# Assessment in the Major Workspace 2017-18

Veterinary Technology B.S. Program

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# General Information (Assessment in the Major Workspace 2017-18)



# Section A: Vision and Mission (Vision and Mission Statements, Goals, and Objectives)

## Vision and Mission Narrative

#### A.1 Mission Statement:

The Veterinary Science program at SUNY Canton provides quality education to all eligible students seeking a career in veterinary science technology. The Program provides students with the skills and abilities to meet the demands and challenges of veterinary medicine; the professionalism to address ethical concerns and issues; and the tools to pursue a life-long path of professional growth and learning. Most importantly, SUNY Canton strives to deepen respect and compassion for animals, people and society.

#### Vision Statement:

The Veterinary Technology program at SUNY Canton provides students with:

- the skills and abilities to meet the demands and challenges of veterinary medicine;
- the professionalism to address ethical concerns and issues; and
- the tools to pursue a life-long path of professional growth and learning.

## 4.1. Program Mission Statement

The Veterinary Science program at SUNY Canton provides quality education to all eligible students seeking a career in veterinary science technology. The Program provides students with the skills and abilities to meet the demands and challenges of veterinary medicine; the professionalism to address ethical concerns and issues; and the tools to pursue a life-long path of professional growth and learning. Most importantly, SUNY Canton strives to deepen respect and compassion for animals, people and society.

## 4 A.2 Institutional Mission Statement

Institutional Mission Statement Link: <u>http://www.canton.edu/mission/</u> A.2 Institutional Mission Statement

#### Mission

SUNY Canton is dedicated to providing a progression of accessible, affordable, high-quality applied programs that enable students in the North Country, New York State, and beyond to achieve their highest potential both personally and professionally.

#### **Vision Statement**

Educating the leaders of tomorrow for careers in the global technological economy.

#### Values Statement/Distinctive Identity





#### We Value...

A Student-Centered Philosophy... by keeping students' best interests at the center of everything that we do. Excellence... by challenging everyone to perform at a consistently high level through continuous quality improvement.

Integrity... by treating others with honesty and respect during every interaction.

Success... by creating an environment that encourages maximum personal and professional growth and helps students translate that growth into meaningful action.

Diversity... by fostering a culture of inclusiveness that values individual differences, gives voice to all in the campus community, promotes the free exchange of ideas based on merit, and encourages a global perspective.

Access... by offering affordable career- oriented public higher education to motivated, mature and disciplined students through innovative delivery methods.

Sustainability... by implementing viable long-term options for resource usage, disaster management, transportation, and waste management in connection with all campus activities and weaving sustainability concepts throughout the curriculum.

Flexibility... by embracing change to better address the needs of the college community and society at large.

#### Institutional Student Learning Outcomes

The Institutional Student Learning Outcomes (ISLOs) represent the knowledge, skills, and attitudes students are expected to develop as a result of their education experience at SUNY Canton. Please refer to the attachment for the latest version of the ISLOs. This PDF does say "draft," but this is the latest version on our website. ISLOs are also described here:

**1. Communication Skills (all subsets required for programs):** The category of communication skills requires students to demonstrate competency in both oral and written expression, including a basic understanding of discourse contexts and appropriate use of style and necessary writing technologies.

Oral: Students demonstrate or share knowledge to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors through a prepared, purposeful, communicative act.

Written: Students develop and express ideas in writing. This written communication typically involves learning to work in many genres and styles. It can also involve working with many different writing technologies, and mixing texts, data, and images.

**2. Critical Thinking (one of three subsets required for programs):** The category of critical thinking requires students to demonstrate competency in formulating conclusions as a result of exploration, evaluation, and analysis. Students will explore, evaluate, and analyze objects, subjects, and phenomena.

Critical Analysis: Students demonstrate the ability to explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Inquiry and Analysis: Students demonstrate the ability to organize complex topics to gain a better understanding of them (inquiry) while documenting and analyzing results as informed conclusions/judgments (analysis).

Problem Solving: Students design, evaluate, and possibly implement strategies to answer an open-ended question or achieve a desired goal.

**3. Foundational Skills (all subsets required for programs):** The category of foundational skills requires students to demonstrate knowledge in information management, basic math skills as required by disciplinary standards, and skills associated with their discipline.

Information Management: Students perform the basic operations of personal computer use to understand and use basic research techniques; and locate, evaluate and synthesize information from a variety of sources. Quantitative Literacy & Reasoning (QLR): (Requirement filled by GER 1) Students demonstrate competency in working with data. Individuals with QLR skills will possess the ability to reason and solve quantitative problems from a wide array of contexts. Students will be able to create arguments supported by quantitative evidence, accurately communicate those arguments in a variety of formats (e.g. using words, tables, graphs, mathematical equations, etc., as appropriate), and check the results for reasonableness and accuracy.

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**4. Social Responsibility (two of four subsets required for programs):** The category of social responsibility requires students to demonstrate understanding of cultural relations and global concerns. Students should demonstrate cultural sensitivity and global concerns with an emphasis on ethical standards.

Ethical Reasoning: Students demonstrate the ability to assess ethical values and the social context of problems, recognize ethical issues, think about how different ethical perspectives might be applied to dilemmas, and consider the ramifications of decisions and actions.

Global Learning: Students engage with complex, interdependent global systems and legacies (natural, physical, social, cultural, economic, or political) and explore their implications for people's lives.

Intercultural Knowledge: Students demonstrate knowledge that supports effective and appropriate sensitivity to, and interaction in, a variety of cultural contexts.

Teamwork: Students exhibit behaviors that facilitate teamwork and collaboration as demonstrated by effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.

**5. Industry, Professional, Discipline-Specific Knowledge and Skills:** The category of industry, professional, and discipline-specific knowledge and skills requires students to demonstrate the knowledge and skills necessary to succeed as leaders of tomorrow in their chosen career path.

#### **Goals and Objectives**

As the College moves toward 2020, there are seven key goals critical to educating students and assuring that the institution thrives.

- 1. Promote Academic Excellence
- 2. Improve Operational Effectiveness
- 3. Optimize Enrollment
- 4. Drive Decisions with Relevant Information
- 5. Focus on Sustainability
- 6. Create a Robust, Active and Enriching Campus Life
- 7. Build Greater Awareness of SUNY Canton

Each of these goals has multiple underlying objectives, supporting initiatives, and action items that must be accomplished. In some cases, a goal represents a reaffirmation of what the institution has already achieved. In other instances, the goal, or some of the underlying objectives and action items are aspirational and/or chart a new direction for the College.

#### **Wision and Mission Narrative**

The institutional mission and VT mission share a common goal of providing high-quality, career-driven, and quality applied learning for students. Our students vary in skill set, age, experience, career interest, and educational pursuits. It is the VT program intent to offer opportunities to students so they may explore various aspects of the veterinary technology profession.

The VT program supports all students, as does the College mission, in achieving personal and professional success, despite the varying career options available to students. It is our hope, as illustrated in the College mission statement, that students are challenged, successful, and as a result, achieve their highest potential.



The School of Science, Health & Criminal Justice offers associate and baccalaureate degree programs that are responsive to related community and national needs. Culturally diverse students are educated in a supportive, technology-enhanced learning environment. Programs are recognized as meeting national standards and offer rewarding careers.

Narrative:

The Veterinary Technology program is dedicated to the mission of the campus and seeks to select applicants who will be successful in completing the Program. We provide a high quality educational opportunity that combines didactic instruction with extensive hands-on laboratories. Students in this program will qualify to take the Veterinary Technology National Exam to become Licensed Veterinary Technicians.

#### A.4 Program Goals

#### A.4 Program Goals:

Goal #1

The primary objective of the program is to assist students in obtaining the knowledge and skills so that they will successfully complete the VTNE in order to obtain licensure.

Goal #2

Students will be successfully employed in an animal care field based on employer and graduate surveys

Goal #3

The program will continue to optimize enrollment and strive to attract qualified applicants.

Goal #4

The program will review the curriculum and course work annually to ensure high quality instruction and to maintain compliance with AVMA requirements.

Goal # 5

The program will recognize student accomplishments and achievements.

Goal #6

The program will support professional development of faculty and staff.

## A.5 Program Learning Outcomes

 Veterinary Technology BS Student Learning Outcomes

 Calculate Drug Doses

 Outcome
 Mapping

 Calculate drug doses and explain
 Institutional Student Learning Outcomes:





the use and effect of prescribed drugs. AVMA # 2: Pharmacy and Pharmacology ISLO #3: Quantitative Literacy Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation, Professional Competence -Demonstrate knowledge and ability to apply professional standards, **VSCT 115 VET NURSING SKILLS II Outcome Set:** Perform mathematical calculations used to determine drug dosages, **VSCT 206 ANESTHETIC PRINCIPLES Outcome Set:** Accurately calculate anesthetic drug dosages for animals when

given the appropriate information., VSCT 211 Animal Hospital Practices & Procedures: Practice and develop skills expected of a graduate veterinary technician., Review core material to prepare for veterinary technology licensing exam.

#### **Medical Records**

#### Outcome

Maintain appropriate medical records for a veterinary facility utilizing traditional and electronic media and veterinary medical terminology AVMA #3: Nursing ISLO 5: Industry, Professional, Discipline-Specific Knowledge and Skills

#### Mapping

**Institutional Student Learning Outcomes:** Communication Skills - Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, and conclusions, Professional Competence - Demonstrate knowledge and ability to apply professional standards,

VSCT 101 VET NURSING SKILLS I Outcome Set: Take patient histories and create and maintain client/patient records., VSCT 103 INTRO TO ANIMAL AGRICULTURE Outcome Set: Define common terminology used in livestock production., Demonstrate an understanding of the nutrition, reproduction and handling of commonly farmed animals., Identify different breeds of commonly farmed animals., VSCT 104 VETERINARY OFFICE

**PRACTICES Outcome Set:** Perform common reception area duties utilizing veterinary practice management software, Process, write, and edit correspondence, reports and policies and procedures., Recognize the legality of the Veterinary-Client-Patient Relationship,

VSCT 204 LARGE ANIMAL MED & THER TECH Outcome Set: Discuss the purpose of regulatory medicine and the use of regulatory



forms.,

**VSCT 211 Animal Hospital Practices & Procedures:** Practice and develop skills expected of a graduate veterinary technician., Review core material to prepare for veterinary technology licensing exam.

#### **Critical Thinking**

Outcome	Mapping
Apply critical thinking to analyze and integrate data from many sources ISLO 2: Critical Thinking - Problem Solving	Institutional Student Learning Outcomes: Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation, Inter/Intrapersonal Skills - Demonstrates an ability to address professional and ethical responsibilities, VSCT 206 ANESTHETIC PRINCIPLES Outcome Set: Describe how to perform CPR., Discuss the various preanesthetic drugs and the pros and cons of each, VSCT 211 Animal Hospital Practices & Procedures: Practice and develop skills expected of a graduate veterinary technician., Present a clinical case study using digital presentation software to faculty and peers., Review core material to prepare for veterinary technology licensing exam., Work co-cooperatively in small groups for a common outcome.

