

Veterinary Service Administration
School of Science, Health, & Criminal Justice
2016 Assessment Report



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What was assessed?

Student learning outcomes list:

- **PSLO 1** – Recruit, hire, and supervise the training and evaluation of veterinary facility employees
- **PSLO 2***– Meet a veterinary facility’s **legal** obligations
- **PSLO 3*** – Secure **insurance** for a veterinary facility and its employees, and assist clients in securing health insurance for patients



What was assessed?

Student learning outcomes list cont:

- **PSLO 4** – Establish **record-keeping** procedures for a veterinary facility
- **PSLO 5** – Seek **accreditation** of a veterinary facility
- **PSLO 6** – Research, plan, and manage the acquisition of veterinary facility **inventory, equipment, and infrastructure**
- **PSLO 7*** – Manage the **financial records** of a veterinary facility, develop **financial reports** and **budgets**



What was assessed?

Student learning outcomes list cont:

- **PSLO 8** - Create and conduct a **marketing** plan for a veterinary practice
- **PSLO 9** - Manage veterinary service provision in a wide variety of settings, to include:
 - Mobile clinics
 - Ambulatory units
 - Emergency and specialty practice
 - Exotic animal practice
 - Biomedical research facilities
 - Animal shelters and spay/neuter clinics
 - Zoos
 - Veterinary diagnostic laboratories



Where were outcomes assessed?

- **PSLO 2**– Meet a veterinary facility’s legal obligations
 - **VSAD 302** – CSLOs 1, 11, 12, & 13
- **PSLO 3** – Secure insurance for a veterinary facility and its employees, and assist clients in securing health insurance for patients
 - **VSAD 302** – CSLO 3



Where were outcomes assessed? cont.

- **ISLO 1** – Critical Thinking Skills
 - **PSLO 7** - Manage the **financial records** of a veterinary facility, develop **financial reports** and **budgets**
 - **VSAD 402** – **CSLO 9** - Create and evaluate a balance sheet for a veterinary practice.



How was the assessment accomplished?

- **Student work assessed:**
 - Final Exam in VSAD 302
 - Essay question in VSAD 402
- **Measurement strategy:**
 - % of questions answered correctly on VSAD 302 final exam
 - Interpretation of a financial report in VSAD 402
- **Sample size:**
 - 28 students in VSAD 402, all eligible students
 - 28 students in VSAD 302, all eligible students



PSLO 2 - Meet a veterinary facility's legal obligations

Core Questions Administered in VSAD 302 Final Exam, Fall 2017:

- To assess Program SLO 2, "Meet a veterinary facility's legal obligations":
 - **Veterinary Facility Design and Construction:**
 - 10. Which of the following government agencies will ensure that your new building is in compliance with fire codes?
 - **Laboratory Animal Management:**
 - 138. Which of the following is required to be licensed with the USDA?
 - 139. Dogs or cats purchased by research facilities may be purchased from which of the following?
 - 140. The AWA protects animals that are used for which of the following purposes?
 - **Animal Shelter Management:**
 - 194. What is AWA's minimum holding period for the sale of dogs and cats (stray or surrendered) to dealers?
 - 195. What is the minimum holding period for strays in New York State?
 - 210. A municipality in NY State must appoint a dog control officer or enlist the services of one if it does which of the following?
 - **Zoo & Wildlife Management:**
 - Zoo:**
 - 245. A specific license or permit is required in NY state to harbor each of the following types of animals EXCEPT:
 - 250. Which agency is responsible for enforcing the AWA at zoos?
 - Wildlife:**
 - 263. Which agency is responsible for wildlife management in NY State?

At least 70% of students will answer at least 7 out of 10 (70%) of these questions correctly.



