL-SLOs.</p>
<p>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.</p>	<p>01/17/2016 - Of the 24 students, one student failed, yielding a 96% pass rate. This student spent most of the quarter attending classes, but did not engage the material and was considering leaving the profession. The student had a change of heart late in the quarter, but was not able to successfully pass the class. This student will re-take the course in the spring and I believe will do well. A 2015-2016 drop down menu choice was not available. MD</p>	<p>Result:</p>	
<p>Assessment Method Type: Observation/Critique</p>			<p>01/17/2016 - The course is successful in teaching this skill, so the current format will remain. MD</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Target for Success: 97% of students achieve a score of 75% or higher on each evaluation.</p> <p>GE/L-SLO Reflection: Meets with critical thinking and communication goals. MD</p>	<p>Target Met Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: lecture materials are adequate. Lab materials needed for models, dissection, lab activities, lab supplies, microscope and analyzer maintenance.</p>	
	<p>Target Met Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: 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.</p> <p>GE/L-SLO Reflection: Course meets all related IL-SLOs.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: 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.</p> <p>GE/L-SLO Reflection: Course meets all related IL-SLOs.</p>	<p>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 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.</p>
Department - Veterinary Technology (V T) - VT 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))	<p>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.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: A target for success is 92% of the students</p>	<p>01/17/2016 - All 22 students passed the course and this essential skill with flying colors. There was no drop down menu choice for this current school year (2015-2016). MD Date modified LE</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	<p>01/17/2016 - The course is rigorous and demanding, yet the student rose to the challenge and did well. Application of drug knowledge in clinical settings is stressed. MD</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	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.	Resource Request: Lecture materials were adequate. GE/L-SLO Reflection: Meets with communication, critical thinking, and calculation goals.	
			Result: 01/20/2015 - The class was energized and engaged, and there was a 100% success rate.
			Target Met
	Year This Assessment Occurred: 2014-2015		
	Resource Request: Resources are adequate for this class		
	GE/L-SLO Reflection: Meets with math, critical thinking, and communication goals.		
		Result: 01/17/2014 - One hundred percent of the class passed with a 75% or greater grade. All students were successful in articulating the five rights.	
			Target Met
	Year This Assessment Occurred: 2013-2014		
	Resource Request: Resources are adequate. A better classroom and audiovisual materials would have aided course delivery.		
	GE/L-SLO Reflection: Meets with communication, critical thinking, and math skills.		
		Result: 05/21/2013 - This SLO was consistently met by all students.	
			Target Met
	Year This Assessment Occurred: 2012-2013		
	Resource Request: Additional funding for course materials and practice exams.		
	GE/L-SLO Reflection:		

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Correlates with Communication, computation and critical thinking.</p> <p>01/18/2013 - Forty students enrolled in the class, and 100% passed. Lecture materials were updated. Course design and testing were successful.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: More funding to provide formularies and software for pharmaceuticals</p> <p>GE/L-SLO Reflection: Meets with communication, computation, and critical thinking ILO's</p>		
	<p>01/20/2012 - Two of 57 students failed the course, allowing for a 96.5% pass rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Additional copies of formularies in print and CD format for references on drugs</p> <p>GE/L-SLO Reflection: Ties in with communication, critical thinking and career training.</p>		
<p>Department - Veterinary Technology (V T) - VT 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))</p> <p>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.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: A target for success is 92% of the students</p>	<p>01/17/2016 - All 22 students passed the course and this essential skill with flying colors. A drug use project was assigned, where the students needed to write a one page summary of 30 drugs highlighting the safe use of these medications in patients. The students felt that the exercise was valuable. There was no drop down menu choice for this current school year (2015-2016). MD date changed LE</p> <p>Result:</p>	<p>01/17/2016 - The course will remain as it is, and the assignment of 30 common drugs and how they are used will remain as an enhanced learning exercise for the course.</p> <p>MD</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p>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.</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: lecture materials were adequate.</p> <p>GE/L-SLO Reflection: Meets with communication, critical thinking, and math skills. MD</p>	<p>01/20/2015 - The class was energized and engaged, and there was a 100% success rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Resources are adequate for this class</p> <p>GE/L-SLO Reflection: Meets with math, critical thinking, and communication goals.</p>
	<p>01/17/2014 - One hundred percent of the class passed the course with a C or better.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Resources were adequate, but classroom and audiovisual material were problematic.</p> <p>GE/L-SLO Reflection: Communication, calculation, and critical thinking skills were addressed in this course.</p>	<p>01/17/2014 - The course has a proven track record and will remain as it is.</p>	
	<p>05/21/2013 - This SLO was met by all students.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: More funding to provide formularies and software for pharmaceuticals</p>	<p>05/21/2013 - A new set of summary notes will be prepared to supplement existing materials.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	<p>GE/L-SLO Reflection: Meets with computation, communication and critical thinking.</p> <p>01/18/2013 - Forty students were enrolled in the class and 100% passed. The course design and activities were successful.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: More funding to provide formularies and software for pharmaceuticals</p> <p>GE/L-SLO Reflection: Meets with communication, computation, and critical thinking ILOs.</p> <p>01/18/2012 - Two of 57 students failed the course, allowing for a 96.5% pass rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Purchase of several copies of current formulary texts or software for reference.</p> <p>GE/L-SLO Reflection: This SLO ties in with communication, critical thinking, and career education.</p> <p>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))</p> <p>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.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: A target of 92% of the students earning a score of 75% or higher is realistic. Some</p>	<p>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.</p> <p>01/18/2012 - The course design is adequate. More formularies are needed to be kept in the department 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.</p> <p>04/29/2016 - This is the most challenging course of the whole curriculum, and it is being conducted with tremendous success. Continued support, especially for the labs, is essential. The lecture component will remain as it is. MD</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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.</p>	<p>anesthetic machines, monitors, CBC and chemistry analyzers, Bair huggers, drugs.</p> <p>MD</p> <p>GE/L-SLO Reflection: Meets with communication and critical thinking SLOs MD</p>	
	<p>10/12/2015 - All the students demonstrated success and skill in performing this SLO. MM</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Lecture materials are adequate. Lab materials needed for models, simulations, lab activities.</p> <p>GE/L-SLO Reflection: Meets with communication, critical thinking, and computational goals. MM</p>	<p>10/12/2015 - The teaching and assessment methods have a long history of success, so these aspects of the course will remain as they are. The section on large animal anesthesia will be expanded by one lecture to prepare the students a bit more for the increased number of large animal questions on the licensing exams. MM</p>	
	<p>10/12/2014 - The students did well on this component of the lecture exams. One student dropped the course for personal reasons, and another student failed because of inadequate skills causing potential danger to the patients. Thirty-four of thirty-six students passed, a 94% pass rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Lecture resources were adequate.</p> <p>GE/L-SLO Reflection: Critical thinking, communication, calculation.</p>	<p>10/12/2014 - The lecture component appears adequate and successful.</p>	
	<p>05/14/2014 - See assessment on 12/17/14</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Functional hematology and chemistry</p>		

