

Veterinary Technology

Comprehensive Academic Program Review
2006-2007

*Associate in Science Degree in
Veterinary Technology*



Department of Institutional Research
and Effectiveness
St. Petersburg College

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Veterinary Technology
2006-2007 Comprehensive Academic Program Review
Department of Institutional Research and Effectiveness

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Executive Summary

Introduction

The program review process at St. Petersburg College (SPC) is a collaborative effort designed to continuously measure and improve the quality of educational services provided to the community.

Program Description

Graduate technicians assist veterinarians by using their scientific knowledge and skills for the benefit of society through the protection of animal health, the relief of animal suffering, the conservation of livestock resources, the promotion of public health, and the advancement of medical knowledge. The Veterinary Technology Program has been accredited by the American Veterinary Medical Association since 1978. In order to be eligible to take the Certification Exam or the Veterinary Technician National Exam, a student must graduate from an accredited program.

Program Performance

- *Actual Course Enrollment* has remained relatively stable in the Veterinary Technology program over the last two academic years, with lower enrollment during Summer sessions. Enrollment showed a decrease during 2005-2006 Fall, Spring, and Summer semesters, from the previous year.
- *Student Semester Hour (SSH) Productivity* has declined in the Veterinary Technology program over the last three semesters of 2005-2006 averaging about 0.75. The 2005-2006 Fall, Spring, and Summer semesters all showed an increase over the 2004-2005 SSH values.
- The number of *program graduates* has been increasing steadily during the last three years, increasing in 2003-2004 (78), 2004-2005 (84), and reaching a ten-year high in 2005-2006 (89).
- The vast majority of students in the program's *grade distribution* receive passing grades in the courses.
- *Adjunct faculty* taught 23.7% of the course load for the 2005-2006 academic year as compared to 17.4% for the previous year. The highest semester for the Adjunct ECHs in traditional classroom sessions, was the Spring 2005-2006 semester in which adjunct faculty taught 24.8% of the program's course load. All of the semesters were within the College's general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

Program Profitability

- The *Relative Profitability Index (RPI-T)* for the Veterinary Technology program increased in 2004-2005 (0.55), and again in 2005-2006 (0.61).





Academic Outcomes

- The *2005-2006 Academic Program Assessment Report* indicated that SPC's mean percentage scores for seven of the twelve items assessed, were above the national mean percentage scores, thus attaining the desired results.
- The *2005-2006 Academic Program Assessment Follow-up Report* will be completed by the due date of October, 2007. At that time the Action Items will be addressed.

Stakeholder Perceptions

- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Veterinary Technology program; specifically, as they relate to faculty/student interaction, course organization, course presentation, and evaluation methodologies.
- A Veterinary Technology *advisory committee* meeting was held on 4/19/07. The meeting consisted of discussions on enrollment and graduation; VTNE results; new Veterinary programs; equipment purchases; labor market data; graduate and employer surveys; and program changes.
- *Recent Graduate Surveys* were provided to the 2004-2005 graduates of the Veterinary Technology program. Fifty-nine percent (50 of the 84) graduates surveyed responded to the survey. Twenty-nine of the respondents provided permission to contact their employers.

Notable results include:

- 78.3% of recent graduate survey respondents who were employed, were employed full-time.
- 91.3% of recent graduate survey respondents had a current position related to their studies.
- 18.6% of recent graduate survey respondents thought that SPC did '*Exceptionally well*' preparing them for their current position, 58.1% '*Very well*', while 20.9% thought that SPC '*Adequately*' prepared them for their current position.
- 95.2% of recent graduate survey respondents employed in a field related to their studies believed that SPC prepared them for their chosen career.
- For hourly employees, 2.6% of recent graduate survey respondents earned \$19.50 or more per hour, 6 (15.8%) earned between \$13.86 and \$19.49 per hour, 26 (68.4%) earned between \$10.00 and \$13.85 per hour, while the remaining 13.2% earned between \$9.00 and \$9.99 per hour.
- For salary employees, 42.9% of recent graduate survey respondents earned between \$40,000 and \$49,999 per year, while the remaining 57.1% earned between \$30,000 and \$39,999.
- 72.7% of recent graduate respondent who are continuing their education are doing so in the upper division Veterinary Technology program.
- 95.6% of recent graduate survey respondents would recommend the Veterinary Technology program.





- Twenty-six *Employer Surveys* were sent out to employers based on the permission provided by recent graduates in the 2004-2005 recent graduate survey. Thirty percent (30.8%) of the twenty-six employers surveyed responded to the employer survey.

Notable results include:

- 7.1% of employers responding to the survey had graduate employees who earned between \$16.50 and \$19.49 per hour, 28.6% earned between \$13.86 and \$16.49 per hour, while the remaining 64.3% earned between \$10.00 and \$13.85 per hour.
- An employer evaluation of the graduates' general education competencies indicated that nine of the ten competency areas achieved a mean value of 6.1 or higher.

Occupation Profile

- *2005 median yearly income* for Veterinary Technology was \$25,700 in the United States, \$23,100 in the State of Florida, and \$22,900 in the local area.
- *Employment trend information* suggests a significant average annual increase (35% - 37%) in employment for the profession over the next 5 - 7 years for the country and state

State Graduates Outcomes

- *State Graduates Outcomes* data indicated that about ninety (94) students completed a state Veterinary Technology program in 2003-2004, of those almost sixty (58) had some matching state data. Ninety-seven percent (97) of those state graduates were employed at least a full quarter, while ninety-two percent (92) of SPC's Veterinary Technology graduates were employed at least a full quarter.

Summary

- The Veterinary Technology Program at St Petersburg College is one of 131 veterinary technology programs accredited by the American Veterinary Medical Association (AVMA) in the United States, Canada, and Puerto Rico. The on campus program has been fully accredited since 1978, and the distance program, is the first distance program to gain full accreditation, since 1995. Students from all over the United States and Canada have taken part in the distance program since its inception. To date, the program has had over 1500 graduates.
- The on campus program is designed to be completed in two years, after the general education requirements for graduation are completed. The distance program is designed to be completed over a three year time frame, after the general education requirements are completed. The entire program can be completed exclusively on campus or online. However, many students opt to take a combination of on campus and online courses. This flexibility in scheduling is a major advantage for our students as they balance school, family, and job responsibilities.
- The curriculum is designed to meet the requirements set forth by the AVMA's Committee on Veterinary Technician Activities and Education (CVTEA). The CVTEA is the AVMA's accrediting body. Site visits and semi-annual reports assure





that program performance and structure are consistent with accreditation requirements. The next site visit is scheduled for 2010.

- The faculty of the Veterinary Technology program consists of four full time veterinarians, four full time certified veterinary technicians, and 13 adjunct faculty, consisting of four veterinarians and nine certified veterinary technicians. All faculty teach on campus and online courses, and meet the credentialing requirements established by the Southern Association of Colleges and Schools.
- Graduate performance on the Veterinary Technician National Examination is consistently above the national average. Distance graduate performance is above that of the on campus graduates. The most significant contributing factor to the outstanding performance of the distance graduates can be attributed to the requirement that they spend at least 20 hours per week in a veterinary clinic as they learn the clinical skills and procedures required of a veterinary technician

Recommendations/Action Plan

- Program Recommendations and action plans are compiled by the Provost and Program Director, and are located at the end of the document.





SPC Mission Statement

The mission of St. Petersburg College is to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area as well as globally in program areas in which the College has special expertise. As a comprehensive, multi-campus postsecondary institution, St. Petersburg College seeks to be a creative leader and partner with students, communities, and other educational institutions to deliver enriched learning experiences and to promote economic and workforce development. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

Introduction

In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over seventy-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state, and beyond. This is due, in large part, to the College's institutional effectiveness.

Institutional Effectiveness

Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Offices of Planning, Budgeting, and Research work with all departments and units to establish measurable statements of intent that





are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

Educational Assessment

Educational programs use a variety of assessment methods to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers, and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change, the assessment strategies remain consistent and integrated to the fullest extent possible. The focus for Associate in Arts degrees is targeted for students continuing on to four-year degree programs as opposed to the Associate in Applied Science, Associate in Science, and Baccalaureate programs which are targeted towards students seeking employable skills. The General Education based assessments focus on the general learning outcomes from all degree programs, while Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans



have improved learning in their program. The College has developed an Educational Assessment Website (<https://it.spcollege.edu/edoutcomes/>) to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.

Program Review Process

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the "periodic review of existing programs" required by the State Board of Community Colleges; and exceeds the necessary guidelines within the Southern Association of Community Colleges and Schools (SACS) review procedures.

State guidelines require institutions to conduct program reviews every five years as mandated in chapter 1001.02(6) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

(6) ...The programs shall be reviewed every 5 years or whenever the state board determines that the effectiveness or efficiency of a program is jeopardized. The State Board of Education shall define the indicators of quality and the criteria for program review for every program. Such indicators include need, student demand, industry-driven competencies for advanced technology and related programs, and resources available to support continuation. The results of the program reviews must be tied to the university and community college budget requests.

In addition, Rule 6A-14.060 (5) states that each community college shall:

(5) ...Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected



outcomes are achieved, and shall be the basis for necessary improvements.

Recently, SPC reduced the recommended program review timeline to three years to coincide with the long-standing three-year academic program assessment cycle, producing a more coherent and integrated review process. Figure 1 represents the relationship between program assessment and program reviewing during the three-year assessment cycle.