Assessment Data, PSLO 2

PSLO 2 - Meet a veterinary facility's legal obligations

Target: At least 70% of students will answer at least 7 out of 10 of these questions correctly:

10	138	139	140	194	195	210	245	250	263	Totals	Met
0	1	1	0	0	1	1	0	1	1	6	
1	1	1	1	1	1	1	1	1	1	10	1
1	0	1	1	1	0	1	0	1	1	7	1
1	0	1	0	1	1	0	1	1	1	7	1
1	1	0	1	1	1	1	1	1	1	9	1
1	1	1	1	1	0	0	1	0	0	6	
1	1	1	1	1	1	1	1	1	1	10	1
0	1	0	0	1	1	1	1	0	1	6	
1	0	1	1	1	1	1	0	0	0	6	
0	1	1	1	1	0	0	0	0	1	5	
1	0	1	1	1	1	0	1	0	1	7	1
1	1	1	1	1	1	0	1	0	1	8	1
1	0	1	0	0	0	0	1	1	1	5	
1	0	1	1	1	1	1	1	1	1	9	1
1	1	1	1	1	0	1	1	1	1	9	1
1	0	0	0	1	0	1	1	0	1	5	
1	1	1	1	1	1	1	1	0	1	9	1
1	1	0	0	0	0	0	1	1	1	5	
1	1	1	1	1	0	1	1	1	1	9	1
1	0	1	1	1	1	1	1	1	1	9	1
1	1	1	1	1	1	0	1	1	1	9	1
1	0	1	1	1	1	0	1	1	1	8	1
1	1	1	1	1	1	1	1	1	1	10	1
1	0	1	1	1	1	0	0	1	1	7	1
1	0	1	1	1	1	1	1	1	1	9	1
1	1	1	1	1	1	1	1	1	1	10	1
0	0	1	1	1	1	1	1	1	1	8	1
1	1	1	1	1	1	1	1	1	1	10	1
										Total Who Met:	20
										# Who Completed:	28
										% Who Met:	71.43%



PSLO 3 – Secure Insurance for a Veterinary Facility & Its Employees, Assist Clients

Core Questions Administered in VSAD 302 Final Exam, Fall 2017:

- To assess **Program SLO 3**, “Secure insurance for a veterinary facility and its employees, and assist clients in securing health insurance for patients” and
- To assess **Course SLO 3**, “Obtain insurance quotes for coverage of a veterinary hospital, its equipment, & employees”:
 57. Which of the following protects veterinarians against malpractice claims?
 61. What type of insurance protects a veterinary practice when a client sues because their own pet bit them in the exam room?
 56. Which of the following protects the veterinarian from a lawsuit that arises when an animal is attacked by another animal in the practice?
 59. Which of the following provides motor vehicle insurance to mobile clinics?
 60. Who is the provider of the Professional Liability insurance that most veterinarians have?
 50. AVMA GHLIT's Basic Protection Package includes which of the following?
 52. What type of insurance protects a veterinary practice against catastrophic lawsuits?

70% of students will answer at least 5 out of 7 (71.4%) of these questions correctly.



BALANCE SHEET

As of November 27, 2016

Balance Sheet for Critical Thinking Question

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
Cash	
Petty Cash	200.00
Total Cash	200.00
Checking	94,046.50
Total Bank Accounts	\$94,246.50
Other Current Assets	
Inventory - Products for Resale	10,000.00
Inventory - Drugs & Medical Supplies Not for Resale	2,385.00
Total Inventory - Products for Resale	12,385.00
Total Other Current Assets	\$12,385.00
Total Current Assets	\$106,631.50
Fixed Assets	
Accumulated Depreciation	-580.60
Computer Equipment	2,000.00
Computer Software	500.00
Equipment	13,103.00
Furniture	2,500.00
Total Fixed Assets	\$17,522.40
TOTAL ASSETS	\$124,153.90
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	0.00
Total Accounts Payable	\$0.00
Other Current Liabilities	



Assessment Data,

ISLO 1,
PSLO 1,
CSLO 9

		Evidence				0	0		
		Influence of Context & Assumptions		3			3	Ttl for	
		Student's Position				0	0	Studnt	
		Conclusions & Related Outcomes		3			3	6	0
		Capstone	Milestones	Benchmark					
#	Student		4	3	2	0	Totals		
25	Anon	Explanation of Issues				0	0		
		Evidence				0	0		
		Influence of Context & Assumptions		3			3	Ttl for	
		Student's Position				0	0	Studnt	
		Conclusions & Related Outcomes		3			3	6	0
		Capstone	Milestones	Benchmark					
#	Student		4	3	2	0	Totals		
26	Anon	Explanation of Issues	4				4		
		Evidence	4				4		
		Influence of Context & Assumptions	4				4	Ttl for	
		Student's Position	4				4	Studnt	
		Conclusions & Related Outcomes	4				4	20	1
		Capstone	Milestones	Benchmark					
#	Student		4	3	2	0	Totals		
27	Anon	Explanation of Issues				0	0		
		Evidence				0	0		
		Influence of Context & Assumptions				0	0	Ttl for	
		Student's Position				0	0	Studnt	
		Conclusions & Related Outcomes				0	0	0	0
		Capstone	Milestones	Benchmark					
#	Student		4	3	2	0	Totals		
28	Anon	Explanation of Issues				0	0		
		Evidence				0	0		
		Influence of Context & Assumptions				0	0	Ttl for	
		Student's Position				0	0	Studnt	
		Conclusions & Related Outcomes		3			3	3	0
		% of Students who Met Target:	53.6%	Total # of Students who Met Target:			15		
		Target Met/Not Met Overall:	Not Met	# of Students Who Completed Measure:			28		



