

## **Program Assessment Plan Veterinary Technology**

### **1. Program Outcomes**

Upon successful completion of the Veterinary Technology Program, students will be able to demonstrate knowledge in and perform the Essential Skills as defined by the American Veterinary Medical Association's Committee on Veterinary Technician Education and Activities (AVMA CVTEA).

Upon successful completion of the Veterinary Technology Program, students will be able to demonstrate and communicate critical thinking skills in clinical situations such as anesthesia, patient care, and diagnostics, and in anticipation of patient care needs in cooperation with professional colleagues.

Upon successful completion of the Veterinary Technology Program, students will be able to find, evaluate, and integrate current information from appropriate, discipline-specific resources including textbooks, journals, and appropriate online resources to cultivate life-long learning habits.

Upon successful completion of the Veterinary Technology Program, students will be able to apply knowledge and skills from program curriculum to obtain, maintain and utilize professional credentials in their state (i.e. pass VTNE exam, meet home state credentialing requirements, gain employment, continue education through professional organizations and continuing education opportunities).

Upon successful completion of the Veterinary Technology Program, students will be able to understand and demonstrate the importance of representing themselves and the veterinary profession in a professional, respectful and socially-responsible way toward patients, clients, colleagues and the community.

## 2. Curriculum/Program Map

	VETN 2021C	VETN 2031C	VETN 2011C	VETN 2042	VETN 2032C	VETN 2012	VETN 2061L	VETN 2043	VETN 2028	VETN 2022C	VETN 2086	VETN 2033C	VETN 2013	VETN 2062L	VETN 2029	VETN 2044	VETN 2087	VETN 2090
Learning Outcome																		
Demonstrate knowledge in and perform the Essential Skills as defined by the American Veterinary Medical Association's Committee on Veterinary Technician Education and Activities (AVMA CVTEA)	D	D			D	I	D,A		D	I	D	D	D	D,A	I	D	D	A
Demonstrate and communicate critical thinking skills in clinical situations such as anesthesia, patient care, and diagnostics, and in anticipation of patient care needs in cooperation with professional colleagues	I, D	I, D	I	I	I, D	D	D,A	I	I	D,A	D	I, D	D	D,A	A	D	D	D
Find, evaluate, and integrate current information from appropriate, discipline-specific resources including textbooks, journals, and appropriate online resources to cultivate life-long learning habits	I	I	I		I	I			I	I		I			I	I,D		D
Apply knowledge and skills from program curriculum to obtain, maintain and utilize professional credentials in their state (i.e. pass VTNE exam, meet home state credentialing requirements, gain employment, continue education through professional organizations and continuing education opportunities)	D	D			D	I	D,A		D	I	D	D	D	D,A	I	D	D	A
Understand and demonstrate the importance of representing themselves and the veterinary profession in a professional, respectful and socially-responsible way toward patients, clients, colleagues and the community				I			D,A	I						D,A	I			

### 3. Methods/Measures

A.

University of Cincinnati Blue Ash College Veterinary Technology Program      Plan for Assessment of Student Learning Outcomes

Program Learning Outcome	Course(s) Where Outcome Is Addressed <hr/> Level of Assessment/Coverage (Introduced, Developed, Assessed)	Assessment Tools <hr/> Responsible Person and Time frame	Assessment Standards <hr/> Benchmark Criteria	How will collected data be used to improve the program?
<p>Upon successful completion of the Veterinary Technology Program, students will be able to demonstrate knowledge in and perform the Essential Skills as defined by the American Veterinary Medical Association’s Committee on Veterinary Technician Education and Activities (AVMA CVTEA).</p>	<ul style="list-style-type: none"> <li>VETN 2061L VETN 2062L VETN 2090</li> </ul>	<ul style="list-style-type: none"> <li>Pass the VTNE (National Board Exam required for becoming a registered veterinary technician in Ohio VTNE Board Examiners -Jennifer Wells DVM -After graduation</li> <li>Blue Book: Students skills assessment documentation -end of each academic year -Jane Goecke DVM</li> </ul>	<ul style="list-style-type: none"> <li>Achieve Passing Score &gt; 90% first attempt</li> <li>100% of students will complete 95% of skills</li> </ul>	<p>Discussion of results yearly in departmental meetings and incorporating changes as needed.</p>