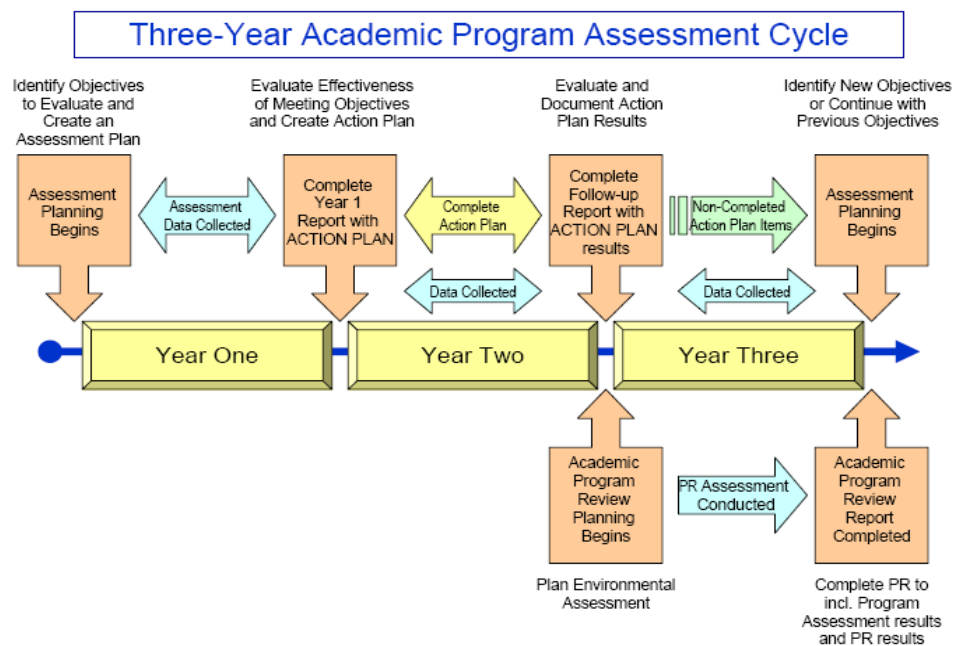


Figure 1: Three-Year Academic Program Assessment Cycle

Program Description

Graduate technicians assist veterinarians by using their scientific knowledge and skills for the benefit of society through the protection of animal health, the relief of animal suffering, the conservation of livestock resources, the promotion of public health, and the advancement of medical knowledge. The Veterinary Technology Program has been accredited by the American Veterinary Medical Association since 1978. In order to be eligible to take the Certification Exam or the Veterinary



Technician National Exam, a student must graduate from an accredited program.

The program description stated in the previous paragraph was copied from the 2006-07 SPC Catalog.

For a complete listing of all courses within the Veterinary Technology program, please see Appendix A.

Accreditation

The Veterinary Technology program was most recently reaccredited by the American Veterinary Medical Association (AVMA) May 2004. The next accreditation review is scheduled for 2010.



Program Performance

Actual Course Enrollment

Actual Course Enrollment is calculated using the sum of actual student enrollment for the courses within the program (Academic Organization Code). This number is a duplicated headcount of students enrolled in the program's core courses, and does not reflect the actual number of students enrolled in the A.S. program or its associated certificates (if applicable). Actual Course Enrollment has remained relatively stable in the Veterinary Technology program over the last two academic years, with lower enrollment during Summer sessions. Enrollment showed a decrease during the 2005-2006 Fall, Spring, and Summer semesters, from the previous year as shown by Figure 2.

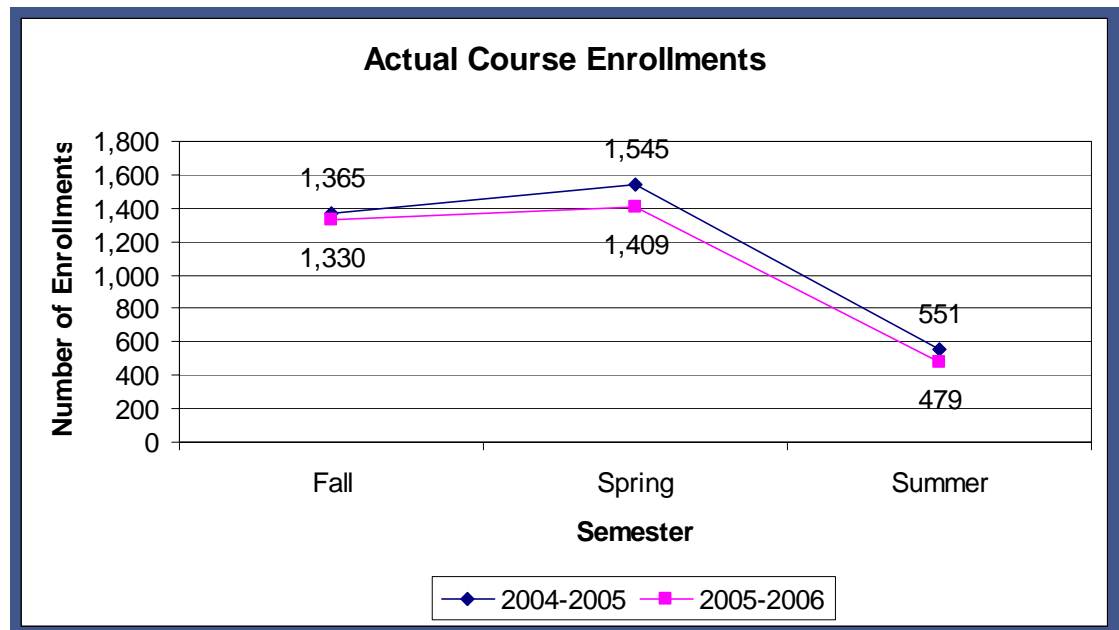


Figure 2: Actual Course Enrollments

Source: PeopleSoft Student Administration System: Course Management Summary Report (S_CMSUMM)



Productivity

Student Semester Hour (SSH) Productivity is calculated by dividing actual SSH by the budgeted SSH. SSH Productivity has declined in the Veterinary Technology program over the last three semesters of 2005-2006 averaging about 0.75 as shown by Figure 3. The 2005-2006 Fall, Spring, and Summer semesters all showed an increase over the 2004-2005 SSH values.

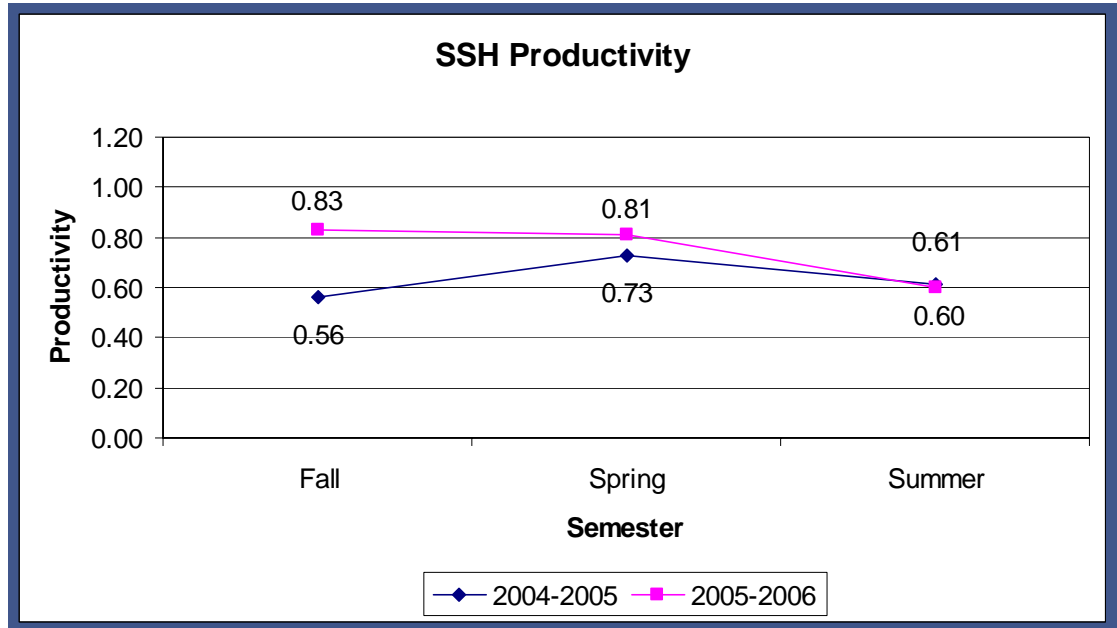


Figure 3: SSH Productivity

Source: PeopleSoft Student Administration System: Course Management Summary Report (S_CMSUMM)





Program Graduates

The number of graduates in the VETTC Associate in Science degree program has been increasing steadily during the last three years, increasing in 2003-2004 (78), 2004-2005 (84), and reaching a ten-year high in 2005-2006 (89) as shown by Figure 4.

