# UNIT NAME: Ce – Certified VeterinARY ASSISTANT review contact: tIFFANY HEITZ

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**GUIDELINES**

**Time Frames:**

1. **Scope**:

The time frame of program review is five years, including the year of the review.

Data being reviewed for any item should go back the previous four years, unless not available.

1. **Deadline Dates**:

January 15th – Program Review Document due to Department Dean for review
February 1st – Program Review Document due to Program Review Steering Committee

1. **Years:**

Years 1 & 3 – Implement Action Plan of (CIP) and collect data

Years 2 & 4 – Analyze data and findings, Update Action Plan

Year 5 – Write Program Review of past 5 years; Write Continuous Improvement Plan (CIP) and create new Action Plan

**LENGTH OF RESPONSES:** Information provided to each question may vary but should be generally kept in the range of 1-2 pages.

**EVIDENCE GUIDELINES:** In the following sections, you will be asked to provide evidence for assertions made.

1. **Sources**: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission’s CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: effectiveness@collin.edu. Use of additional reliable and valid data sources of which you are aware is encouraged.
2. **Examples of Evidence Statements**:
3. Poor example: Core values are integrated into coursework. (Not verifiable)
4. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)
5. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)

**THE PROGRAM REVIEW PORTAL** can be found at <http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>. Please address any further questions regarding Program Review to the Institutional Effectiveness office (effectiveness@collin.edu, 972.599.3102 or 972.985.3714).

Section I. Are We Doing the Right Things?

Executive Summary:

**Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern.** Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed. Using the questions in the template as headings in the Executive Summary can provide structure to the overview.

The CVA program exists to provide high quality training to community members who wish to gain the skills and knowledge required to work in the Veterinary industry. The department contributes to the College mission and vision, displays the Core Values, and supports the Strategic Vision. The department has seen significant growth during the time of this review. Partnerships with area clinics and hospitals are thriving and help contribute to the success of the program and its students. Many efficiencies and quality-improvement initiatives have been implemented during this review cycle which have also contributed to the growth and success of the department. The current office space and laboratory space are sufficient for current use, but with the future growth of the Veterinary Technology program, we will hope to see the CVA program continue to strive.

**1. WHAT DOES YOUR PROGRAM DO?**
 **What is the program and its context?**This section is used to provide an overview description of the program, its relationship to the college and the community it serves. **Keep in mind the reviewer may not be familiar with your area**. Therefore, provide adequate explanation as needed to ensure understanding.

*Suggested points to consider:*

* *Program’s purpose (Include the program’s purpose/mission statement if one exists.)*
* *Brief explanation of the industry(s) the program serves*
* *Career paths and/or degree paths it prepares graduates to enter*
* *What regulatory standards must the program meet (THECB, Workforce, external accreditation)*
* *Program outcomes or marketable skills*

**Purpose**: The purpose of Certified Veterinary Assistant program is to offer high-quality courses which provide students with the skills and knowledge needed to work in the healthcare industry. The program was designed based on requirements set by the Texas Veterinary Medical Association to offer students the educational support needed to begin their career in the veterinary field. Students can gain workforce experience with area hospitals to complete the required TVMA CVA Level 1 checklist to be eligible for examination.

**Services and Products**: Courses offered through CEHS include:

* Introduction to Veterinary Technology
* Veterinary Front Office
* Veterinary Assistant Practicum

**Service across district**: Courses in the CVA program are primarily held at the Courtyard Center. Courses are occasionally offered at the CHEC, and have been offered at CPC and Rockwall. The Program Manager for Veterinary Assistant is located at the Courtyard Center. The CVA Program will move to the Wylie Campus in FY2021.

**Service across the community:** The CVA Program has signed affiliation agreements with over 10 community facilities. Top-performing students are placed in these facilities to complete externship hours. Community facilities who host students are able to provide feedback on the abilities of the students, and we use that information to alter our training programs. The program also allows these facilities to get to know the students, their abilities, and work ethic, to determine if they want to offer them a position. It provides the facility more information about the student beyond what they would learn in an interview. Many facilities chose to host students as a screening for their employment decisions. There have been many scenarios where our community partners also send their employees through our program for training.