<p>Upon successful completion of the Veterinary Technology Program, students will be able to demonstrate and communicate critical thinking skills in clinical situations such as anesthesia, patient care, and diagnostics, and in anticipation of patient care needs in cooperation with professional colleagues.</p>	<ul style="list-style-type: none"> <li>• VETN 2061L VETN 2062L VETN 2022C VETN 2029</li> </ul>	<ul style="list-style-type: none"> <li>• Blue Book: Students skills assessment documentation -end of each academic year -Jane Goecke DVM</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of students will complete 95% of skills</li> </ul>	<p>Discussion of results yearly in departmental meetings and incorporating changes as needed.</p>
<p>Upon successful completion of the Veterinary Technology Program, students will be able to find, evaluate, and integrate current information from appropriate, discipline-specific resources including textbooks, journals, and appropriate online resources to cultivate life-long learning habits.</p>	<ul style="list-style-type: none"> <li>• (not assessed)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<p>Students will be able to apply knowledge and skills from program curriculum to obtain, maintain and utilize professional credentials in their state (i.e. pass VTNE exam, meet home state credentialing requirements, gain employment, continue education through professional organizations and continuing education opportunities).</p>	<ul style="list-style-type: none"> <li>• VETN 2061L VETN 2062L VETN 2090</li> </ul>	<ul style="list-style-type: none"> <li>• Pass the VTNE (National Board Exam) required for becoming a registered veterinary technician in Ohio VTNE Board Examiners -After graduation -Jennifer Wells DVM</li> <li>• Graduate</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve Passing Score &gt; 90% first attempt</li> <li>• Obtain State Licensure if</li> </ul>	<p>Discussion of results yearly in departmental meetings and incorporating changes as needed.</p>

		surveys -After Graduation -Kim Myers RVT	required -90% Obtain jobs in field	
Upon successful completion of the Veterinary Technology Program, students will be able to understand and demonstrate the importance of representing themselves and the veterinary profession in a professional, respectful and socially-responsible way toward patients, clients, colleagues and the community.	<ul style="list-style-type: none"> <li>VETN 2061L VETN 2062L</li> </ul>	<ul style="list-style-type: none"> <li>Survey before FS and after SS</li> <li>Jane Goecke DVM</li> </ul>	<ul style="list-style-type: none"> <li>Subjective evaluation of changes in attitudes after SL experience</li> </ul>	Discussion of results yearly in departmental meetings and incorporating changes as needed.

B. We utilize what we call the “Blue Book” which allows us to keep track of and verify that are students have successfully completed the Veterinary Technology Student Essential and Recommended Skills List as required by our accrediting agency AVMA (American Veterinary Medical Association) CVTEA (Committee on Veterinary Technician Education and Activities). As each student accomplishes the required task we record either date of performance or a grade. At the end of each semester the book is assessed and graded to assure the student is performing in accordance with our program outcomes.

#### 4. Assessment Infrastructure

Departmental meetings are scheduled after each semester. Instructors and staff discussions encompass what worked and what may need improvement. The director and the assistant director (a member of the AAC committee) will be responsible for overseeing the execution of the assessment plan. They will review results of the assessments and work with the rest of the department to implement changes as needed. As of this time we have no administrative support. Each faculty member will compile the data for the courses they are responsible for and present them to the AAC committee member. This individual will generate a yearly report.

## 5. Findings

Each year our students take the **VTNE** (National Board Exam) after graduation. We receive the results in the fall after they graduate. We review our pass rate compared to other institutions and to our past years. We review each subject area within the exam as well to compare our students to students in other programs.

	(2009-2010)	(2010-2011)	(2011 - 2012)	(2012 - 2013)	(2013-2014) In progress
Number of first-time candidates passing VTNE (July 1 to June 30)	27	32	25	27	28
Total number first-time test takers (July 1 to June 30)	33	35	30	28	32
VTNE pass rate annual percentage (July 1 to June 30) = # of first-time candidates passing / # of first-time candidates	<b>81.82%</b>	<b>91.43%</b>	<b>83.33%</b>	<b>96.43%</b>	<b>87.50%</b>
VTNE National Average	72.33%	61.96%	78.15%	76.19%	73.87%

Subject areas with lower scores included Laboratory Procedures, Diagnostic Imaging, and Pain Management/Analgesia. These are the same subjects with the lowest scores for all test takers during this time period. To improve future scores the pharmacology course FS 2013 has been revamped and is taught by a different instructor. Starting academic year 2014-2015 the Pharmacology course will be increase to 2 credit hours from 1 credit hour.