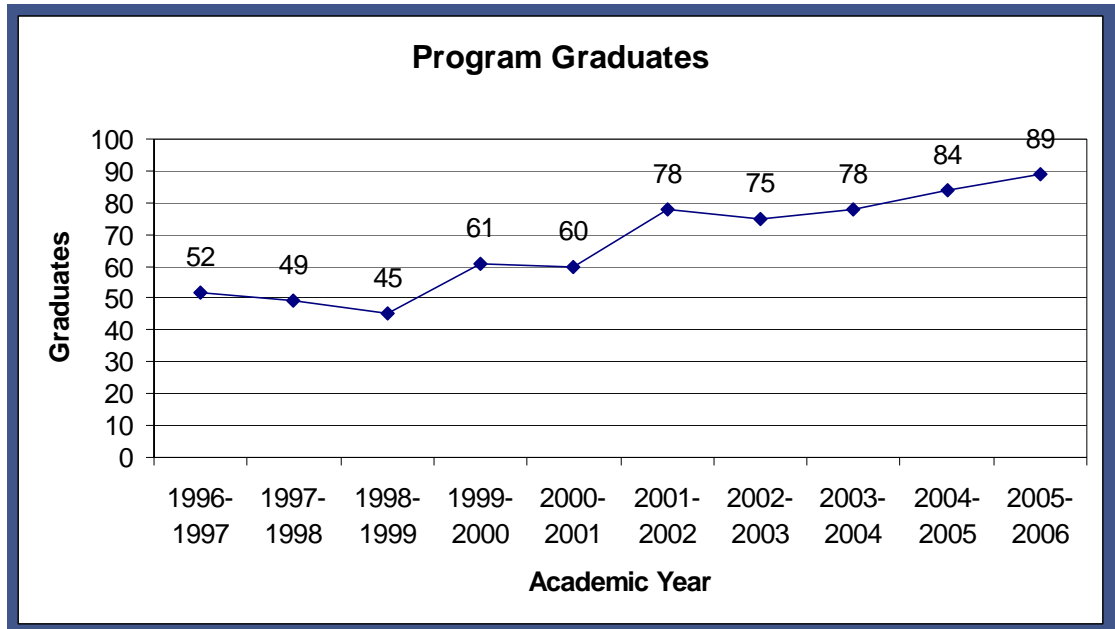


Figure 4: Program Graduates

Source: 2006-07 SPC Factbook, Table 31





Grade Distributions

To provide a reference for program performance at the classroom level, grade distributions are provided. Table 1 includes the percentage of students receiving an A, B, C, D, or F in the program core courses. The information was compiled from the college wide grade distribution report generated at the end of the session. Some course data, such as dual credit courses generally do not end at the same time as the regular campus courses and may be omitted. In addition, the number of enrollments is a duplicated headcount where students are counted for each class registered, however, only A, B, C, D, and F grades are included in the calculations.

Table 1
Program Core Course Grade Distributions

Semester	Grade Distributions				
	A	B	C	D	F
Spring 2005	64.1%	24.7%	7.0%	1.5%	2.7%
Fall 2005	58.9%	25.2%	6.7%	3.7%	5.5%
Spring 2006	60.2%	27.2%	7.4%	1.9%	3.3%
Fall 2006	60.5%	26.7%	7.4%	2.2%	3.2%

Source: Collegewide Grade Distribution Report (Generated at the end of the session)





Figure 5 provides a visual representation of the grade distributions for those students receiving a grade of A, B, or C.

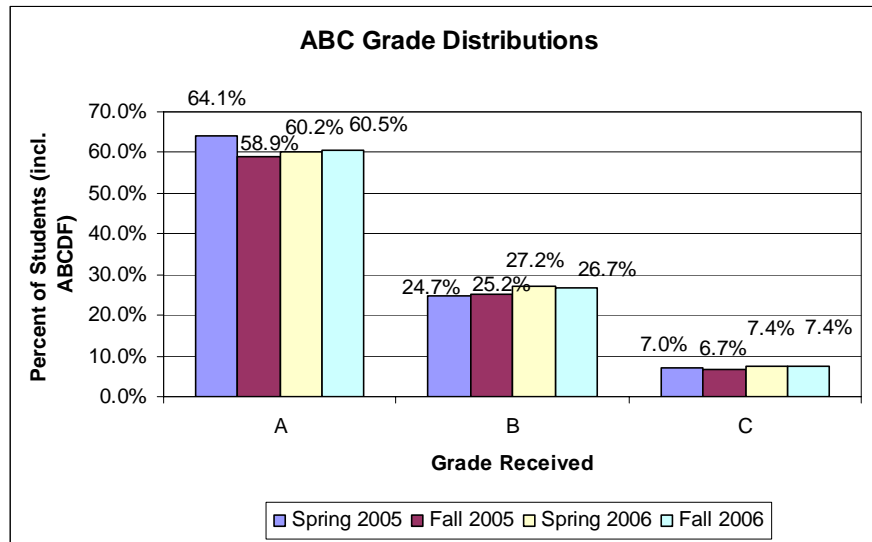


Figure 5: ABC Grade Distributions

Source: Collegewide Grade Distribution Report (Generated at the end of the session)





A classroom success rate was also calculated for the program. Classroom success is defined as the percent of students passing (earning a grade of A, B, and C) and once again only A, B, C, D, and F grades are included in the calculations. The vast majority of students in the program receive passing grades in the courses. In Spring 2006, 94.8% of the students received a passing grade, as compared to 95.8% in Spring 2005. Conversely, in Fall 2006, 94.6% of the students received a passing grade as compared to 90.8% in Fall 2005.

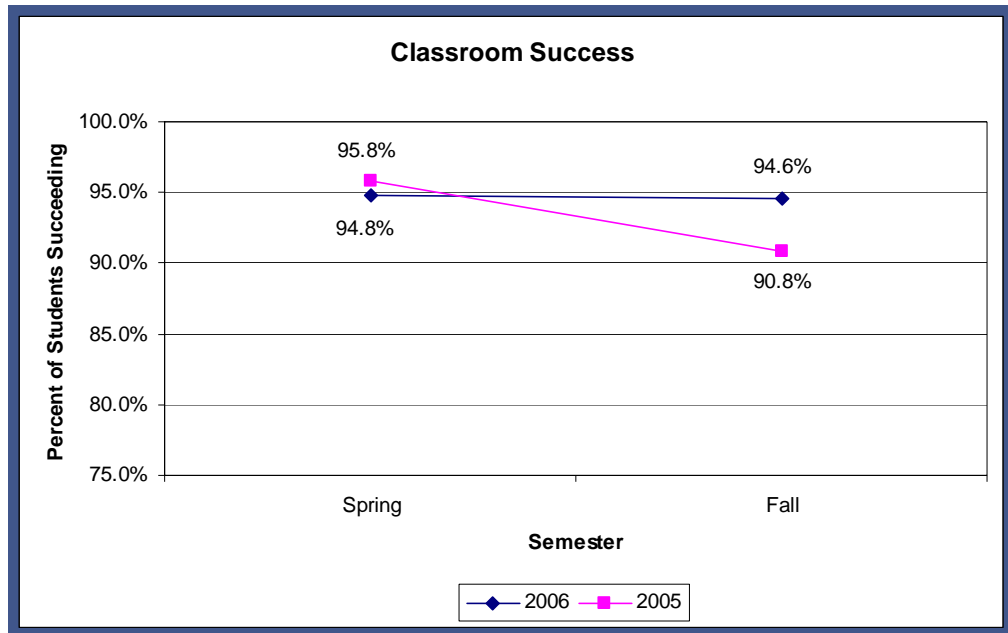


Figure 6: Classroom Success

Source: Collegewide Grade Distribution Report (Generated at the end of the session)





Fulltime/Adjunct Faculty Ratio

Table 2 displays the number and percentage of Veterinary Technology program equated credit hours (ECHs) taught by the individual faculty classifications. Fulltime Faculty taught 50.8% of the ECH in 2005-2006, which increased from 48.1% of ECHs in 2004-2005. Adjunct Faculty taught 23.7% of the course load for the 2005-2006 academic year as compared to 17.4% for the previous year.

Table 2
Equated Credit Hours by Faculty Classification

	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2004-2005	131.6	52.10%	81.0	32.06%	40.0	15.84%
Spring 2004-2005	105.5	45.85%	80.5	34.97%	44.2	19.18%
Summer 2004-2005	41.4	43.19%	37.7	39.33%	16.8	17.48%
2004-2005 Total	278.5	48.14%	199.1	34.42%	100.9	17.44%
Fall 2005-2006	106.8	53.15%	49.1	24.40%	45.1	22.45%
Spring 2005-2006	112.1	52.10%	49.8	23.12%	53.3	24.78%
Summer 2005-2006	33.4	41.46%	27.8	34.48%	19.4	24.07%
2005-2006 Total	252.4	50.80%	126.6	25.48%	117.9	23.72%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT)





The highest semester for the Adjunct ECHs was the Spring 2005-2006 semester in which adjunct faculty taught 24.8% of the program's course load as shown in Table 2. The Fulltime/Adjunct Faculty Ratio is calculated by dividing a program's adjunct's ECHs by the sum of the Adjunct's, Percent of Load's, and Fulltime Faculty's ECHs. Figure 7 displays the Fulltime/Adjunct Faculty Ratio information for the last two academic years. None of the semesters were within the College's general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