Assessment results: What have the data told us?

- **PSLO 2**– Meet a veterinary facility’s legal obligations
 - Students struggled nearly equally on CLSOs 11, 12, and 13, legal questions on the management of research animal facilities, animal shelters, zoos, and wildlife (VSAD 302). The target was exceeded, but only by a narrow margin
- **PSLO 3** – Secure insurance for a veterinary facility and its employees, and assist clients in securing health insurance for patients
 - **VSAD 302 – CSLO 3**
 - Students did not appear to struggle on this assessment, and exceeded the target by a wide margin



Assessment results: What have the data told us? cont.

- **ISLO 1**– Critical Thinking
 - **PSLO 7** – Financial Records, Reports, Budgets
 - **VSAD 402 CSLO 9** – Balance Sheets
 - Students struggled on this assessment, and missed the target by a wide margin. It was intended as an assessment of ISLO 1, but inadvertently revealed deficiencies in PSLO 7 and CSLO 9.



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

- Given these findings, what will the department do differently? **PSLO 2**: Although the target was exceeded, a greater margin of success is desirable
 - Change teaching methods:
 - Individuals in this field may lack interest in legal issues. Discussing relevant case studies may help to both attract interest and illustrate key points
 - Increase instructional support
 - Relevant case studies from JAVMA journal will be discussed
 - Change assessment methods
 - Credit will be given for Discussion posts on case studies



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

- Given these findings, what will the department do differently?
PSLO 7 and VSAD 402 CSLO 9: Most students knew the basic premise of a balance sheet, but did not understand how to evaluate it to determine financial health of the company
 - Change teaching methods:
 - Provide balance sheets of financially healthy vs. unhealthy companies, and explain how to review them to assess financial health
 - Increase instructional support:
 - Provide and discuss balance sheet examples from real companies
 - Change assessment methods:
 - Ask students quiz and final exam questions that require them to interpret balance sheets



Insights on the Assessment Process

- Without good guidance, Assessment will run well-intentioned and hardworking faculty into the ground. My recommendations to avoid this scenario:
 - Meet with the Assessment Director on a Department and individual basis to learn the requirements and set up a plan.
 - Know that the minimum requirement is to assess all of your PSLOs every 3 years, which means assessing only 1/3 of your PSLOs per year. Only do more than this if you are caught up on everything and you have extra time.
 - Know that you do not have to assess performance on all of your assignments and assessments every year, but that you can select a representative sample of assignments and/or exam questions that cover the SLOs that you are assessing in the current year.
 - If you randomize questions on online exams to thwart cheating, select a set of 10 “core questions” that assess each of the SLOs you’re covering in the current year – which will be intermingled with the rest of your questions but administered to everyone -- and randomize the rest of the questions.



What resources were used or have been requested to close the loop?

- Online Learning should provide as part of their basic training for both new and existing faculty a **module on item analysis in Blackboard**.
- OL did a fantastic job training faculty to use Blackboard. They provided many online and face-to-face sessions in the spring and summer prior to Bb deployment in Fall 2015. Most, if not all, sessions were offered at multiple times to accommodate faculty schedules. OL staff members were also willing to come to faculty offices or meet with faculty in their office. I attended all of the training that was offered – some of it more than once – but never came across anything that covered item analysis, only quiz-writing and exam-writing. I have no doubt that if OL had known what the assessment expectations were going to be, they would have provided the training, and I believe they would be willing to do so now, but I would imagine they would want to meet with someone to lay the groundwork.
- I don't have any financial requests for my department and I don't believe there would be any for the training from OL.