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>analyzers. Extra licensed RVT to monitor anesthetized animals.</p> <p>GE/L-SLO Reflection: This course meets all VT program SLO's</p>	
	<p>07/15/2013 - All students but one passed. The necessary skill was mastered by all students.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: More funding for materials, supplies, and faculty.</p> <p>GE/L-SLO Reflection: Critical thinking, communication, computation skills used.</p>	<p>07/15/2013 - The course is challenging yet successful and will remain as it is.</p>	
	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: More funding is necessary to provide quality care for live animals in anesthesia and surgery.</p> <p>GE/L-SLO Reflection: Meets the needs for communication, computation, critical thinking and lifelong learning.</p>	<p>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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Target for Success: 92% of the students will achieve a score of 75% or greater on all practical skills assessments.	Result: Target Met	Year This Assessment Occurred: 2013-2014
		Resource Request: Increased funding/supplies to be able to continue state of the art anesthetic protocols. Of utmost importance is the ability to perform pre anesthetic blood profiles on each animal. We need to get our hematology and chemistry analyzers up and running	
		GE/L-SLO Reflection: This course meets all program SLO's.	
		Result: 07/15/2013 - All but one student passed. All students mastered this skill.	Result: 07/15/2013 - This course is challenging and successful in its present form.
	Year This Assessment Occurred: 2012-2013		
		Resource Request: More funding for materials, supplies, and faculty.	
		GE/L-SLO Reflection: Computation, critical thinking, communication skills are used.	
		Result: 04/12/2012 - See part one. 96% pass rate.	Result: 04/12/2012 - Please refer to part one of this slo.
		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/L-SLO Reflection: See part one. All four ILO's apply.	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Veterinary Technology (V T) - VT 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))</p> <p>Course-Level SLO Status: Active</p> <p>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.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 92% of students completing the course will safely induce, maintain and recover a live patient from anesthesia* and achieve a score of 75% or greater on each practical performance evaluation.</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: See lab needs: more anesthetic machines, more monitoring equipment.</p> <p>GE/L-SLO Reflection: Critical thinking, communication, calculations.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>06/14/2016 - 100% of students safely induced, maintained and recovered a live patient from anesthesia. This year each student was able to perform these tasks on a canine and feline OVH and Neuter. We added more surgery days this year so each student got to practice these skills more often and I feel benefited from the extra experience. DM</p> <p>Result: Target Met</p> <p>05/14/2014 - This year we began neutering animals from our local animal shelter. This proved to be an excellent way to train students how to safely induce, maintain and recover a live patient. An instructor (licensed RVT or DVM) is always present for these procedures. 97% of students performed well on these clinical procedures. One student was not able to safely perform and was dismissed.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>06/14/2016 - 100% of students safely induced, maintained and recovered a live patient from anesthesia. This year each student was able to perform these tasks on a canine and feline OVH and Neuter. We added more surgery days this year so each student got to practice these skills more often and I feel benefited from the extra experience. DM</p> <p>Result: Target Met</p> <p>05/14/2014 - The lecture component of this SLO went well, with a 94% pass rate. The students demonstrated knowledge of skills and techniques that will aid them in lab.</p> <p>Result: Target Met</p> <p>10/12/2014 - The lecture component of the course is working well.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Resource Request: As stated in SLO 1 for this course, we need to be able to have fully functioning laboratory equipment in order to perform needed anesthetic workups. The addition of another faculty this year was absolutely needed.</p> <p>GE/L-SLO Reflection: This course meets all program SLO's.</p>	
		<p>Result: 07/15/2013 - All but one student mastered these skills.</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: More funding for materials, supplies, and faculty.</p> <p>GE/L-SLO Reflection: Communication, critical thinking, computation skills used.</p>	<p>Result: 07/15/2013 - The course is successful as it is.</p>
		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: More funding is necessary to provide quality care for live animals in anesthesia and surgery.</p> <p>GE/L-SLO Reflection: Meets with the requirements of all for ILO's</p>	<p>Result: 04/12/2012 - This course went well. Additional sources of animals and surgical facilities will be researched to provide a broader experience for the students.</p>
		<p>Assessment Method: Post-procedure conference with attending RVT and DVM.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: All of the students will participate in this interactive evaluation and 92% of the</p>	<p>Result: 07/15/2013 - All but one student mastered the skill.</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: More funding for materials, supplies, and</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - VT 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))	students will receive a "Satisfactory" or higher evaluation by the faculty based on standardized criteria.	faculty. GE/L-SLO Reflection: Communication, critical thinking, computation skills used.	
		10/15/2016 - 100% of the students were successful. Result: Target Met Year This Assessment Occurred: 2015-2016 Resource Request: Continued supplies for mannikins, computer simulations, catheters, monitoring equipment, anesthetic supplies, crash cart materials. GE/L-SLO Reflection: Meets with critical thinking, calculation, and communication goals.	10/15/2016 - The course is detailed, comprehensive, challenging, and an excellent setting to apply the two years of clinical and didactic learning to real-life simulations. The course is successful and will remain in its current form.
	10/12/2015 - Every student mastered this SLO. Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request: Lecture materials are adequate. Lab materials needed for models, simulations, lab activities.	10/12/2015 - The course is successful and will remain as it is. The only addition may be to cover more large animal emergencies. MM	10/12/2015 - The course is successful and will remain as it is. The only addition may be to cover more large animal emergencies. MM
	GE/L-SLO Reflection: Meets with communication, critical thinking, and computational institutional goals.	10/12/2014 - All but one student mastered this SLO. The one student who did not, missed a great deal of classes due to personal reasons, and did not complete the course. A 97% success rate. Result: Target Met	10/12/2014 - Consider small group case-based activities to apply the knowledge learned to simulated cases.

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Year This Assessment Occurred: 2013-2014	Resource Request: Lecture material were adequate.	GE/L-SLO Reflection: Critical thinking, communication	<p>07/05/2014 - Two students out of 38 left the program. This indicates a 95% success rate, which is still admirable considering that the normal class size is 50 students. One student left the field for financial reasons, the other for personal. The remaining students did well.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None for the lecture component of the course</p> <p>GE/L-SLO Reflection: Meets with critical thinking and communication goals</p>
Year This Assessment Occurred: 2012-2013	Resource Request: None for the lecture component of the course	GE/L-SLO Reflection: Meets with critical thinking and communication goals	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request:</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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.</p> <p>GE/L-SLO Reflection: Meets all related college GE/SLOs</p> <p>07/12/2012 - All students except for three were able to master this SLO, yielding a 94% pass.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Additional funding for medical and surgical supplies for live animal procedures.</p> <p>GE/L-SLO Reflection: This meets with all four of the ILO's of the college.</p> <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>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.</p> <p>Resource Request: Funds for additional veterinary materials</p>	<p>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.</p> <p>10/05/2013 - Request needed additional equipment, materials and supplies. Updating and re-writing quiz and exam questions as needed. Update all lecture on lab notes to reflect current practice.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - VT 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))	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. Year This Assessment Occurred: 2011-2012 Resource Request: Increased funding for laboratory supplies to practice required skills.	and supplies (catheters, etc.)/AN educational materials such as DVDs, Online Streaming Video. Lab refrigerator for cadavers.	GE/L-SLO Reflection: Meets all related college GE/SLOs GE/L-SLO Reflection: Meets all related college GE/SLOs
Course-Level SLO Status: Active	Assessment Method: 06/14/2016 - All case reports were well written and subject researched thoroughly. Students successfully triaged multiple case scenarios throughout the quarter with increasing efficiency and competence. DM/AC Result: Target Met Year This Assessment Occurred: 2015-2016 Resource Request: CPR models are getting damaged. Will need some repairs to be ready for next year's class LE	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.
	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.	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.	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.

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: Additional PT hourly RVT to assist with grading and recording skills competency. GE/L-SLO Reflection: Meets all related college GE/SLOs	Target Met Year This Assessment Occurred: 2012-2013 Resource Request: Additional funding for medical and surgical supplies for live animal procedures. GE/L-SLO Reflection: Meets with all four college level ILO's.	Target Met Year This Assessment Occurred: 2011-2012 Resource Request: Additional funding for medical and surgical supplies for live animal procedures. GE/L-SLO Reflection: Meets with all four college level ILO's.	Target Met Year This Assessment Occurred: 2010-2011 Resource Request: Increased funding for laboratory supplies to practice required skills.
Course-Level SLO Status: 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))	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.	10/15/2016 - 100% of the students were successful, receiving a score of 80% or higher. MM Result: Target Met Year This Assessment Occurred: 2015-2016 Resource Request: Continued supplies for mannikins, computer	10/15/2016 - This evaluation method is successful, and challenges the student to apply all of their knowledge and skills to a real patient, simulating the highest skills necessary for career success. MM

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p>simulations, catheters, monitoring equipment, anesthetic supplies, crash cart materials.</p> <p>GE/L-SLO Reflection: Meets with critical thinking, communication, and calculation requirements</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>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.</p>
	<p>Resource Request: Purchase Nursing Assessment textbooks for use in the VT Lab.</p> <p>Resource Request: Purchase Nursing Assessment textbooks for use in the VT Lab.</p> <p>GE/L-SLO Reflection: Meets all related college GE/SLOs</p> <p>GE/L-SLO Reflection: Meets all related college GE/SLOs</p>	<p>07/12/2012 - All but four students passed the course.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Additional funding for medical and surgical supplies for live animal procedures.</p> <p>GE/L-SLO Reflection:</p>	<p>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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Veterinary Technology (V T) - Assessment Method: V T 86 - LABORATORY ANIMAL TECHNOLOGY - SLO 1 - Knowledge - Articulate the husbandry and care of common species of laboratory animals. (Created By Department - Veterinary Technology (V T))</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 100% students will be able to handle mice and complete competencies. 97% of enrolled students achieve a score of 75% or higher on embedded final questions.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: We use a guest lecturer who is on faculty at SJSU. I pay him (\$480) to come lecture and teach hands on skills each year. The students always give him high marks--he has developed these training programs for regional meetings of the AALAS.</p> <p>12/09/2014 - The biomethodology course with Larry Young of San Jose State was very well received by students. All students were able to practice required skills on mice under Larry's guidance. He is paid as an independent Contractor and has become a vital part of this</p> <p>10/07/2015 - 2 out of 24 students failed the class (each earned a grade of D). We did not meet the target of 97%. In the hands on portion, with biomethodology, all students performed well and were able to complete the skills. This class in particular seemed to have a hard time with the exams and "getting" all of the knowledge. They did very well in group projects where they synthesized the topics and presented them to their classmates. Some of the problems in this cohort are behavioral: one student failed because she was consistently late or absent. Several passed the class in spite of poor grades on the exams. I am going to modify this class in response to these results. The written assignment next year will be a journal report, and I will likely enlist the help of a Foothill librarian in helping students to grasp this material. The students will be required to answer weekly questions to pace the studying, in the hope that they will do better on exams. *LE*</p> <p>10/07/2015 - Continue to request funding to pay guest lecturer. Modify course to add a journal report, remove the paper on animal research (too broad, does not contribute to course objectives as planned.) Create weekly self tests to keep students on track</p>			