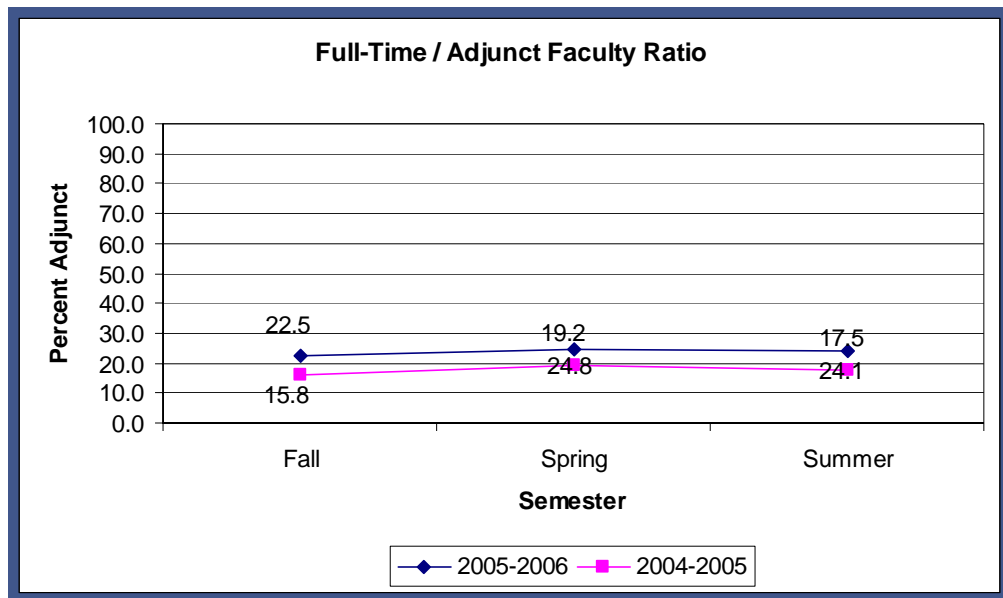


Figure 7: Full-time/Adjunct Faculty Ratio

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT)





Program Profitability

Relative Profitability Index (RPI-T)

Relative Profitability Index (RPI-T) is a measure of program profitability. It is calculated by dividing a program's income by the sum of its personnel costs and current expenses. Only Fund 10 financials were used in the calculation of RPI-T for this report; specifically, 400000 level accounts were used for program revenues, 500000 level accounts were used for personnel costs, and 600000 level accounts were used for current expenses. The RPI-T for the Veterinary Technology program increased in 2004-2005 (0.55), and again in 2005-2006 (0.61) as shown by Figure 8.

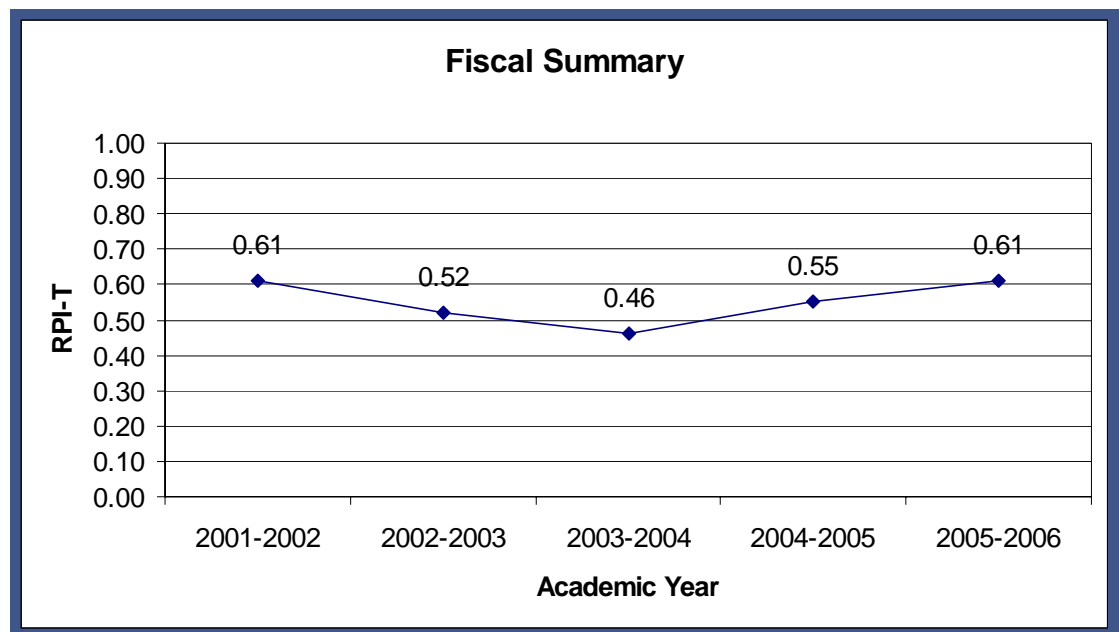


Figure 8: Fiscal Summary

Source: PeopleSoft Financial Production System: Summary of Monthly Organization Budget & Actuals Status Report (ORGBUDA1) from End of Fiscal Year



Academic Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS program every three years to evaluate the quality of the program's educational outcomes. The Veterinary Technology program was recently evaluated through an Academic Program Assessment Report (APAR) in 2005-2006. Each of the program's seven Major Learning Outcomes (MLOs) was evaluated during the assessment. Each of the seven MLOs are listed below:

1. The student will recognize the principles of pharmacology, classes of drugs, and be familiar with the pharmacology of commonly used medications.
2. The student will understand sterile technique, surgical assisting, and be familiar with the characteristics of common surgical instruments.
3. The student will know the procedures for and be able to perform common clinical laboratory tests such as blood counts, serum chemistry, and urinalysis.
4. The student will understand nursing practices and be able to use intravenous catheters, urinary catheters, and bandaging materials properly.
5. The student will understand and practice radiation safety while taking radiographs, and will be able to recognize and correct errors in technique to produce diagnostic radiographs.
6. The student will understand anesthetic agents and their administration, the monitoring of anesthetized patients, and safe recovery.
7. The student will understand office systems for patient records, inventory, health certificates, invoicing, patient reminders and tracking of controlled substances.

In the Veterinary Technology program, the Professional Exam Service's National Exam is used to evaluate the student. This exam is part of the licensing, registration or certification requirements for a veterinary technician in the majority of states. The group results from the exam for each administration are tabulated by the program director.





Data was collected during 2003-2004, 2004-2005, and 2005-2006. The results for the most recent two semesters are shown in Table 3, to illustrate the 2005-2006 SPC mean values for each of the seven MLOs. The established standard was a mean score above the national mean in each category of the evaluation relating to these outcomes. Seven out of the twelve items assessed had scores above the standard as shown below. Data for MLO 7 was not available because the office procedures domain was removed from the exam from June 2004 through June 2005.

Table 3
Professional Exam Service's National Exam 2005 scores

Major Learning Objectives	January 2005			June 2005		
	SPC Mean Scores	National Mean Scores	Above/Below Criteria For Success	SPC Mean Scores	National Mean Scores	Above/Below Criteria For Success
MLO 1	536	516	4%	511	517	-1%
MLO 2	551	547	1%	474	506	-6%
MLO 3	588	542	9%	528	474	11%
MLO 4	548	523	5%	538	540	0%
MLO 5	483	488	-1%	442	426	4%
MLO 6	574	561	2%	472	521	-9%
MLO 7	--	--	--	--	--	--

Source: Academic Outcomes from 2005-06 Academic Program Assessment Report (APAR)

The 2005-2006 Academic Program Assessment follow-up report will be completed by the due date of October, 2007. At that time the Action Items will be addressed.





Stakeholder Perceptions

Student Survey of Instruction (SSI)

Each Fall and Spring semester, St. Petersburg College (SPC) administers the Student Survey of Instruction. Students are asked to provide feedback on the quality of their instruction using a 7-point scale where 7 indicates the highest rating and 1 indicates the lowest rating.

Several variations of the SSI survey exist including lecture, non-lecture, clinical, and eCampus (on-line) versions. The purpose of the SSI survey is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

The survey questions are grouped into four categories; faculty/student interaction, organization, presentation, and evaluation, as defined below:

- **Faculty/Student Interaction** - focuses on how successful the faculty was in encouraging students to excel, the time spent on relevant course material, and responding to concerns and questions both inside and outside of the classroom.
- **Organization** - deals with clear instructions, defined objectives, relevant course materials, and whether the assignments were challenging.
- **Presentation** - focuses specifically on the instructor and their preparation for the course, enthusiasm for course, time spent on course related activities, ability to speak clearly and distinctly, thorough explanation of the subject matter, and assignment of material throughout the term.
- **Evaluation** - focuses on course expectations and grading policies, applying the stated grading policies consistently and impartially, and giving applicable course assignments including quizzes and exams.





Lecture. The lecture version of the survey is distributed to all students enrolled in traditional classroom sections within the College. The results show an increase for the Veterinary Technology program over the last two semesters in all four content areas. The average scores are all well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. The average survey results by semester and content area are shown by Figure 9.