#### **Laboratory Analysis**

Outcome	Mapping
Properly perform diagnostic	<ul> <li>Institutional Student Learning Outcomes:</li></ul>
laboratory analysis and handle,	Professional Competence - Demonstrate
store and package diagnostic	knowledge and ability to apply professional
specimens	standards, <li>VSCT 115 VET NURSING SKILLS II</li>
AVMA 6: Laboratory Procedures	Outcome Set: Perform diagnostic techniques
ISLO 5: Industry, Professional,	and collect diagnostic specimens for analysis
Discipline-Specific Knowledge and	(voided urine, feces, blood), <li>VSCT 202 VET CLINICAL PATHOLOGY II</li>
Skills	Outcome Set: Analyze a urine sample and



identify abnormalities in either the physical, chemical or microscopic exams., Identify cellular abnormalities associated with anemia, Perform a complete blood count on feline, bovine and equine blood., Recognize and discuss the life cycle and control of primary internal and external parasites associated with the common domestic animals., Trace the production pathways of all blood cells found in peripheral blood,

**VSCT 210 VETERINARY MICROBIOLOGY Outcome Set:** Examine pathogenic traits of bacteria and host defences as both relate to the etiology of disease.,

**VSCT 211 Animal Hospital Practices & Procedures:** Practice and develop skills expected of a graduate veterinary technician., Review core material to prepare for veterinary technology licensing exam.

#### **Patient Assessment**

#### Outcome

Demonstrate and perform patient assessment, husbandry restraint and therapeutics in a variety of animal species. AVMA 3: Nursing AVMA 5: Surgical Nursing AVMA 8: Laboratory Animal Procedures AVMA 9: Avian, Exotic,Small Mammals & Fish Procedures ISLO 5: Industry, Professional, Discipline-Specific Knowledge and Skills

#### Mapping

Institutional Student Learning Outcomes:

Professional Competence - Demonstrate knowledge and ability to apply professional standards,

NY- SUNY Canton Institutional Student Learning Outcomes (2017): Industry, Professional, Discipline-Specific Knowledge and Skills,

VSCT 101 VET NURSING SKILLS I Outcome Set: Correctly remove dogs and cats from cages and restrain them for examinations and procedures., Perform physical examinations on cats and dogs., Perform primary patient care procedures on cats and dogs,

VSCT 103 INTRO TO ANIMAL AGRICULTURE Outcome Set: Discuss commonly used management schemes of agricultural animal operations., Identify different breeds of commonly farmed animals.,

**VSCT 115 VET NURSING SKILLS II Outcome Set:** Identify instrumentation for use in large animals and discuss basic physical examination and restraint techniques for large animal species, Perform CPR on



animal model, Perform patient care procedures on cats and dogs., Restrain, examine, and provide basic care for exotic animal species,

VSCT 203 SMALL ANIMAL MED & THER TECH Outcome Set: calculate fluid therapy amounts and flow rates., describe the clinical signs, treatments and preventative measures for some of the common zoonotic diseases., list common skin diseases and treatments available., list the common canine and feline diseases, their signs, treatments and vaccines available., participate in a dental procedure and recognize common dental diseases and instruments used.,

VSCT 204 LARGE ANIMAL MED & THER TECH Outcome Set: Perform a complete physical exam and apply therapeutic techniques for common equine medical issues., Perform a complete physical exam and apply therapeutic techniques for common ruminant medical issues., Restrain horses, cattle, sheep, goats and poultry., VSCT 207 HEALTH & DISEASE OF FARM ANIML Outcome Set: Discuss sanitation, nutrition and housing as it relates to animal health, Discuss the basic concept and mechanism of immunology and the theory of vaccination, List and discuss common diseases of farm animals,

VSCT 211 Animal Hospital Practices & Procedures: Practice and develop skills expected of a graduate veterinary technician., Review core material to prepare for veterinary technology licensing exam., VSCT 212 RESEARCH ANIMAL

**TECHNIQUES Outcome Set:** Demonstrate knowledge of species-specific husbandry, management practices and signs of health and disease in laboratory animals, Perform species-specific restraint procedures., Perform specific nursing care procedures and demonstrate proficiency in specific clinical techniques and procedures,

**VSCT 303 ADVANCED VETERINARY NURSING Outcome Set:** Examine more advanced procedures and theories used in the practice of veterinary medicine., Formulate plans for therapeutic regimens for patients in conjunction with the veterinarian.

Anesthesia & Surgery





#### Outcome

Manage Patients in anesthesia and surgery AVMA 4: Anesthesia AVMA 5: Surgical Nursing ISLO 5: Industry, Professional, Discipline-Specific Knowledge and Skills

#### Mapping

#### **Institutional Student Learning Outcomes:**

Professional Competence - Demonstrate knowledge and ability to apply professional standards,

VSCT 101 VET NURSING SKILLS I Outcome Set: Recognize surgical instruments and describe their use., VSCT 115 VET NURSING SKILLS II Outcome Set: Prepare surgical patients, instruments, and supplies for surgical procedures and care for them before, during, and after procedures.,

VSCT 203 SMALL ANIMAL MED & THER TECH Outcome Set: participate in a dental procedure and recognize common dental diseases and instruments used., place an IV catheter successfully.,

VSCT 204 LARGE ANIMAL MED & THER TECH Outcome Set: Explain the function of a veterinary technician during common bovine & equine field surgeries,

**VSCT 206 ANESTHETIC PRINCIPLES** 

**Outcome Set:** Accurately calculate anesthetic drug dosages for animals when given the appropriate information., Describe how to perform CPR., Describe the stages and planes of anesthesia., Discuss & perform the proper method of endotracheal intubation, Discuss alternative induction modalities such as mask/chamber induction., Discuss anesthetic hazards and emergency protocols, Discuss the various preanesthetic drugs and the pros and cons of each, Discuss various drugs used or avoided with exotic animals., List the commonly used veterinary anesthetic drugs (injectable & inhalant) and discuss their characteristics and their uses., Operate and discuss the use of monitoring devices such as the pulse oximeter and the EKG machine., Recognize signs of pain and common drugs used in pain management, Trace a molecule of gas through an anesthetic machine.,

VSCT 211 Animal Hospital Practices & Procedures: Practice and develop skills expected of a graduate veterinary technician., Review core material to prepare for veterinary technology licensing exam.

#### Imaging

#### Outcome

Safely and effectively produce diagnostic radiographic and nonradiographic images. AVMA 7: Imaging ISLO 5: Industry, Professional, Discipline-Specific Knowledge and Skills

#### Mapping

#### **Institutional Student Learning Outcomes:**

Professional Competence - Demonstrate knowledge and ability to apply professional standards,

**VSCT 205 RADIOGRAPHIC TECHNIQUES Outcome Set:** critique finished radiographs and make suggestions for improvement., define common terms associated with taking a radiograph such as kVp, mAs, FFD and latent image., list hazards associated with the use of radiographic equipment., list the steps necessary to process a radiograph., use appropriate terminology for alternative imaging technologies.,

**VSCT 211 Animal Hospital Practices & Procedures:** Practice and develop skills expected of a graduate veterinary technician., Review core material to prepare for veterinary technology licensing exam.

#### Work Cooperatively

Outcome N	Mapping
optimum and compassionate compassionate care and ISLO 4: Social Responsibility- and Teamwork I	Institutional Student Learning Outcomes: Communication Skills - Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, and conclusions, Inter/Intrapersonal Skills - Demonstrates an ability to address professional and ethical responsibilities, VSCT 211 Animal Hospital Practices & Procedures: Practice and develop skills expected of a graduate veterinary technician., Work co-cooperatively in small groups for a common outcome.

#### Communication





#### Outcome

setting.

Written

Communication

Communication

Effectively and professionally

communicate with veterinary

AVMA 1: Office and Hospital

personnel and clients in a clinical

Procedures, Client Relations and

ISLO 1: Communication- Oral and

#### Mapping

#### **Institutional Student Learning Outcomes:**

Communication Skills - Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, and conclusions, Inter/Intrapersonal Skills - Demonstrates an ability to address professional and ethical responsibilities,

#### NY- SUNY Canton Institutional Student Learning Outcomes (2017):

Communication Skills – Oral, Communication Skills – Written,

## VSCT 104 VETERINARY OFFICE

**PRACTICES Outcome Set:** Describe euthanasia and apply crisis intervention/grief management skills, Process, write, and edit correspondence, reports and policies and procedures., Recognize the legality of the Veterinary-Client-Patient Relationship, Utilize appropriate interpersonal and public relations skills through telephone and in person contact.,

VSCT 204 LARGE ANIMAL MED & THER TECH Outcome Set: Research a topic in large animal practice and write a client newsletter on the topic,

VSCT 211 Animal Hospital Practices & Procedures: Practice and develop skills expected of a graduate veterinary technician., Present a clinical case study using digital presentation software to faculty and peers., Work co-cooperatively in small groups for a common outcome.

#### Advanced Coursework

Outcome	Mapping
Employ more advanced nursing, sampling and treatment modalities used in veterinary practice.	<b>Institutional Student Learning Outcomes:</b> Critical Thinking - Demonstrate the ability to interpret/analyze to provide a conclusion or recommendation, Professional Competence - Demonstrate knowledge and ability to apply professional standards, <b>VSAD 302 Animal Care Institution</b> <b>Management Outcome Set:</b> Analyze hospital equipment needs, recommend acquisitions; prepare training, maintenance,





and depreciation plans, Compare the principles of management of a large animal veterinary hospital to those of a small animal facility, Design a client information and services program to be administered by a veterinary technician, Design a floor plan for a new or remodeled veterinary hospital, Determine factors involved in managing a mobile veterinary clinic, Explain the basic principles of management of an animal research facility, Explain the differences in supplies, equipment, facilities, and practitioners needed for housing & care of various exotic animal species, Explain the roles of USDA, AZA, and DEC in zoo and wildlife management, accreditation, and licensure/permitting, Formulate a management system for an animal shelter, List facility, equipment, and supply needs for feline-only clinics and describe information resources that are available for feline practiti, List the services provided by diagnostic laboratories. List board certifications for veterinary specialists in diagnostic laboratories, List veterinary board certifications, Obtain insurance quotes for coverage of a veterinary hospital, its equipment, & employees, Refer patients to emergency or specialty clinics and facilitate transfer of care to these facilities and back to primary care doctors,

**VSAD 402 VET BUSINESS & FINANCIAL MGMT Outcome Set:** Create a budget for a veterinary practice and make a comparison to actual spending., Create and evaluate a balance sheet for a veterinary practice., Create and evaluate a profit and loss statement for a veterinary practice., Enter fixed assets such as veterinary medical equipment into accounting software and depreciate them, Know the types of retirement and investment accounts; establish and make contributions to them from employee paychecks and veterinary practi, Make income tax deductions from employee paychecks and make quarterly income tax payments., Reconcile bank statements for a veterinary practice in Quickbooks, Save Quickbooks financial reports in Excel, for distribution, Utilize Quickbooks accounting software with an AAHA-recommended veterinary chart of accounts to record data,

VSCT 303 ADVANCED VETERINARY NURSING Outcome Set: Examine more



advanced procedures and theories used in the practice of veterinary medicine., Formulate plans for therapeutic regimens for patients in conjunction with the veterinarian.

## Section B: Program Description

## Program Description Narrative

#### Program Description Narrative:

The Bachelors of Science degree program in veterinary technology provides an advanced educational opportunity to students interested in pursuing careers in the veterinary health care field. Currently the American Veterinary Medical Association recognizes only 21 colleges in the country that offer a bachelor's of science degree in veterinary technology which speaks to the uniqueness of this program.

This program includes the core veterinary science courses of the AAS degree in conjunction with sufficient upper division offerings in liberal arts and applied program electives in order to provide the requirements for a Bachelor's of Science degree. The courses of the accredited AAS program are embedded in this curriculum throughout the first 3 years, so that after their third year, students are granted the AAS degree and are eligible to take the licensing exam in veterinary technology. The first semester of both the AAS and BS programs is identical which allows the student greater flexibility in that they have the entire first semester to decide which best suits their academic goals. Our accredited AAS program underwent an on site re-accreditation review in September of 2016. At that time the program was granted full accreditation for the next 6 years.

