



 **SUNY CANTON**

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



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What was assessed?

Student learning outcomes list:

- **SLO 1** – Recruit, hire, and supervise the training and evaluation of veterinary facility employees
- **SLO 2**– Meet a veterinary facility’s legal obligations
- **SLO 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:

- **SLO 4** – Establish **record-keeping** procedures for a veterinary facility
- **SLO 5** – Seek accreditation of a veterinary facility
- **SLO 6** – Research, plan, and manage the acquisition of veterinary facility **inventory, equipment, and infrastructure**



Student learning outcomes list cont:

- **SLO 7** – Manage the financial records of a veterinary facility, develop financial reports and budgets
- **SLO 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?

- **SLO 1** – Recruit, hire, and supervise the training and evaluation of veterinary facility employees
 - VSAD 301 – SLO 2
- **SLO 2**– Meet a veterinary facility’s legal obligations
 - VSAD 301 – SLOs 1 & 2



Where were outcomes assessed? cont.

- **SLO 7** – Manage the financial records of a veterinary facility, develop financial reports and budgets
 - VSAD 402 – SLOs 3, 4, 7, 8



How was the assessment accomplished?

- **Student work assessed:**
 - Final Exam in VSAD 301
 - Assignments in VSAD 402
- **Measurement strategy:**
 - Scores on assignments
 - % of questions answered correctly on final exams
- **Sample size:**
 - 32 students in VSAD 402, all eligible students
 - At times there were students who didn't submit assignments, in which case the sample size was 28 to 31
 - 59 students in VSAD 301, all eligible students



SLO 1 – Recruit, hire, and supervise the training and evaluation of veterinary facility employees

Program SLO 1 - Recruit, hire, and supervise the training and evaluation of veterinary facility employees					#		
Course	Course SLO	Final Exam Quest.	Target	Met	% Met	Met/Not	
VSAD 301	2	Oversee human resources in a veterinary practice.	16-32, 36-67	70% will answer 10 out of 14 correctly	53	89.83%	Met

SLO 2– Meet a veterinary facility’s legal obligations

Program SLO 2 - Meet a veterinary facility’s legal obligations					#		
Course	Course SLO	Final Exam Quest.	Target	Met	% Met	Met/Not	
VSAD 301	1	Certification requirements, responsibilities of vet hospital manager	15	70% will answer question correctly	45	76.27%	Met
VSAD 301	2	Oversee human resources in a veterinary practice.	33-35, 68-74	70% will answer 5 out of 6 correctly	49	83.05%	Met



SLO 7 – Manage the Financial Records of a Veterinary Facility, Develop Financial Reports & Budgets – Assessment Data

Program SLO 7 - Manage the financial records of a veterinary facility, develop financial reports and budgets					#	
Course	Course SLO	Assign/Final Exam	Target	Met	% Met	Met/Not
VSAD 402	3 Make payroll tax deductions from employee paychecks	Payroll Assign	70% will achieve a grade of 70	29	96.67%	Met
VSAD 402	4 Know types of retirement and investment accounts; make contributions	Retirement Plan Assign	70% will achieve a grade of 75	32	100.00%	Met
VSAD 402	7 Create a budget for a veterinary practice and make a comparison	Budget Assign	70% will achieve a grade of 75	19	61.29%	Not Met
VSAD 402	8 Reconcile bank statements for a veterinary practice in Quickbooks	Bank Rec. Assign	70% will achieve a grade of 75	31	93.90%	Met



Critical Thinking Value Rubric for VSAD 402, 2016

Question: Take a look at the attached Balance Sheet from our class' veterinary practice and state, on a scale of 1 to 5 (with 5 being Excellent and 1 being Poor) the state of the practice's financial health. What data from this statement did you utilize to develop this opinion?

	Capstone	Milestones		Benchmark
	4	3	2	0
Explanation of Issues	States that a Balance Sheet shows the relationships among company Assets, Liabilities, and Owner Equity	States that a Balance Sheet shows the relationship between only two of these elements	Mentions only one of these elements.	Does not understand what a Balance Sheet shows.
Evidence - Accounting Equation	States status of all 3 elements of Accounting Equation	States status of only 2 elements of Accounting Equation	States status of only 1 element of Accounting Equation, and/or does not correctly describe it.	Does not mention any elements of Accounting Equation; gives other explanations
Influence of Context and Assumptions	Not swayed by negative values on the Balance Sheet, depreciation, or liabilities	Opinion swayed by one of these	Opinion swayed by any two of these	Opinion swayed by all 3 of these, or by something else
Student's Position (perspectives, thesis / hypothesis)	Recognizes it's not a matter of opinion; gives the standard interpretation	States there could be more than one viable method of interpretation, but that we should comply with the standard method	States more than one method of interpretation could be equally valid	Gives a different interpretation without mentioning the standard interpretation.
Conclusions and Related Outcomes	States financial status as 4 or 5, good or excellent	States financial status as 3 or medium	States financial status as 2	States financial status as 1 or poor, or does not state financial status.



VSAD 402 Critical Thinking Rubric Results

Target: 70% of students will receive 14 out of 20 possible points on this measure.