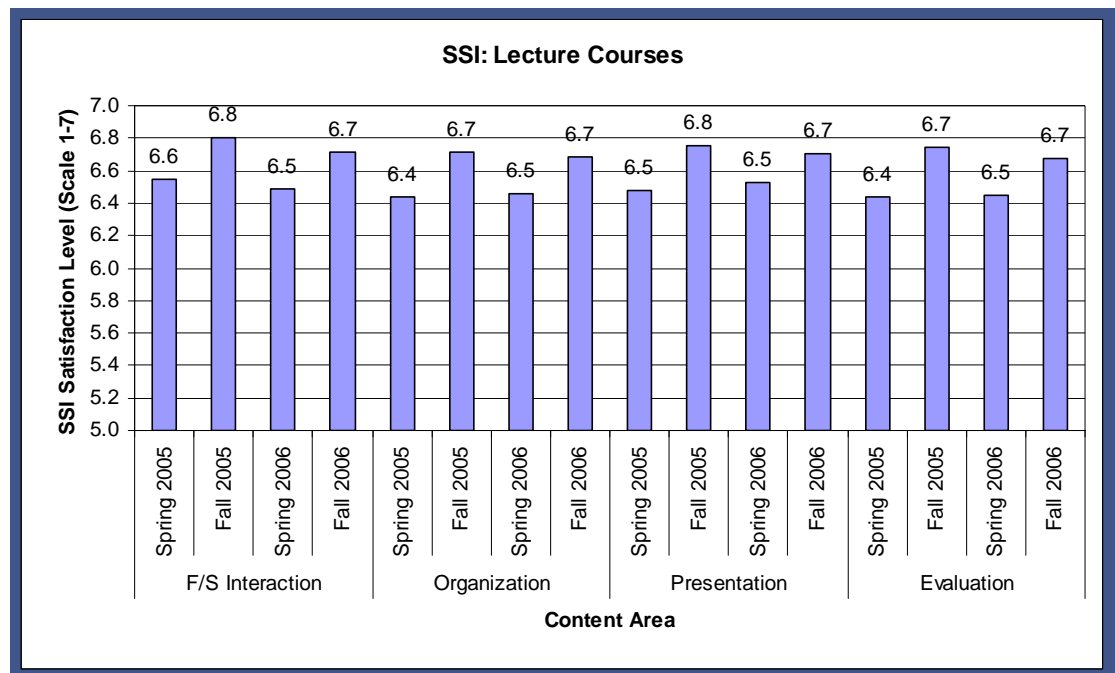


Figure 9: SSI Lecture Courses

Source: PeopleSoft Student Administration System: Query S_SSI_CHRT_QRY_CAMPUS





Non-Lecture. Lab courses and self-paced or directed individual study use the non-lecture version of the survey. The results show a slight decrease for the Veterinary Technology program over the last two semesters in three content areas. The average scores are all well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. The average survey results by semester and content area are shown by Figure 10.

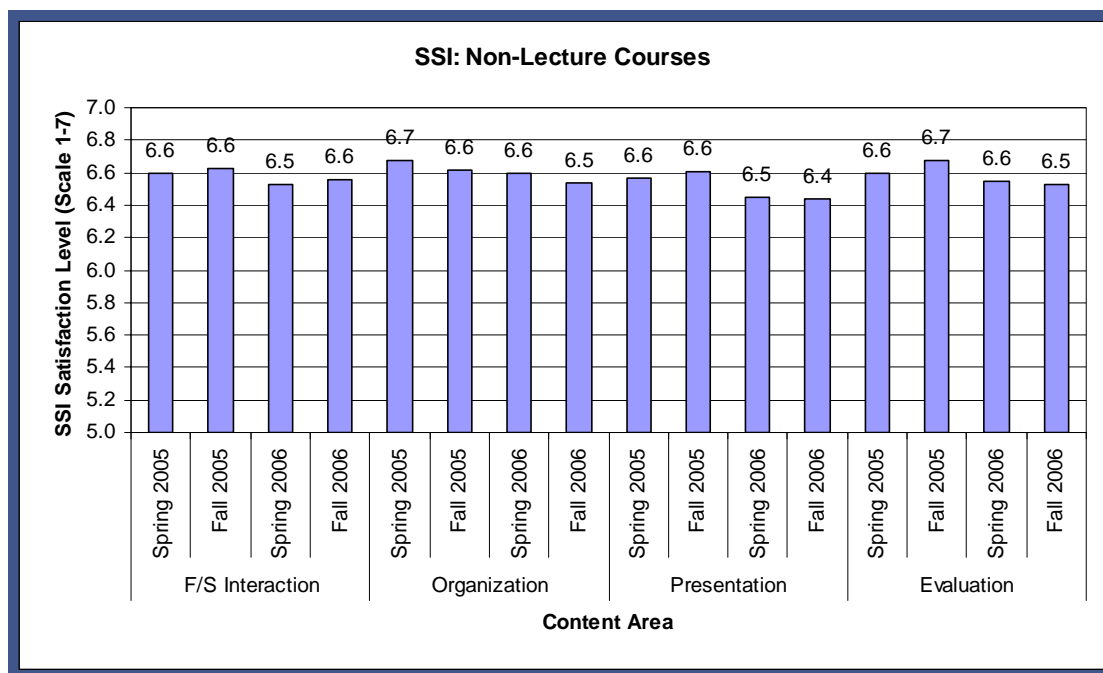


Figure 10: SSI Lecture Courses

Source: PeopleSoft Student Administration System: Query S_SSI_CHRT_QRY_CAMPUS





Clinical. The clinical version of the survey is distributed to all students enrolled in a clinical specific class. This typically only includes health-related programs, however in this case the Clinical version of the survey was given to students in a non-clinical class in Fall 2005. The average scores which resulted, are well above the traditional College threshold (an average of 5.0). The average survey results by semester and content area are shown by Figure 11.

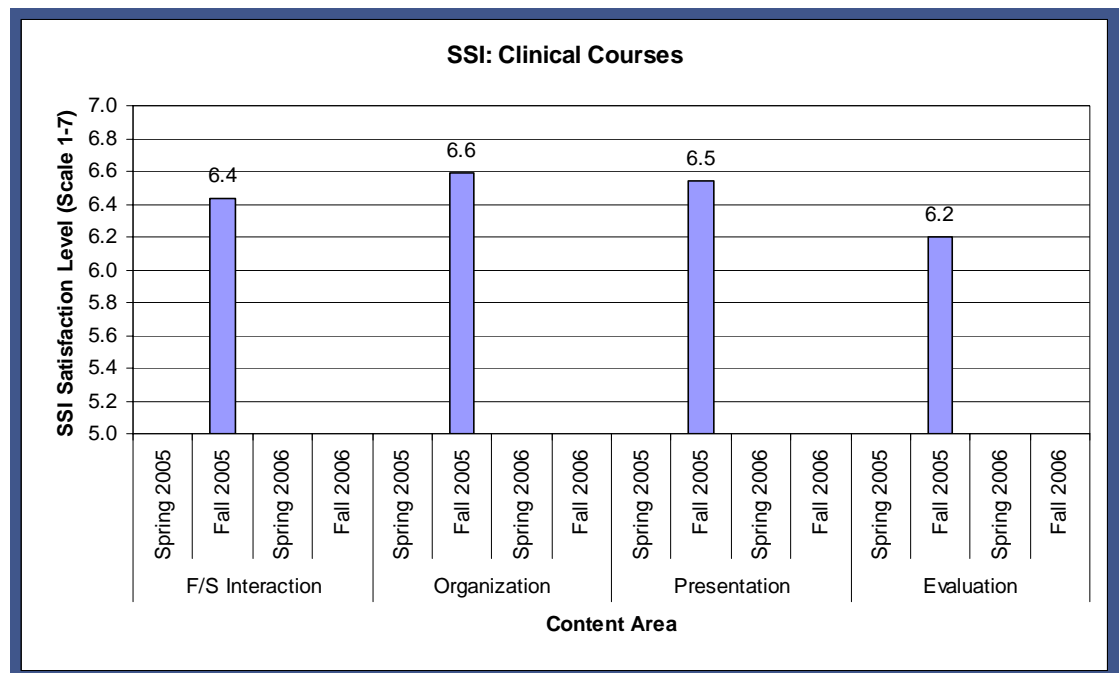


Figure 11: SSI Clinical Courses

Source: PeopleSoft Student Administration System: Query S_SSI_CHRT_QRY_CAMPUS



eCampus. The eCampus or on-line version of the SSI survey is electronically distributed to all students enrolled in on-line courses at the College. The Project Eagle Research Capsule #4 provides information on the difference in the wording of the questions (<http://www.spcollege.edu/eagle/research/perc/perc4.htm>). The results show an increase for the Veterinary Technology program over the last two semesters in all four content areas. The average scores are all well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. The average survey results by semester and content area are shown by Figure 12.