Graduates of the VT program have the opportunity to become veterinary technicians coupled with the career flexibility that a bachelor's degree provides. Some students desire more advanced technical training or are looking for supervisory or managerial roles in practice, while others are looking for employment outside of private practice. Research laboratories, university centers and pharmaceutical companies who conduct biomedical research on animal models recruit veterinary technicians to manage and maintain their animal colonies. Often times these facilities require that the potential employee have at minimum a bachelor's degree. Veterinary technicians also play an ever increasing role in government agencies which oversee public health issues, food quality assurance and animal disease control programs. These federal and state agencies often seek out these animal care professionals and prefer candidates who hold a bachelor's degree or higher.

The program also serves the needs of students interested in pursuing a postgraduate degree. Students who complete this program will be eligible to apply for admission into master's degree programs in any number of related fields such as science, education, public health, behavior or ethics. The program also provides the pre-requisite courses for most US accredited veterinary schools. Consideration for admission to a college of veterinary medicine requires the completion of a number of science based pre-requisite courses, which are offered here at SUNY Canton, and typically a bachelor's degree.

The core veterinary technology courses are offered in a traditional classroom mode, however, many of the upper level liberal arts classes and program electives are offered in an online format. Student are also required to perform 240 applied learning/ preceptorship hours in a clinical setting.

#### **Marcelete Requirements Specified**

Attached is the curriculum checksheet for this program. The lower level Veterinary Science Technology (VSCT) courses are considered 'core' courses and are the required courses in our AAS program. The BS degree requires advanced course work in the major, these are designated as Upper Level Program Electives. These courses have been selected to allow the student to engage in more advanced or specific coursework related to their interests. Students must take at least seven classes from the designated UL Program Electives. These electives include:

- VSCT 303 Advanced Vet Nursing
- VSCT 305 Veterinary Clinical Behavior
- VSCT 401 Issues & Perspectives in Veterinary Medicine

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VSAD 301	Veterinary Practice Management
VSAD 302	Animal Care Institution Management
VSAD 402	Veterinary Business and Financial Management
BIOL 335	Pathophysiology
CHEM 301	Organic Chemistry I
CHEM 302	Organic Chemistry II
CHEM 430	Biochemistry
BSAD 319	Professional Ethics
HSMB 301	Public Health Issues
HLTH 303	Occupational Health & Safety
SSCI 370	Research Methods

#### File Attachments:

1. CURRENT 2278 CHECKSHEET '15.doc (See appendix)

#### **Mail B.2 Congruence Between Course Goals**

#### B.2 Congruence between Course, Program Goals and National Standards

The theory and skills taught in the program are fundamentally the same as those taught in the AAS degree program of Veterinary Science Technology, which is accredited by American Veterinary Medical Association. Therefore, in all intents and purposes, the program meets national standards of veterinary technology education set by this accrediting body.

The Veterinary Science Department, through its program goals, continues to strive to address the SUNY Canton Institutional Goals and Objectives.

#### **Promote Academic Excellence:**

Goal: Maintain AVMA accreditation

- Goal: Maintain an appropriate graduation and retention rate.
- Goal: Continuously update courses and curriculum to offer the most current information in the field.
- Goal: Meet annually with our advisory board to seek recommendations for improvement
- Goal: Maintain open communication between faculty and students and insure accurate academic advisement.

#### **Improve Operational Effectiveness:**

Goal: Maintain adequate staffing to meet educational needs as well as insure student safety in labs.

#### **Optimize Enrollment:**

- Goal: Maintain enrollment numbers and annually update requirements and scoring rubric
- Goal: Maintain appropriate retention rates.

Goal: Maintain current articulation agreements and develop new ones where appropriate.

#### **Drive Decisions with Relevant Information:**

Goal: Update assessment information by semester and use data to formulate appropriate actions.

Focus on Sustainability:





**Goal:** Attempt to reduce cost of textbooks for students by working with the library to provide E-textbooks whenever possible.

#### Create a Robust, Active and Enriching Campus Life:

Goal: Encourage students to participate in campus and program activities, for example: VTA club, TPZ Honor Society, Scholarly Activities.

#### **Build Greater Awareness of SUNY Canton:**

Goal: Continue outreach programs appropriate to the veterinary field.

The Veterinary Science Department has also made efforts to incorporate the SUNY Canton Institutional Student Learning Outcomes (ISLOs) into all our courses. These Outcomes are: Communication Skills, Critical Thinking, Foundational Skills, Social Responsibility and Industry, Professional, Discipline-Specific Knowledge and Skills.

#### Model A B.3. Congruence Curricular Goals

B.3 Congruence between Course and Curricular Goals, Courses, Prerequisites.

The Veterinary Technology Program requires that applicants have a firm foundation in science and mathematics to assure these students have the optimum chance for success in the challenging coursework of the program. The pre-requisite course work required for application has helped insure a successful retention and graduation rate and culminates with above average passage rates on the licensing exam.

The courses in the program offer a blend of both didactic and psychomotor instruction. The core courses of the AVMA accredited AAS degree program in Veterinary Science Technology are infused throughout the first three years of the BS program, in doing so this allows the students to take the Veterinary technology National Exam. These courses of the VT program are carefully aligned to lead students from the fundamental knowledge of animal care, through the advanced classes necessary to a graduate veterinary technician. All students are required to enroll in VSCT 101, Fundamental Veterinary Nursing Skills I. This course lays the foundation for all future courses with the VSCT prefix.

VSCT 101 provides students with the following:

- \* The history of veterinary technology and legal and ethical concerns of the career
- \* Safety and regulatory guidelines in veterinary medicine
- \* Identification of common canine & feline breeds
- \* Fundamentals of veterinary office management and medical record keeping
- \* Complete physical exam of small domestic animals and basics of restraint

This introductory course combines lecture with a laboratory component, so students work in small laboratory settings with instructors in the program performing these required techniques of animal care. This class provides a solid foundation for students for future VSCT courses.

This "ladder" approach to curricular structure follows through with all other VSCT courses. Each course builds upon the content and knowledge acquired in the previous course.

In addition to the "core" veterinary technology courses, this program also requires sufficient upper level core program electives and liberal arts classes in order to meet the educational requirements of a Bachelor's of Science degree. Program electives were selected from existing courses or developed specifically for this program. These specific courses were selected based on their ability to add to the student's veterinary or scientific knowledge base.



Our curriculum map illustrates the connection between course content and outcomes. Based on this connection the Program is successful in meeting the Program mission: to "to provide quality education to all eligible students seeking a career in veterinary science technology. The Program provides students with the skills and abilities to meet the demands and challenges of veterinary medicine; the professionalism to address ethical concerns and issues; and the tools to pursue a life-long path of professional growth and learning."

As well as the School mission:

"...educating students and providing the competencies of knowledge, skills, attitudes and values that are significant to the understanding and application for success in the workplace and offering a broad range of academic experiences such as group projects, internships and promoting lifelong learners who will lead industrious and rewarding professions."

Ultimately fulfilling the institution mission of assisting students with achieving their:

"...highest potential both personally and professionally"

#### **& B.4. Balance Between Breadth/Depth**

B.4 Balance between Breadth and Depth in Program

As stated, each course within the curriculum builds upon the previous. The curriculum is continuously assessed to ensure content meets needs. Our "core" veterinary science courses are updated annually by program faculty and an "inventory" is taken at the same time to assure that all the essential material required by the American Veterinary Medical Association committee on accreditation are met. The upper division core courses (Program Electives) are also re-evaluated for content appropriate to the goals of this curriculum. The faculty are continuously trying to generate more of these upper level electives for our students. Recently we were successful in getting two new upper level program electives approved through faculty governance. VSCT 401, Issues and Perspectives in Veterinary Medicine, allows students to explore new cutting edge diagnostics and treatment regimens that are being used in veterinary medicine. In this course the students research selective topics and present these to the class. The students also present scientific papers on emerging topics in animal welfare and disease and finally debate controversial issues related to animals.

We will offer VSCT 305, Animal Behavior in Veterinary Practice, for the first time in the fall 2018 semester. This class will discuss normal and abnormal behaviors in the common domestic animals. It will also allow students to explore behavioral examination and history taking and topics in behavior counseling and treatment.

#### Methods Used Multiple Sections

#### B.5 Methods Used for Multiple Sections

Program faculty are assigned to specific classes and teach all sections of the individual classes, in this way material presented and learning outcomes are the same in all sections.

#### Ø B.6. Scheduling efforts

#### B.6 Scheduling Efforts

All classes with the VSCT prefix are only available to students enrolled in the veterinary science programs. The faculty works closely with the registrar to ensure that classes to be taken during a specific semester are arranged so students can take them. We also work with the registrar to make sure the students are also able to take any required electives or liberal arts courses that are needed during a specific semester. Many of the upper division electives are offered in an online format which does facilitate this.

#### Ø B.7. Internship opportunities

B.7 Internship Opportunities





Students are required take two preceptorship courses, each requiring 120 hours of practical veterinary experience, for a total of 240 hours. Each of these courses confer one credit hour of instruction. The first course (VSCT 201) is taken during the summer between the first and second semester and the second course (VSCT 209) is taken over the winter break (Winterterm) between the third and fourth semester. The basic workings of both courses is the same, however, our expectation is that the tasks performed during each course will differ.

The preceptorship experience may be completed at one practice or divided between two or more practices. Some students want to work at two totally different types of practices in order to obtain a better overview of the job opportunities available to them after graduation. The guidelines that the students are given is that they can work in any type of practice they desire as long as they are supervised by either a licensed veterinarian or a licensed veterinary technician.

The courses are administered online through the Blackboard Course Management System. Students are first instructed on ways to contact practices and request the ability to perform volunteer hours with them. Once the student has information about potential sites (we usually ask that a student identifies more than one site, so that there is an alternate site if needed), the instructor of the course sends the practice a contact letter. This letter delineates what the preceptorship is for and what courses the student has been exposed to thus far in their educational process. The letter also contains the list of essential tasks with suggestions for what we hope the student will be exposed to at the site. We ask that the practice verifies their understanding by sending back an official signed reply indicating their willingness to accept and evaluate the student.

The student sets up a mutually agreed upon tentative schedule with the practice. SUNY Canton then prepares an Affiliation Agreement between the State University of New York and the site. This document is signed by the Vice President for Administration and the preceptorship site and returned to SUNY Canton's Human Resource Department. This document lets the site know that the student is covered by SUNY's liability insurance.

While performing the preceptorship, students are required to carry a small notebook to keep track of their day-to-day activities. These notebooks are collected at the end of the experience. Students are also required to submit weekly reports to the class instructor via the Blackboard site. This site is used for all communication between the student and faculty. Site mentors are given contact information with program faculty so that they can contact the program if any issues arise.

After the preceptorship is completed the students write a reflective paper on their experience, which is graded as part of the final grade for the course. The practice also returns an evaluation of the student, this does not enter into their grade but the evaluations are shared with the student so that they are aware of how their performance was perceived.

## 4 B.8. Research Opportunities

#### B.8 Research Opportunities

Although there are no research opportunities specific to or required by this program all students are welcome and encouraged to take part in the campus Scholarly Activities Celebration. This event allows students, under the guidance of a faculty member, to either present a poster or an oral presentation of their choosing. The veterinary science faculty encourages our students to take advantage of this event and typically many students do.

#### 4 B.9. Departmental procedures

#### B.9 Departmental Procedures

Curricular review is performed annually by program faculty, however, student input and that of our advisory board is also taken into account. Any changes in curriculum are initiated at the department level. The faculty member involved in the changes complete a campus form describing the curricular item. The change then undergoes department review and if approved it is forwarded to the Dean of the School. Once the School Dean approves the change it is forwarded to the other School Deans. If they don't have any comments or questions, the change then goes to the Curriculum Committee (a faculty governance committee). The Curriculum Committee then forwards the item to Faculty Assembly to be approved by the campus. The change is finalized when the President approves the resolutions of the Faculty Assembly.

