PROGRAM NAME: VT CE-CERTIFIED VETERINARY ASSISTANT   **AUTHORING TEAM CONTACT: SABRINA CUMMINGS**

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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.

2. **Deadline Dates**:

    January 15th – Program Review Document due to Department Dean for review

    February 1st – Program Review Document due to Program Review Steering Committee

3. **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.
   a. **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.
   b. **Examples of Evidence Statements**:
      1. Poor example: Core values are integrated into coursework. (Not verifiable)
      2. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)
      3. 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.**

Veterinary Assistants are entry-level healthcare professionals that work in many different veterinary settings. Veterinary Assistants are there to help the veterinarians and veterinary technicians with multiple duties to ensure efficiency and optimal care for the animals. The Certified Veterinary Assistant (CVA) program offers students the opportunity to gain skills and knowledge needed to increase their chances of being hired for these entry level positions within veterinary practice or hospital. Through this training program, students receive quality training from dedicated and experienced instructors. Students learn about a number of veterinary assistant duties and jobs dedicated to treating domestic animals. The program prepares students with both administrative duties and directly assisting in medical procedures as well as providing compassionate care to animal patients. They also have the opportunity to gain hands-on training and are able to work side-by-side with a veterinary team tending to the needs of animals.

All individuals with involvement in direction and management of the program have either separated from Collin College or are on an extended leave of absence; therefore, there is a lack of institutional memory, access to data, and other files needed to draft an appropriate response to many of the items below. With the lack of data and files such as Advisory Committee minutes, many of the questions posed in the following were not elaborated further as requested in the provided recommendation. The program will need to start with a new CIP that is not be built on previous data or analysis, but will start as if the program is brand new.

COLLIN COLLEGE

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.)*
- *Program learning outcomes or marketable skills*
- *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)*

Veterinary Assistants are entry-level healthcare professionals that work in many different veterinary settings. Veterinary Assistants are there to help the veterinarians and veterinary technicians with multiple duties to ensure efficiency and optimal care for the animals. The Certified Veterinary Assistant (CVA) program offers students the opportunity to gain skills and knowledge needed to increase their chances of being hired for these entry level positions within veterinary practice or hospital. Through this training program, students receive quality training from dedicated and experienced instructors. Students learn about a number of veterinary assistant duties and jobs dedicated to treating domestic animals. The program prepares students with both administrative duties and directly assisting in medical procedures as well as providing compassionate care to animal patients. They also have the opportunity to gain hands-on training and are able to work side-by-side with a veterinary team tending to the needs of animals.

The Collin College Veterinary Assistant Program is 502 hours that can be completed in approximately one year. The course curriculum consists of 3 courses offered through CE Health Sciences; which include: Introduction to Veterinary Technology, Veterinary Front Office, and Veterinary Assistant Practicum.
Students, upon the competent completion of the curriculum, are eligible to earn a certified Veterinary Assist Level 1 certificate through the Texas Veterinary Medical Association (TVMA). 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. Though the CVA program does not have direct articulation with any college credit program at this time, this program is integral in preparing students to make important decisions about their progression in career paths related to the veterinary industry. Students are able to utilize their experience and subsequent job placement to determine if they are best suited to continue on a path toward veterinary medical school or a veterinary technology program.

Students will be taught the following marketable skills: (1.) Assist in client education on preventative care for their pets, (2.) Perform physical exams on animal patients of multiple species. (3.) Assist in laboratory diagnostics. (4.) Assist in the administration of medications to in hospital patients. (5.) Communicate effectively and professionally in a job interview. (5.) Produce a organize and professional resume to present to potential future employers in the veterinary industry. (6.) Understand the importance of customer service in the veterinary industry. (6.) Identify and apply veterinary ethical code. (7.) Successful completion of all clinic skills on the TVMA checklist. (8.) Apply classroom knowledge in a veterinary clinic/ hospital by utilizing the knowledge and skills gained from all program courses.

The CVA Program has signed affiliation agreements with over 10 veterinary clinics/hospitals in the Collin community. 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.

The program must comply with TVMA standards as they are our industry specific credentialing agency for the state of Texas. The TVMA requires students to complete a checklist of skills and have the 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. The CE Health Science 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.

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:**
  "Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect."

All individuals with involvement in direction and management of the program have either separated from Collin College or are on an extended leave of absence; therefore, there is a lack of institutional memory, access to data, and other files needed to draft an appropriate response to this item.

- **Provide program-specific evidence that documents how the program supports the College's strategic plan (either 2020 Vision or the 2020-2025 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?*

All individuals with involvement in direction and management of the program have either separated from Collin College or are on an extended leave of absence; therefore, there is a lack of institutional memory, access to data, and other files needed to demonstrate evidence of this programs support of the College's strategic plan.