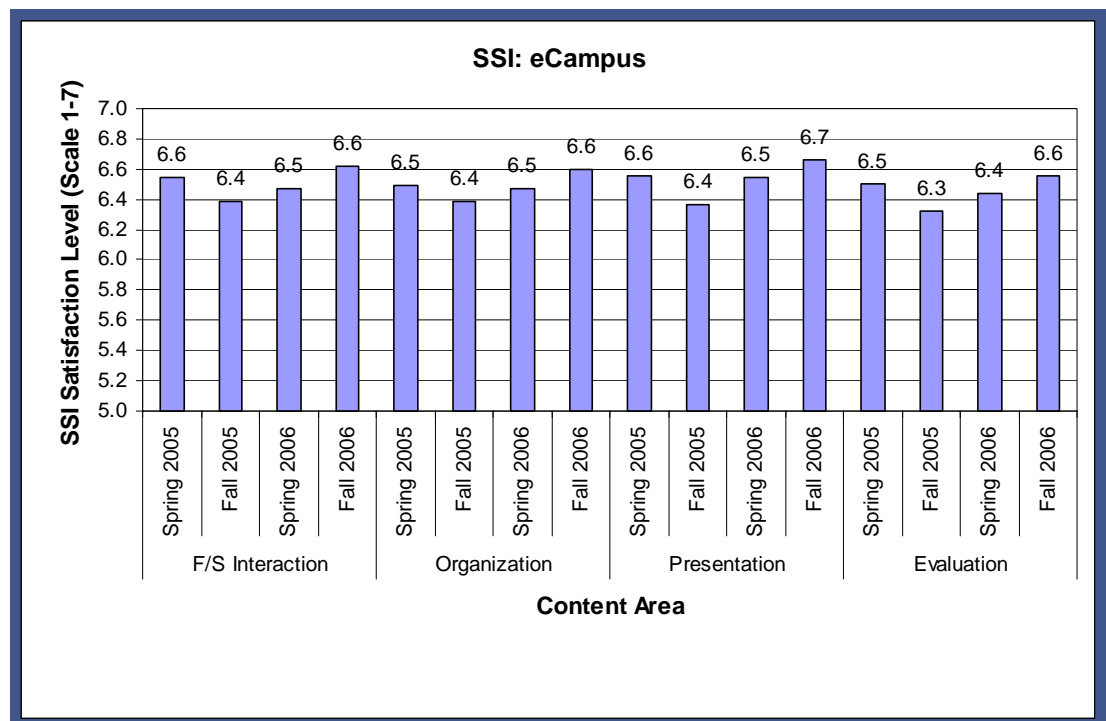


Figure 12: SSI eCampus Courses

Source: PeopleSoft Student Administration System: Query S_SSI_CHRT_QRY_CAMPUS

Summary. All the individual average content area scores were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Veterinary Technology





program; specifically, as they relate to faculty/student interaction, course organization, course presentation, and evaluation methodologies.

Technical Education Advisory Committee

Community input and participation is an important component of the educational process at the College. The technical education advisory committees are an example of community input. Advisory committees meet a minimum of twice annually with additional meetings as needed for good program coordination.

Advisory committee members are appointed by the College President to serve a one-year term of office and must have a demonstrated competency in the program specialty area or an understanding of the program and of the community at large. An exception to the above may be a lay person directly involved in a related program field such as counseling, public relations, or administration of a business or industry.

Specific Duties of Advisory Committees are to:

1. serve as a communication channel between the college and the community;
2. determine specific skills and suggest related and technical information for the program;
3. suggest ways for improving public relations and articulation of the program with other institutions;
4. assist in recruiting, providing internships, and in placing qualified graduates in appropriate jobs;
5. keep the program personnel informed on changes in labor market, specific needs (competencies), and surpluses;
6. recommend curriculum revisions as necessary to comply with current trends;
7. assist in assessing the program needs in terms of the entire community (long-range planning);
8. assist program personnel in searching for sources of funding for scholarships, equipment, etc.;
9. in general, to advise, recommend, and assist in assuring a quality program as determined by community needs; and
10. discuss proposed equipment purchases in excess of \$9,999.99.



Recent Meeting Summary. A Veterinary Technology advisory committee meeting was held on 4/19/07. The meeting consisted of discussions on enrollment and graduation; VTNE results; new Veterinary programs; equipment purchases; labor market data; graduate and employer surveys; and program changes.

Enrollment. Discussed enrollment for AS and BAS programs. On campus AS enrollment is set at 40 students in August due to kennel, laboratory, and animal constraints. On line AS enrollment has no limitations. Discussed ways to increase awareness; high school dual credit; web advertising; other community colleges; and sponsoring or participating in TV show reflecting the life of a (SPC) veterinary technician.

Graduation. SPC will graduate approximately 30 AS and 9 BAS students at the May ceremony.

VTNE Results. Program will monitor admission requirements to determine if help decreases performance gap between distance and campus students. The group discussed ways to increase on campus student time in veterinary clinics, as this is the most important method to decrease performance gap. The use of "sponsoring" clinics to take students and mentor through time in program, was proposed.

New VT Program. No progress reported for the proposed program at Santa Fe Community College. Florida A&M University plans to start a new 4-year program in fall 2007. Hillsborough Community College program is in its second year, and lost the third program director. Some HCC students may be coming to SPC to finish program.

SPC has a new co-op agreements with Indian River and Valencia Community Colleges, and has renewed an agreement with Daytona Beach Community College.

Equipment Purchases. There is approval for funding to purchase two new analog radiograph machines, which should be in place by the end of summer 2007. A request was submitted for funding to convert one of the new analog machines to a CR digital radiograph machine, as digital radiography is becoming more common in practice and students need to know how digital machines operate.



Labor Market Data. The Bureau of Labor Statistics for veterinary technicians in the US, Florida, and the Tampa-St Petersburg-Clearwater MSA shows a significant shortage and low pay. The group discussed underlying attitudes in veterinary practice that affect the willingness of businesses to employ graduate technicians, use them appropriately, and pay them commensurate with their education and abilities.

Graduate and Employer Surveys. The results of surveys sent out 6 - 12 months after graduation indicated that 76.7% of graduates felt exceptionally or very well prepared and 20.9% adequately prepared.

Employers were pleased with SPC graduates, but indicated written communication skills were lacking.

Program Changes. Admission requirements will begin to require completion of 18 of 20 hours of prerequisite courses before beginning vet tech courses, and at least 80 hours of experience in a veterinary hospital.

The complete committee minutes along with the minutes from previous meetings are located in Appendices B, C, and D.

Recent Graduate Survey Information

Recent Graduate Surveys were provided to the 2004-2005 graduates of the Veterinary Technology program. Fifty-nine percent (50 of the 84) graduates surveyed responded to the survey. Twenty-nine of the respondents provided permission to contact their employers.

Notable results include:

- 78.3% of recent graduate survey respondents who were employed, were employed full-time.
- 91.3% of recent graduate survey respondents had a current position related to their studies.
- 18.6% of recent graduate survey respondents thought that SPC did '*Exceptionally well*' preparing them for their current position, 58.1% '*Very well*', while 20.9% thought that SPC '*Adequately*' prepared them for their current position.
- 95.2% of recent graduate survey respondents employed in a field related to their studies believed that SPC prepared them for their chosen career.



- For hourly employees, 2.6% of recent graduate survey respondents earned \$19.50 or more per hour, 6 (15.8%) earned between \$13.86 and 19.49 per hour, 26 (68.4%) earned between \$10.00 and \$13.85 per hour, while the remaining 13.2% earned between \$9.00 and \$9.99 per hour.
- For salary employees, 42.9% of recent graduate survey respondents earned between \$40,000 and \$49,999 per year, while the remaining 57.1% earned between \$30,000 and \$39,999.
- 72.7% of recent graduate respondent who are continuing their education are doing so in the upper division Veterinary Technology program.
- 95.6% of recent graduate survey respondents would recommend the Veterinary Technology program.

Employer Survey Information

Twenty-six employer surveys were sent out to employers based on the permission provided by recent graduates in the 2004-2005 recent graduate survey. Thirty percent (30.8%) of the twenty-six employers surveyed responded to the employer survey.

Notable results include:

- 7.1% of employers responding to the survey had graduate employees who earned between \$16.50 and \$19.49 per hour, 28.6% earned between \$13.86 and \$16.49 per hour, while the remaining 64.3% earned between \$10.00 and \$13.85 per hour.
- An employer evaluation of the graduates general education competencies are displayed in Table 4. Chooses ethical courses of action had the highest mean value (6.5), while uses written communication skills effectively (5.8) had the lowest.





Table 4
Employer Competency Ratings for Recent Veterinary Technology Program Graduates

Competency Area (Seven point rating scale with 7 being the highest value)	Item Ratings		
	N	Mean	SD
1. Possesses necessary reading skills.	15	6.4	6.08
2. Uses written communication skills effectively.	15	5.8	6.51
3. Uses oral communication skills effectively.	15	6.2	6.22
4. Posses effective computer skills (e.g., for computing, word processing)	15	6.3	6.18
5. Possesses necessary mathematical skills	15	6.1	6.32
6. Exhibits an appropriate level of responsibility and self-management.	15	6.3	6.18
7. Chooses ethical courses of action.	15	6.5	6.03
8. Participates as a team player.	15	6.3	6.18
9. Works well with individuals from diverse backgrounds.	15	6.1	6.27
10. Acquires, interprets and uses information effectively.	15	6.1	6.32

Source: 2004-05 Employer Survey Results





Occupation Profile

Occupation Description

The occupation description used by the Bureau of Labor Statistics is shown below:

Perform medical tests in a laboratory environment for use in the treatment and diagnosis of diseases in animals. Prepare vaccines and serums for prevention of diseases. Prepare tissue samples, take blood samples, and execute laboratory tests, such as urinalysis and blood counts. Clean and sterilize instruments and materials and maintain equipment and machines.

US, State, and Area Wage Information

The distribution of 2005 wage information for Veterinary Technology is located in Table 5. The wage information is divided by percentiles for hourly and yearly wages. This information is also separated by location. The median yearly income for Veterinary Technology was \$25,700 in the United States, \$23,100 in the State of Florida, and \$22,900 in the local area.