Classes are assessed for adherence to student learning outcomes every semester and students complete standard course evaluations every semester.

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## B.10. Advisement Procedures

## B.10 Advisement Procedures

Student advisement is shared between two full-time veterinary science faculty members. The faculty members are assigned students by the dean's office. This allows approximately 80 - 100 students per faculty advisor. Students meet both informally and formally throughout the academic year. The veterinary science faculty see their role as advisor as a critical one. Open office hours are posted (a minimum of 4) and faculty accessibility is a priority in this program.

The College periodically administers a formal evaluation regarding academic advisement; VT faculty and student outreach and support is not an issue. This is due to VT faculty advising only VT students, with whom they also see daily in the classroom instructional setting.

The College utilizes an early alert system (MTS = Moving Toward Success). All instructors are asked to utilize this system for tracking students' attendance and performance. When an MTS is sent, it automatically is received by the academic advisor. VT faculty advisors then contact students to address the concerns brought forth in the MTS. Meetings are also scheduled as warranted. VT faculty also employ additional resources outside of academics when necessary; making referrals to the Counseling Center, local community resources, tutoring services, and accommodative services.





# Section C: Program Outcomes

## 

## C.1 Program Effectiveness: Discipline

The overarching goals of this program are to 1) assist students in obtaining the knowledge and skills to be able to successfully complete the VTNE and obtain licensure and 2) become successfully employed in an animal care field.

The students in this program complete the core veterinary technology courses at the conclusion of their 3<sup>rd</sup> year and are then qualified to take the national exam for licensure. Historically our VTNE pass rates have been markedly above that of the national average. The pass rates for the last five years are as follows:

	2016-17	2015-16	2014-15	2013-14	2012-13
Pass Rate of 1 <sup>st</sup> Time Test Takers	86%	90%	84%	94%	85%
National Average of 1 <sup>st</sup> Time Test Takers	73%	74%	73%	73%	77%

Each year the Program administers an Employer Survey to the workplaces of the recent graduates. We ask the employers to evaluate their graduate in the following categories: Radiology, Surgical Assisting, Anesthesiology, Nursing, Dentistry, Reception & Client Communication, Clinical Laboratory Procedures, Large Animal Assisting, Pharmacy and Professionalism. Employers were asked to score the student in each category as follows: 1=inadequate; 2=entry level; 3=very good. The scoring average for this survey is as follows: 2017= 2.1; 2016= 2.8; 2015=2.1 and 2014=2.3. These scores indicate that students perform at or above entry level.

## 

C.2 Program Effectiveness: General Education

Students in the VT program must meet 7 of 10 general education course requirements to meet graduation eligibility. All general elective courses follow a formal assessment cycle (GER 1-9) using methods that align and best demonstrate student performance and attainment of knowledge using a set of formal assessment rubrics.

## 

C. 3 Program Effectiveness: Intellectual

Students in the VT program are expected to develop knowledge, skills and attitudes as a result of their educational experiences at



SUNY Canton. To that end, students are asked to demonstrate competency in five categories of Institutional Student Learning Outcomes (ISLO). These are: 1) Communication Skills, 2) Critical Thinking, 3) Foundational Skills, 4) Social Responsibility and 5) Industry, Professional, Discipline-Specific Knowledge and Skills. All programs are asked to identify specific courses in which these outcomes are demonstrated and assess them on a rotational basis in the program. Assessment is based on scoring from a standardized rubric which has been approved for use by the campus Assessment Committee. The results of these assessments are shared across School faculty at an annual symposium.

Over the last two assessment cycles the VT program has reported positive results in both communication skills and critical thinking. During the 2018 -19 cycle we will be assessing 4)Social Responsibility in the area of Teamwork.

#### **6 C.4. Student Activities**

#### C.4 Student Activities:

#### Veterinary Technician Association

The SUNY Canton Veterinary Technology Program consists of a wealth of different students from many different areas of New York, all of who come together with different levels of skills and interests pertaining to this field of study. We have students who are interested in equine studies, bovine studies, exotics, and small animal studies as well as cats and dogs. As the SUNY Canton Veterinary Technician Association (VTA), we aim to provide students access to come together as students within the curriculum, as well as outside the curriculum, who all share interests of helping out the animal loving community. We attempt to provide a professional establishment that can augment their learning experience at SUNY Canton, as well as provide a fun filled organization for developing social and professional skills as an aspiring veterinary technician. There are always programs hosted by the VTA to not only help accelerate students' learning experiences and knowledge as a veterinary technician, but also to help the students create a relationship with different members of organizations in the field of veterinary technology such as shelters, zoos, veterinary educational speakers, and others with a passion for the betterment of animals' quality of life.

The VTA also helps with development of skills to help succeed as part of a professional organization as well. Those who have the opportunity to become an officer in this organization will learn a variety of different skills on how to operate as an elected official in the organization. Not only do the officers get great experience, but also the members, by participating in the organization, are exposed to a professionally structured meeting allowing them to experience a little of what to expect when they enter the field as a career. This also gives students the opportunity for their ideas and voices to be heard, and lets them, as an organization, develop different programs that they would like to be a part of as a vet tech student.

There are many different programs that we offer as the SUNY Canton VTA, most of which are ideas that come from the students participating at these meetings. A list of these include:

- Trips to local shelters to practice skills they have learned in the curriculum, as well as helping out their local shelters.
- Trips to wildlife reserves and zoos to learn more about animals that are outside of the standard structure of the curriculum such as intricate details about wild animals and exotics.
- Opportunities to work with local shelters to help raise money to provide the shelters with means of income in order to develop a strong bond with these non-profit organizations as well as lending a helping hand.
- Fundraising a variety of ways in order to help generate income for the club itself and fund the different programs that are being hosted by the VTA.
- Hosting guest speakers that present on different topics pertaining to the field of veterinary science in further depth than what can be fit into the curriculum.
- A major end of the year trip to a different location in the country to visit different veterinary technology establishments to further students' knowledge of different types of establishments and careers offered in their field of study.
- Hosting student get-togethers that allow students in the curriculum to get to know their peers and socialize with groups of people with common interests.

These are only a handful of the many opportunities the VTA offers students within the program and we believe it is very beneficial for students to come and enjoy the community we have created together.

#### Tau Phi Zeta Honor Society

In March 2015 the SUNY Canton Veterinary Technology program established Tau Phi Zeta (TPZ), the first veterinary technician academic honor society. The purpose of this organization is to provide recognition for high scholarship standards among students in Veterinary Science Technology. Membership is offered to students who have an overall GPA of 3.5 or above, who have demonstrated a love for animals and possess desirable qualities of character, work ethic and professional behavior. Twenty-six

students were inducted in the inaugural class, currently there are 67 members in this organization. The students in TPZ engage in

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fund raising activities to help support the efforts of VTA, they also are very valuable in organizing and administering tutoring sessions for other students in VT who may need additional help.

## C.5. Community Needs

## C.5 Community Needs

The VT Program helps to build an awareness for SUNY Canton in the community through several ongoing activities.

The Program does not offer veterinary services to the general public, however, it does partner with two separate animal shelters to provide free veterinary services. Dogs & cats from both the North Country Animal Shelter (Malone) and the Potsdam Humane Society are brought to the Newell building for approximately 7 - 10 days at a time. During the time they are here they are neutered, vaccinated, undergo parasite control and are socialized by our staff and students at no cost to the shelter. In turn, we are able to use these animals in our laboratory courses to allow students to learn techniques such as physical examination, restraint, bandaging, etc. We have partnered with these shelters for many years and it seems to be a win/win situation for both parties.

Annually we combine with the St. Lawrence County Cooperative Extension to offer area high school students the 4H/ Vet Sci program. Students in the VT program organize 6 class experiences for area secondary school students who are interested in veterinary medicine.





# Section D: Description of Faculty

## **1. Faculty Summary**

## D.1 Faculty Summary

Faculty Summary	# Full-Time	# Part-Time	
Faculty Assigned to Program	5	0	
Men	2	0	
Women	3	0	
Credentials			
Bachelor's Degree			
Master's Degree	2	0	
Doctorate	3	0	
Experience [years]			
0-3			
4 - 7	1		
8-11			
12-15	1		
16 - 24	3		

#### Full-time faculty & staff:

<u>Faculty</u>	<u>Bachelor 's</u>	<u>Master's</u>	<u>Doctorate</u>	<u>License and</u> Postdoctoral Training
D. Anthony Beane Professor	BA, SUNY Potsdam Potsdam, NY		DVM, NYS College of Veterinary Medicine at Cornell	
Robin I. Gittings LVT IST	Southern Connecticut State University AAS in Veterinary Science Technology SUNY Canton	M.Ed- Univ of South Carolina		
Nicholas Ladd, LVT Lecturer	BS, SUNY Empire AAS in Veterinary Science Technology SUNY Canton	MS SUNY Empire In process		
Mary O'Horo Loomis Professor	BS Cornell University		DVM, NYS College of Veterinary Medicine at Cornell	
Sophia Theodore Associate Professor	BA, St. Lawrence University	MS University Missouri Columbia	DVM University of Illinois	





## Ø D.2. Hiring Procedures

## D.2 Hiring Procedures

The VT Program follows the model of other programs on campus. When enrollment or need exists the Chair meets with the Dean to determine the need. Once the need is approved through the Dean and VP of Academic Affairs, the VT Chair submits a draft advertisement and job description to HR. The HR department disseminates the notice to standard publications.

A Search Committee is formed in consultation with the Dean. This committee must include an Affirmative Action Office as well as 3-4 additional members. The HR department provides a packet of information to the Search Committee Chair to be distributed to the committee members. Typically the applicant information is posted in a Blackboard shell for all committee members to view.

The committee creates a rating instrument. Once all the applications have been received and reviewed, the committee decides on who will be invited for phone interviews followed by campus interviews. The candidates invited to campus are typically asked to present a topic selected by the committee to program faculty and perhaps students. These candidates will meet also with the Dean and Provost.

Finally, the Search Committee will convene and agree to recommend a candidate for hire, or they may rank the remaining candidates. This recommendation is forwarded to the Dean who in turn forwards it to the Provost and finally the President. The President of the campus ultimately decides on which applicant is hired.

#### **D.3. Training of Faculty**

#### D. 3 Training of Faculty

Faculty hired for the program are required to be licensed veterinarians of veterinary technicians, therefore clinical knowledge and skills have been evaluated prior to hiring. In regards to teaching, new faculty in the Program are typically mentored by current faculty and staff. The program faculty contribute to the appropriate breadth of the curriculum based on their areas of expertise. Within the faculty there are members who have extensive background in companion animal medicine and surgery and others who have background in food animal and equine work.

The campus however, does offer several workshops on best practices in teaching which are offered to the campus. Routinely throughout the year individual faculty members will present teaching topics at "Brown Bag Lunches". These are informal gatherings for instructors to meet and discuss teaching techniques.

The campus also belongs to the Associated Colleges of Northern New York, a consortium of the four area colleges. Seminars are offered to bring faculty from all four campuses together to exchange ideas, share scholarly interests, discuss curricular issues, promote faculty development, advance individual research interests, read works-in-progress, and on occasion to host a guest speaker.

Funding for faculty professional development is available from a number of sources. These include: funding through the department and school budgets, the Vice President for Academics, the SUNY Canton College Foundation and IDAP funds from the joint labor/management agreement.

#### Ø D.4. Teaching Loads

#### D. 4 Teaching Loads

All the faculty in the VT Program are full time. Full time faculty in the School of Science, Health and Criminal Justice are expected to teach at least 34 contact hours over the academic year. Any contact hours above that must be at the consent of the faculty member and are paid as extra service.