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>course. All students achieved 75% or higher on embedded questions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Continue to hire Larry Young as Independent Contractor to assist in laboratory skills in this course.</p>	<p>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</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>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 associated lab activities.</p> <p>GE/L-SLO Reflection: Meets all related college GE/SLOs</p>
			<p>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.</p>
			<p>07/12/2012 - The course is well-designed and well-taught and will remain for next year.</p>
			<p>07/12/2012 - All students were able to meet the stated SLO.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Additional funding for medical and surgical supplies for live animal procedures.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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)) Active</p> <p>Course-Level SLO Status:</p> <p>Assessment Method: Specific questions on this topic on midterm and final.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 97% of enrolled students will correctly answer 75% of these questions on the tests.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Continue to have Larry Young teach the biomethodology sessions as well as the necropsy workshop and IACUC workshop.</p> <p>06/23/2016 - Students learned the laws and organizations pertaining to the Animal Welfare Act. The on line study guide and the workshop with Larry Young helped make the rules more relevant. *LE*</p> <p>06/23/2016 - Instructor for this course would like to take an "IACUC 101" class. More models, need more mouse cages as well.</p> <p>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)) Active</p> <p>Course-Level SLO Status:</p> <p>Assessment Method: Specific questions on this topic on midterm and final.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 97% of enrolled students will correctly answer 75% of these questions on the tests.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Continue to have Larry Young teach the biomethodology sessions as well as the necropsy workshop and IACUC workshop.</p> <p>12/09/2014 - Students were tested on laws pertaining to care and use of laboratory animals. Students were also responsible for caring for rats, mice, and rabbits under strict Animal Welfare Act provisions. They therefore met the goals by succeeding on tests as part of the assessment method, but also learned by doing as required by the AVMA.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Continued support of this class by having rabbits all year; mice during the spring to support this course.</p> <p>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.</p> <p>Result:</p> <p>07/05/2013 - review and update all course materials to reflect current laws and regulations. Consider adding a panel discussion with regulators.</p>			

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLOs: 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 Year This Assessment Occurred: 2015-2016 Result: 06/24/2016 - This class is not being offered. Resource Request: 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/L-SLO Reflection: Meets all related college GE/SLOs Result: 07/12/2012 - All the students were able to meet the SLO. Resource Request: Additional funding for medical and surgical supplies for live animal procedures. GE/L-SLO Reflection: Meets with all four of the ILO's for the college.	Year This Assessment Occurred: Target Met Resource Request: 07/12/2012 - The course is well-designed and well-taught and the current approach will be used again next year.
		Assessment Findings/Reflections 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:	Action Plan & Follow-Up 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.

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Resource Request: Additional RVT Lab Instructor. Funds for additional Animal Models. Live lab Animals (mouse, rat, rabbit) housed on site</p> <p>Resource Request: Additional RVT Lab Instructor. Funds for additional Animal Models. Live lab Animals (mouse, rat, rabbit) housed on site</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p>	<p>Online Skills tracking Software. Additional RVT Lab Instructor. Funds for additional Animal Models. Live lab Animals (mouse, rat, rabbit) housed on site</p> <p>Additional RVT Lab Instructor. Funds for additional Animal Models. Live lab Animals (mouse, rat, rabbit) housed on site</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p>	<p>07/12/2012 - All students met the SLO with success.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Additional funding for medical and surgical supplies for live animal procedures.</p> <p>GE/L-SLO Reflection: Meets with communication and critical thinking ILO's</p> <p>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 large class size. recommend scheduling two labs and splitting the students like all other VT Courses with labs. Will need another RVT Instructor.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>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</p>	<p>07/12/2012 - The lab is well-designed and effectively accomplishes the SLO and will remain for next year.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Veterinary Technology (V T) - VT 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))</p> <p>Course-Level SLO Status: Active</p> <p>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.</p> <p>GE/L-SLO Reflection: Meets all related college GE/SLOs</p> <p>GE/L-SLO Reflection: Meets all related college GE/SLOs</p>	<p>Assessment Method: Lab Practical Examinations</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 97% of the students will achieve a score of 75% or greater on all clinical skills assessments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Online Skills Tracking Software. Additional RVT LAB Instructor. Funds for Live Animal Colony. Funds for Animal Manikins.</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p>	<p>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.</p> <p>09/21/2013 - request online tracking software and additional RVT to assist with skills assessment and documentation. Discuss restructuring the Course with the VT Program Director. request additional funds.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>2012-2013</p> <p>Resource Request: Funds for PT Hourly RVT to help meets with and track student progress. Funds for Online Skills Tracking Solution</p> <p>Resource Request: Funds for PT Hourly RVT to help meets with and track student progress. Funds for Online Skills Tracking Solution</p> <p>GE/L-SLO Reflection: Meets all related college GE/SLOs</p> <p>GE/L-SLO Reflection: Meets all related college GE/SLOs</p> <p>GE/L-SLO Reflection: Meets all related college GE/SLOs</p> <p>07/05/2012 - All students were able to master the SLO.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Additional funding for medical and surgical supplies for live animal procedures.</p> <p>GE/L-SLO Reflection: Meets with communication, critical thinking and responsibility.</p> <p>06/23/2016 - Animal care went very well this year. Seniors were good role models and took excellent care of our program animals. Medical records were completed accurately. In the winter quarter during anesthesiology, the shelter dogs and cats received excellent care. Very few students missed shifts each quarter. *LE* communication ability.</p> <p>Result: Target Met</p> <p>Assessment Method Type: Presentation/Performance</p> <p>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</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Method Type: Presentation/Performance</p> <p>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</p> <p>Resource Request: food and medical supplies for program animals. Veterinary practice software is</p> <p>07/12/2012 - The lab skill are well-organized and presented and will continued on into next year.</p> <p>06/24/2016 - Continue to focus on nursing care of diseases in small animals.</p> <p>Look into adding a veterinary software program to use for animal care in our program.</p> <p>Look into another vendor to donate food for program dogs and cats because Hill's has abandoned us.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>students miss assigned shifts, or if negligence occurs during the shift.</p>	<p>needed for students to become familiar with this type of medical record keeping.</p>	<p>06/23/2016 - Hills Pet Foods will no longer supply dog and cat food to our program. We will need to find an alternate resource for food. Dr. Eshman has to remember to set up Independent Contracts with small animal and mixed animal practices in case of emergency care for out animals. Sandy Gregory will look into veterinary practice software.</p> <p>*LE*</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Veterinary Technology (V T) - VT 87A - ADVANCED ANIMAL CARE SKILLS I - SLO 1 - Responsibilities - Conscientiously and safely perform assigned duties and prescribed medical care of veterinary technology teaching animals. (Created By Department - Veterinary Technology (V T))</p> <p>Course-Level SLO Status: Active</p> <p>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.</p>	<p>Assessment Method: Senior students will provide complete report of all tasks completed. Ongoing monitoring through anonymous feedback and unannounced faculty assessments at least 3 times a quarter.</p> <p>Assessment Method Type: Presentation/Performance</p>	<p>06/17/2015 - Senior students did an excellent job of caring for our animals: 3 goats, 5 dogs, 4 cats, 2 rabbits, 24 mice. There were less than 5 instances of students not showing up, but their classmates rose to the occasion and took care of the animals. Students kept in touch with faculty with any questions. When the washing machine broke, students jumped in and took the laundry home or to the laundromat. LAE</p>	<p>01/20/2012 - 100% of the students met the learning outcome.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Additional funding for medications, feed, materials, and supplies for animals and recording.</p> <p>GE/L-SLO Reflection: Ties in with communication, critical thinking, and career training.</p>
<p>Department - Veterinary Technology (V T) - VT 87A - ADVANCED ANIMAL CARE SKILLS I - SLO 1 - Responsibilities - Conscientiously and safely perform assigned duties and prescribed medical care of veterinary technology teaching animals. (Created By Department - Veterinary Technology (V T))</p> <p>Course-Level SLO Status: Active</p> <p>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.</p> <p>Resource Request: Animal care is expensive and demanding. We need to purchase tags for animals, bedding supplies, hay for goats and rabbits,</p>	<p>Assessment Method: Senior students will provide complete report of all tasks completed. Ongoing monitoring through anonymous feedback and unannounced faculty assessments at least 3 times a quarter.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>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.</p> <p>Resource Request: Animal care is expensive and demanding. We need to purchase tags for animals, bedding supplies, hay for goats and rabbits,</p>	<p>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.</p>	<p>01/20/2015 - We need to budget for equine vaccines to be given in the fall with senior students each year. This allows each student at least 2 close, supervised interactions with a horse during their time here. Budget is 1700/quarter--see notes on VT75C for details.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Resource Request: Look into software for animal care (veterinary practice management software) as well as for competency testing.</p>	<p>Result: 05/21/2013 - This SLO was achieved.</p> <p>Target Met</p>	<p>Year This Assessment Occurred: 2012-2013</p>	<p>it at Foothill. This course is an excellent place to employ advanced animal care strategies and skills building.</p>
<p>Resource Request: Another assistant (staff or faculty) needed to provide more oversight of shifts.</p> <p>GE/L-SLO Reflection: Communication, computation, critical thinking.</p>	<p>Result: 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.</p> <p>Target Met</p>	<p>Year This Assessment Occurred: 2012-2013</p>	<p>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.</p> <p>GE/L-SLO Reflection: Meets with all four of the college ILO's</p>
<p>Result: 01/18/2012 - 100% of students met the requirements for the course.</p>	<p>Target Met</p>	<p>Year This Assessment Occurred: 2012-2013</p>	<p>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.</p> <p>GE/L-SLO Reflection: Meets with all four of the college ILO's</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - V T87B - ADVANCED ANIMAL CARE SKILLS II - SLO 1 - Responsibilities - Senior By Department - Veterinary Technology (V T))	<p>Course-Level SLO Status: Active</p> <p>Assessment Method: Student will perform physical examination on program animal and create an assessment and plan for further care under direction of faculty veterinarian.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Senior students should all be able to perform thorough physical examinations and create the assessment and plan for further care for program animals. Students will apply what they have learned in related program classes. Faculty will evaluate and all students should be able to achieve a score of 75% or better.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Another assistant (staff or faculty) needed to provide more oversight of shifts.</p> <p>GE/L-SLO Reflection: This SLO meets with communication, critical thinking, and career training.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: The director will meet with the dean and other administrators to address the documentation necessary for this unique class which operates twice a day, 365 days per year.</p>
Course-Level SLO Status: Active	<p>Assessment Method: 06/23/2016 - Students were surveyed to see if they felt their physical exam skills were good.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Senior students should all be able to perform thorough physical examinations and create the assessment and plan for further care for program animals. Students will apply what they have learned in related program classes. Faculty will evaluate and all students should be able to achieve a score of 75% or better.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Same as for VT87A</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Not Met</p>
Course-Level SLO Status: Active	<p>Assessment Method: 07/15/2013 - All students mastered the skills.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>Result: 07/15/2013 - The course will remain as it is.</p>	<p>Result: Target Met</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Veterinary Technology (V T) - V T 87B - ADVANCED ANIMAL CARE SKILLS II - SLO 2 - Communication -</p> <p>Students will be able to accurately triage both small and large animal emergency cases. (Created By Department - Veterinary Technology (V T))</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Method: Specific questions will be given during midterm/final exams to test student knowledge of these concepts.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Students should be able to answer specific questions with 75% accuracy.</p> <p>GE/L-SLO Reflection: Communication, critical thinking, computation skills used.</p>	<p>Resource Request: More funding for materials, supplies, and faculty.</p> <p>GE/L-SLO Reflection: Communication, critical thinking, computation skills used.</p> <p>Resource Request: More funding for materials, supplies, and faculty.</p> <p>GE/L-SLO Reflection: Communication, critical thinking, computation skills used.</p> <p>Resource Request: More funding for materials, supplies, and faculty.</p> <p>GE/L-SLO Reflection: Communication, critical thinking, computation skills used.</p> <p>Resource Request: More funding for materials, supplies, and faculty.</p> <p>GE/L-SLO Reflection: Communication, critical thinking, computation skills used.</p>	<p>Resource Request: 04/12/2012 - The course met with a 100% pass rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Another assistant (staff or faculty) needed to provide more oversight of shifts.</p> <p>GE/L-SLO Reflection: Meets with communication, critical thinking, and life-long skills.</p>	<p>Resource Request: 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.</p>
<p>Department - Veterinary Technology (V T) - V T 87B - ADVANCED ANIMAL CARE SKILLS II - SLO 2 - Communication -</p> <p>Students will be able to accurately triage both small and large animal emergency cases. (Created By Department - Veterinary Technology (V T))</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Method: Specific questions will be given during midterm/final exams to test student knowledge of these concepts.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Students should be able to answer specific questions with 75% accuracy.</p> <p>GE/L-SLO Reflection: Communication, critical thinking, computation skills used.</p>	<p>Resource Request: 04/12/2012 - 100% pass rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: More funding for faculty or staff oversight of shifts.</p> <p>GE/L-SLO Reflection: Communication, critical thinking, computation skills used.</p>	<p>Resource Request: 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.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - VT 87B - ADVANCED ANIMAL CARE SKILLS II - SLO 3 - Create nursing care plans for a selection of diseases in small and large animals. (Created By Department - Veterinary Technology (V T))	<p>Course-Level SLO Status: Active</p> <p>Assessment Method: Working alone or in groups, students will create a succession of nursing care plans for small and/or large animals. These plans will be graded on a rubric scale, available to students.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 80% accuracy in writing nursing care plans.</p>	<p>Meets with communication, life-long learning, and critical thinking.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Continue to support live animals on campus. This class is best taught with a veterinarian and an RVT so cases can be discussed in depth.</p>	<p>10/07/2015 - Students were thoughtful in their ability to assess and plan for patient care. They achieved nearly 100% accuracy in their plans. *LAE*</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Continue to support live animals on campus. This class is best taught with a veterinarian and an RVT so cases can be discussed in depth.</p> <p>06/17/2015 - Nursing care plans were written for a variety of species. Students worked in groups and alone. All students passed all nursing care plans and case based learning exercises. Students made significant progress in understanding the difference between nursing assessments and veterinary diagnoses. This advanced animal care class is also used to monitor health of our program animals. LAE</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: This course is dependent on live animals on campus. We need sufficient resources to purchase food, bedding, vaccinations, preventive care (heartworm prevention, test kits), clinical pathology supplies in case of illness.</p>
Department - Veterinary Technology (V T) - VT 87C - ADVANCED ANIMAL CARE	Students will work all assigned shifts and year. No animals were on campus.	01/06/2015 - This class was not taught 2013-14	10/07/2015 - Consider purchasing a school set of the book: Case Studies in Veterinary Technology, as well as its companion text on "SOAP" records. Continue to team teach this class.
			06/17/2015 - Look into purchasing a set of books on Case Based Learning for veterinary technicians. Continue to develop this class to work on improving nursing skills in practice. LAE