Table 5
Wage Information for Veterinary Technology

Location	Pay Period	2005				
		10%	25%	Median	75%	90%
United States	Hourly	\$8.51	\$10.03	\$12.34	\$15.17	\$17.96
	Yearly	\$17,700	\$20,900	\$25,700	\$31,600	\$37,400
Florida	Hourly	\$8.60	\$9.58	\$11.12	\$13.34	\$15.88
	Yearly	\$17,900	\$19,900	\$23,100	\$27,700	\$33,000
Tampa-St. Petersburg- Clearwater, FL MSA	Hourly	\$8.92	\$9.71	\$11.01	\$13.32	\$15.52
	Yearly	\$18,600	\$20,200	\$22,900	\$27,700	\$32,300

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey; Florida Agency for Workforce Innovation



National, State, and County Trends

Employment trend information is included in Table 6 and divided by country, state, and county. The Table displays a significant average annual increase (35% - 37%) in employment for the profession over the next 5 - 7 years for the country and state.

Table 6
State and National Trends

United States	Employment		Percent Change	<u>Job Openings</u> ¹
	2004	2014		
Veterinary technologists and technicians	60,000	81,200	+ 35 %	2,900
Florida	Employment		Percent Change	<u>Job Openings</u> ¹
	2002	2012		
Veterinary technologists and technicians	4,660	6,370	+ 37 %	230

¹Job Openings refers to the average annual job openings due to growth and net replacement.

Note: The data for the State Trends and the National Trends are not directly comparable. The projections period for the State Trends is 2002-2012, while the projections period for the Country and County Trends is 2004-2014.

Source: Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections; Florida Employment Projections



Table 7 presents the Hourly wage OES Wage Survey Data for 2006 in Pinellas County for Veterinary Technology for specific industries. The highest average hourly wage was \$17.64 in Public Administration.

Table 7
Hourly wage OES Wage Survey Data for 2006 in Pinellas County

Standard Occupation Code	Occupational Title	Industry Title	Entry Level	Mean (average)	Median	Experienced
292056	Veterinary Technologists and Technicians	Total, All Industries	\$9.77	\$11.98	\$11.46	\$13.10
292056	Veterinary Technologists and Technicians	Professional and Technical Services	\$9.77	\$11.98	\$11.46	\$13.09

Source: Labor Market Statistics, Occupational Employment Projections Unit





State Graduates Outcomes

To provide reference information for the employment trend information, Veterinary Technology program graduate state outcome data is provided in Table 8. About ninety (94) students completed a state Veterinary Technology program in 2003-2004, of those almost sixty (58) had some matching state data. Ninety-seven percent (97) of those state graduates were employed at least a full quarter, while ninety-two percent (92) of SPC's Veterinary Technology graduates were employed at least a full quarter.

Table 8
Veterinary Technology Program Graduates 2003-2004 Outcomes by Florida Community College

Florida Community College	Total Completers	# W/Matching State Data	# Employed for a Full Qtr	% Employed For a Full Qtr
Brevard	19	15	12	100%
Miami - Dade	4	3	3	100%
St. Petersburg	71	40	33	92%
Total	94	58	48	97%

Source: Florida Education and Training Placement Information Program (FETPIP), Community College Vocational Reports (<http://www.firn.edu/doe/fetpip/>)





Summary

The Veterinary Technology Program at St Petersburg College is one of 131 veterinary technology programs accredited by the American Veterinary Medical Association (AVMA) in the United States, Canada, and Puerto Rico. The on campus program has been fully accredited since 1978, and the distance program, is the first distance program to gain full accreditation, since 1995. Students from all over the United States and Canada have taken part in the distance program since its inception. To date, the program has had over 1500 graduates.

The on campus program is designed to be completed in two years, after the general education requirements for graduation are completed. The distance program is designed to be completed over a three year time frame, after the general education requirements are completed. The entire program can be completed exclusively on campus or online. However, many students opt to take a combination of on campus and online courses. This flexibility in scheduling is a major advantage for our students as they balance school, family, and job responsibilities.

The curriculum is designed to meet the requirements set forth by the AVMA's Committee on Veterinary Technician Activities and Education (CVTEA). The CVTEA is the AVMA's accrediting body. Site visits and semi-annual reports assure that program performance and structure are consistent with accreditation requirements. The next site visit is scheduled for 2010.

The faculty of the Veterinary Technology program consists of four full time veterinarians, four full time certified veterinary technicians, and 13 adjunct faculty, consisting of four veterinarians and nine certified veterinary technicians. All faculty teach on campus and online courses, and meet the credentialing requirements established by the Southern Association of Colleges and Schools.

Graduate performance on the Veterinary Technician National Examination (VTNE) is consistently above the national average. Distance graduate performance is above that of the on campus graduates. The most significant contributing factor to the outstanding performance of the distance graduates can be attributed to the requirement that they spend



at least 20 hours per week in a veterinary clinic as they learn the clinical skills and procedures required of a veterinary technician.





Recommendations/Action Plan

Program: Veterinary Technology

Date Completed: May 16, 2007

	Action Item	Completion Date	Responsible Party
1	Increase enrollment by contacting the other Florida Community Colleges regarding articulation agreements.	6/1/07	Drysdale
2	Increase on campus student time spent in veterinary clinics by identifying courses where increased clinic time requirement would be appropriate.	12/31/07	Flora/Drysdale/ Faculty
3	Identify courses where student written assignments and oral presentations can be added to improve student writing and presentation skills.	12/31/07	Flora/Drysdale/ Faculty
4	Reduce student attrition rates by monitoring effects of new admissions requirements over next five years.	6/1/12	Flora/Drysdale





Special Resources Needed:

- Lab and radiographic equipment should be representative of equipment currently used in veterinary practices.

Area(s) of Concern/Improvement:

- Increase on-campus graduate scores on VTNE to be consistent with distance graduate scores.
- Improve student verbal and written communication skills.

Brett Lurie Syddal LVT/MS 5/29/07
Program Director Date

Richard M. De DVM MBA 5/29/07
Dean Date

Jeff Wise 052907
Provost Date



President's Cabinet Review

Summary of observations, recommendations, and decisions:



President's Signature



Date



Action Plan Follow-up and Evaluation Report

Program: Veterinary Technology

Date Completed:

Prepared By:

I. Action Plan Item Status

	Action Item	Completion Date	Completion Status
1			
2			
3			
4			

II. Non-Completed Action Plan Items and Plan for Completion

	Action Item	Completion Date	Completion Status
1			
2			
3			
4			



III. Evaluation of the Impact of Action Plans on Program Quality

Provost

Date

Responsible VP

Date





References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards*. Retrieved October 2002, from the Division of Community Colleges
Web site: <http://www.firn.edu/doe/rules/6A-14.htm>

Contact Information

Please address any questions or comments regarding this evaluation to:

Carol Weideman, Ph.D.
Director, Institutional Research and Effectiveness
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3059
weideman.carol@spcollege.edu





Appendix A: Program Overview (2006)

VETERINARY TECHNOLOGY (VETTC-AS) ASSOCIATE IN SCIENCE DEGREE

Program begins in August and January

Before entering the first term of the Veterinary Technology "program courses", all students must complete at least 18 hours of the required Veterinary Technology general education and support courses including composition, mathematics, and biology. The general education and/or support courses do not have to be taken in the order listed. Candidates will also complete the Health Programs Application form. Please see a counselor and/or advisor.

GENERAL EDUCATION COURSES (18 credits)

ENC	1101	Composition I or Honors	3
SPC	1600	Introduction to Speech Communication OR (SPC 1016, 1060 or Honors)	3
		Humanities/Fine Arts Approved Course	3
		Mathematics	3
		Social and Behavioral Science Approved Course	3
PHI	1600	Studies in Applied Ethics OR (PHI 1602H, 1631, 2635 or 2649)	3
		Computer/Information Literacy Competency Requirement	

SUPPORT COURSES (4 credits)

BSC	2010/2010L	^a Biology I - Cellular Processes and Lab OR	3,1
BSC	1005/1005L	Biological Science and Lab OR	(3,1)
		Biology/Biology Lab	(3,1)
		Transferable College level Biology OR Zoology and Lab	(3,1)

1st TERM IN PROGRAM (12 credits)

ATE	1110	^c Animal Anatomy	3
ATE	1110L	^c Animal Anatomy Lab	1
ATE	1211	^c Animal Physiology	3
ATE	1311L	^d Veterinary Office Procedures	1
ATE	1650L	^v Veterinary Clinical Practice I	1
ATE	1741	Veterinary Medical Terminology	1
ATE	1943	Veterinary Work Experience I	1
ATE	2050C	Small Animal Breeds & Behavior	1

2nd TERM IN PROGRAM (11 credits)

ATE	1636	Large Animal Clinical and Nursing Skills	2
ATE	1654L	Veterinary Clinical Practice II	1
ATE	1944	Veterinary Work Experience II	1
ATE	2501C	Professional Development Seminar	1
ATE	2631	Animal Nursing I	3
ATE	2656L	Large Animal Clinical and Nursing Skills Lab	1
ATE	2722	Avian & Exotic Pet Medicine	2

4th TERM IN PROGRAM (14 credits)

ATE	2611	Animal Medicine I	3
ATE	2634	Animal Nursing II	3
ATE	2638	Animal Laboratory Procedure I	3
ATE	2638L	Animal Laboratory Procedure Lab	2
ATE	2651L	Animal Nursing & Medicine Lab I	2
ATE	2945	Veterinary Work Experience III	1