**Regulatory standards**: The department is responsible for meeting standards set by the college, SACSCOC, THECB, the CEHS Advisory Committee, and a variety of industry-specific credentialing agencies. All CVA courses are developed and maintained in accordance with Guidelines for Instructional Programs in Workforce Education (GIPWE) and the Workforce Education Course Manual (WECM). Particular emphasis is placed on all courses being eligible for inclusion in the CBM-00A (Students in Non-Semester Length Courses Report) submitted quarterly to the Coordinating Board.

Industry-specific credentialing agencies include:

|  |  |  |
| --- | --- | --- |
| **Agency** | **Course** | **Requirement** |
| Texas Veterinary Medical Association | Certified Veterinary Assistant | The TVMA requires students to complete a checklist of skills and have that checklist validated by a Doctor of Veterinary Medicine, or a Licensed Veterinary Technician. In addition, students must complete 500 hours of Practicum experience. Upon completion, students submit the application for examination to become a Certified Veterinary Assistant, Level 1. The CEHS Veterinary Assistant Program has been meeting this standard since the program inception in 2012.  |

## 2. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN.

* **Provide program-specific evidence of actions that document how the program supports the College’s** [**mission statement**](https://www.collin.edu/aboutus/)**:** “*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*

Between FY2014-FY2018, the Certified Veterinary Assistant program has educated more than 305 students in courses designed to develop skills, strengthen character, and challenge the intellect. Students in this time period have spent more than 93,886 hours in training courses. Most courses lead to industry examinations which provide a validation of the education students receive through the CVA programs offered at Collin College.

Students will be taught the following marketable skills:

1. Introduction to Veterinary Technology:
* Help educate clients on preventative care for their pets
* Perform physical exams
* Help perform laboratory diagnostics
* Administer some medications
1. Veterinary Front Office
	* 1. Interviewing skills
		2. Resume building
		3. Customer service in the veterinary industry
		4. Exposure to veterinary computer software skills
		5. Applying veterinary ethics
2. Veterinary Assistant Practicum
	* 1. Completing all skills on the TVMA checklist
		2. Applying knowledge in a veterinary clinic
		3. Utilize the knowledge and skills they gained from courses
* **Provide program-specific evidence that documents how the program supports the College’s strategic plan**: <https://www.collin.edu/aboutus/strategic_goals.html>.

*Suggested/possible points to consider:*

* *What evidence is there to support assertions made regarding how the program relates to the mission and strategic plan?*
* *Think broadly- increasing completion, etc.*
* *Analyze the evidence you provide. What does it show about the program?*
	+ Strategic Goal # 4 states: Expand Career and Technical Programs and Training Offerings in Alignment with current and future Regional Labor Market Demand and Become the Customized Training Provider of Choice for Additional Employers.
		- Based off a projected 5% growth year over year from 2014-2018, we exceeded that goal. In 2018 we were projected to have 141 students, but we ended up growing to 179 students.

Academic Excellence:

* + In June of 2016, the CE Health Sciences Advisory Committee voted to approve an increase in standard for our coursework. We altered our requirements for students to earn a Pass Competency. Prior to that year, students needed to average a 70% on their course assessments. Starting in FY2017, we raised the standard on academic excellence in our programs to require a 75% on course assessments. This was effective for the CVA courses. Outcomes are not available at this time, as grade information for CE courses was not readily available in Banner until Spring of 2019.

Learning:

* + The Practicum course has selective admission, so the majority of our students have made a financial and personal commitment to learning prior to the first day of class. Historically, CE Health Science has anecdotally observed that students are more committed to learning when they are financially vested in a course. Therefore, requiring a personal investment should indicate increased willingness for the student to learn.
	+ A curriculum improvement was made in FY17 to our Dental Assistant and Medical Assistant programming to include mandatory essays. The essays help ensure our students are capable of communicating effectively through written word. The increase in standard for these classes is another example of our courses contributing to the improvement of the student and their ability to learn.
	+ Students in the CVA courses are required to attend class at least 90% of the time in order to be eligible for a Pass Competency. In addition, they must meet the 75% competency requirements of that particular course. Maintaining both attendance and competency requirements ensures the student has learned the course material.