VT classes typically meet as one section with all students in that class present. Laboratory sections are divided into sections of 20 students and in these sections there are two instructors, typically one veterinarian and one LVT.

#### D.5. Faculty Innovation in Teaching





## D.5 Faculty Innovation in Teaching

The program relys on maintaining our relationship with two area animal shelters in order to obtain animals for instruction of students in our "hands on" laboratory sections. The liaison with these shelters has lasted for years and is mutually advantageous. These shelters provide the program the necessary number of dogs and cats on a week by week basis, generally we receive 6-8 dogs and 4 cats per week. The program provides the transportation to and from the shelters. While here, the animals are spayed or neutered, vaccinated, undergo parasite testing and treatment and are treated for any minor medical conditions at no cost to the shelter. In turn, the program uses the animals (while in the course of the above mentioned treatments) for laboratories in restraint, basic therapeutics, anesthesiology, imaging, surgical assisting and behavior and socialization. The animals are returned to the shelter in a much more adoptable condition.

Wherever possible, the Program utilizes animal models for demonstration and student practice of certain essential tasks before live animals are used. Manikins owned and used by the program include: Advanced Airway Jerry, Canine CPR Manikin, Canine IV Trainer, Critical Care Jerry, Canine ET Intubation Trainers, Canine Pulse Trainer, Koken Rat & Rabbit and Rescue Critters neonatal dog, cat and rat models. Injection pads are used by all students for administration of IM injections, again before live animals are used. The program also uses anatomical models extensively for student learning in anatomy and physiology.

The Southworth Library has purchased a video series "Veterinary Education in Video" provided by Alexander Street Vidoes. This is an extensive collection of veterinary tasks that students are required to watch prior to performing the skill themselves.

Program faculty are expected to remain current in their field and maintain NYS licensure in either veterinary medicine or veterinary technology. NYS requires at least 45 hours of continuing education of veterinarians for every 3 year re-registration period and at least 24 hours for LVT's over the same period.

The faculty of the program prepare course workbooks and laboratory manuals for most courses they teach. The Blackboard course management system is used in most classes to provide ancillary teaching materials for students.

## Ø D.6. Evaluating Teaching Effective.

## D.6 Evaluating Teaching Effectiveness

All teaching faculty members undergo an annual evaluation. Each member submits a Faculty Information Form (FIF) in the fall semester. This report addresses the previous year's activities and consists of a detailed account of courses taught, formal coursework, completed publications, presentations and continuing education programs attended. It also includes a discussion of the faculty member's goals and plan for professional development. This is submitted to the dean's office and a conference is scheduled between the employee and the dean to review it.

Employees requesting a personnel decision, such as promotion or continuing appointment, must submit a Faculty Evaluation File. This portfolio includes documents and materials collected when the employee was hired as well as evidence related to the criteria above. The criteria addressed is set by the SUNY Board of Trustees and includes evidence of mastery of subject matter, effectiveness of teaching, scholarly ability, effectiveness of college service and continuing growth.

Student evaluations are given at the end of each semester for every teaching faculty in every course. These evaluations are distributed to the faculty member, department chair, school dean and the provost. Additionally, the VTNE passage rate and annual employer surveys indirectly evaluate teaching effectiveness.

## Ø D.7. Scholarly Ability

## D. 7 Scholarly Ability

Faculty members participated in the following:

Presented continuing education programs for Licensed Veterinary Technicians,

Presented educational programs for regional equine and livestock producers,





Authored a chapter in a Zoo Technology textbook

Reviewed textbooks in veterinary technology

Mentored students for Honor's Projects and for the annual Scholarly Activities Celebration

## Ø D.8. Faculty Service

D. 8 Faculty Service

Faculty members currently work on the following committees:

Members of the Search Committee for Instructor in VT Program

Middle States Review Committee

Faculty Affairs Committee

SUNY Canton IACUC

Committee for Content Review of Online Courses

College Foundation Member

Campus Enhancement Awards Subcommittee

Faculty-Staff Awards Subcommittee

Parking Appeals Committee

Campus Tree Committee, Service Animal Committee, Scholarly Activities Committee

They participated in many college related functions throughout the year including but not limited to: Open Houses, Admitted Student Days, Breakfast with Tour Guides, Guidance Counselor visits, PATs Program visits, ACC articulating student visits and the annual 4-H/Vet Sci program. They are also advisors to the VT student clubs, VTA and TPZ.

## Ø D.9. Relation of Prog. to Community

D. 9 Relation of Program Faculty To Community

Faculty are also active in their communities. Program veterinarians are members of the Institutional Animal Care and Use Committees (IACUC) for Clarkson University, St. Lawrence University and SUNY Potsdam.

In addition they serve in various community committees and organizations. They remain current in their field by providing relief veterinary work at area practices and animal shelters.

## D.10. Faculty Current in Field

#### D. 10 Faculty Current in Field

All faculty and staff must hold and maintain current NYS licensure as either a veterinarian or licensed veterinary technician. As stated above, there are required amounts of CE hours for re-licensure.

Faculty and staff are members of professional organizations, including but not limited to: Veterinary Technician Educators Association, American Veterinary Medical Association, NOTH American Veterinary Technician Association, NYS Veterinary Medical Society and NYS Veterinary Technician Association.

They also provide relief veterinary work at area veterinary practices and animal shelters





## Ø D.11. Activities Improve Teaching

D.11 Activities to Improve Teaching

Program faculty participate in several professional development opportunities as possible. These include webinars, workshops, seminars and conferences and include:

- Associated Colleges Fall and Spring Conference
- Teaching Circles
- Biennial Association of Veterinary Technician Educators Conference
- Membership in Professional Organizations
- Subscriptions to Professional Journals

## D.12. Evaluation and Promotion

Attached is the evaluation and promotion procedure from the Employee Handbook and the Rank Matrix of the Veterinary Science Department.

#### **File Attachments:**

1. Evaluation of Employees.pdf (See appendix)

2. Vet Sci Rank Matrix F '15.docx (See appendix)



#### **& E.1. Number of Students**

Undeclared/688H with Concentration

Students are admitted into the AAS or the BS degree programs in the fall semester. The maximum number of students admitted per fall is 80. This number is derived based on our need to maintain responsible animal use for our student labs (see explanation in D.5). If the enrollment number increases dramatically, the area shelters we contract with may not be able to provide an appropriate number of animals for these animal use labs.

Enrollment Trends	Fall 2016	Fall 2015	Fall 2014	Fall 2013	Fall 2012
Full-Time	131	119	105	96	59
First-Time, Full-Time	26	13	22	14	27
External Transfer	9	12	7	12	12
Continuing	96	94	76	70	20
Part-Time	1	5	5	2	0
Total	132	124	110	98	59

36

Demographic Information	Fall 2017 - Program		Fall 2016 - Program		Fall 2015 - Program	
	N	轰	N	5	N	西
% Female	137	92%	122	92%	107	86%

% Female	137	9,230	122	9.2%	107	06%
Age						
Under 18	1	1%	1	1%	1	1%
18-21	108	7295	97	73%	98	79%
22-25	34	23%	30	23%	19	15%
26-40	6	4%	4	3%	6	5%
41+	0	0%	0	0%	0	0%

Our enrollement is capped at 80 incoming students per fall enrollment cycle. These 80 are a combination of both students in the BS program and the AAS program. Below is an internal count of enrollment based on the two programs over the years the BS program has been offered.

12

0

0

0

#### **Enrollment History:**

Fall	AAS	BS	Total Class
Admitted	Program	Program	Enrollment
2010	80	3	83
2011	65	9	74
2012	56	37	93
2013	65	26	91
2014	35	44	79
2015	36	45	81
2016	22	58	80
2017	22	59	81

#### Æ.2. Credit Hours Taught

E.2 Credit Hours Taught

Year	Fall	Spring
1	16	17
2	16 or 17 (depending on math)	16
3	17	14
4	15	15

#### E.3. Diversity of Students

29

Fall 2015 - Program



# Assessment in the Major Workspace 2017-18 Veterinary Technology B.S. Program



Race/Ethnicity								
African American/Black	465	15%	9	6%	10	8%	8	6%
American Indian/Alaska Native	41	1%	0	0%	0	0%	0	0%
Asian	38	1%	1	1%	0	0%	1	1%
Hispanic	347	11%	20	13%	22	17%	17	14%
Multiracial	78	3%	4	3%	3	2%	2	2%
Native Hawaiian/Pacific Islander	2	0%	0	0%	0	0%	0	0%
White	1987	65%	111	74%	92	70%	93	75%
NRA	47	2%	1	1%	0	0%	0	0%
Unknown/Unreported	62	2%	3	2%	5	4%	3	2%

#### **6** E.4. Retention Rates

Retention Rates (Fall to Fall)	16-17	15-16	14-15	13-14	12-13
First time, full time students					
In Program	81%	62%	55%	57%	78%
At University	92%	69%	77%	79%	85%
Cohort Size	26	13	22	14	27
All full time students					1
In Program	82%	78%	77%	73%	73%
At University	94%	92%	91%	89%	86%
Cohort Size	131	119	105	94	59
Students Retained in Program (does not include graduates)	87	68	74	62	43
Retention Rates (Fall to SPRING)	F16-S17	F15-S16	F14-S15	F13-S14	F12 - \$13
First time, full time students				-	

First time, full time students				-	
In Program	88%	77%	64%	71%	85%
At University	100%	85%	86%	86%	93%
Cohort Size	26	13	22	14	27
All full time students					
In Program	92%	93%	85%	85%	85%
At University	97%	97%	94%	95%	92%
Cohort Size	131	119	105	94	59

#### E.5. Other Student Characteristics

Demographic Information	2017 - Unive	Fall 2017	- Program	Fall 2016	Program	Fall 2015	Program
Residency							
St. Lawrence County	30%	23	15%	21	16%	21	17%
North Country (besides St. Lawrence County)	13%	26	17先	20	15%	21	17%
New York City	19%	18	12%	18	14%	12	10%
Other New York	35%	76	51%	69	52%	65	52%
Outside New York	4%	6	4%	4	3%	5	4%
Economically Disadvantaged	68%	101	68%	88	67%	78	63%
First-Generation College Student	43%5	68	46%	73	55%	63	51%
Single Parent	5%	1	1先	3	1%	0	0%
Limited English Proficiency	12%	14	9%	10	8%	7	6%
Total	3067	1	49	1	32	1	24

Course Enrollment by Campus	Fall 2017		Fall 2016		Fall 2015	
	N	25	Ы	扬	N	25
Entirely Face to Face	48	32%	50	38%	48	39%
Entirely Online	18	12%	11	8%	16	13%
Mix of Face to Face and Online	83	56%	71	54%	60	48%
Total	149		132		124	





#### Æ.6. Annual Graduates

#### Assessment in the Major Workspace 2017-18

Veterinary Technology B.S. Program



Graduate Characteristics	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Number of Graduates from Program	19	26	8	6	0

This program began enrolling students in Fall 2011, so, as program enrollments have grown, the number of graduates is expected to grow.

#### **& E.7. Program Completion Rates**

Graduation Rates (150% Time)	2011 Cohort	2010 Cohort	2009 Cohort	2008 Cohort	2007 Cohort
In Program	23%	-	-	-	-
At University*	38%	-	-	-	-
Cohort Size	13	-	-	-	-

This program didn't have student enrollments until Fall 2011, so only one cohort of graduation rate exists.

#### **% E.8. Graduate Characteristics**


Veterinary Technology B.S. Program



Graduate Characteristics	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Number of Graduates from Program	19	26	8	6	0
Average Time to Degree (years)	4.0	3.8	3.4	3.7	-
Mean Cumulative GPA	3.35	3.37	3.49	3.23	-

#### **Markov E.9. Recruitment Strategies**

#### E. 9 Recruitment Strategies

Counselors of the admissions office reach out to eligible students through a variety of venues such as high school college nights and campus visitations. The college additionally offers several Open Houses throughout the academic year. VT faculty present at all admissions Open Houses.

