Independence
COMMUNITY COLLEGE

Comprehensive
Program
Of
Veterinary
Technology
For
2016-2018

Prepared by

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1.0 Program Data and Resource Repository

1.1 Program Summary

> The program should provide a descriptive summary of the program.

Narrative:

Independence Community College's Associate of Applied Science Degree in Veterinary Technology offers students training in the form of classroom instruction as well as hands-on field experience and professional internships in animal care facilities. The program prepares students for entry level positions in the veterinary field and graduates are eligible to sit for the Veterinary Technology National Exam (VTNE). Upon passing the VTNE and following state guidelines they can become credentialed veterinary technicians.

1.2 Quantitative and Qualitative Data

> All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.
>
> The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:
>
> - Number of Faculty (Full Time; Part Time; Total)
> - Student Credit Hours by Faculty Type
> - Enrollment by Faculty Type
> - Faculty Name by Type
> - Average Class Size, Completion, and Attrition
> - Course Completion, Success and Attrition by Distance Learning v Face-to-Face
> - Number of Degrees/Certificates Awarded
> - Number of Graduates Transferring (if available from IR)
> - Number of Graduates Working in Related Field (technical programs only)
> - Expenditures and Revenues
>
> Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.
>
> *(See Section 1.2 in the Program Review Handbook for more information.)*

Narrative:

VET Assessment Data AY 2017

Number of Faculty:

4 full time (A. Dutton, L. Benning, A. Lal, N. Crompton)

1 part time (C. Moore)

Enrollment & Student credit hours by Faculty type:

Full time: 78 total credit hours taught, with 233 total student enrollments

Part time: 6 credit hours taught, 20 total student enrollments

Average Class size:

9.15 students in Face-to-Face classes

15 students in online classes

9.37 students across all VET courses

Completion rates:

94.54% face-to-face

86.67% online

94.07% all VET courses

Pass rates (C or better):

91.11% face-to-face

84.62% online

90.76% all VET courses

Number of Majors: 29 AAS VET (13 AAS VET returned Fall 2017)

Degrees Awarded: 9 AAS VET

VET Assessment Data AY 2018

Number of Faculty:

4 full time (Dutton, Lal, Benning, Crompton)

1 part time (McCormick)

Enrollment & Student credit hours by Faculty type:

Full time: 60 total credit hours taught, with 152 total students enrolled

Part time: 3 credit hours taught, 5 total students enrolled

Average Class size:

8.11 students in Face-to-Face classes

3.00 students in online classes

7.85 students across all courses

Completion rates:

97.40% face-to-face

100% online

97.45% all courses

Pass ('D' or better) rates:

96.00% face-to-face

100% online

96.08% all courses

Pass ('C' or better) rates:

93.33% face-to-face

100% online

93.46% all courses

Number of Majors: 21 (8 returned in Fall 2018)

Degrees Awarded: 5

2.0 Student Success

2.1 Define Student Success

> The program faculty should provide a definition of how student success is defined by the program. *(See Section 2.1 in the Program Review Handbook for more information.)*

Narrative:

The American Veterinary Medical Association Committee on Veterinary Technician Education and Activities (AVMA-CVTEA) lists over 300 Essential and Recommended Skills that programs must confirm students successfully complete. The program utilizes this predetermined list of hands on and critical thinking skill sets set forth by the AVMA-CVTEA and must provide documentation back to the AVMA for accreditation purposes. Students must not only successfully complete the 81 credit hours of course work with a letter grade of C or better but must also complete the list of Essential Skills within the specified standard of the AVMA. At the completion of the program, eligible students then take the Veterinary Technician National Exam. Passing of the national board exam allows students to become credentialed within the state they wish to be employed in.

2.2 Achieve/Promote Student Success

> The program faculty should describe how the program achieves and promotes student success. *(See Section 2.2 in the Program Review Handbook for more information.)*

Narrative:

Faculty and staff work closely with students daily, the smaller class size allows for increased one-on-one time for students. Faculty explain, demonstrate and oversee all essential skills and tasks, making sure each student is prepared to perform the task on a live animal. The faculty uses innovative techniques to engage students in critical thinking skills, and they organize unique hands on experiences for the students. Student success is one of the main objectives of the Vet Tech Program. If at any time a student's grade falls below a "B", faculty will hold tutoring sessions for those students until the grad improves.