Integrity: CEHS does not discriminate on the basis of race, color, religion, age, sex, national origin, disability or veteran status. Most of our courses are open enrollment, meaning that any student is able to enroll and attend class in attempt to gain the skills and education provided. For the classes that are not open enrollment, a simple pre-admission application requiring vaccines, background check, and drug screen is required. This pre-admission application is non-discriminatory and allows for any student who completes the requirement to be given the opportunity to learn.

Creativity and Innovation:

* + In 2018/19 we purchased a computer software program called Avimark to allow the students an opportunity to work with one type of veterinary software program.
	+ In 2018 we added the vendor Henry Schein Vet to purchasing so we can now purchase vet related products. This has allowed us to expand our curriculum and lab activities, such as bandaging materials, laboratory diagnostics, and physical restraint with stuffed models.

Service and Involvement: Staff in CVA are participative in many college service projects and committees. For example,

* + Kimberly Head participates on the Veterans Advisory Committee, and is an Associate Chair of the Discipline Appeals Committee
	+ Majority of the CVA PT instructors are active in the CVA committees: Rhonda LaBelle and Jeni Sagaribay
	+ In 2018 Tiffany Heitz started the Angel tree for Collin Animal Services which helps gather donations for their shelter pets. Students participate in the collection.
	+ Tiffany Heitz is part of Staff Council and Leadership Wylie
	+ The CE Health Science department is increasing its opportunities for students to participate in service activities.

Dignity and Respect:

* + During the 2017 district-wide survey of service units, CEHS received a 4.79/5 score on the question “Is the staff courteous?” This provides evidence that the CEHS staff interacts with internal customers using dignity and respect. End of course survey responses.
	+ In Previous FY, 2018 and older, our student evaluations included the question: “The instructor treats students with respect”. Looking back at the past years, our students have always answered strongly agreed or agreed. There were no instances of students selecting “Disagree” or “Strongly Disagree.”

## 3. Why we do the things we do: Program relationship to student demand

##  Make a case with evidence to show that students want the certificate and are able to complete the program.

## *Suggested/possible points to consider:*

## *The number of students who completed the award in each of the last 5 years. What is the enrollment pattern? (Declining, flat, growing, not exhibiting a stable pattern.) Please explain.*

## *What are the implications for the next 5 years if the enrollment pattern for the past 5 years continues?*

* *Analyze the evidence you provide. What does it show about the program?*
	+ In 2017 we saw a significant increase in our TVMA CVA Level 1 certificate passers.
		- 2014 -12, 2015 -10, 2016- 6, 2017-17, and 2018-20
	+ With the growth the program, in Fall 2016 we added our second section. For 4 years before we had only functioned with one offering.
	+ At that time we began offering our program at other campuses to reach more students. Reaching campuses like the Rockwall Center, CHEC, and SC.
	+ In the Spring of 2018 we offered our first online Introduction to Veterinary Technology program to reach the growing distant learning population.
	+ As previously stated, our growth has exceeded the 5% year over year.
	+ If this program did not exist, about 150 students each year would miss out on the opportunity to gain the knowledge needed to prepare them for an entry level position in the veterinary field. In addition to that, our program helps place these students in hospitals to put these skills to use and build their resumes to find a career in veterinary medicine. This course is a building block for their career paths.
		- We would also lose out on about 255k in tuition.
		- Our industry would also lose out on educationally trained vet assistants.
	+ Over the next 5 years, the program will likely experience a drop in enrollment as the College will be offering an AAS in Veterinary Technology. It is anticipated that students will choose the Vet Tech degree over the CVA program Certificate.