The veterinary science program is one of several health profession programs that utilize a selective admissions process. The records of qualified applicants are scored by admissions staff based on a rubric designed by the veterinary science department. The Program Director and another faculty member review all the rubrics and the student files and offer admission based on the academic preparedness of the candidate. Typically applicants who score the highest on the ranking rubric are offered admission. The selection process is ongoing until the class is filled.

#### **& E.10. Program Minimum Requirements**

E. 10 Minimum Requirements

The academic admissions requirements for the program are:

Proof of high school graduation or GED

Biology- NYS Regents exam score of 75 or higher

Chemistry- NYS Regents exam score of 65 or higher

Math- NYS Regents Algebra and Geometry exam score of 75 or better on the second course.

- Either the SAT's or ACT's are required for VT applicants. All new, non-transfer students are required to take the ACCUPLACER placement test, unless they qualify for exemption (based on HS English grades). This placement test is developed by the American College Testing Service and is used primarily for placement in college versus preparatory level English.
- Special consideration is made for out-of-state applicants by the admissions committee since they do not possess NYS Regents exam scores. Strength in biology, chemistry, algebra and geometry must be demonstrated.
- Transfer students must have a minimum GPA of 2.5 in their previous college course work as well as meet the math and science requirements or equivalents.

#### E.11. Acceptance Ratio

The program is selective admission - as such, the acceptance ratio is much smaller than the overall campus rate (30% for first-year students compared to 79% for the institution overall).



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Admissions Data:		Fall 2017	Fall 2016	Fall 2015	Fall 2014	Fall 2013
First-Time Freshmen						
Applications		213	200	154	177	130
Acceptances (to program)		64	56	53	49	15
Enroll (to program)	1 4	22	24	53 12	21	9
Accept Rate		30%	28%	34%	28%	12%
Yield Rate		34%	439	23%	43%	60%
External Transfers						
Applications		27	25	39	33	18
Acceptances (to program)		11	13	29	13	9
Enroll (to program)		5	7	12	6	5
Accept Rate		41%	52%	74%	39%	50%
Yield Rate		45%	54%	41%	46%	56%
Internal Transfers/Returning/Readmits						
Applications		35	26	24	6	2
Acceptances (to program)		19	22	17	4	2
Enroll (to program)		17	18	15	2	2
Accept Rate		54%	85%	71%	67%5	100%
Yield Rate		89%	82%	88%	50%	100%

#### E.12. Enrollment Patterns

#### E. 12 Enrollment Patterns

Admissions Data	Fall 2017	Fall 2016	Fall 2015	Fall 2014	Fall 2013
First Time Freshmen					
Applications	213	200	154	177	130
Acceptances	64	56	53	49	15
External Transfers					
Applications	27	25	39	33	18
Acceptances	11	13	29	13	9
Internal Transfers					
Applications	35	26	24	6	2
Acceptances	19	22	17	4	2

The total number of qualified applicants for this program continues to increase. Our program is capped at 80 students per fall enrollment period and therefore we follow a selective admissions process.

#### **Markov E.13. Student Needs**

In order that students attain the certification of a Licensed Veterinary Technician they must first graduate from an AVMA accredited program of veterinary technology and succeed in passing the Veterinary Technology National Exam. The VT program provides students the opportunity to graduate from an accredited program, in that while enrolled in the VT program they graduate with the accredited AAS degree. Therefore, students entering this program have the goal of becoming a licensed veterinary technician. As stated previously, the VT degree offers these students the additional ability to complete a bachelor's degree, which may provide more opportunities either in employment or advanced education.

Students entering the program need a firm foundation in both mathematics and foundational sciences. Therefore, we maintain fairly specific entrance requirements in these areas.

#### E.14. Special Student Services

#### E. 14 Special Student Services

At SUNY Canton, students have a wide variety of services available. These services are listed in the Student Handbook and are referred to by the veterinary technology faculty and staff.





The Office of Accommodative Services provides students with documented disabilities the appropriate assistance they need to participate fully in college life. It is up to the student to register and follow the procedures for obtaining their accommodations. The program faculty members are informed of all students in the curriculum who require accommodations and of the specific accommodations. This office provides tutoring services to registered students as well as supporting various tutoring offices on campus that are open to all students. The Science Tutoring Lab employs peer tutors for the veterinary science courses.

The Counseling Center provides personal counseling services for students with personal, social or emotional concerns. Frequently, faculty and staff are the first members of the college community to notice a troubled student and make referrals to the center on an individual basis. All referrals are made in confidence.

Health services are available during the academic year to all currently registered students who pay the student health fee.

Students have access to career counseling through the college's Career Services Office. This Office provides help with job search skills, resume writing, etiquette, dressing professionally and personal finances. They also maintain an online job posting site.

SUNY Canton provides technical support to students during normal institutional working hours for hardware, software and course management issues through the Help Desk.

Financial aid information in regards to government loans as well as information on grants, scholarships and part time employment may be found at the Financial Aid office and the Canton College Foundation.

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SUNY Canton requires all new full-time students to take the Accuplacer Placement test unless exempt as determined by English Regents or standardized test scores. The Accuplacer Placement test measures reading, writing and math skills to aid in scheduling appropriate level classes for optimal student success.

#### E.16. Advisement Policies

Academic advising is handled by faculty advisors in our program. A description of our policies is also provided in section B.10 of this AIM. Students are required to meet with their advisor at least once per semester to discuss course placement and degree progress for the following semester. Faculty review student files at the end of each semester to verify that they are making Satisfactory Academic Progress. The Advising and First Year Programs office offers a supplement to the faculty advising model by providing students with information on general education and major requirements, campus processes (i.e., how to withdraw from a class), and assistance for students in transition (changing major or school). This office is also charged with providing resources and training opportunities for faculty advisors.

SUNY Canton provides orientation programs prior to both fall and spring semesters for all freshmen and transfer students. Students get a taste of campus life, a sense of academic expectations and a tentative class schedule for the entering semester. Activities are planned to help students meet their new classmates, faculty and staff and get a feel of campus culture.

#### E.17. Diverse Learning Styles

The knowledge and skills necessary to become a licensed veterinary technician are presented to students based on requirements set by the American Veterinary Medical Association. The courses in the program offer a blend of both didactic and psychomotor instruction which we hope will engage students with diverse learning styles.

More information of the teaching leaning paradigms can be found at the following links:

www.canton.edu/employee/lafrancep/nontraditional.htm

www.canton.edu/employee/lafrancep/Teaching.htm

#### E.18. Orientation Activities

SUNY Canton provides orientation programs prior to both fall and spring semesters for all freshmen and transfer students. Students get a taste of campus life, a sense of academic expectations and a tentative class schedule for the entering semester. Activities are planned to help students meet their new classmates, faculty and staff and get a feel of campus culture. Orientation exists around international students, academic development programs, first day orientation provided by the School of Business and Liberal Arts, and Student and Academic Affairs (run by Advising and First Year Programs).

#### E.19. Attrition Patterns

Our faculty share the burden of helping to retain students and we work as a group to help to continually meet our students' needs. The campus provides an automatic notification system (Moving Towards Success) which is used by faculty to send warning notices to students at risk. Students are continually reminded that tutoring for the veterinary science classes, as well as other classes is available to all students free of charge. Please refer to Section E.4 for retention data.

In the VT program the most notable attrition tends to occur during/after the first semester. During the Fall 2017 semester we developed a remediation project for the first semester freshman which we felt helped alleviate this problem. The results of this project are reported in section F.2 in a Powerpoint

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Presentation.

#### **6 E.20. Support Services**

It is difficult to tease out the services that are "just" contributing to the students' academic lives versus their general campus life. In the following sections, there will be some overlap. Described here are those that help with our instructional efforts (as outlined in the directions for this section of the AIM).

#### **Tutoring and Learning Labs**

Learning Labs for math, science and writing are available to all students free of charge on a walk-in basis. Curriculum specific labs also exist for various programs including accounting/business, computer science, engineering and veterinarian science. In addition, there is a general lab which offers tutoring assistance for many courses not covered by any of the specific labs. All of the labs offer face-to-face professional and peer tutor assistance. Repeatedly, students have rated SUNY Canton tutoring services with the highest satisfaction ranking among all SUNY Technology Sector campuses. Students taking classes online have access to tutoring help via email and phone.

Recently, our faculty have identified outstanding students to serve as tutors for lower level psychology courses. I would remind you also of the on-campus agency (AP SHOC) described in an earlier section of the AIM; one of the programs run through the agency is a peer mentoring program that has occasionally involved tutoring. A hallmark of SUNY Canton is its extensive tutoring services. Tutoring from professional and peer tutors is free to all students through the Tutoring Center which offers Learning Labs, curriculum-specific labs, and special referral programs. All tutoring labs provide limited tutoring help online. Tutoring services are designed to encourage students to become confident and independent learners by teaching skills including: note-taking, studying and test preparation skills.

Academic development programs exist for specific populations. The Educational Opportunity Program (EOP) assists academically and economically disadvantaged students in reaching their goal of becoming successful college students. EOP students attend an extended orientation session prior to entering college. The EOP program provides students with financial assistance, tutoring, academic advisement, career and financial counseling and limited personal counseling. The Student Support Services TRiO Program (SSS) offers an elevated level of assistance to selected disadvantaged students. C-Step provides mentoring through academic advising, career counseling, financial counseling and professional school preparation to underrepresented minorities and economically disadvantaged students in fields such as nursing & other allied health fields, engineering and math/science. These programs provide college survival skills classes, dedicated computer labs, individual counselors and tutoring.

#### Southworth Library Learning Commons

Southworth Library Learning Commons supports a student population that is ever-increasing and diverse. The facility provides space for collaborative group work, quiet study and intensive tutoring – including Math & Science, Business & Accounting, Writing, and, Computer learning labs as well as a General Tutoring Lab. The Computer Lab provides space for one-on-one tutoring as well as Information Literacy instruction for classes, and is equipped with a new, state-of-the-art SMART Board. The library's collection includes approximately 50,000 print books, over 100,000 electronic books, extensive electronic databases, and a variety of digital media. The 24/7 availability of electronic books and various databases is particularly supportive of non-resident students and online courses. For residential students, the building is equipped with Wi-Fi in support of mobile computing, hundreds of desktop computer stations; and dozens of laptops are available for loan as well. Ongoing innovative technology initiatives support both the learning styles and the needs of the 21s t-century learner.

The Library Learning Commons also offers a highly successful, in-demand reserve collection, including a large collection of current textbooks, many circulating iPads, headphones, calculators, microscopes, DVDs, projection and wireless keyboards and more; in addition to significant collection of anatomical models that support hands-on learning for health sciences students.

#### **IT Services**

Information Technology Services are available to every student attending the College. Several modern PC facilities, located around campus, provide all students with the opportunity for virtually unlimited use of computers seven days a week, including evenings and weekends in the library. The Help Desk is available 8:00 to 5:00 p.m., Monday-Thursday and 8:00 to 4:30 p.m. Friday. Each student receives an email account and has full access to the internet. The residence halls have high-speed internet access provided by a local cable company. UCanWeb accounts are established for each student allowing access to grades, academic status, financial aid, prescheduling and other individual data.

#### Advising

Academic advising is predominantly handled by faculty advisors within the Applied Psychology discipline. Students are required to meet with their advisor at least once per semester to discuss course placement and degree progress for the following semester. Faculty review student files at the end of each semester to verify that they are making Satisfactory Academic Progress. The Advising and First Year Programs office offers a supplement to the faculty advising model by providing students with information on general education and major requirements, campus processes (i.e. how to withdraw from a class), and assistance for students in transition (changing major or school). This office is also charged with providing resources and training opportunities for faculty advisors.