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
SKILL S 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))	properly carry out medical and husbandry requirements for all program animals.	Result: Target Not Met Assessment Method Type: Presentation/Performance Target for Success: 97% of the students will properly and successfully carry out the SLO.	Year This Assessment Occurred: 2013-2014 Result: Target Met Year This Assessment Occurred: 2012-2013 Resource Request: More funding for materials, supplies, and faculty.
Course-Level SLO Status: Active			
		GE/L-SLO Reflection: Communication, critical thinking, computation skills are used.	
		Result: 07/12/2012 - All students successfully completed their required shifts as well as their additional enrichment activities.	Result: 07/12/2012 - The course went very well and the new requirements for recording hours and activities for the state audit were met.
		Target Met	
		Year This Assessment Occurred: 2011-2012	
		Resource Request: Additional funding for medications, feed, materials, and supplies for animals and recording.	
		GE/L-SLO Reflection: This meets with the ILO for communication, computation, critical thinking and community responsibility.	
		Result: 10/07/2011 - 100% of the students did an amazing job with animal care.	Result: 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.
		Target Met	
		Year This Assessment Occurred: 2010-2011	
		Resource Request: Increased funding for supplies to care for	

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - VT 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))	<p>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.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 97% of the students will meet the SLO goals.</p> <p>Course-Level SLO Status: Active</p>	<p>07/15/2013 - All the students performed their duties well.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: More funding for materials, supplies, and faculty.</p> <p>GE/L-SLO Reflection: Communication, critical thinking, computation.</p>	<p>07/15/2013 - All of the program animals have been re-homed and this course will no longer be offered.</p>
Target Met	<p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Additional funding for medications, feed, materials, and supplies for animals and recording.</p> <p>GE/L-SLO Reflection: This meets with all four of the ILO's for the college.</p>	<p>07/12/2012 - All students successfully completed the requirements for the course.</p> <p>Result: Target Met</p>	<p>07/12/2012 - The course went well and all communications were timely and effective.</p>
Target Met	<p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Increased funding for supplies to care for and feed the animals.</p>	<p>10/07/2011 - All the students did a wonderful job with animal care and communication.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Increased funding for supplies to care for and feed the animals.</p>	<p>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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Veterinary Technology (V T) - VT 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))</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 97% of students achieve a score of 75% or higher on each evaluation.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Paid hours for instructor to make online class ADA accessible.</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p>	<p>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.</p>
<p>Department - Veterinary Technology (V T) - VT 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.</p> <p>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.</p> <p>Assessment Method Type: Target Met</p>	<p>Assessment Method: 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)</p> <p>Result: Target Met</p>	<p>09/21/2013 - 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.</p>	<p>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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>(Created By Department - Veterinary Technology (V T))</p> <p>Course-Level SLO Status: Active</p>	<p>Field Placement/internship</p> <p>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.</p>	<p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Mileage Reimbursement for Preceptorship Site Visits</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Paid hours for instructor to make online class accessible</p>
<p>Department - Veterinary Technology (V T) - VT 88B - CLINICAL PRECEPTORSHIP II - 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))</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 97% of students achieve a score of 75% or higher on each evaluation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Paid hours for instructor to make online class ADA accessible.</p>	<p>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 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.</p> <p>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.</p>	<p>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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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 various methodologies and practice philosophies and successfully integrate into the veterinary workplace. (Created By Department - Veterinary Technology (V T))</p> <p>Course-Level SLO Status: Active</p> <p>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.</p> <p>Target for Success: Field Placement/internship</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: More individual help with some students is definitely necessary. The one student who failed would have benefited from more individual attention and instruction, and perhaps help with English language skills. We should explore online platforms KT</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: 07/02/2014 - Target was met. Our students all exhibited strong work ethic, professionalism, aptitude, courtesy, communication skills and compassion. Their evaluations reflect that they are highly valued members of the veterinary team,</p>	<p>Competency document is returned to instructor at the end of the quarter.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: An additional lab assistant to help with signing off of required skills lists.</p>	<p>08/01/2016 - All supervisors felt our students were doing well. One student was dismissed from her site, though with a grade of C. She ultimately failed for not getting any skills documented by her clinical site. All other students were very positively regarded in terms of work ethic, aptitude, communication skills.KT</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: More individual help with some students is definitely necessary. The one student who failed would have benefited from more individual attention and instruction, and perhaps help with English language skills. We should explore online platforms KT</p> <p>Result: 07/02/2015 - Our students received very high commendations regarding work ethic and integration into the workplace.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: 07/02/2014 - Target was met. Our students all exhibited strong work ethic, professionalism, aptitude, courtesy, communication skills and compassion. Their evaluations reflect that they are highly valued members of the veterinary team,</p>	<p>07/02/2014 - Explore software options for better communication with the supervisors/preceptors at the students' clinics.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			even as beginning vet tech students.
Result:	Target Met		
Year This Assessment Occurred:	2013-2014		
Resource Request:	Software for better managing communications with veterinary facilities - the instructor is managing a huge caseload for VT89 - the students would benefit from easier, more frequent communication between the instructor for VT89 and the clinics.		
GE/L-SLO Reflection:	IL-SLOs met		
GE/L-SLO Reflection:	IL-SLOs met		
	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/L-SLO Reflection:	Meets all related IL-SLOs		
	07/18/2012 - 97% of students attained a grade of C+ or better and significant progress was made by 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:			