**4. Why we do the things we do: Program relationship to market demand**

**Make a case with evidence to show that employers need and hire the program’s graduates.**

**Some resources to utilize for information could be: Texas Workforce Commission, JobsEQ, O\*Net, TexasLMI**

*Suggested/possible points to consider:*

* + *How many program-related, entry-level jobs are available in the DFW Metroplex for people with a certificate?*
	+ *What competing programs are in the area, and how does Collin compare?*
	+ *What proportion of the program’s graduates found related employment within six months of graduation?*
* *What changes are anticipated in market demand in the next 5 years? Do program completers meet, exceed, or fall short of local employment demand? How will the program address under- or over-supply?*
* *Identify and discuss the program’s strengths and weaknesses related to market demand.*
	+ The Veterinary Assistant industry has a bright outlook. According to OnetOnline.org, there are over 1,000 projected job openings in Texas every year. There is also a 25% 10-year growth projection. They do not provide granular data for North Texas or Collin County.
	+ According to <https://www.bls.gov/news.release/archives/ocwage_03302016.pdf> there were just over 75,000 positions for Veterinary Assistants and laboratory animal caretakers in 2015. In 2018, that number became over 89,000 (<https://www.bls.gov/oes/current/oes319096.htm>) for a growth rate of 18.678%.
	+ Our program grew 54% during this review period, which exceeds industry growth.  This is mainly due to the addition of a full time Program Manager who was devoted to this program.
	+ Another program in our area is UTA, but it is now only offered online.
		- The fee at UTA is $1,995.00 and it is unclear if the students are given the same certification as our students granted by the Texas Veterinary Medical Association (TVMA).
		- At this point in time, we are the only on campus program in the DFW area offering a TVMA certification.
	+ In 2019, with feedback from our students, we stopped requiring Health Career Success as a course in our CVA program. We began requiring Veterinary Front Office instead. This course met standards that helped with the TVMA examination, prepared for their externship, and interview readying.
	+ CE Health Science does not collect data regarding student employment after graduation. Our metrics focus on job availability and student pass rate.

Section II. Are We Doing Things Right?

**5. How effective is our curriculum, and how do we know?**

**A. Make a case with evidence that there are no curricular barriers to completion. Review data related to course enrollments, course retention rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion.**

*Suggested/possible points to consider:*

* *Number of students who completed the program awards in each of the last 5 years? If the number of graduates does not average 5 or more per year, describe your plan to increase completions and address this issue in the Continuous Improvement Plan (CIP).*
* *At what point(s) are substantive percentages of students dropping out of the program? Use data to examine enrollment flow through the program curriculum. Does the data suggest any curricular barriers to completion? Address problems in the CIP.*
* *Review course enrollment patterns, course retention rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion. Address problems in the CIP.*
	+ In 2017 we saw a significant increase in our TVMA CVA Level 1 certificate passers.
		- 2014 -12, 2015 -10, 2016- 6, 2017-17, and 2018-20
	+ Historically, there was a low rate of retention from the Introduction to Veterinary Technology class into the Practicum class. We have identified and overcome several roadblocks we felt were contributing to this low retention rate. One roadblock was the lack of a single repository for student documentation and paperwork process. That process has been streamlined and assigned to a single staff member. More frequent communication has been implemented with the students to ensure their questions are answered in a timely manner.

**B. Show evidence that the THECB standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance.**

1. **Contact Hour Standard: There are no more than 779 contact hours in the program plan.**Number of contact hours in the program plan: \_\_\_\_\_\_502\_\_\_\_\_\_\_\_\_.
If there are more than 779 contact hours in the plan, show revised certificate plans.
2. **Completers Standard: Average 25 completers over the last five years or an average of at least five completers per year.**
Number of completers: \_\_76\_\_\_\_\_\_ in last five years.
If below the state standard, attach a plan for raising the number of completers by addressing barriers to completion and/or by increasing the number of students enrolled in the program. Definition of completer—Student has met the requirements for a certificate (Level I or II).
3. **Licensure Standard: 90% of test takers pass licensure exams. CVA Students take a Certification Exam. Data provided is relating to that Exam.**If applicable, include the licensure pass rate: \_\_\_\_\_\_86%\_\_\_\_\_\_\_\_\_\_
For any pass rate below 90%, describe a plan for raising the pass rate.
	* In 2018, we began offering a review before the exam on the test day which has significantly increased our pass rates.
	* In 2019, we built a canvas course that offers all testers study material. They get this in addition to the review before the exam.
4. **Retention Standard: 78% of students enrolled in program courses on the start date should still be enrolled on the last class day (grades of A through F).**Include the retention rate: \_\_\_\_\_\_N/A\_\_\_\_\_\_\_\_\_\_
If the retention rate is below 78%, describe a plan for raising the course completion rate.
* CE classes do not have an option to allow students to “drop.” All students who are registered on Day 1 will be registered on the last day unless they have been approved for medical withdrawal. Retention rate will effectively by 100%.