#### **Student and Academic Affairs**

Student Affairs and Academic Affairs coordinate efforts to contribute to student success. Attached is the organizational chart for Academic Affairs to complement the chart presented in E. 14 for Student Affairs.

Each department of Student Affairs has goals and objectives related to student learning outcomes and retention; these goals and objectives are mapped to the College's institutional goals and objectives on student academic success.

The Orientation Program, run by Advising and First Year Programs, includes Academic Expectations and Curriculum Advising as close collaboration with Student Activities to offer engaging and fun activities that provide opportunities for students to bond to the campus and with each other.

The First Year Experience program is a collaboration of Academic Affairs and Student Life, with a committee designing the program and Advising and First Year Programs executing it.







Residence Life, in partnership with Facilities and University Police, strives to provide a safe and clean living environment that is conducive to studying and student success.

The Athletic Department and Academic Support Services cooperate on tutoring reports affecting retention efforts.

#### E.21. General Student Life

This section may start to feel repetitive. Again, it is difficult to tease out which resources are best for a student's academic success versus those for general student life, as they are correlated. Each of the offices listed in the Organizational Chart (attached in section E.14) is in constant communciation so that students feel the effects of a holistic, "360" model of advisement and care. Listed below are the services not mentioned in the previous section.

#### **Socioemotional Health**

#### **Health Care and Counseling**

The Davis Health Center is an acute care center that is nationally accredited through the Accreditation Association for Ambulatory Health Care. It is staffed by a physician, nurse practitioners, and support staff and provides medical care. The Center also seeks to promote overall wellness and healthy lifestyle choices. A health educator/wellness is available to promote campus wellness initiatives on the campus working primarily with the Health and Counseling Centers. The Health Center has implemented electronic medical records and adopts HIPAA guidelines for record keeping and patient confidentiality, as well as following NYS Public Health Guidelines.

The Personal Counseling Service provides professional counseling services for students with personal, social, and emotional concerns. Academics and Student Life both may refer students for assessments and further referrals. The fully licensed staff provides workshops, educational programs and activities contributing to overall student development. Themes include decision making, communication skills, conflict resolution, grief counseling, developing leadership skills, life-style differences, maintaining relationships, sexuality, alcohol and substance abuse, and stress management.

#### **Behavioral Intervention Team**

The SUNY Canton Behavioral Intervention Team (BIT) will act in a proactive manner to assist students; maintain privacy and handle all matters discreetly; provide consultation and support to faculty and staff; connect students with needed resources; and recommend interventions or sanctions. The BIT will act in the best interest of the safety of the students, faculty, staff, College, and community.

The Behavioral Intervention Team will be composed of the following individuals, who will meet on a weekly basis when classes are in session:

VP for Student Affairs/Dean of Students: Chair of Behavioral Intervention Team

Chief of University Police/ Deputy Chief of Police

Director of Student Conduct

Director of Counseling

Director of Health Services

Director of Residence Life

**Director of Diversity Affairs** 

Provost / Chief Academic Officer

The mass tragedies at Columbine and Virginia Tech focused the nation's attention on what appeared to be a new and catastrophic form of violence in our schools and universities. While shootings on campuses have been documented since the late 1700's, recent shootings have resulted in larger numbers of victims, often students and staff who were unknown to the shooter.

In an effort to prevent all forms of violence on our campus, SUNY Canton has formed a Behavioral Intervention Team or BIT. The BIT is designed to address threats and other incidents of troubling behavior and will be the primary decision makers of the campus in establishing a plan to protect students, faculty and staff from potentially violent situations. The Team consists of a small group of staff members who work closely with students. Many members are trained in evaluation and intervention in crisis situations. All members of the Team are particularly sensitive and aware of the need to protect the privacy of those who come to attention of the BIT. The Team is specifically designed to intervene with students who have acted in ways causing concern. If faculty or staff members come to the attention of the BIT, the Human Resources Department, University Police, or other appropriate agency will be contacted. The BIT may also be activated to assist the University in the aftermath of a violent situation on campus. (Adapted from SUNY Potsdam's BEC Manual with permission)

The SUNY Canton Behavioral Intervention Team (BIT) meets on a weekly basis when classes are in session and will review all reported incidents of concern and students of concern. The BIT will then complete the following steps.

The BIT may become aware of a student/incident of concern by the following channels:

Online reporting form on the BIT webpage

Report/referral from a BIT member

Resident Assistant incident report

University Police referral

Report/referral from any campus or community member

Step 1. Assessment Process





While there is no single set of warning signs that will reliably predict behavior or campus violence, the assessment process looks for behavioral evidence that someone is planning or preparing to act out inappropriately or carry out some type of threat. Assessment will attempt to distinguish between threatening and non-threatening cases in order to ensure the safety of the distressed person and any others potentially involved as well as to resolve concerns that initiated the inappropriate behavior. Assessment assists in early identification of situations that may pose a threat to others, creates a baseline of information against which to assess future behavior, and provides a means for implementing interventions to increase the likelihood of a positive and safe resolution.

#### Step 2. Information Gathering

Once an Incident Report has been received by the BIT, the team implements the assessment process. The most appropriate time to include the individual in the process will be considered on a case-by-case basis.

In general, the BIT will gather preliminary information regarding the concern, and then a team member may interview the referred person as part of the initial assessment process. The interview will provide the opportunity for the individual to share his/her concerns about the situation and ask for needed assistance in solving it. Information gleaned in this initial interview will be helpful in determining appropriate intervention strategies.

That process may include any of the following data gathering processes:

Interviews with all available parties with information about the situation

Interviews with the person alleged to have displayed inappropriate/concerning behavior

Assessment by a mental health professional

Interview with any identified potential targets of inappropriate/concerning behavior

Contacting a student's parents or family members if threat to self or others is apparent

Review of a student's academic and disciplinary history

Legal/criminal background check

#### Step 3. Levels of Risk and Meeting

Based on all data gathered, the BIT will determine the level of risk that the behavior/situation poses to the individual and to others.

Once the situation has been assessed and the levels of risk have been determined, a Case Manager will be assigned and will meet with persons involved.

#### **Career Services**

The Career Services Office assists students in exploring various career opportunities, preparing high quality resumes and planning individualized job searches. The Career Services Office is instrumental in helping students find internship opportunities to meet program requirements. The Career Services web site includes the online program, Jobs4Roos, listing jobs and career opportunities for all students. This very active office coordinates job fairs bringing on campus many employers who are interested in graduates from SUNY Canton programs. Specialized services and dedicated areas of the Career Services website are available for LGBTQ, Handicapped, and Veteran students.

#### **Advising and Student Affairs**

As mentioned in other sections, advising is a complex affair involving several offices. In addition to career services, however, these various offices across campus help with career advisement so that students have multiple mentors.

#### **Financial Needs of Students**

#### **Student Service Center**

The Student Service Center "One Hop Shop" provides personal financial assistance to students and their families from the time of initial application for admission until completion of study. The staff is involved in educating students about different aid programs and helping them through the annual application process as well as providing counseling on budgeting, indebtedness, and long-term planning for college financing. They also handle all student account payments. In addition, staff work on educating students about federal and state academic progress guidelines and instilling in them an awareness that the rate at which they pursue their degrees and the grades they maintain while in attendance can affect whether or not they are able to continue receiving financial aid. With the large number of Canton students who are heavily dependent on government aid, academic progress guidelines are an important retention factor that all faculty and staff who are involved in academic advisement need to be aware of. This has becoming increasingly important in the age of the Excelsior Scholarship.

#### **TRiO Student Support Services Program**

The TRiO Student Support Services (SSS) Program is federally funded and provides enhanced academic assistance to 200 students are more who meet federal guidelines. The goal of the program is to help students successfully complete their post-secondary education. TRiO provides a variety of support services each year, including access to online textbooks, net book loans and tutorial assistance in Math, Science and computer-based courses. Students in the program are required to take a 1-credit hour Freshman Seminar course designed to help with transition into college.

#### E.22. Satisfaction with Services

Every three years all SUNY colleges administer the Student Opinion Survey. The information gathered through the survey from a sampling of undergraduate students will assess the following:

Veterinary Technology B.S. Program



College impressions and plans

Satisfaction with services, facilities, and environment

Perceived college outcomes Frequency of selected academic experiences

Extent of campus contributions to student growth/preparation

Aspirations and commitments

In the spring of 2015, as part of an ongoing effort to study the quality of student life on campus, the SUNY System Administration Office of Institutional Research and Analysis led the system's institutions in a cooperative research effort to assess students' impressions of their college education. The 2015 project was the eleventh in the series of survey projects; earlier projects were conducted in 1985, 1988, 1991, 1994, 1997, 2000, 2003, 2006, 2009, and 2012.

Each participating institution was responsible for administering the survey and submitting the completed instruments to American College Testing, Inc. (ACT) for processing and report preparation. ACT coordinated instrument layout and production and prepared detailed summary reports, institutional graphics reports, and comparison reports.

SUNY Canton has made significant improvements over the last several surveys. In comparison to other Colleges of Technology, we generally find ourselves in the top three on most of the programs that support our students' experiences in the program. For example, we are ranked number one in tutoring and career services, and several library services as well. We are also ranked number one in terms of our online course offerings and internship offerings.

#### **4** E.23. General Campus Environment

The office of Institutional Effectiveness administers the Student Opinion Survey, National Survey for Student Engagement (NSSE) and the HERI Faculty Survey. Results for these surveys can be found on the A c a d e m i c Assessment web page, and attached. Briefly, below you will find a list of surveys that are conducted to get a sense of the general campus environment. Taken together, the results suggest that while there is still room for growth, our campus has continually improved from the perspective of the students. In particular, when you compare us to our "sister" campuses (i.e., other Colleges of Technology) we are often first or near the top of every category that can be assessed by students.

One area that our campus could improve (according to the Student Opinion Survey) is in the area of race relations. Recently, SUNY Canton has made diversity, equity, and inclusion a priority. We recently named two Co-Chief Diversity Officers to oversee the Center for Diversity and Inclusion (which opened April 2017). Making these issues a priority has contributed positively to the campus environment. The Office of Diversity and Inclusion encourages the campus community to investigate and acknowledge the various cultures that exist in this environment, recognize these differences and then celebrate and appreciate those very things different and yet bring value to our community. When the next Student Opinion Survey is completed, we will be able to tell if these initiatives have allowed for improvement.

The following surveys are conducted to understand campus life:

National Survey of Student Engagement

The services and programs offered through the Office of Diversity and Inclusion include:

Programs/ Events/ Speakers

Sensitivity Training

Student Leadership Development

Mediation between Individuals/ Groups

**Classroom Presentations** 

Provide Resources Regarding Cultural Diverse Issues

International Student Advisement

Personal Counseling

Mentoring/Tutoring/Advising

Advocacy

National Survey of Student Engagement

Every three years, SUNY Canton administers the National Survey of Student Engagement (NSSE) to all bachelor's degree-seeking first-year and senior students. The NSSE asks students to respond to questions related to their college experiences, including their perceptions of academic rigor, spirit of collaboration and diversity, experiences with faculty, and campus climate. The NSSE was administered most recently in 2017, with prior administrations in 2014 and 2008.

#### **Student Opinion Survey**

In the spring of 2015, as part of an ongoing effort to study the quality of student life on campus, the SUNY System Administration Office of Institutional Research and Analysis led the system's institutions in a cooperative research effort to assess students' impressions of their college education. The 2015 project was the eleventh in the series of survey projects; earlier projects were conducted in 1985, 1988, 1991, 1994, 1997, 2000, 2003, 2006, 2009, and 2012.