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Veterinary Technology (V T) - VT 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))</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Method: Written evaluations by each student's internship supervisor, with guidelines for the supervisor from the Program Director and the Internship Coordinator</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>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.</p> <p>Resource Request: More help has been requested over past years. This year another instructor was assigned to this class, which was incredibly helpful.</p> <p>GE/L-SLO Reflection: More instructor time allowed for individual skills remediation, site visiting and more help with making sure the skills records were complete. Our accreditation by the AVMA depends on progress in skills acquisition and proper communication with internship sites.KT</p> <p>GE/L-SLO Reflection: More instructor time allowed for individual skills remediation and more help with</p> <p>08/01/2016 - All students passed except for one. Our target was still met of 97%. Almost all students received very high commendations for learning, work ethic and application of beginning animal care skills.KT</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: More help has been requested over past years. This year another instructor was assigned to this class, which was incredibly helpful.</p> <p>Resource Request: More help has been requested over past years. This year another instructor was assigned to this class, which was incredibly helpful.</p> <p>GE/L-SLO Reflection: More instructor time allowed for individual skills remediation, site visiting and more help with making sure the skills records were complete. Our accreditation by the AVMA depends on progress in skills acquisition and proper communication with internship sites.KT</p> <p>GE/L-SLO Reflection: More instructor time allowed for individual skills remediation and more help with</p> <p>2011-2012</p> <p>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.</p> <p>GE/L-SLO Reflection: Practical Training and On the Job Work Experience meets all IL-SLOs.</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>making sure the skills records were complete.</p> <p>07/02/2015 - The target was met for Spring, 2015. Most of our students have done extremely well in the clinical setting and are highly regarded by veterinary hospitals throughout the region. The students all had skills that are required by the AVMA documented as accomplished at an entry-level of proficiency, as referenced in the Internship Skills List for VT89. KT</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>07/02/2015 - Work with the Bio/Health administrative assistant to streamline methods of communication with off-site placements. This will be critically important as we will reduce the internship hours to 10/hr/week in the coming year and communication about student performance will be even more important. KT</p>
		<p>Resource Request: Continue Supplemental Instruction by RVT instructors in the lab - it's really helpful! Also, give more technical support to the Internship Coordinator so that communication with the myriad of internship sites is faster and more effective. KT</p> <p>07/02/2014 - The target was met for Spring, 2014. Most of our students have done extremely well in the clinical setting and are highly regarded by veterinary hospitals throughout the region. The students all had skills that are required by the AVMA documented as accomplished at an entry-level of proficiency, as referenced in the Internship Skills List for VT89.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>07/02/2014 - an electronic form of skills documentation would be of great benefit in keeping close eye on skills acquisition.....we currently have a paper copy of the skills book for each student so the instructor does not always have access to it.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>The teacher-student ratio is too high for really truly monitoring student progress.</p> <p>GE/L-SLO Reflection: SLOs were met</p> <p>GE/L-SLO Reflection: SLOs were met</p> <p>GE/L-SLO Reflection: SLOs met</p>		<p>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.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: More paid time for intern coordinator/instructor to monitor students, funds for online/computer-based method for tracking clinical skills acquisition .</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs</p> <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request:</p>
			<p>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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Veterinary Technology (VT))	<p>Assessment Method: Written evaluations by each student's internship supervisor, with guidelines for the supervisor from the Program Director and the Internship Coordinator, specifically addressing skills listed for VT91.</p> <p>Assessment Method Type: Field Placement/internship</p> <p>Target for Success: 97% of students will achieve a grade of C+ or higher from internship supervisor at the</p>	<p>1/28/2011 - All students passed with at least a grade of C+, the vast majority were given A or A+ by their respective supervisors.</p>	<p>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.</p>
Course-Level SLO Status: Active	<p>GE/IL-SLO Reflection: Practical Training and On the Job Work Experience meets all IL-SLOs.</p>	<p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: More faculty load for communicating with and visiting internship supervisors on-site</p> <p>GE/IL-SLO Reflection: Practical Training and On the Job Work Experience meets all IL-SLOs.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 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.</p> <p>Resource Request: 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.</p> <p>GE/IL-SLO Reflection: Obtain signed documentation from each clinical site.</p>
(Created By Department - Veterinary Technology (VT))	<p>Assessment Method: Written evaluations by each student's internship supervisor, with guidelines for the supervisor from the Program Director and the Internship Coordinator, specifically addressing skills listed for VT91.</p> <p>Assessment Method Type: Field Placement/internship</p> <p>Target for Success: 97% of students will achieve a grade of C+ or higher from internship supervisor at the</p>	<p>04/1/2016 - All students received a grade of B or higher, almost all students received a grade of A. One student received a grade of C - this student has struggled with being assertive in skills practice in her internship setting despite lots of support and direction.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
on-site internship on standardized written Midterm and Final Evaluation Forms.	02/01/2016 - All students passed with a B or better. The vast majority of students received extremely positive comments from their clinical supervisors. Our students are felt to be well prepared and very professional in behavior. A few students need to be encouraged to be less shy in engaging in skills practice at internship. One student was moved to another clinical to get a better chance of being challenged with skills practice KT	02/01/2016 - All students passed with a B or better. The vast majority of students received extremely positive comments from their clinical supervisors. Our students are felt to be well prepared and very professional in behavior. A few students need to be encouraged to be less shy in engaging in skills practice at internship. One student was moved to another clinical to get a better chance of being challenged with skills practice KT	
Result: Target Met	Year This Assessment Occurred: 2015-2016	Resource Request: Ongoing editing and updating of the Skills Notebook (the "Blue Book") is vital for continued accreditation - additional faculty time for this is requested KT	
04/13/2015 - All students did extremely well this quarter in VT91. Particularly helpful was the addition of Supplemental Instruction to the program by Dr. Solvason and Dr. Eshman. Students found it very helpful to have extra time in the lab to practice skills that require significant finesse and repetition, such as venipuncture. Their evaluations reflected satisfaction with intern performance in off-site veterinary hospitals.	04/13/2015 - Continue close monitoring by the Internship Supervisor and continue Supplemental Instruction in the VT lab by RVT instructors.		
Result: Target Met	Year This Assessment Occurred: 2014-2015	01/06/2014 - One student earned a C. Over 97% of the students earned a B or higher. Need to Implement "Train the Trainer" Process and Documentation for all non-faculty Intern Supervisors as required by accreditation.	03/03/2014 - This instructor spent many hours going over the master skills document booklets for all senior interns. It is very clear that there are many skills that we need to address in the areas of rodent and lagomorph care and equine handling and procedures. It would be very helpful to have a life-size
Result: Target Met	Year This Assessment Occurred: 2013-2014		