**C. Make a case with evidence that the program curriculum is current.**

*Suggested/possible points to consider:*

* *How does the program curriculum compare to curricula at other schools? Review programs at two or more comparable colleges. Discuss what was learned and what new ideas for improvement were gained.*
* *How does the program curriculum align with any professional association standards or guidelines that may exist?*
* *Is the curriculum subject to external accreditation? If so, list the accrediting body and the most recent accreditation for your program.*
* *If the program curriculum differs significantly from these benchmarks, explain how the Collin College curriculum benefits students and other college constituents.*
	+ Another program in our area is UTA, but it is now only offered online and is not affiliated with the TVMA. Any comparison would not yield effective ideas for improvement, as our goal is to get students Certified through the TVMA.
	+ TVMA offers a training manual and we use this as a resource when building our curriculum along with a textbook from Elsevier, Veterinary Assisting Textbook 2nd Edition by Sirois.
	+ We have no accrediting body.
	+ The Advisory Committee plays a major role in the review and currency of the program curriculum. They provide us information at each meeting regarding industry standards and any change to the role played by a CVA.

**D. Present evidence from advisory committee minutes, attendance, and composition that the advisory committee includes employers who are actively engaged on the committee and who are representative of area employers.**

1. How many employers does your advisory committee have? \_\_\_\_\_\_\_\_10\_\_\_\_\_\_\_\_\_\_\_

2. How many employers attended the last two meetings? \_\_\_9\_\_\_\_\_\_\_\_\_\_

3. How has the advisory committee impacted the program over the last five years (including latest trends, directions, and insights into latest technologies)?

* Our committee has helped with enrollments by marketing our program. They host our students for Practicum, and provide feedback used for curriculum changes. They were also invaluable in the development of the Veterinary Technology program
1. Briefly summarize the curriculum recommendations made by the advisory committee over the last five years.
	* Adding in certain techniques for our students to be ready on day one.
	* Asking for more role playing to give the students confidence when speaking with doctors, technicians, and clients
	* Recommend the purchase of specific lab equipment to boost learning.
2. **For any required program course(s) where there is a pattern of declining annual enrollment, explain your plan to grow enrollment and/or revise the curriculum.**
	* Historically, there was a low rate of retention from the Introduction to Veterinary Technology class into the Practicum class. We have identified and overcome several roadblocks we felt were contributing to this low retention rate. One roadblock was the lack of a single repository for student documentation and paperwork process. That process has been streamlined and assigned to a single staff member. More frequent communication has been implemented with the students to ensure their questions are answered in a timely manner.
	* Consistently, we have had low numbers transitioning from Introduction to Veterinary Technology to Veterinary Assistant Practicum. I feel there were several roadblocks for students in the previous years. (prior to 2018). We have now set specific prerequisites. Only one person managing all student documents and placements. Frequent communication with the students about externship prior to enrollment time.

### F. Make a case with evidence that the program is well managed.

### *Suggested/possible points to consider:*

* *Average Class Size*
* *Unduplicated, actual, annual enrollment data*
* *Identify all courses that have a pass rate below 75%. Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students in courses with low pass rates. Explain what instructional and/or other intervention(s) might improve pass rates for each identified course.*
* *Contact hours (if any) taught by full-time program coordinator*
* *Student satisfaction: What evidence do you have that students are satisfied with the program? What kinds of complaints are made to the director by program students?*
* The average class size is about 8 students
* We use our student evaluations to check for student satisfaction every term. The Program Manager reads through each survey to see each student’s response about their experience with the text, classroom experience, and instructor. There have not been any negative responses from the students on these surveys.