In addition we conduct **graduate surveys** one year post graduation. We review the results and discuss how we can improve the program in light of student comments. We added an additional off campus location PIN (Pets in Need) where students provide care to underserved clients/patients. This has increased their client/owner contact, giving students opportunities to improve communication skills. The experience exposes them to clients of varied cultures, economic levels and personalities. (Addendum#1)

**Blue Book Assessment**

In the past we have assumed that 100% of students will complete 95% of skills. As of SS14 we will document and record this after reviewing each Blue Book at the end of the year.

**Service Learning** Post Survey assessed the student’s attitudes towards shelter medicine, community involvement at the end of the year. In the future the students will be surveyed at the beginning of the year and at the end of the year to assess changes after their service learning experience. The 2012-2013 post survey results(Addendum 2) showed students seemed more likely to adopt, recommend adoption from a shelter as well as volunteer at a shelters and other humane organizations in the future. The 2013-2014 pre survey will be compared to the post survey at the end of 2014SS.

**5. Gen ED Integration**

Learning Outcome	Gen ED Integration
Demonstrate knowledge in and perform the Essential Skills as defined by the American Veterinary Medical Association’s Committee on Veterinary Technician Education and Activities (AVMA CVTEA)	Knowledge Integration
Demonstrate and communicate critical thinking skills in clinical situations such as anesthesia, patient care, and diagnostics, and in anticipation of patient care needs in cooperation with professional colleagues	Critical Thinking
Find, evaluate, and integrate current information from appropriate, discipline-specific resources including textbooks, journals, and appropriate online resources to cultivate life-long learning habits	Information Literacy

Apply knowledge and skills from program curriculum to obtain, maintain and utilize professional credentials in their state (i.e. pass VTNE exam, meet home state credentialing requirements, gain employment, continue education through professional organizations and continuing education opportunities)	Knowledge Integration
Understand and demonstrate the importance of representing themselves and the veterinary profession in a professional, respectful and socially-responsible way toward patients, clients, colleagues and the community	Social Responsibility

## 6. Use of Findings

Departmental meetings are scheduled after each semester. Instructors and staff discussions encompass what worked and what may need improvement. We look at the above findings as well as discuss course evaluations, student surveys, and advising sessions. Yearly meeting are scheduled with our Advisory Board as required to receive AVMA CVTEA accreditation. We discuss the program and results of our board scores and survey results as well as additional input from board members. We adjust curriculum and pedagogies based upon these discussions.



## Addendum 1

### UCBA Veterinary Technology Results 2013 Survey for 2012 Graduates

**Sent Out:** 28                      **Returned:** 21                      **Undelivered** 1                      **% Return:** 78%

#### **Type of Practice:**

**Small Animal:** 12 (57%)                      **Specialty:** 5 (24%)                      **Shelter:** 1 (5%)

**Not working in field:** 3 (15%) (1 pregnancy, 1 moving, 1 can't find job)

**Hours/Wk:** 32-38: 4                      40+: 14

**Pay Range:** 12.00 1                      12.50 3  
13.00 3                      13.50 2  
14.00 2                      14.25 1  
15.00 2                      15.45 1

**Benefits:** Paid Medical/Dental 14                      Paid Vacation 14                      Paid Sick 9  
Retirement: 7                      Uniforms 14                      Profit Sharing 3  
CE 3                      Benefits after 1 year 1

**Registered in you state?** Yes: 19                      No: 2

**Take the Boards?** Yes 21                      No: 0

**Pass the Boards?** Yes 21                      No: 0

#### **How do you rank your preparedness when you graduated in June?**

Well Prepared 10                      Prepared 11                      Not Prepared 0

## Overall job satisfaction:

Love it 12 Like it 5 Dissatisfied 1 Not working 3

## If dissatisfied – Why

Integrative medicine not prepared for and not using medical techniques Others had comments but were still satisfied:  
money (4), adequate staff, stress, overbooking, utilization

## What should we include more of?

Different surgeries, more radiography, emergency procedures, drugs, crazy clients, cysto's  
w/o ultrasound, client interaction, ear cytology

## Addendum 2

### Service Learning Survey 2013 SS PASII

Question 1: Did you ever volunteer at a shelter before your sophomore year?