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Resource Request: Part time Hourly Classified Help to Assist with Clerical and student tracking free the instructor for more interaction with students and internship supervisors. Electronic Skills Tracking Software.</p> <p>Resource Request: A few hours of secretarial support would be really helpful and would free the instructor up for more interaction with students and internship placement supervisors.</p> <p>Resource Request: A few hours of secretarial support would be really helpful and would free the instructor up for more interaction with students and internship placement supervisors.</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p>		<p>standing model of a horse to use for haltering, bandaging, xray film cassette positioning and identifying injection sites.</p> <p>01/07/2014 - Advise Director of need for PT hourly clerical support and electronic skills tracking software. Update all course documents as needed to maintain currency. Implement a "train the trainer" program to ensure that all students are assessed uniformly and according to AVMA requirements.</p>
			<p>01/15/2013 - All except one student attained a grade of B and higher. Most students had very positive comments from internship supervisors.</p> <p>Need to Implement "Train the Trainer" Process and Documentation for all non-faculty Intern Supervisors as required by accreditation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Funds for Student Skills tracking Software to facilitate assessment and documentation of required skills as mandated by accreditation.</p> <p>GE/L-SLO Reflection: Course meets all related IL-SLOs</p> <p>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.</p> <p>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.</p> <p>02/07/2012 - Assessment forms and processes are appropriate and elicit desired information to track and document student progress. Update</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: More faculty load for communicating with and visiting internship supervisors on-site</p> <p>GE/L-SLO Reflection: Practical Training and On the Job Work Experience meets all IL-SLOs.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>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.</p> <p>GE/L-SLO Reflection: Practical Training and On the Job Work Experience meets all IL-SLOs.</p>
Department - Veterinary Technology (VT) - VT 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 (VT))	<p>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.</p> <p>Assessment Method Type: Field Placement/internship</p> <p>Target for Success: 97% of students will attain a grade of C+ or better. Completion of Essential Skills Checklist at Level II.</p>	<p>02/01/2016 - Our students consistently receive very high commendations on their work ethic, team work and professional behavior. KT</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	<p>02/07/2012 - Assessment forms and processes are appropriate and elicit desired information to track and document student progress. Update AVMAs Essential Skills Checklist to reflect current AVMAs-CVTEA Requirements of accreditation.</p>
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Continue Supplemental Instruction by RVT instructors in the lab - it's really helpful!</p> <p>GE/L-SLO Reflection: I'm generally happy with how it is going with the internship process for VT91. Next year I will have more time to visit the hospitals more regularly and improve my communication with the on-site supervisors.</p>			<p>the success of the internship program. I plan to visit every single clinic for every single student, as is required by our accrediting body, the AVMA.</p>
<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Electronic Skills Competency Tracking Software. PT hourly Clerical Support for required documentation.</p> <p>GE/L-SLO Reflection: Meets all IL-SLOs.</p>		<p>01/06/2014 - One student earned a grade of C. All other students earned a grade of B or higher, with many positive comments from internship supervisors. Our students are highly regarded in the veterinary community with regard to professional behavior, work ethic and commitment to excellence.</p>	<p>01/07/2014 - Advise Director of need for PT hourly clerical support and electronic skills tracking software. Update all course documents as needed to maintain currency. Implement a "train the trainer" program to ensure that all students are assessed uniformly and according to AVMA requirements.</p>
<p>Result: Target Not Met</p> <p>Year This Assessment Occurred:</p>		<p>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.</p> <p>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.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>2011-2012</p> <p>Resource Request: Funds for Clinical Skills Documentation Software.</p> <p>GE/L-SLO Reflection: Course meets all IL-SLOs</p> <p>02/07/2012 - 97% of students attained a grade of C+ or better and significant progress was made by each student toward completion of their individual Essential Skills Checklist at Level II.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>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.</p> <p>GE/L-SLO Reflection: Course meets all related IL-SLOs.</p>		
<p>Department - Veterinary Technology (V T) - VT 92 - CLINICAL INTERNSHIP III - SLO 2- Job Responsibilities - Consistently exhibit a strong work ethic and demonstrate the ability to adapt to various methodologies and practice philosophies and successfully integrate into the veterinary workplace.</p> <p>(Created By Department - Veterinary Technology (V T))</p> <p>Start Date: 01/07/2013</p> <p>End Date: 03/29/2013</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 97% of students will attain a grade of C+ or higher. Completion of Essential Skills Checklist at Level III.</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Students like this would benefit by more individual attention and hands on clinical skills teaching and testing in our lab.</p>	<p>04/1/2016 - All students received a grade of A except for one student who earned a C. This student has been counseled all along about being more proactive and self-assertive in learning skills. She moved to a new clinical setting where her performance is very average, not really at the level of expectations of the program.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Supplemental hours in the lab to help students who are struggling with hands on skills.</p>	<p>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.</p> <p>04/1/2016 - Use supplemental instruction to reinforce skills. Consider adding weekly "rounds" discussion with students and faculty to present internship cases. This was done before informally. I would like to see this in a more regular setting. LE</p>
			<p>12/13/2016 2:54 PM</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>04/13/2015 - All students made significant progress on their skills for VT92. They all received very positive feedback from their clinical supervisors.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Continue Supplemental Instruction by RVT instructors in the lab - it's really helpful!</p> <p>GEL-SLO Reflection: I need to spend more time with the students on getting them to record their skills practice in their skills records ("Blue Books")</p>	<p>04/13/2015 - Continue Supplemental Instruction and continue case study assignments in VT87B.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Problem solving to develop a way to help students with motivation problems. More internship coordinator time to follow up and monitor students with motivation/work ethic problems</p>	<p>04/19/2013 - 97% of students met the target. One student had significant difficulties with showing up, following through, being truly present in the clinical setting. This student needed a different placement which did not help her and she ultimately failed out.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Problem solving to develop a way to help students with motivation problems. More internship coordinator time to follow up and monitor students with motivation/work ethic problems</p>	<p>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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>VT 92 - CLINICAL INTERNSHIP III - SLO 1</p> <p>- 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 (VT))</p> <p>Assessment Method: Written evaluations by each student's internship supervisor, with guidelines for the supervisor from the Program Director and the Internship Coordinator</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 97% of students enrolled will achieve a grade of C+ or higher on standardized written Midterm and Final Evaluation Forms. Active</p> <p>Course-Level SLO Status:</p>	<p>Department - Veterinary Technology (VT) - VT 92 - CLINICAL INTERNSHIP III - SLO 1</p> <p>- 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 (VT))</p> <p>Assessment Method: Written evaluations by each student's internship supervisor, with guidelines for the supervisor from the Program Director and the Internship Coordinator</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: The students who struggle in the clinical setting would benefit from more help in Supplemental Instruction. More hours of supplemental help with hands on skills are requested.</p>	<p>04/1/2016 - All students received a grade of A. One student received a grade of C from her internship supervisor, therefore the target was not met. Very close 95% but not 97%.</p> <p>Result: Target Not Met</p>	<p>04/1/2016 - Request more help in the lab for hands on skills training and testing.</p> <p>04/1/2016 - All students received a grade of A. One student received a grade of C from her internship supervisor, therefore the target was not met. Very close 95% but not 97%.</p> <p>Result: Target Not Met</p> <p>04/1/2016 - Request more help in the lab for hands on skills training and testing.</p>
			<p>04/13/2015 - All students received very positive feedback from their clinic supervisors. One student who has been struggling with passivity in addressing and practicing her skills at her hospital is getting lots of support from her internship supervisor and is doing better.</p> <p>04/13/2015 - Continue Supplemental Instruction by RVT instructors in the lab. It is very helpful to have additional time to practice key skills with experienced and trained instructors.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Continue Supplemental Instruction by RVT instructors in the lab - it's really helpful!</p> <p>GE/L-SLO Reflection: Starting next year my overall assignment will be restructured so that I can spend more time visiting each clinic and spend more time with each student. Building relationships out in the community is very important. Students need time with me as the instructor to explore issues and concerns about building their skills and becoming an effective clinical practitioner.</p>		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Online documentation tool for tracking skills that are required of registered veterinary technicians (RVTs) by the AVMA (American Veterinary Medical Association.)</p> <p>Resource Request: Online documentation tool for tracking skills that are required of registered veterinary technicians (RVTs) by the AVMA (American Veterinary Medical Association.)</p>
	<p>Result: 04/21/2014 - 97% of students attained a grade of C+. One student failed due to failure to exhibit a strong work ethic, with multiple no shows.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>Result: 04/21/2014 - Obtain online skills documentation resource to manage tracking student clinical skills. Obtain tutoring to help students who are struggling with identified skills.</p>	<p>Result: 04/21/2014 - Request tutors for students who are struggling with identified skills. Request online skills tracking tool to manage skills documentation as required by the AVMA.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
2013-2014	<p>Resource Request: Online documentation tool for tracking skills that are required of registered veterinary technicians (RVTs) by the AVMA (American Veterinary Medical Association.)</p>	<p>Result: 02/04/2014 - KT to Complete - Done</p> <p>Target Met</p>	<p>Year This Assessment Occurred: 2013-2014</p> <p>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.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2012-2013</p>
	<p>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</p> <p>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+.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: More faculty load for communicating with and visiting internship supervisors on-site</p> <p>GE/L-SLO Reflection:</p>	<p>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.</p> <p>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.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Veterinary Technology (V T) - VT 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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Written evaluations by each student's internship supervisor, with guidelines for the supervisor from the Program Director and the Internship Coordinator.</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 97% of students will achieve a grade of C+ or higher and achieve Completion of Essential Skills Checklist at Level IV.</p>	<p>08/01/2016 - All students passed with many wonderful commendations for ability, work ethic and knowledge.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: We need to explore options for an online platform for skills documentation. The newer ones also assist with site evaluations . KT</p>	<p>GE/L-SLO Reflection: This was the first class who had fewer hours of internship required - 10 hr/wk instead of 15 hr/wk. This was a significant change for our program. Our students were still able to perform extremely well. Many, if not most, students were hired before or right after graduation by their clinical sites.</p>
