



 **SUNY CANTON**

Veterinary Technology & Veterinary Science
Technology
School of Science, Health & CJ & 2016
Assessment Report



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What was assessed? Student learning outcomes list:

- SLO 1-Medical Records
 - **Maintain appropriate medical records for a veterinary facility utilizing traditional and electronic media and veterinary medical terminology**
- SLO 2 Laboratory Analysis
 - **Properly perform diagnostic laboratory analysis and handle, store and package diagnostic specimens**
- SLO 3 Patient Assessment
 - **Demonstrate and perform patient assessment, husbandry restraint and therapeutics in a variety of animal species.**
- SLO 4 Anesthesia & Surgery
 - **Manage Patients in anesthesia and surgery**
- SLO 5 Produce Radiographs
 - **Safely and effectively produce diagnostic radiographic and non-radiographic images.**



What was assessed? Student learning outcomes list:

- SLO 6 Calculate Drug Doses
 - **Calculate drug doses and explain the use and effect of prescribed drugs.**
- *SLO 7 Critical Thinking
 - **Apply critical thinking to analyze and integrate data from many sources**
- SLO 8 Work Cooperatively
 - **Work cooperatively to achieve optimum and compassionate patient care**
- *SLO 9 Communication
 - **Effectively and professionally communicate with veterinary personnel and clients in a clinical setting.**
- SLO 10 Gain Licensure
 - **Successfully complete the veterinary technology national exam and gain licensure as a veterinary technician.**



How was the assessment accomplished?

- Student work assessed: Critical Thinking
 - VSCT 205: Interpretation of student radiographs
 - VSCT 206: Anesthetic Emergency Project
- Measurement strategy:
 - VSCT 205: Using the AACU VALUE Rubric for Critical Thinking, students will be assessed on their production of a radiograph, including the settings that they use to create the picture, the reason they might perform the test, the assumptions they make in creating the best picture (measuring the thickness of the animal, using calipers correctly, adjusting the machine appropriately,) and the explanations that they offer (referred to as "excuses" in the assignment) to explain any issues and imperfections in the image they produce. Students work in groups to complete these radiographs over the course of five weeks, and each student will take the lead on one of these assignments.
 - Sample Size N= 60
 - VSCT 206: Assessed using AACU VALUE Critical Thinking Rubric. Students will be assigned an anesthetic emergency case study where they will be responsible for explaining how they identify that the animal is in an anesthetic emergency situation, what their course of action for treatment will be, what assumptions they are making (including animal health history, reasons for selecting possible emergency drugs, physical exam parameters, etc.,) and what the expected outcome of the treatment should be.
 - Sample Size N= 62



How was the assessment accomplished?

- Student work assessed: Communication/ Written
 - VSCT 204: Client advisory newsletter
- Measurement strategy:
 - Assessed using AACU VALUE Communication Rubric. Students will write a client advisory newsletter on a topic pertaining to animal health and or husbandry as it pertains to a species of livestock. The paper should be correct in all regards (information, grammar, punctuation, etc.). Students will support their information with at least 3 reputable sources.
 - Sample Size N= 59



SLO 7 – Critical Thinking

VSCT 205	SLO 5: Critique finished radiograph and make suggestions for improvement.	Section A	90% of students earned a 10 or greater on the rubric with 10 of those students earning a 15 or higher on the rubric.	Exceeded.
VSCT 206	SLO 9: Describe how to perform Cardiopulmonary Resuscitation.	Section A	100% of the students scored over 10 on the Rubric. The scores for the class ranged from 12 to 20.	Exceeded



SLO 9 - Communication

VSCT 204	SLO 6: Research a topic in large animal practice and write a client advisory newsletter on it.	Section A	100% of students scored at least 10 points out of 20 possible points on the rubric. The scores ranged from 14 to 20.	Exceeded
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Assessment results: What have the data told us?

- The two SLO's that were assessed met (exceeded) the target.



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

- Based on the student responses, particularly with the anesthetic emergency project, some basic lack of understanding was noted. This is a difficult concept to teach, since all examples are simulated and not “real life” situations. Additional teaching materials on the subject of emergency medicine and critical care may be helpful in reinforcing this to students.



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

- We request funding to allow the library to purchase study guides that cover the topics of veterinary emergencies and critical care.



What changes would you make to the Assessment Process?

- Nothing