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. Discuss whether or not there appears to be any disproportionate enrollment by gender, race, and ethnicity (compared to Collin College's overall student demographic distributions). If any differences exist discuss possible reasons why the gap exists, and plans to address these issues to close gaps in enrollment rates between groups of students.

Suggested/possible points to consider:
- *What is the enrollment pattern? (Declining, flat, growing, not exhibiting a stable pattern.) For required program courses where there is a pattern of declining annual enrollment, explain your plan to grow enrollment and/or revise the curriculum.*
- *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?*

All individuals with involvement in direction and management of the program have either separated from Collin College or are on an extended leave of absence; therefore, enrollment data has been lost. Projections will have to be addressed in the next five year review.

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, Burning Glass, O-Net, Texas LMI

Suggested/possible points to consider:
- *How many program-related jobs are available in the DFW Metroplex for people with a certificate?*
- *What competing programs are in the area, and how might they impact your program's enrollment?*
- *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 growth appeared to correlate with the time of the addition of a full time Program Manager who was devoted to this program.

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.

CE Health Science does not collect data regarding student employment after graduation. Our metrics focus on job availability and student pass rate. Further evidence and analysis are not available as the direction and management personal of this program during

the 5 years under review are not available for institutional memory, files, and need data at the time of these revisions. New evidence and date will have to be collected for a clearer picture of this program's relationship to market demand in the next program review.

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 program awards completed 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 retention rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion. Address problems in the CIP*

According to the Institutional Research office, some of the completion data reported during the last 5 years may have been reported inaccurately due to a misunderstanding on the program managers part of what constituted as program completion. Due to the resignation of the of the program manager and an extended leave of absence of the director of CE Health Science at the times of these revisions no files or institutional memory was available to determine accuracy of completion numbers and retention rates for data analysis to identify curriculum barriers. Moving forward to the next review cycle these numbers are being tracked closely and correctly with the guidance of the IRO to ensure that enrollment and completion barriers can be identified and address in future CIPs.

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 contact hours**   .
    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: 93% of test takers pass licensure exams.**
    If applicable, include the licensure pass rate: 86%
    For any pass rate below 93%, describe a plan for raising the pass rate.

    The CVA program has a state level certification exam rather than a licensure exam. Data provided is related to that exam. Without availability to personal with institutional memory and files related the time period being reviewed no further analysis can be made. No previous pass rates are available. Based on the following statement from the original review we can only assume that pass rate for the certification exam are on the rise but now way to verify those assumptions and state as fact:
    - 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.

    We can move forward from the pass rate percentage reported and with the knowledge of the changes implemented for future assessments and review.

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.*

Unfortunately, without availability of the personnel involved with the CVA program during the 5 years under review there is not institutional memory, or access to files that would aid in the formation of a response with evidence and analysis beyond the limited response previously given. There is not an external accrediting body associated with this program but in order for CVA students to be eligible for the state certification exam we do have to follow Texas Veterinary Medical Associations standards of essential competencies. No comparison was made with the curriculum of other programs in the area or state and other programs beyond our service district have since change their curriculum since the review period. Without this data available the program will have to begin the task of curriculum comparison and changes anew starting in FY2021.

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)?

Advisory committee members have been very willing to market our program which has likely added numbers to enrollment but specific survey data to know which students may have been steered toward our program through advisory committee members is not available through review of student course surveys or other means. Advisory committee members host our students for Practicum, and provide

feedback used for curriculum changes. However, no documentation is found on which specific members have hosted practicum students over the last five years nor how many students each member may have hosted.

4. Briefly summarize the curriculum recommendations made by the advisory committee over the last five years.

When the CVA program moved under new management past advisory committee meeting minutes were not made available in either hard copy or electronic format for further review. All that is currently know is that the committee gave some recommendations on adding certain techniques for our students to be ready with on day one after completion of the CVA program. Without copies of the meeting minutes, no specifics could be found on what exact techniques our committee had recommended. The committee at some point also requested that students be given opportunity to role play activity sot build their confidence when speaking to doctors, technicians, clients. Committee members also made recommendations for the purchase of specific lab equipment to boost learning, but without advisory committee minutes no specifics were found on which equipment was purchase. The Veterinary Technology Director was made aware of the purchase of Avimark practice management software system with CVA program funds during the 2019 budget year by the VT Clinical Coordinator prior to her resignation but no evidence is available to determine if that piece of equipment was purchased on the recommendation of the Advisory committee. Moving forward, all Advisory Committee Meeting will be available on the I: drive so that evidence of those meetings and recommendation are not misplaced.

E. Make a case with evidence that the program is well managed.
  Suggested/possible points to consider:
  * *Average Class Size*
  * *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?*

    o The average class size is about 8 students
    o 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.