<p>07/02/2015 - 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 find resources for and implement online skills tracking solution, which would be much easier to manage among all program faculty. Meeting 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.KT</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Find a suitable online skills tracking system that is cost effective and user friendly.</p>	<p>07/02/2015 - in 2015-2016 explore options for tracking skills with an online method. This has been cost prohibitive in the past. Continue to explore ways to more quickly and effectively communicate with off-site placements, especially as we reduce the number of internship hours required to 10/hr/week. It will be critically important to make sure that students are practicing and documenting their skills and performing up to standards required by our program and by our accrediting body, the AVMA.</p>	<p>Practical Training and On the Job Work Experience meets all related IL-SLOs.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>07/02/2014 - 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. 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 faculty. Meeting 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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Need to explore software options for tracking the acquisition of skills by each student - it is critical to conform to accreditation standards with proper documentation</p> <p>Resource Request: Need to explore software options for tracking the acquisition of skills by each student - it is critical to conform to accreditation standards with proper documentation</p> <p>GE/L-SLO Reflection:</p> <p>IL-SLOs met</p> <p>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</p>	<p>07/02/2014 - Explore skills tracking software options</p> <p>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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>faculty/Meeting 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.</p>	
	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: More paid time for intern coordinator/instructor to monitor students, online/computer-based computerized method of tracking skills acquisition.</p>	<p>GE/L-SLO Reflection: Meets all IL-SLOs</p> <p>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.</p>	
	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>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</p> <p>GE/L-SLO Reflection: Practical Training and On the Job Work Experience meets all related IL-SLOs.</p>	<p>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.</p> <p>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.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - VT 93 - CLINICAL INTERNSHIP IV - SLO 2- Job Responsibilities - Consistently exhibit a strong work ethic and demonstrate the ability to adapt to various methodologies and practice philosophies and successfully integrate into the veterinary workplace. (Created By Department - Veterinary Technology (V T))	<p>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.</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 97% of students will achieve a grade of C+ or better.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: We need to explore options for better online communication with the clinical sites. KT</p>	<p>08/01/2016 - All students passed. All students were highly commended by their sites for professional behavior, work ethic, commitment to excellence and aptitude.KT</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: We need to explore options for better online communication with the clinical sites. KT</p>
Course-Level SLO Status: Active	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Need to explore software options for more effective communication with clinics, leaving more time to work with students individually</p> <p>GE/L-SLO Reflection: met IL-SLOs</p>	<p>07/02/2015 - Virtually all students received very high praise for professional behavior, work ethic, commitment to excellence and aptitude.KT</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Need to explore software options for more effective communication with clinics, leaving more time to work with students individually</p> <p>GE/L-SLO Reflection: met IL-SLOs</p>	<p>07/02/2014 - Software or a way to create list serve for each quarter for each internship course.</p>
Course-Level SLO Status: Active	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Additional Filing Cabinets. Funds for PT Hourly RVT to help meets with and track student progress. Funds for Online Skills Tracking Solution</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p>	<p>07/08/2013 - 97% of students achieved a grade of C+ or better. The vast majority of interns did extremely well.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Additional Filing Cabinets. Funds for PT Hourly RVT to help meets with and track student progress. Funds for Online Skills Tracking Solution</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p>	<p>07/08/2013 - Review all evaluative forms and update as needed. request filing cabinets to store internship documentation.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Veterinary Technology (V T) - VT 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 Exam. (Created By Department - Veterinary Technology (V T))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: topic Faculty shall review and assess finished project presentation and evaluate against stated measurable objectives.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 09/29/2016 - All students achieved this.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Additional resources for the students to study with such as applications and on line review courses - SG</p> <p>GE/L-SLO Reflection: The IL SLO was met- 12/16/2014 - Each student completed a project that met or exceeded the stated objectives. If I were to teach this class again, I would grade these projects using a rubric. I will discuss this with the instructor next year.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>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.</p> <p>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.</p> <p>Obtain signed documentation from each clinical site.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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 CARVT Exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>		
	<p>Resource Request: None.</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p> <p>07/12/2012 - All the students successfully completed their projects and assignments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Additional funding for course materials and practice exams.</p> <p>GE/L-SLO Reflection: This course meets with the ILO's for communication, computation, critical thinking and community responsibility.</p>		<p>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.</p>
<p>Department - Veterinary Technology (VT) - Assessment Method: VT 95 - VETERINARY TECHNICIAN PROFICIENCY - SLO 2 - Application of knowledge - Study and answer practice sets</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>	<p>09/29/2016 - Each student completed all the exams with 80% and above accuracy - SG</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>accuracy to prepare for and pass the CA Registered Veterinary Technician Licensing Exam (Created By Department - Veterinary Technology (V T))</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: 100% of students complete all practice question sets and achieve a score of 75% or higher on each evaluation.</p> <p>Resource Request: Software and apps to give them more practice exams and study questions</p> <p>Resource Request: Software and apps to give them more practice exams and study questions</p> <p>GE/L-SLO Reflection: All IL SLO's have been met</p>	<p>2015-2016</p> <p>Resource Request: Software and apps to give them more practice exams and study questions</p> <p>Resource Request: Software and apps to give them more practice exams and study questions</p> <p>GE/L-SLO Reflection: All IL SLO's have been met</p> <p>10/14/2015 - 100% of students completed the practice question sets. Each time, students scored at least 85% on the question sets.</p> <p>*SG/L/E*</p>	<p>10/14/2015 - 100% of students completed the practice question sets. Each time, students scored at least 85% on the question sets.</p> <p>*SG/L/E*</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: There are numerous phone apps and computer software to help students improve their test taking skills. The Instructor will look into these options.</p> <p>12/16/2014 - Students graded their own practice question sets, but all students did the majority of the assigned work. This class of students did well on the National Board Exam: 28 of 30 passed last summer. (93% pass rate)</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>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 good use of time. Will continue to provide structured review lectures and handouts on topics identified by the faculty to be in</p> <p>06/20/2013 - The course is well-reviewed 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</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p> <p>Target for Success: Each student must complete 100% of the Required Essential Skills at entry-level competency as mandated by Accreditation.</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: We will be going to vaccinate horses twice a year. Vaccines will need to be purchased to help students gain access to hands on equine work. More laboratory animal</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: None.</p> <p>Resource Request: None.</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p>	<p>areas of weakness.</p> <p>07/14/2015 - Each student was only able to complete 95% of the required essential skills. This was due to insufficient numbers of animals and supplies. For lab animal, for equine, for bovine skills--the numbers of animals available for students was limited in the time frame. *SG/LE*</p>	<p>appropriate. New material added or revised annually as required by changes in subject matter.</p>
<p>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))</p> <p>Assessment Method: Faculty will periodically collect and review each student's Essential Skills Competency Checklist for completeness and remediate as needed prior to graduation.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: Each student must complete 100% of the Required Essential Skills at entry-level competency as mandated by Accreditation.</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: We will be going to vaccinate horses twice a year. Vaccines will need to be purchased to help students gain access to hands on equine work. More laboratory animal</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Additional funding for course materials and practice exams.</p> <p>GE/L-SLO Reflection: This SLO meets with all four of the ILLO's.</p>	<p>07/12/2012 - All of the students passed the practice exam with a score of at least 75%.</p> <p>07/12/2012 - This course continues to be a valuable tool to prepare the students for their RVT license.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>supplies.</p> <p>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.</p>	<p>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</p>
	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>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</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p>	<p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p> <p>07/13/2012 - All students completed their Brown Competency notebooks and were signed off by VT Program Instructors.</p>	<p>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.</p>
	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: An additional lab assistant to help with signing off of required skills lists.</p> <p>GE/L-SLO Reflection: This course meets or exceeds Institutional level SLO's</p>	<p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p> <p>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.</p> <p>Students have the instructor sign off skills in Brown Book that is required for graduation from the VT Program.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Veterinary Technology (V T) - VT 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))	<p>Assessment Method: Faculty will periodically meet with and review each student's Competency Checklist for completeness and remediate as needed prior to graduation.</p> <p>Assessment Method Type: Interviews/Focus Groups</p> <p>Target for Success: Each student must complete 100% of the Required Essential Skills at entry-level competency as mandated by Accreditation.</p>	<p>01/06/2015 - Students reflected on their own strengths and weaknesses, and the lectures helped bolster these areas. Students liked the interaction with experts in different fields, but overall would have preferred more hands on time to hone their skills. This cohort of students achieved a 93% pass rate on the VTNE, and one student was accepted into veterinary school (he did not take the VTNE).</p> <p>Result: Target Met</p>	<p>Year This Assessment Occurred: 2013-2014</p> <p>12/30/2013 - Each student completed 100% of the required essential skills at entry- level competency as mandated by accreditation</p>
Course-Level SLO Status:	Active		