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

> The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

Narrative:

I am preparing this comprehensive review with little knowledge of prior operations and assessments. The previous director did find some copies of course assessments and learning outcomes, however, many do not appear to be complete. From what I can decipher, some outcomes were met, while others failed or were only partially met. There was little explanation for why the outcomes were not met and some were marked that further action was planned but did not give any details of those actions. It is my belief that this program has suffered from lack of proper assessment and organization. This is something that is in the process of changing.

3.2 Significant Assessment Findings

> The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

Narrative:

It appeared that many courses used the 70% of students passing with a 70% or better benchmark for outcome assessment. I did not have a complete list of all course outcomes or findings, or not all outcomes were assessed. Of those that I did have, I found that several courses have either struggled with meeting outcomes or that they exceed the outcomes, there wasn't much in between, and no real information was given on why the instructor felt that outcomes were not met or what further actions needed to be taken. As I was not here during this time, I cannot speculate on the causes.

3.3 Ongoing Assessment Plans

> The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

Narrative:

This is an area where we are actively working on improvement. The new director will be reviewing all course outcomes and deciding if changes need to be made. I have included the assessments from the Fall 2018 semester with this report for reference. Going forward, assessments must be completed in full and assess all outcomes for the course along with more than 1 form of assessment. Many courses cover essential skills and if students do not pass, they cannot complete the program. These course outcomes are always marked as met, however, there needs to be more information on how the skills are assessed and what determines if the students indeed pass the skill. The skills handbook was revised for 2019 and includes more details on what students are to do to complete a skill.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

4.1: Program Advisory Committee:

Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

The Veterinary Technology Program Advisory Board is an active group of diverse individuals. Members represent veterinary professionals, pharmaceutical representatives, community members, academic instructors, zoo employees and students. Biannual meetings are conducted where curriculum, enrollment, attrition and student success are evaluated.
Members are:

Dr. Richard Barta	Barta Animal Hospital
Dr. Kevin Cooper	Barta Animal Hospital
Dr. Ed Epp	Independence Animal Hospital
Lisa Wilhite, RVT	Independence Animal Hospital
Dennis Myers	Henry Schein Animal Health
Sue Alford, RVT	Animal Medical Center
Nathan Chaplin	ICC Science Faculty- Replaces Brian Foreman
Tom Weaver	ICC Science Faculty- Replaces Archana Lal
Melissa Ashford	ICC Computer Faculty
Brian Southworth	ICC Math Faculty
Ann Dutton, DVM	ICC Vet Tech Faculty-Previous Director
Linda Benning, RVT	ICC Vet Tech Faculty- No longer with program
Katie Southworth	Ralph Mitchell Zoo
Ned Stichman	Community Member
Jim Duke	Community Member
*Amanda McCormick, RVT	ICC Program Director- New member
Rachel Weaver, RVT	ICC Vet Tech Faculty- Replaces Linda Benning

4.2: Specialized Accreditation:

Narrative:

The ICC Veterinary Technology Program is accredited by the AVMA-CVTEA (American Veterinary Medical Association Committee on Veterinary Technician Education and Activities). The Program Director serves as the primary liaison to the AVMA. Ms. Julie Horvath, RVT is the primary contact person at the AVMA. The last site visit occurred April 2017, next site visit is scheduled for 2022. Estimated budget for site visit expenses is $6,500.00. The annual accreditation fee to the AVMA is $1,500.00.

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

The program prepares students for an entry level position in veterinary clinics, but that is not their only option. They can gain employment in research labs, universities, zoos, aquariums, government, pharmaceutical, and veterinary supply companies, wildlife rehab centers, animal rescues and many more. Students are taught all the skills they need to pursue employment in the veterinary field.

There are also many different options available to students who wish to further their education. We have a 2+2 agreement with Kansas State University which is attached, students may elect to attend Veterinary School or attain a bachelor's or master's degree in veterinary science or technology. Our program is a stepping stone to those goals. It allows students to gain knowledge and hands on experience which will allow them to gain meaningful employment as a vet tech while they pursue further education.