#### Withdrawing Student Survey





In an ongoing effort to assess student satisfaction and success, SUNY Canton asks all students who leave the institution to complete a survey asking them for the reasons for their departure as well as their future plans. The survey asks students to respond on a Likert scale with the level of importance of various college type, academic, financial, and personal reasons in their decision to leave SUNY Canton in order to assess why students are not retained.

#### Graduate Survey

SUNY Canton administered a survey at graduation and six months after graduation to gather data related to the current employment and continuing education status of graduates, as well as their feelings of preparedness for the workforce and further studies. In addition, the graduate survey administered six months after graduation asks program-specific questions to analyze student levels of satisfaction with the program in addition to assessing program student learning outcomes.

#### **Comprehensive Survey**

On years when SUNY Canton is not participating in the Student Opinion Survey or the National Survey of Student Engagement, SUNY Canton administers a locally developed comprehensive survey asking students for their opinions on campus services and facilities. This survey is developed with input from many different campus offices, and focuses on areas where the institution did not perform as well as desired in the past.

#### **Residence Life Surveys**

Residence Life administers a brief pulse survey each semester to gauge student satisfaction with the residence life facilities and services after the first four weeks of classes. In addition, Residence Life administers a comprehensive survey at the end of the spring semester.

#### **Advising Survey**

SUNY Canton offers the Advising Survey every spring to assess student satisfaction and utilization of advising services. The survey questions students on their experiences with their advisor as with the Office of Advising and First Year Programs, and it also asks questions related to the frequency and types of advising sought.

#### E.24. Student Affairs

Each department of Student Affairs has goals and objectives related to student learning outcomes and retention; these goals and objectives are mapped to the College's institutional goals and objectives on student academic success.

The Orientation Program, run by Advising and First Year Programs, includes Academic Expectations and Curriculum Advising as close collaboration with Student Activities to offer engaging and fun activities that provide opportunities for students to bond to the campus and with each other.

The First Year Experience program is a collaboration of Academic Affairs and Student Life, with a committee designing the program and Advising and First Year Programs executing it.

Residence Life, in partnership with Facilities and University Police, strives to provide a safe and clean living environment that is conducive to studying and student success.

The Athletic Department and Academic Support Services cooperate on tutoring reports affecting retention efforts.

Student Affairs representatives are members of many governance and scholarly committees, allowing them to contribute to academic-oriented efforts across campus.

Student Affairs collaborates with academic departments to bring cultural presentations to the campus; thereby providing the academic community with a framework for integrating diversity into the classroom.





## Section F: Data from Assessment

### **%** F.1. Description Learning Outcomes

The Student Learning Outcomes for the VT program were addressed in section A. 5.

### **%** F.2. Programmatic Assessment

Student Leaning Outcomes are mapped to individual courses in the program. This Map, as it is, is attached below. This Map is a work in progress and will be completed as part of the closing the loop activity.

The campus completes an annual assessment symposium during which each program presents it's individual assessment. Attached also in this section are the Powerpoint Presentations for the last two years.

File Attachments:
1. Vet Tech Assessment 2017.pptx (See appendix)
2. Vet Tech BS Assessment Map.pdf (See appendix)
3. Veterinary Technology Assessment Report 1 '17.pptx (See appendix)

### F.3. Student Satisfaction Data

Attached is the most recent Student Satisfaction Survey from 2015.

#### **File Attachments:**

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1. Student_Opinion_Survey_2015_Summary.pdf (See appendix)
```

### F.4. Graduate Survey Results

Attached are the Graduate Surveys from the 2016 & 2017 classes.

File Attachments:

1. Graduate Surveys.pdf (See appendix)

### **F.5. Alumni and Employer Surveys**

No program has done an alumni survey on this campus (Personal Communication, S. Todd, 2017). The graduate survey is the standard used on our campus (please refer to F.4 for this data).

Attached are Employer Surveys for the last three classes. The students evaluated are a combination of VT students as





well as students in the AAS program. The data reported on these surveys indicate that our students perform at entry level.

#### **File Attachments:**

1. 2015 Employer Survey results.xlsx (See appendix)

2. 2016 Employer Survey results.xlsx (See appendix)

3. 2017 employer survey results.xlsx (See appendix)





# Section G: Use of Assessment

### G.1. Dissemination of Results

The Vet Tech B.S. Curriculum Coordinator will gather completed evaluations, and create a summary report highlighting the identified strengths and weaknesses of the review. The Program Review, evaluations, and summary will be shared with the Faculty, Dean, Provost, and President. This report will be delivered within a month of the completion of the evaluation process.

The summary report will also be disseminated to Advisory Board members. As meetings are generally in May, this report may be delivered almost a year after it has been completed.

### G.2. Planning Process

We are anticipating strong feedback from our reviewers, which will inform our plan to implement any changes necessary. This section cannot be completed until that point. However, it should be noted that even the completion of this self-study by the Department Chair has highlighted important issues within the program. From our perspective, goals and needs include:

- 1. Continued improvement of the assessment process
- 2. Meaningful review and improvement of curriculum, to meet needs of future employers (e.g., further addition of appropriate program electives)
- 3. Separation of students in the BS from the students in the AAS in order to improve the assessment data of these two programs.
- 4. Better communication with graduates so that they will complete the graduate survey

We are looking forward to reviewer feedback to add to this list.

### G.3. Most Recent Evaluation

Since this is a new program, this is the first Assessment in the Major that has been done. As stated previously, however, the AAS program makes up a large portion of the VT program and contains all of the core courses in veterinary technology. This program (the AAS in Veterinary Science Technology) was reviewed in September 2016 through a full on site review method of the American Veterinary Medical Association and consequently recieved full accreditation status. Attached here is the Self Study report for this program review.

### File Attachments:

1. 2016 Self Study.docx (See appendix)



# **Section H: Conclusions**

### **Markov H.1. Reviewers' Comments**

Form: Assessment in the Major External Reviewer Recommendations (See appendix)

#### **File Attachments:**

1. AIM- BS External Review - Chambliss.docx (See appendix)

2. AIM- BS External Review - Irwin.docx (See appendix)

The reviewers complete reports are attached. I have included their summaries below.

Dr. Chambliss:

Strengths of Program:

- 1. Experienced, dedicated and knowledgeable faculty
- 2. Strong AAS curricular foundation that supports the advanced degree curriculum in the profession program interaction
- 3. There is a solid process for program and curricular assessment in place
- 4. AVMA Full accreditation of the long standing AAS Veterinary Technology program

Weaknesses of Program:

1. Number of graduate survey responses need to be increased to make the program evaluation more effective

2. Consideration should be given to lessening the burden of advisee numbers on faculty advisors

3. Faculty numbers and teaching loads need to be closely monitored

Dr. Irwin:

Strengths of Program:

The Program has several outstanding strengths. I believe the most notable are:

- Value. A professional, accredited, AAS veterinary technology degree embedded within the BS program. This gives an additional academic credential and provides eligibility to attain licensure while students can pursue other avenues requiring bachelor's degree (e.g., employment in positions requiring a 4 year degree, or continued education to pursue a DVM).



5. Strong community and



- Student interest. Remarkable interest among students in the BS track as evidenced by enrollment numbers shifting from the AAS

- Faculty and staff. An experienced, and credentialed group of faculty and staff that are current in their field and passionate about student success. Going above and beyond to give students experience and networking beyond their basic degree (e.g., VTA, TPZ) will facilitate their success in the workplace and enhance soft skills

- Reputation. Good standing and reputation within the campus, in the surrounding community (including local shelters) and within professional circles (including employers)

Weaknesses of Program:

The Program is fairly new and as such, this is the first review and there is limited data and historical trends to follow. All early indicators so far appear positive (i.e., enrollment trends, retention, board passage rates).

While not weaknesses, I concur with the suggested recommendations in the document and will include my thoughts here:

1. Continue to improve the assessment process

2. Meaningful review and improvement of the curriculum. It will need to continually be updated to keep pace with industry advancement and changes. The Program seems to have done an excellent job of this and has excellent facilities and equipment. Investigate opportunities to enable students to pursue areas of special interests through elective course offerings

3. Separation of students in the BS from the students in the AAS to improve the assessment date of the two programs. Depending on how data is tracked and recorded, perhaps students could be flagged in Banner upon matriculation to enable comparative reports to be run

4. Better communication with graduates so that they will complete the graduate survey. In our program, we've used some social media to maintain contact after graduation (i.e., a graduates Facebook group).

Additionally, I recommend that this Program review give particular consideration to:

1. The recommendations of the accreditation report since the AAS provides the core of the BS and accreditation is essential to graduate licensure. In particular, curriculum updates and the maintenance of appropriate enrollment and class size will be essential to ensuring students can learn and practice the applied aspects of the field. This will connect directly with the graduate and employer feedback of the future.

2. Implementation and tracking of SLOs. Continue to develop the curriculum map to implement and track the SLOs within program coursework.

3. Monitor societal changes. Graduate wages ranged from between \$11 and 18/hour with the average being somewhere around 13-15. NYS is moving to a \$15/hour minimum wage. This may have impact on the veterinary field within the state and have consequences to employer needs and expectations.

4. Seamless continuation of the Program. As several faculty approach retirement, new hires will be required that can maintain the high standards of the Program while integrating the two VT programs.

### 4 H.2. Discussion of Conclusions

The VS Program appreciates the input from our program reviewers and the timeliness in which the completed the review, their conclusions were somewhat similar. We feel that the self-study acurately reflects the Veterinary Science Bachelors of Science Degree Program. The assessment process was a value to the program, since it did bring to light strengths as well as weaknesses which might otherwise be overlooked.

Both reviewers found considerable strenghts in the Program, which we hope to build upon. Future plans for the Program will include:

\*Continuation of the assessment cycle, with special focus on aligning institutional, program and course outcomes.

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\*Continue to develop the Program mapping to track SLOs within program coursework.

\*Continue to develop approrpriate upper level program electives for BS students.

\*Investigate ways to separate the AAS and BS students to improve the assessment data of the program.

\*Find a better way to administer a graduate survey in order to receive more responses. Current response rate is so low the data is not usable.

### 4 H.3. Decisions Made

There is no decision to make major changes to the Program.

### **4** H.4. Evaluation of Evaluating

The Assessment in the Major for this Program will be completed on its next cycle. However, program assessment is ongoing and reports will be developed annually. The faculty will be working on the goals for program improvement listed in section H.2.





# Appendix

- A. CURRENT 2278 CHECKSHEET '15.doc (Microsoft Word)
- B. Evaluation of Employees.pdf (Adobe Acrobat Document)
- C. Vet Sci Rank Matrix F '15.docx (Word Document (Open XML))
- D. Veterinary Technology Assessment Report 1 '17.pptx (PowerPoint Presentation (Open XML))
- E. Vet Tech Assessment 2017.pptx (PowerPoint Presentation (Open XML))
- F. Vet Tech BS Assessment Map.pdf (Adobe Acrobat Document)
- G. Student\_Opinion\_Survey\_2015\_Summary.pdf (Adobe Acrobat Document)
- H. Graduate Surveys.pdf (Adobe Acrobat Document)
- I. 2015 Employer Survey results.xlsx (Excel Workbook (Open XML))
- J. 2016 Employer Survey results.xlsx (Excel Workbook (Open XML))
- K. 2017 employer survey results.xlsx (Excel Workbook (Open XML))
- L. 2016 Self Study.docx (Word Document (Open XML))
- M. Assessment in the Major External Reviewer Recommendations (Form)
- N. AIM- BS External Review Chambliss.docx (Word Document (Open XML))
- O. AIM- BS External Review Irwin.docx (Word Document (Open XML))