**6. How effectively do we communicate, and how do we know?**

**A. Make a case with evidence that the program literature and electronic sites are current, provide an accurate representation of the program, and support the program’s recruitment plan, retention plan and completion plan.**

*Suggested/possible points to consider:*

* *Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
* *Designate who is responsible for monitoring and maintaining the unit’s website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*
* Each program manager has been trained to update their own programs website and it now can be done in a timely manner. The managers receive feedback from students and other users and utilizes that feedback to make changes to ensure the information on the site is thorough, current, and clear.
* See 6B for more answers to these questions.

**B. Describe the process used to keep all program literature (course descriptions, award plans, catalog entries, etc.) and electronic sites updated and aligned with College literature and sites.**

* As of January 2019, we have a new website that is much more user friendly. It is easier for students to navigate and much easier to update ourselves.
* Currently we don’t directly solicit student feedback regarding the website or literature. This is a weakness, and we are actively seeking resolution. Many of the changes we make to our literature and website are in response to a student who cannot find something, or has found something that isn’t accurate. When we have a student on the phone or in person who is struggling to find something on the website, we walk them through the steps to find what they need. When a student contacts us with questions about something they found, we ask them how they got to that page. Often, it is old information, and once we identify the path, we make a request to have it removed. The difficulty is when students use the Search feature. It can, and often does, pull documents from years past. Sometimes there are no dates on the document, or the student doesn’t pay attention to the dates, and it causes confusion. We actively request removal of any old documentation that we are made aware of.
* Each program manager has been trained to update their own programs website and it now can be done in a timely manner.
* Due to the nature of CE courses being offered more frequently (ie. Not following the credit-semester model), literature and sites have to be reviewed consistently. It is an ongoing, constant process, rather than a single event each year.

**C. In the following Program Literature Review Table, document that the elements of information listed on the website and in brochures (current academic calendars, policies, course syllabi, program handouts, program tuition costs and additional fees, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, relevance, and are readily available to students and the public.**

### Program Literature Review Table

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | Type (i.e. URLs, brochures, handouts, etc.) | Date of Last Review/Update |  | Responsible Party |
| CE Printed Schedule | The CE Schedule is published, printed and distributed three times a year to over 240,000 Collin County homes: Fall, Winter/Spring, & Summer.Current edition is available here: <http://www.collin.edu/ce/pdf/Collin-CE-Schedule-Spring-19.pdf>  | This document is developed three times a year and requires cross-departmental collaboration, as well as engagement with our Public Relations Department. | 🗹Current🗹 Accurate🗹 Relevant🗹 Available | Marketing & Public Relations Director, Continuing EducationDirector, CEHS |
| Flyers  | We have developed flyers for most of our major programs, and have the .pdf and/or .doc versions available to make updates as needed.  | Ongoing updates, as needed | 🗹 Current🗹 Accurate🗹 Relevant🗹 Available | Director, CEHSStaff, CEHS |
| Health Science Brag Book | brochure |  | 🗹 Current🗹 Accurate🗹 Relevant🗹 Available | All Health Science DirectorsDean, Health Science |
| Externship checklist | One page word document developed to act as a guide for students.  |  | 🗹 Current🗹 Accurate🗹 Relevant🗹 Available | Program Manager |
| Practicum application | These documents are published to the website and are made available as printed copies in the CEHS office suite. |  | 🗹 Current🗹 Accurate🗹 Relevant🗹 Available | Program Manager |
|  |

## 7. How well are we leveraging partnership resources and building relationships, and how do we know?

**Partnership Resources: On the table below, list any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the service unit outcomes.**