Last year the program implemented the requirement of completion of prerequisites with a "C" or better before acceptance into the program. This should allow us to better gauge which students are more likely to succeed and ease entrance requirement. We are currently in an overhaul of the program with the addition of a new program director. The program is undergoing re-organization and an in-depth review. In addition, the AVMA reviews essential skills yearly, if they make changes, we review and change our required skill list. Faculty are required to attain continuing education credits. This keeps faculty up to date on the latest advancements in veterinary medicine, and they can incorporate it into the curriculum for students.

5.2 Degree and Certificate Offerings or Support

> Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

The vet tech program awards an Associate of Applied Science Degree as a technical program.

6.0 Faculty Success

6.1 Program Accomplishments

> The program faculty should highlight noteworthy program accomplishments.

Narrative:

The program was awarded Full Accreditation by the AVMA-CVTEA in April 2018 and of November 2018, all deficiencies except VTNE pass rate were met. The VTNE pass rate is not effective until September 2020.

6.2 Faculty Accomplishments

> The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

Dr. Ann Dutton was presented with the Master Teacher Award, Independence Community College 2017 and the Spirit Award, Independence Community College 2016

6.3 Innovative Research, Teaching and Community Service

> The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

The faculty are encouraged to and have attended the Association of Veterinary Technology Educators' annual conference where they can gain new insights in teaching. The program also works with area shelters to provide care to the animals.

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

> Provide a thoughtful reflection on the available assessment data. *(See Section 7.1 in the Program Review Handbook examples.)*

Narrative:

There was a drop in student enrollment and faculty hours taught from 2016-2017 to 2017-2018, the reason is most likely due to a change in the program requiring the completion of prerequisites prior to acceptance in the program. The pass rate and completion rate increased from 2016-2017 to 2017-2018. This would support the idea that we are selecting better candidates and faculty are working more closely with students to ensure their success.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

> The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.
>
> Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. *(See Section 7.2 in the Program Review Handbook for more information.)*

Narrative:

Maintain Current Levels of Support/Continuous Improvement

Currently, I think the program needs to stay at current support with continuous improvements. With the addition of a new director, the program has already seen many changes including a new faculty member to replace one that left. Several new plans have been put in place to raise the standards of the program, including the requirement of prerequisites before acceptance into the program. We are still facing some hurdles such as our VTNE pass rate, however, that is not going to be fixed overnight. The new director has many plans for the future of the program and believes that there is a bright future ahead if we can implement changes in the program. The workforce demand for credentialed vet techs remains high throughout the U.S., as one of only 3 accredited programs in Kansas, we have ample opportunity to help the program develop and grow.

7.3 Academic Program Goals and Action Plans

> Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 7.3 in the Program Review Handbook for more information.)*

Narrative:

Short term goals-

1. The program is setting a goal to meet the AVMA's requirement of a 50% or higher 3-year average pass rate for the VTNE by September 2020. This is an AVMA deadline. We hope to accomplish this by making program changes and holding students to a higher standard. We implemented the use of an online VTNE prep course that should help students prepare and study for the exam. Program changes include moving the internship to the summer to allow students to focus on studying for the exam in the last semester and rearranging program schedule. The rearranging will allow for a smoother transition between courses and building upon knowledge rather than jumping around between subjects.

2. Increase the number of students accepted and enrolled in the vet tech program to an average of 12 students by January 2020. We plan to accomplish this by enrolling more students into the prerequisite courses and accepting those students who pass those courses. We do not have a limit on the number of students who can enroll in the prerequisites, so we should have a larger pool of students.

3. Develop an online veterinary assistant certificate program by Fall of 2020. This will allow us to reach more recruits for the program. This can be an option for students who cannot or do not want to take the full program. There is not a national exam for veterinary assistants and a certificate program does not need accreditation by AVMA. We already have courses that we can use for this program, it is a matter of creating the online platform.

