

Program/Department
School of Science, Health & CJ
Fall 2017 Assessment Report
Veterinary Science Technology



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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 (Fall 2017)
 - VSCT 206: Anesthetic Emergency Project (Fall 2017)
 - VSCT 211: Case Study (Spring 2017)
- 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= 58
 - 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= 60



How was the assessment accomplished, cont.

- Measurement strategy:
- VSCT 211: Assessed using AACU VALUE Critical Thinking: Problem Solving rubric. All students were assigned a different problem oriented case study. Using critical thinking skills, the students were to assess the problem and potential solutions and present this to the class. Patient physical exam findings, laboratory reports, surgery and/or medical treatments and possible outcomes of each case were discussed.
- Sample Size: N= 57



SLO 7 – Critical Thinking

VSCT 205	SLO 5: Critique finished radiograph and make suggestions for improvement.	Section A	93% of students earned a 10 or greater on the rubric with 24 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 16 to 24.	Exceeded
VSCT 211	SLO 4: Present a clinical case study using presentation software to their faculty and peers.	Section A	100% of students scored higher than 10 on the Critical Thinking rubric. The scores ranged from 11.5 to 20.	Exceeded



How was assessment accomplished?

- Student work assessed: Communication/ Oral
 - VSCT 211: Case Study Presentation (Spring 2017)
 - VSCT 212: Research Animal Presentation (Spring 2017)
- Measurement strategy:
 - VSCT 211: Using AACU VALUE Communication/ Oral Rubric. Students were assigned a different problem oriented case study. Students critically described the case and possible solutions and presented the assignment to the class using presentation software.
 - Sample size: N= 57
 - VSCT 212: Using the same rubric as above student researched a topic on nontraditional animals used in research and presented it to the class using presentation software.
 - Sample size: N= 53



How was the assessment accomplished?

- Student work assessed: Communication/ Written
 - VSCT 204: Client advisory newsletter (Fall 2017)
- 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= 60



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 10 to 20.	Exceeded
VSCT 211	SLO 4: Present a clinical case study using presentation software to their faculty and peers.	Section A	100% of students scored at least 10 out of 20 possible points on the rubric. The scores ranged from 12 to 20.	Exceeded
VSCT 212	SLO 6: Research a topic on nontraditional animals used in research and present it to the class using presentation software.	All lab sections	100% of the students scored at least 10 out of 20 possible points on the rubric. The scores ranged from 12 to 20 points.	Exceeded



Assessment results: What have the data told us?

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



Data Driven Decisions:

- The results of these assessments have been consistently successful over the past years. No changes in current methodology are anticipated.



Data-driven decisions: Moving forward

- We have aligned both the accreditation goals of the AVMA and the Institutional SLO's to the Program SLO's for both programs (521 & 2278). Mapping is complete for these SLO's.
- As we progress, the data from these objectives will help illustrate our progress and student success to both the accrediting agencies.
- Example: Outcome:
 - Calculate drug doses and explain the use and effect of prescribed drugs.
 - AVMA #2: Pharmacy and Pharmacology
 - ISLO # 3: Quantitative Literacy



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

- No resources are requested.



Program Assessment

- Remediation policy- initiated Fall 2017.
- The program has had a high attrition rate in VSCT 101 for several years, despite moving to selective admissions. In the fall 2017 we instituted a remediation program to hopefully improve this situation.
- Procedure:
 - Student is referred for remediation due to unsatisfactory assessment grade (<70)
 - Student meets with remediation tutor to complete a contract and then attend remediation hours.
 - Student has 10 days to re-take the assessment. The highest score they can receive is 70 on the re-test.



Results

- Of the 80 students in the class:
 - 45 attended remediation at least once
 - 25 attended remediation more than once
- Fall 2015 19/80 24% attrition
- Fall 2016 23/79 29% attrition
- Fall 2017 11/80 14% attrition
 - Failing students:
 - 4 never attended
 - 3 attended once