5th TERM IN PROGRAM (14 credits)

ATE	1671L	Laboratory Animal Medicine	1
ATE	2612	Animal Medicine II	3
ATE	2639	Animal Laboratory Procedures II	3
ATE	2639L	Animal Laboratory Procedures Lab II	2
ATE	2653L	Animal Nursing & Medicine Lab II	2
ATE	2661	Large Animal Diseases	1
ATE	2710	Animal Emergency Medicine	1
ATE	2946	Veterinary Work Experience IV	1

TOTAL PROGRAM HOURS 73

Veterinary Technology
2006-2007 Comprehensive Academic Program Review
Department of Institutional Research and Effectiveness

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Appendix B: Advisory Board Committee Minutes, 2006-2007

St. Petersburg College
Veterinary Technology Program
Advisory Committee Meeting
4/19/07 7 PM Provost Conference Room

Minutes

Attending:

Thomas Lane, Shirley Sabin, Amy Brush, Duane Steward, John Slaughter, Brett Drysdale, Rich Flora

Regrets: Kin Sweet, Robert Barrett

Welcome

Reviewed and approved 10/25/06 minutes

Elected Tom Lane as Board Chairman

Reviewed Advisory Committee Guidelines booklet

Old Business

Enrollment – discussed enrollment for AS and BAS programs.

On campus AS enrollment set at 40 students in August due to kennel, laboratory, and animal constraints. On line AS enrollment has no limitations. Discussed ways to increase awareness – high school dual credit, web advertising, other community colleges, and sponsoring or participating in TV show reflecting the life of a (SPC) veterinary technician.





Appendix B: Advisory Board Committee Minutes, 2006-2007 (con't)

Action – Monitor response to different types of promotion to measure effectiveness.

Action – add ability for web browsers to request more information from our web page. Will capture at time they are interested.

Action - Contact Animal Planet about potential TV show idea.

For BAS program, potential market is graduates of other associate degree programs. Have sent information packet to all other accredited programs detailing BAS program, promoting for graduates and instructors.

Action – follow-up mailing with telephone contact.

Current enrollment – approx 130 on campus AS, 180 online AS, 91 BAS, 56 certificate students.

Graduation - will graduate approximately 30 AS and 9 BAS students at May ceremony

VTNE results – discussed VTNE results

Will monitor admission requirements to determine if helps decrease performance gap between distance and campus students





Appendix B: Advisory Board Committee Minutes, 2006-2007 (con't)

Discussed ways to increase on campus student time in veterinary clinics. Felt this was most important method to decrease performance gap. Proposed using “sponsoring” clinics to take students and mentor through time in program.

New building – to be occupied by August 2008

Will have second story added for natural Science

New VT programs – no progress at proposed program at Santa Fe Community College. Florida A&M University to start new 4-year program in fall 2007.

Hillsborough Community College program in second year, losing third program director, some HCC students may be coming to SPC to finish program.

Have new co-op agreements with Indian River Community and Valencia Community College. Renewed agreement with Daytona Beach Community College.

Action – contact other Florida community colleges about co-op agreements for our on line AS program.

Equipment purchases – have approval for funding to purchase two new analog radiograph machines. Should be in place by end of summer 2007.



Appendix B: Advisory Board Committee Minutes, 2006-2007 (con't)

Have submitted request for funding to convert one of the new analog machines to a CR digital radiograph machine as digital radiography is becoming more common in practice and our students need to know how digital machines operate.

Labor market data – Reviewed Bureau of Labor Statistics for veterinary technicians in the US, Florida, and the Tampa-St Petersburg-Clearwater MSA. Significant shortage, pay is low. Discussed underlying attitudes in veterinary practice that affect willingness of practices to want to employ graduate technicians, use them appropriately, and pay them commensurate with their education and abilities. Agreed it will take a basic philosophy shift that will take years to occur. Our role is to provide highly skilled technicians who can display the abilities of technicians.

Graduate placement – placement continues to be 90% +

Graduate and Employer Surveys – reviewed results of surveys sent out 6 – 12 months after graduation. Indicated 76.7% of graduates felt exceptionally or very well prepared and 20.9% adequately prepared.

Employers were pleased with our graduates, but indicated written communication skills were lacking. Discussed placing more writing assignments in courses.



Appendix B: Advisory Board Committee Minutes, 2006-2007 (con't)

Action – determine where writing and speaking assignments can be added while courses are being altered based on course review process.

New Business

Administrative changes – Brett Drysdale as new AS Program Director

Program changes – Admission requirements changing
Complete 18 of 20 hours of prerequisite courses before beginning vet tech courses
At least 80 hours of experience in a veterinary hospital
Specific tasks to observe, questions to ask

Goals – reduce attrition rate by making sure students know what being a veterinary technician means

Action – monitor attrition rates over next 5 years to determine if admissions changes have reduced attrition rate.

Course review – faculty has finished reviewing the AS curriculum for course content and program continuity

Action – take recommendations from course review and



Appendix B: Advisory Board Committee Minutes, 2006-2007 (con't)
implement them by changing course design and content.

New equipment – see above

New Items

Discussed establishing refresher or continuing education courses for technicians wanting to re-enter the profession after being out for several years.

Discussed establishing student portfolios that could be used during job seeking.

Action – determine if CE or refresher courses could be established within the college's guidelines.

Action – find portfolio system to make available for students.

Next meeting – Tuesday, October 2, 6 PM, EPI Center

Dinner with President Kuttler followed by board meeting





Appendix C: Advisory Board Committee Minutes, 2005-2006

St. Petersburg College
Veterinary Technology Program
Advisory Committee Meeting
12/13/05 7 PM Provost's Conference Room HEC

Agenda

Meeting Called to Order at 7:07pm, Dr. Lane presiding. Members Present: Dr. Oswald, Janet Lyness, Doris Burkhart, Rhonda Valdez. Administration: Drs. Pepicello & Hancock.

Approval of minutes of previous meeting. 4/25/05 MSP

Old Business:

1. Enrollment update:

	Headcount	Student Semester Hrs.
Session I 04-05 Campus	601	1101
Session II 04-05 Campus	630	1090
Session I 05-06 Campus	469	877
Session II 05-06 Campus	482	795

2. Update on 4 year degree program: 84 current students, 32 more accepted to start in Jan.

3. PetVet International exchange grant: update on exchanges and conclusion of project. Had 4 students go to Europe, 2 come here.

4. Critical and Major recommendations from site visit of Feb. '04. Biennial report is due Feb. 06. Only remaining items are surfaces in kennel.



Appendix C: Advisory Board Committee Minutes, 2005-2006 (con't)

New Business:

5. Review of new Standards for Accreditation & progress meeting them. The new standards require writing out the critical evaluation steps for all required procedures. This needs to be substantially completed by the time of the interim report to CVTEA in February '06. The database and web site facilitate the process for faculty.

6. Certification Exam results for June '05.

Please see chart of performance. 32 of 47 campus students passed (68%) Task force of faculty is examining data and trying to resolve. The exam was about 15% more difficult than previous exams, but distance graduates performed extremely well in spite of change.

7. Facilities issues: Looking for new building. Present building has structural problems, space needed on HEC campus for parking due to expansion of other programs.

8. New VT Programs under development: HCC and Santa Fe CC.

9. Date of next meeting in spring semester April 11th, 2006. Tuesday, 7 PM.





Appendix C: Advisory Board Committee Minutes, 2005-2006 (con't)

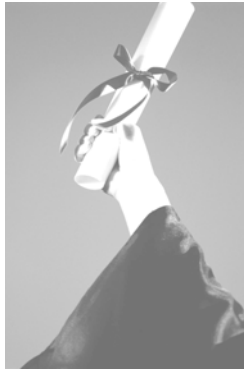
Veterinary Technology Program
 Advisory Committee Meeting
 December 6, 2005 7:00 PM

Members Present: Sharon West, Cammie Carmen, Dr. Duane Steward,
 Dr. Guy Hancock, Dr. Tom Krall

Agenda Items:

ITEM/DISCUSSION:	Notes:
Enrollment update	The enrollment in the distance program is continuing to trend upward on pace with the enrollment for the college. Competition for distance veterinary students is increasing. Marketing tools will be used to attempt to keep enrollment increasing.
New Building Proposal	The college is looking for a new site for the veterinary technology program as the existing building is not repairable. Sites currently being considered are the EpiCenter and Clearwater Campus
Angel Format for Distance Education Delivery	The ANGEL curriculum delivery system is working satisfactorily and the college is working on keeping the system current. A new version, ANGEL 6.3, is being implemented for the spring semester. Student and faculty satisfaction seems to be high.
Recruitment/Marketing	Advertising in veterinary publications is continuing and the veterinary technology program has a new web site configuration that will make navigation much easier. Attempts will be made to make the site a viable marketing tool
Future trends	The college is on track to increase the numbers of students per class and this is going to make the distance classes a more important option for the campus students. In the future veterinary technicians are going to be needing skills in accessing and managing large amounts of information. Data base sources, such as VIN, should be useful.
Committee Recommendations	Try to have our Web Site more personalized and user friendly. Attempt to improve the delivery of high quality courses and personalized service to attract and retain students.





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