		Evidence				0	0		
		Influence of Context & Assumptions		3			3	Ttl for	
		Student's Position				0	0	Studnt	
		Conclusions & Related Outcomes				0	0		3
			Capstone	Milestones	Benchmark				
#	Student		4	3	2	0	Totals		
19	[Anon]	Explanation of Issues	4				4		
		Evidence	4				4		
		Influence of Context & Assumptions		3			3	Ttl for	
		Student's Position			2		2	Studnt	
		Conclusions & Related Outcomes		3			3		16
			Capstone	Milestones	Benchmark				
#	Student		4	3	2	0	Totals		
20	[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
		% of Students that Met Target:	70.0%	Total # of Students that Met Target:			14		
		Target Met/Not Met Overall:	MET	# of Students Who Completed Measure:			20		



Critical Thinking Value Rubric for VSAD 302, 2016

Question: You are the Director of a humane society that is known in the community as a "no-kill" shelter. However, your facility does euthanize animals that are too ill or injured to be treated within a reasonable distance or at a reasonable cost. When certain members of your community become aware of this fact, they plan to stage an angry protest at your shelter. What would you do to dispel their anger and preserve the shelter's reputation in the community?

	Capstone	Milestones		Benchmark
	4	3	2	0
Explanation of issues	Demonstrates a thorough understanding of the contentiousness of the euthanasia issue at humane societies	Understands there is a euthanasia conflict, but appears unaware of the depth of it	Understands there is a problem but lacks knowledge or confidence in resolving it	Demonstrates little awareness or understanding of the euthanasia conflict
Evidence	Aware they must communicate with community members to ascertain their beliefs and intentions, and to respond	Wishes to avoid the conflict, but will respond politely if confronted	Will make every effort to avoid the conflict	Intends to reciprocate with anger
Influence of context and assumptions	Demonstrates an understanding of public opinion and the need for education on the subject	Somewhat aware of public opinion on the subject	Minimal awareness of public opinion on the subject	No understanding of public opinion on the subject
Student's Position (perspectives, thesis / hypothesis)	Holds a well-thought-out position, while understanding the positions of others	Holds a position that has not been deeply explored	Has some beliefs that may not be based in fact	Has no opinion, does not state opinion, or opinion is not based in fact or not relevant.
Conclusions and Related Outcomes	Has some thoughtful ideas for resolution of the problem	Has a few ideas	Has some ideas that have not been thought through	No ideas for resolution



VSAD 302 Critical Thinking Rubric Results

Target: 70% of students will receive 14 out of 20 possible points on this measure.

#	Student		Capstone	Milestones		Benchmark	Totals			
			4	3	2	0				
49	[Anon]	Explanation of Issues	4				4	Ttl for Studnt	20	1
		Evidence	4				4			
		Influence of Context & Assumptions	4				4			
		Student's Position	4				4			
		Conclusions & Related Outcomes	4				4			
			Capstone	Milestones		Benchmark	Totals			
			4	3	2	0				
50	[Anon]	Explanation of Issues				0	0	Ttl for Studnt	8	0
		Evidence	4				4			
		Influence of Context & Assumptions			2		2			
		Student's Position				0	0			
		Conclusions & Related Outcomes			2		2			
			Capstone	Milestones		Benchmark	Totals			
			4	3	2	0				
51	[Anon]	Explanation of Issues		3			3	Ttl for Studnt	16	1
		Evidence	4				4			
		Influence of Context & Assumptions		3			3			
		Student's Position		3			3			
		Conclusions & Related Outcomes		3			3			
								Total # of Students that Met Target:	47	
								# of Students Who Completed Measure:	51	
								% of Students that Met Target:	92.16%	



Assessment results:

What have the data told us? cont.

- I believe the unmet SLO in VSAD 402 was at least in part due to the fact that sometimes students don't want to think. Some re-entered or relied upon data they'd produced in a previous assignment, but they were supposed to have started fresh on this one.



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

- Interpretation of reports will be covered in more depth in the future. Students were usually able to produce the assigned reports in the course as long as they followed the instructions, but sometimes they didn't know what the reports they had produced meant. This had been covered with them, but there needs to be more emphasis on it in the future.



Problems Solved

- Failure to award course credit to transfer students
 - As stated in the 2016 Program Narrative, this had been the greatest problem, by far, faced by the program within the past 10 years, and had been ongoing for over two years. It crippled students' ability to register for many of their courses and added immensely to the workload of the Curriculum Coordinator and other entities on campus. Many attempts to resolve this problem had been unsuccessful.
- In August 2016, the Curriculum Coordinator and Department Chair reviewed the folders of incoming students, fully anticipating that this problem would be identified, and intending to have it addressed at that time. However, for most transfer students, most transfer credit was duly noted! The problem was also not identified during fall advising!



Problems Solved cont.

- Another set of problems stated in the 2016 Program Narrative was the many challenges that arose from the use of a virtual server to store the software used in the VSAD 402 course. A possible change under consideration at that time was replacement of the virtual server with an online application known as Quickbooks Online (QBO). This change took place in August 2016.
 - With this new application, the course ran **far** more smoothly than it had in 2015. In fact, **none** of the problems that had surfaced in 2015 came to light with QBO in 2016!
 - However, QBO presented its own challenges, the first of which was that it is almost completely different from the Quickbooks Desktop application used the previous year.



Problems Solved cont.

- In addition, the instructor access to the software was provided as a part of the student access package, with the same 5-month access window. What this meant was that if the instructor wanted to retain access to the software until December -- when the course ended -- she would have to wait until August to gain it. The combined effect of these two challenges was that the instructor had to learn how to use the software as she went along, and just as soon as she had learned to use it herself, she then had to turn right around and write use instructions for the students.
- But despite the difficulties wrought by the introduction of QBO, it was well worth it to make the transition to this application.