### Partnership Resources Table

|  |  |  |
| --- | --- | --- |
| Partner | Description (See Points to Consider) | How is it Valuable to the Program? |
| Premier Vet Hospital Rockwall, TX | Animal Hospital that hosts our Veterinary Assistant students  | This hospital hosts our Veterinary Assistant externship students. |
| PetVet and Shot SpotDFW, TX | Animal Hospital that hosts our Veterinary Assistant students  | This hospital hosts our Veterinary Assistant externship students. |
| Idexx | Company that provides expired equipment for our Veterinary Assistant students to practice using | Having expired equipment is beneficial to learn how to use it before doing the real thing for real laboratory diagnostics |
| E. Plano Murphy Pet Hospital  | Animal Hospital that hosts our Veterinary Assistant students  | This hospital hosts our Veterinary Assistant externship students. |
| Hooves and Paws Animal Hospital  | Animal Hospital that hosts our Veterinary Assistant students  | This hospital hosts our Veterinary Assistant externship students. |
| Timber Ridge Animal Medical Center, Allen, TX | Animal Hospital that hosts our Veterinary Assistant students | This hospital hosts our Veterinary Assistant externship students. |
| Animal Hospital of Collin County | Animal Hospital that hosts our Veterinary Assistant students | This hospital hosts our Veterinary Assistant externship students. |
| Legacy Animal Hospital, Plano, TX | Animal Hospital that hosts our Veterinary Assistant students | This hospital hosts our Veterinary Assistant externship students. |
| Dallas Veterinary Clinic, Dallas, TX | Animal Hospital that hosts our Veterinary Assistant students | This hospital hosts our Veterinary Assistant externship students. |
| Murphy Road Animal Clinic, Murphy, TX | Animal Hospital that hosts our Veterinary Assistant students | This hospital hosts our Veterinary Assistant externship students. |
| Blackstone Animal Hospital, Frisco, TX | Animal Hospital that hosts our Veterinary Assistant students | This hospital hosts our Veterinary Assistant externship students. |

8. What professional developmental opportunities add value to your program? Provide a List of professional development activities employees have participated in since your last program review**.**

 **Employee Resources Table**

|  |  |  |  |
| --- | --- | --- | --- |
| Employee Name | Role in Program | Professional Development Summary | How is it Valuable to the Program? |
| Tiffany Heitz | Program Manager – Certified Veterinary Assistant | LVT | * Recover, BLS, 2018
* Fear Free Certification, June 2018
* MedVet CE Event, April 2018
* New York Vet, November 2019
 |
| Rhonda LaBelle | Part Time Instructor | LVT | * Exotics Con conference
* Fear Free Veterinary
* Professional certification Art & Science of Animal Training conference
* Cockatoo Downs Avian Behavior and Learning seminar
* Southwest Veterinary Symposium
 |
| Hillary Crist | Part Time Instructor | LVT | * TVMA Conference, Feb 2019
 |

All professional development activities attended by these individual are unique to the veterinary field. They provide information from education sessions, networking, and literature that are used by the program to ensure that graduates are prepared to work in the industry.

**9. Are facilities, equipment, and funding sufficient to support the program? If not, please explain.**

**[OPTIONAL—Only respond to prompt 9 if you are requesting improved resources for your program. If current facilities and budget are adequate, please proceed to prompt 10.]**

**Make a case with evidence that current deficiencies or potential deficiencies related to facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the service unit or student success.** As part of your response, complete the resource tables, below, to supportyour narrative.

*Possible points to consider:*

* *The useful life of structure, technologies and equipment*
* *Special structural requirements*
* *Anticipated technology changes impacting equipment sooner than usual*
* Collin College will be offering an AAS in Veterinary Technology in the Fall of 2020 at the Wylie Campus. At that time, the CVA program will transition into that department. The two programs have a lot of shared equipment, and the Veterinary Technology program will expand on the equipment available to the CVA students.
* Prior to the implementation of the AAS degree, the equipment and facilities have been adequate for the CVA program.

**Equipment/Technology Table**

|  |  |  |  |
| --- | --- | --- | --- |
| Significant Pieces of Equipment | Description (i.e. Special Characteristics) | Meets Needs (Y or N):Current For Next 5 Years | Analysis of Equipment Utilization |
| Microscopes and slides | Slides for parasites, etc. | Y | N |  |
| CPR dog |  | Y | N |  |
| Blood draw dog manikin |  | Y | N |  |
|  |  |  |  |  |

### Financial Resources Table

|  |  |  |  |
| --- | --- | --- | --- |
| Source of Funds(i.e. college budget, grant, etc.) | Meets Needs (Y or N):Current For Next 5 Years | For any no in columns 2 or 3, explain why | For any no in columns 2 or 3, identify expected source of additional funds |
| College Budget | Y |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Section III. Continuous Improvement Plan (CIP)

**10. How have past Continuous Improvement Plans contributed to success?**

Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the program evaluates the data collected during the CIP process.

**Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your program over the past 4 years (your last program review can be found on the Program Review Portal):**

* 1. **Student Learning Outcomes/Program Competencies**
	2. **Overall improvements to your program**

Per the 2013 Program Review for Continuing Education, the CIP for 2014-2018 was: “Over the next five years Continuing Education will focus on one primary continuous improvement plan which will be to grow contact hours. Since the central funding source for community college CE programs is through base-year contact hours, it is imperative for CE to increase the state-funded contact hours by offering additional courses and programming, combining courses into certificate series, identifying and reaching new unserved and underserved markets, expanding online course offerings, and in other ways that have yet to be developed and planned.”

**\*Please attach previous CIP Tables in the appendix**

**11. How will we evaluate our success?**

As part of the fifth year Program Review, the program should use the observations and data generated by this process along with data from other relevant assessment activities to develop the program’s CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the program accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

**Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the personnel intend to take to capitalize on the strengths, mitigate the weaknesses, and improve student success. Provide the rationale for the expected outcomes chosen for the CIP.**

* We need to work on our completers each FY
* We need to work on our licensure/certificate pass rate average and get it over 90%

**12. Complete the Continuous Improvement Plan (CIP) tables that follow.
NOTE: Please contact Institutional Effectiveness if you need assistance filling out the CIP tables.**

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities, **including at least one student learning outcome**, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

**Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

|  |  |  |
| --- | --- | --- |
| **A. Expected Outcomes**Results expected in this program(e.g. Students will learn how to compare/contrast theories; Increase student retention in PSYC 2301) | **B. Measures**Instruments/processes used to measure results(e.g. surveys, end of term class results, test results, etc.) | **C. Targets**Level of success expected(e.g. 80% success rate, 25 graduates, etc.) |
| Pass rates for TVMA Level 1 exam | Certificate Exam Pass rates | 90% pass rate or higher average over the next 2 years. |
|  |  |  |
|  |  |  |
|  |  |  |

**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *You must have at least one student learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose up to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcomes** -Results expected in this program (from column A on Table 1 above--e.g. Students will learn how to compare/contrast Conflict and Structural-Functional theories; increase student retention in your program).

**B. Measures** -Instruments/processes used to measure results (e.g. results of essay assignment, test item questions 6 & 7 from final exam, end of term retention rates, etc.).

**C. Targets** -Degree of success expected (e.g. 80% success rate, 25 graduates per year, increase retention by 2% etc.).

**D. Action Plan** -Based on analysis, identify actions to be taken to accomplish outcome. What will you do? Implementation of the action plan will begin during the next academic year.

**E. Results Summary** - Summarize the information and data collected in year 1.

**F. Findings** - Explain how the information and data has impacted the expected outcome and program success.

**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make program improvements.

**Table 2. CIP Outcomes 1 & 2**

|  |
| --- |
| 1. **Outcome #1** Increase certificate pass rates for TVMA exam
 |
| 1. **Measure (Outcome #1)**

90% pass rate or higher average over the next 2 years. | 1. **Target (Outcome #1)**

90% or higher average each year |
| 1. **Action Plan (Outcome #1)**

Continue with Review course and review before the exam.  |
| 1. **Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2**
 |
| 1. **Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2**
 |
| 1. **Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2**
 |

**Table 2. CIP Outcomes 1 & 2 (continued)**

|  |
| --- |
| 1. **Outcome #2** WITH DEVELOPMENT OF VET TECH, AT THIS TIME, I ONLY WANT TO FOCUS ON ONE INITIATIVE
 |
| 1. **Measure (Outcome #2)**
 | 1. **Target (Outcome #2)**
 |
| 1. **Action Plan (Outcome #2)**

 |
| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2**
 |
| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2**
 |
| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2**
 |

**What happens next? The Program Review Report Pathway**

1. **Following approval by the Steering Committee,**
* Program Review Reports will be evaluated by the Leadership Team;
* Reports will be posted on the intranet prior to fall semester;
* At any point prior to Intranet posting, reports may be sent back for additional development by the department.
1. **Program responses to the Program Review Steering Committee recommendations received by August 1st will be posted with the Program Review Report.**
2. **Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**