Based on the above original response to the review and no evidence of any assessment evidence or documentation of instructor observations to identify the student learning outcomes that had low pass rates nor documentation of the full-time program coordinator contacts, this program viewed as poorly managed. The only evidence utilized to determine best management practices are student evaluations that were not made available to new program management from time period under review. With movement of the CVA

program to the Veterinary Technology division, a new CIP will be formed and all the above areas will be closely documented to provide evidence demonstrating a well-managed, effective program.

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.*

Currently the CVA program doesn'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.

The program manager was trained to update the program's website and it now is done in a timely manner. The managers received 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. Upon the resignation of the program manager all records of dates and times of website changes were lost along with any students' communications that could be utilized as evidence for analysis. Moving forward a new website has been constructed and a log will be made on when website changes occur and for what reason so that this information can be tracked.

Students will also be organized into focus groups multiple times each year to allow opportunity to gain feedback on multiple aspects of the program, including communication and website quality.

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.

- o 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.

- o 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.

- o Each program manager has been trained to update their own programs website and it now can be done in a timely manner.

- o 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

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 Spot DFW, 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

**For convenience, if providing a listing of professional development activities, this list may be included in this document as an appendix.

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 support your 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	None available
CPR dog		Y	N	None available
Blood draw dog manikin		Y	N	None available

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	unknown		

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

N/A

Due to the recent inclusion of the Veterinary Assistant (CE) as a discrete program in the review process, the program does not have a previous CIP. In lieu of a prior VTA CIP, the response includes the most recent CIP for Continuing Education.

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*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.

As previously mentioned, without involvement or access to previous personnel that were involved in development of this report or data available for analysis, the program CIP and action plan for the next 2 years will require new management of the program to start with a fresh set of outcomes that are built without institutional memory, files, or data of the previous 5 years of activity and assessment. New CVA program personnel will have to start square one with assessment and data collection.

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 program learning outcome (or program competency)**, 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.)
Students will learn how to use computer and network technologies to gather, analyze, and communicate information.	End of term final project in the VTHT 1070 Introduction to Veterinary Assisting course	Meet or exceed a 90% success rate of student able to complete this final project with a grade of 75% or higher.
In an effort to better align the CVA program with Collin College's Strategic Plan (SG2), recruitment efforts will be expanded to include the following: visibility on other campus and centers and outreach to high schools in the service district that do not have availability to a CVA program through their own CTE programs.	Question located on survey provided at the beginning of the VTHT 1071 course asking them to identify how they found out about the program.	Achieve 10% increase in student registered in year 1 and an additional 10% increase in students registered in the program in year 2.

Identify what proportion of the program's graduates found related employment within six months of graduation.	Survey sent to all program completers from the prior year.	Obtain a 90% response rate to completer surveys in year 1 and 95% response rate to surveys in year 2.

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 program 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

A. Outcome #1
Students will learn how to use computer and network technologies to gather, analyze, and communicate information.

B. Measure (Outcome #1)	C. Target (Outcome #1)
End of term final project in the VTHT 1070 Introduction to Veterinary Assisting course.	Meet or exceed a 90% success rate of student able to complete this final project with a grade of 75% or higher.

D. Action Plan (Outcome #1)
1. **Develop a rubric for a final project with in the VTHT 1070 that reflects assessment of a student's effort in each of the above areas: gather data, analyzing information, and communication of information.**

2. Instructors will provide detailed instructions and examples on how the student can be successful in completion of the project.
3. Ensure student have all the tools they need to be successful with the assignment.
4. Gather final project grades to assess competency and success rates.
E. Results Summary (Outcome #1) **TO BE FILLED OUT IN YEAR 2**
F. Findings (Outcome #1) **TO BE FILLED OUT IN YEAR 2**
G. Implementation of Findings (Outcome #1) **TO BE FILLED OUT IN YEAR 2**

Table 2. CIP Outcomes 1 & 2 (continued)

A. Outcome #2 In an effort to better align the CVA program with Collin College's Strategic Plan (SG2), recruitment efforts will be expanded to include the following: visibility on other campus and centers and outreach to high schools in the service district that do not have availability to a CVA program through their own CTE programs.	
B. Measure (Outcome #2) Question located on survey provided at the beginning of the VTHT 1071 course asking them to identify how they found out about the program.	**C. Target (Outcome #2)** Achieve 10% increase in student registered in year 1 and an additional 10% increase in students registered in the program in year 2.
D. Action Plan (Outcome #2) 1) Host program information sessions to local high schools 2) Add an online information session to programs website. 3) Host more event at are ISD targeting CTE student populations 4) Purchase additional promotional items for career fairs 5) Increased social media presence 6) Host multiple career events per academic year	
E. Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2	
F. Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2	

G.   Implementation of Findings (Outcome #2) **TO BE FILLED OUT IN YEAR 2**

What happens next? The Program Review Report Pathway

A. **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.

B. **Program responses to the Program Review Steering Committee recommendations received by July 31st will be posted with the Program Review Report.**

C. **Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**