Long term goal-

1. Large animal facility build out within 5 years. It would be a huge benefit for our students to have large animal facilities on campus. This would allow them to obtain greater knowledge and skills in operating the equipment and handling large animals. We already have room for it, we need funding. Our plan is work with administration on identifying funding sources.

2. Increase class size to maximum capacity in the vet tech program by 2023. We want to continue increasing recruitment and acceptance into the program. One of the roles of the

new full-time director position is recruitment. The plan to become more visual to area communities, attend career fairs and speak to area high schools about the program.

3. Develop a fully online vet tech program by 2023. We live in a digital age and there is a large demand for online courses. Having an online program will allow us to have a larger territory and recruit students from other states. This is a goal that I am already working on. To obtain this goal, we will need to start by finding additional adjuncts to teach the courses and gain AVMA approval to offer an online program. Once those are in place, it is a matter of transitioning our courses into an online format that will follow our on ground program.

7.4 Mission and Strategic Plan Alignment

> Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

Narrative:

Mission Statement: Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

HLC Criteria:

3. C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Students are the top priority of the vet tech program at ICC. The small class size allows for increased one on one instruction by caring faculty and staff. All of our faculty hold professional credentials and attend continuing education conferences and seminars yearly. Faculty go above and beyond to assist students wherever they can, they are willing to schedule study groups and organize educational trips for students. Our faculty spend several hours every day with our students, from teaching to helping them research and study for exams. They assist our student group with fundraisers and volunteer opportunities. Many graduates keep in touch with faculty from the program and provide updates about their careers and aspirations.

3. D. The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students' guidance in the effective use of research and information resources.

Students are encouraged to develop and enhance their critical thinking skills while they examine patients and perform laboratory procedures. They gain hands on experience and knowledge that they will use throughout their careers as vet techs. They are ready to go to work in a vet clinic upon graduation from the program. They have access to student support services including the tutoring center. Our faculty will also organize study sessions for our students upon request.

In addition to caring faculty, our small animal facilities and equipment are top of the line and provides students with an excellent learning environment and all the tools they need to succeed. We have one of the most commonly used veterinary software programs which will allow the use of electronic records and development of practice management skills. This allows students to learn on relevant equipment and prepares them to go to work in modern clinics. They also learn to perform many of the lab tests without automated machines. This furthers their knowledge and skills, making them an asset to their future clinics.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)

- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment

  - Non-Capital Furniture & Equipment
  - New Capital Furniture & Equipment
  - Replacement Capital Furniture & Equipment

- Other, as applicable

  - Accreditation Fee Request

  - Membership Fee Request
  - Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

Narrative:

Our budget has increased over the past few years due to several reasons, the largest was the reclassification of instructors to faculty members which increased salaries and the addition of a full time director. The other increase was in instructional supplies, these supplies include medications and disposable supplies that students need to use to compete essential skills. I foresee the cost of medications and supplies to continue to rise, it is the area where we do not

have control over. We operate with the least amount of inventory as we possibly can, and only order supplies when needed. To help with budget issues and to free up some of the budget, the vet tech clinic has started to charge ICC employees for providing services to their pets. The charges cover the cost of disposable materials and medications. This should aid in keeping our budget under control and eventually allow our clinic to fund itself. This is still a work in progress, and we will adjust fees as needed. As of the time of this writing, our budget has been sufficient to cover the current costs of the program, however we still lack large animal facilities. It would be to the student's advantage and safety if we had our own facilities instead of relying on outside hosts for those skills. I would like to request a plan be put in place to research, fund and construct this facility.   I am told that we have the land, we just need the facilities.   Another thing that I believe we need to consider for the program is a permanent covering for the outdoor dog run. We currently use very expensive tarps that only last a few years if that. A permanent covering would reduce the costs in the long run.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

Director Amanda McCormick prepared this program review. Goals were discussed at various times throughout the semester, most having the support of current faculty. There has been disagreements with the development of an online program, mostly in regards to having sufficient faculty to teach the additional hours. This will be an ongoing discussion and further research is needed.

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

The Program Review Committee agrees with the Category 2 -Maintain Current Levels of Support/Continuous Improvement category designation.

The VPAA agrees with the Category 2 designation.

10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

10.0 Appendices