Yes 37.5% No 62.5%

Question 2: Were you employed at a shelter previous to your sophomore year?

Yes 9.375% No 90.625%

Question 3: Do you plan to volunteer at a shelter in the future?

Yes 93.75% No 6.25%

Question 4: Have you adopted an animal from a shelter in the past?

Yes 71.875% No 28.125%

Question 5: Would you yourself obtain a pet from a shelter or rescue in the future?

Yes 100% No 0%

Question 6: My experiences at offsite locations (shelters, UCAN, etc) has made me likely to recommend obtaining a pet from a shelter.

Strongly Agree 100%

Question 7: My experiences at off site locations (shelters, UCAN, etc) has made me likely to recommend spay/neuter of pets.

Strongly Agree 100%

Question 8: Essay: Additional comments? Anything we could do to improve the Service Learning experience for future students? Constructive criticism welcome. Unanswered Responses 4

I loved going to the offsites, but I have trouble getting to work on time, and I know that I need to be adjustable, and I have been, but there is only so much a person can do. I have bills to pay. I have done my best to cut my hours, but I dont have anyone else to support me.

I really appreciate that these shelters allow us students to be able to provide care to the animals! Thank you for providing this opportunity! It is a great experience.

I wish we were allowed to optionally sign up to do these off sites even when we are on break. I felt I got so foggy during the break and then when we started back to them when school started back I wasn't nearly as fast or efficient.

I would recommend that the service learning opportunities be scheduled so that a particular location was visited by the same small group sequentially, within a short time frame, so that a routine could be established. This would increase efficiency of the experience as each different location has its own set of protocols with which we became familiar, but due to the time lapse between the opportunities, there was a re-acquaintance delay before the procedures became familiar again.

I enjoyed the opportunity to help the animals within the community in this way and am happy that the program at UC has embraced this format of teaching. I believe it also exposes the students to an environment that they would not necessarily have the opportunity to become acquainted otherwise.

Thank you, and all the instructors, for this opportunity and experience!

I feel that the Service Learning experience does not need to be improved. I learned a lot and was able to practice essential skills while helping those in need. Thank you.

It would be great to have more time at UCAN/PIN, since it is our only opportunity to interact with clients and their pets. Other than that, I thought the shelters offered great experiences and I loved that we were able to help and make an impact.

Though we got the opportunity to help shelter animals, the process for obtaining and adopting these animals was very lost on us. In the future, it might be helpful in achieving a collective knowledge of how exactly a shelter works by spending time attending to other aspects of shelter life. For instance, on wellness days when the group finishes early, maybe spending some time at the adoption desk working with clients as they come in to view animals, or possibly "extra credit" points given for evening or weekend shelter volunteering, whether it be animal socialization, kennel cleaning, or assisting in medication administration. I feel as students we get a very singular view into the world of shelter, rescue, and adoption, granted a view that most people don't get to see, but almost sheltered in certain aspects.

I'm not really sure of any way you could improve the Service Learning experience for students in the future. Just keep having them do what you had us do. Maybe make the students help the animal shelters by having an adopting event for some of the animals in attempt to find some of them loving homes.

I loved working at the shelters and UCAN because it really got me out of my comfort zone and doing something different. I adopted a dog from a shelter and she has been the best dog I have ever owned. I feel I got a lot of experience working at the shelters and also learned how they work.

Everything was awesome!

It was a great experience to go to the shelters and feel like I was helping improve the chances of adoption for the animals we treated.

I feel that use of students doing hands on learning, while helping the shelters, and animals, i.e wellness checks, vaccines, deworming, spays/neuters is extremely beneficial to both parties. Also the education of the function, and actual services provided by the shelters is also beneficial to knowledge, and information used in a profession such as this. I feel however a field trip, where the students clean, walk, socialize, and feed the animals at a shelter would also be helpful in understanding the everyday functions of what is needed to care for the animals.

perfect!

Try and have more shelter places toured. There all very interesting and all ran very differently so it would be nice to see a few more. But i do understand you are very limited on time.

Even though students probably didn't like the shelters at first, they were unforgettable and very valuable experiences we can carry with us forever!

Thank you!

I am so thankful for what I learned at our offsite visits both hands on skills and the experiences that have changed my life.

I loved all of our experiences we got to have!

The off-sites were great! I felt that I learned so much more doing the hands-on experiences. Thank you for all the help and guidance!