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>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</p> <p>GE/L-SLO Reflection: Meets all related IL-SLOs.</p>	<p>surveys to collect additional information and facilitate individual student's self-knowledge.</p>
		<p>07/13/2012 - 100% of students complete all Required Essential Skills at entry-level competency as mandated by Accreditation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: An additional lab assistant to help with signing off of required skills lists.</p> <p>GE/L-SLO Reflection: Meets or exceeds institutional level SLO's</p>	<p>07/13/2012 - Addition of reflection assignments could be added to strengthen the students evaluation of their own strengths and weaknesses. Weaknesses identified could be worked on with a VT program instructor one on one.</p>

Unit Assessment Report - Four Column

Foothill College

Program (BHS-VT) - Veterinary Technology AS

Mission Statement: Professional vocational education is the primary mission of 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.

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 Knowledge, 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.	Assessment Method: Veterinary Technician National Examination (VTNE) Scores and Pass Rate Assessment Method Type: Exam - Standardized	01/06/2015 - California changed its licensing exam requirements for applicants as of March 2014. Our students now must take the VTNE as well as a shortened California state board exam. The data for the VTNE showed 28/30 students from Foothill passing, a success rate of 93%. We work hard so all of our students are able to pass the licensing exams. With the information we have from the VTNE, our students are above passing in all subject areas tested. A goal of 100% pass rate may not be something we achieve every year.	01/06/2015 - Review results of California board exam when they are available. With faculty, look at specific subject areas and target weaker areas for emphasis in the review and proficiency classes in the spring.
SLO Status: Active	Result: Target Not Met	Year This Assessment Occurred: 2013-2014	
	06/21/2013 - 100% Pass Rate on Veterinary Technician National Exam (VTNE) for 2012 graduate cohort.	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.	
Related Documents: Foothill_VTNE Results_Jul-Aug 2012 Mar-Apr 2013 Exam Results for June 2012	GE/L-SLO Reflection: Meets all related IL-SLOs.		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Augment VT Budgets and Perkins funding for materials and supplies and medical equipment.</p> <p>GE/L-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.</p> <p>Related Documents: VTNE Results July 2011</p> <p>Assessment Method: CA Registered Veterinary Technician Practical Examination Scores & Pass Rate.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target: 100% of graduates pass the licensing examination on the first attempt.</p> <p>We will be better able to assess our success when</p>	<p>07/15/2011 - 100% Pass Rate on Vet Tech National Exam (VTNE) for 2011 graduate cohort.</p> <p>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.</p>		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>the California test for last year is released. With the information we have from the VTNE, our students are above passing in all subject areas tested.</p>	
Result:	Target Not Met		
	Year This Assessment Occurred:		
2013-2014	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.	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.
Result:	Target Met		
	Year This Assessment Occurred:		
2012-2013			
	Resource Request:		
None.			
	GE/L-SLO Reflection: Meets all related IL-SLOs.		
GE/L-SLO Reflection:	Meets all related IL-SLOs.		
Related Documents:	2012 CA RVT Licensing Exam		
Results			
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 materials, supplies and medical equipment.		
GE/L-SLO Reflection:			

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Assessment Method: Graduate Survey and Employer Surveys.</p> <p>Assessment Method Type: Survey</p> <p>Target: Better than 50% return rate from graduates and employers on internet-enabled surveys. >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. *LE*</p> <p>The majority of all alumni reported that the VT program prepared them "extremely well" or "very well" for a VT career. Most alumni are still working in the field, and all would recommend the VT program to others. Almost all employers responded that Foothill VT grads "generally possess good knowledge and clinical skills related to the field" (95%) and that they would hire another Foothill graduate (90%).</p>	<p>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.</p>	<p>Related Documents: CA RVT Exam Results</p> <p>12/07/2016 - In this year's annual survey, we moved to an on line survey system, administered through the Office of Institutional Research. The survey was redesigned, using the skills of our Institutional Researcher, and was crafted to answer critical questions for program improvement. The return rate was 73% from employers, considered very good by our institutional research dept. Return rate from students was: 100% year 0, 50% alumni year 1, 25% alumni year 3. These rates are also acceptable.</p> <p>12/07/2016 - The target is met in terms of overall satisfaction of graduates and employers, but the Program SLO has an unreasonable target for compliance now that we have changed to an on line survey system. Program Director, with Program Faculty, will modify the expectations of return on surveys to better reflect industry norms.</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>The Program has responded to student suggestions as mentioned in the 2013-14 Program Assessments. Laboratory sizes are smaller and faculty have been added to courses where safety and accreditation concerns require it. This increased one-on-one time with instructors. The Program has also instituted supplemental instruction across all courses, giving students more time to practice skills and review concepts under faculty guidance. The improved economy and supportive administration have allowed the Program to supply adequate materials and upgrade equipment such that students are now quite satisfied with the quality of the program. *LE*</p> <p>Result: Target Met Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Increased release time for program director. Continued strong support of our program in terms of supplies and equipment maintenance.</p> <p>Resource Request: Increased release time for program director. Continued strong support of our program in terms of supplies and equipment maintenance.</p> <p>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</p> <p>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-</p>			

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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 complimentary 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.</p>	<p>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.</p>
<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>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</p> <p>GEL-SLO Reflection: Meets all related IL-SLOs.</p> <p>Related Documents:</p> <p><u>VT Graduate Survey_June 2102</u></p> <p><u>VT Employer Survey_June 2102</u></p>	<p>06/08/2011 - 100% return rate of both surveys achieved. Comments were overwhelmingly favorable from both students and employers.</p> <p>*Students* consistently indicate a desire for smaller lab size and increased amount time for skills practice and for one-on-one 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</p>	<p>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</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request:</p> <p>1)Funds to implement online survey instrument 2)Augmentation of VT Budgets or Perkins Funding to provide formore equipment & supplies + PT RVT Lab Assistants.</p> <p>GE/L-SLO Reflection:</p> <p>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.</p>	<p>about the lack of materials and equipment to meet their needs in labs.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request:</p> <p>1)Funds to implement online survey instrument 2)Augmentation of VT Budgets or Perkins Funding to provide formore equipment & supplies + PT RVT Lab Assistants.</p> <p>GE/L-SLO Reflection:</p> <p>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.</p>	<p>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.</p>	
<p>Assessment Method: 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</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target: 100% of graduates pass the standardized</p> <p>Related Documents:</p> <p>VT 2012 Graduate Survey</p> <p>2012 VT Employer Survey</p>	<p>06/21/2013 - 100% Pass Rate on Vet Tech National Exam (VTNE) for 2012 graduate cohort.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request:</p> <p>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</p>		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
SLO Status: Active examination. 100% of graduates score above the mean in all categories for all first time candidates.	None. GE/L-SLO Reflection: Meets all related IL-SLOs	Related Documents: Foothill VTNE Results Jul-Aug 2012 Foothill VTNE Results Mar April 2013	functioning well.
Year This Assessment Occurred: 2011-2012 Resource Request: Augment VT Budgets and Perkins funding for materials and supplies and medical equipment.	GE/L-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.	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.	
Related Documents: VTNE Exam Results 7/15/2011			
Assessment Method: CA Registered Veterinary Technician Practical Examination Scores & Pass Rates	12/16/2015 - The pass rate for Foothill College graduates for the period from 7/1/14-6/30/15 is		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Assessment Method Type: Exam - Standardized</p> <p>Target: 100% of graduates pass the licensing examination on the first attempt.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/L-SLO Reflection:</p> <p>The target may be a bit unreasonable. This passing rate is higher than the general population and builds confidence in our students. But, we will continue to strive for 100% passing.</p>	<p>96%. This reflects 24/25 students passing the California test. There are not yet results for 7/1/15 to present. Foothill has the largest cohort of students from an accredited college who take the exam.</p>	
	<p>Resource Request: None.</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs</p> <p>Related Documents:</p> <p>Foothill CA RVT Exam Results 2012</p>	<p>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.</p>	
	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request:</p> <p>GE/L-SLO Reflection: Meets all related II-SLOs</p> <p>Related Documents:</p> <p>Foothill CA RVT Exam Results 2012</p>	<p>12/31/2010 - 100% Pass Rate on CA RVT Licensing Exam for 2011 graduate cohort.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Augment VT Budgets and Perkins funding</p>	<p>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.</p>

for materials and supplies and medical equipment.

GE/L-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:

Completion of the Program Clinical Skills Competency Workbook and Checklist.

Assessment Method Type:

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.

Target Not Met

Year This Assessment Occurred:

2013-2014

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 abilities for a graduate veterinary technician

06/21/2013 - 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

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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 faculty this year and is a top priority to maintain the integrity and quality of the program's teaching and learning.</p>	<p>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.</p>
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.		<p>Funding to support acquisition and housing of program animals and the means necessary to provide required animal care by faculty and students.</p>	<p>Meets all related II-SLOs</p>
GE/L-SLO Reflection:			
Related Documents:	<p>2012-13 VT Clinical Skills Workbook</p>		

based documentation and tracking of Clinical Skills Competency

GE/L-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 Clinical 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.

Result:

Target Not Met

Year This Assessment Occurred:

2013-2014

01/06/2015 - Return rate from graduates and employers was less than 10%. Those who responded, were generally satisfied with our 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 of time for skills practice and for one-on-one 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

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

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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 the students hands-on clinical skills. Most consider the students well prepared academically and are please with their Internship performance and work ethics.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Support for sufficient faculty assignments and part time hour 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</p> <p>GEIL-SLO Reflection: Supports all related IL-SLOs</p> <p>Related Documents:</p> <p><u>VT Graduate Survey_June 2102</u></p> <p><u>VT Employer Survey_June 2102</u></p> <p>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-one 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</p>	<p>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. 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.</p>		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Funds and support to implement online survey instruments.</p> <p>GE/L-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.</p>		<p>their needs in labs.</p> <p>sufficient materials and supplies and medical equipment to continue to provide state-of-the-art education and training.</p>	