

Comprehensive Program Of Veterinary Nursing For 2021-2022

Prepared by

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Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

Independence Community College's Associate of Applied Science Degree in Veterinary Nursing offers students training in the form of classroom instruction as well as hands-on field experience and professional externships in veterinary facilities. While rigorous, the program is all encompassing and success is very rewarding. Students can expect to study biology; animal physiology; anatomy; common surgical procedures and medications; health and hygiene; animal handling; and other related topics of all animal species. During the program, students work with real-life patients in real-life situations which provides them with essential preparation for working with animals and their owners as a veterinary nurse. Emphasis on critical thinking skills and communication increases as students progress in the program.

Upon successful completion of the program, graduates are eligible to take the national licensing exam (VTNE). Once this exam is passed graduates also often must take a state exam over specific state legislation to get a license in the state of their desire.

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

(See Section 1.2 in the Program Review Handbook for more information.)

Narrative:

VET Program Review Data AY 2020

Number of Faculty:

2 full time (Mueller, Weaver)

2 adjunct (Hayes, Perkins)

Enrollment & Student credit hours by Faculty type:

Full time: 34 total credit hours taught, with 89 total students enrolled

Adjunct: 12 credit hours taught, 20 total students enrolled

Average Class size:

6.4 students in Face-to-Face classes

7 students in online classes

6.4 students across all courses

Completion rates:

75.5% face-to-face

71.4% online

75.2% all courses

Pass ('D' or better) rates:

94.8% face-to-face

100% online

95.1% all courses

Pass ('C' or better) rates:

88.3% face-to-face

100% online

89.0% all courses

Number of Majors: 18 (11 returned in Fall 2020)

Degrees Awarded: 0

VET Program Review Data AY 2021

Number of Faculty:

2 full time (Mueller, Weaver)

0 adjunct ()

Enrollment & Student credit hours by Faculty type:

Full time: 64 total credit hours taught, with 90 total students enrolled

Adjunct: 0 credit hours taught, 0 total students enrolled

Average Class size:

4.7 students in Face-to-Face or Hybrid classes

4.8 students in online classes

4.7 students across all courses

Completion rates:

100% face-to-face/hybrid

83.33% online

95.56% all courses

Pass ('D' or better) rates:

89.39% face-to-face/hybrid

85.00% online

88.37% all courses

Pass ('C' or better) rates:

84.85% face-to-face/hybrid

85.00% online

84.88% all courses

Number of Majors: 21 (6 returned in Fall 2021)

Degrees Awarded: 5

2.0 Student Success

2.1 Define Student Success

The program faculty should provide a definition of how student success is defined by the program. *(See Section 2.1 in the Program Review Handbook for more information.)*

Narrative:

The American Veterinary Medical Association Committee on Veterinary Technician Education and Activities (AVMA-CVTEA) lists over 300 Essential and Recommended Skills that programs must confirm students successfully complete. The program utilizes this predetermined list of hands on and critical thinking skill sets set forth by the AVMA-CVTEA, and must provide documentation back to the AVMA for accreditation purposes. Students must not only successfully complete the course work with a letter grade of C or better but must also complete the list of Essential Skills within the specified standard of the AVMA. At the completion of the program, eligible students then take the Veterinary Technician National Exam. Passing the national board exam allows students to become credentialed within the state they wish to be employed in. The program goal is to maintain a first-time boards pass rate of 50% or better over a 3-year average as that is a requirement for program accreditation.

2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success. *(See Section 2.2 in the Program Review Handbook for more information.)*

Narrative:

Faculty work closely with students daily, and the smaller class size allows for increased one-on-one time for students. Faculty explain, demonstrate, and oversee all essential skills and tasks, making sure each student is prepared to perform the task on a live animal and interact with clients. The faculty uses innovative techniques such as case studies and animal models to engage students in critical thinking skills and increase hands on experiences for the students. Student success is one of the main objectives of the Vet Nursing Program. If at any time a student's grade falls below a "B", faculty encourage one on one tutoring sessions for those students outside normal class time until the grade improves. Because there are only two faculty members serving in 6 different capacities, concern for time to carry out all duties while supporting students is often a stressor. Another problem seen on occasion is student motivation. In some instances, students that are performing poorly choose not to attend extra labs or office hours for further support.

PENDING APPROVAL

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

Narrative:

Students that are motivated and engaged tend to perform well and meet all outcomes. Students that choose not to accept additional help do not meet outcomes, have poor grades, and do not complete the program. Program expectations are being made more evident by doing an orientation prior to courses starting and educating applicants on the demands of the program in relation to study time and patient care time. Recently, one student did not meet the outcomes for an externship due to poor social skills. Because of this, increased client communication and workplace communication has been added to several courses. Math is a very common subject of difficulty for students. Because of this an attempt to add College Algebra as a prerequisite is being made. Some difficulties associated with this have been related to the number of credit hours that the program is due to pre-requisites being included in the total. The program advisory board is in favor of the addition as well as current faculty. Hopefully progress towards removal of pre-requisites from the program and addition of College Algebra as a prerequisite will be made.

On the program level for outcomes, the VTNE (boards exam) pass rate had increased now meeting accreditation standards of 50% or better passing on the first attempt and the program outcome of 60% or better passing on the first attempt. The outcome of 80% of students obtaining jobs within the career field continues to be met. Currently, students that anticipated to graduate in May already have jobs as veterinary nurses secured for after graduation. Students communications skills have improved and all students received externship evaluations in communications of “good” or “excellent”. As a part of further object assessing the outcome of verbal and written communications, client feedback forms will be formulated to evaluate this outcome. The final program outcome to be assessed is 70% of students completing VET courses with a 70% or better. In the past 2.5 years (the duration of the current directors employment) 5 students out of 19 have failed one or more courses. In total 9 students have withdrawn from the program, 1 of which failed 3 courses and was dismissed from the program. Two students failed courses then chose not to retake them, and 5 were failing courses at the time of withdrawal from the program. In total 52% of students have passed courses with 70% or better since Spring 2020.

3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

Narrative:

Most courses use the goal of 70% of students passing with a 70% or better benchmark for outcome assessment. This is due to the requirement of 70% or a letter grade of a C or better to pass all courses. Many of the outcomes were met, but when students perform poorly there is a significant effect on the percentages due to small class sizes. It is most common for students to not meet outcomes in their first semester and they receive non passing grades and must decide if they want to remain in the program and retake the courses a year later, or withdrawal from the program entirely. This is due to the fact that each VET course is required/necessary for moving on to the next. Several courses such as interpersonal communications and microbiology may be taken at any time.

3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

Narrative:

Course assessments are important, but are have fallen lower on the priority list for faculty due to the urgency of other tasks such as ordering supplies, client services, updating animal use protocols, and preparing for the site visit that is this April. Having a high turnover and changes in assessment platform/saved locations makes outcome assessment tracking difficult. As new college policies are put into place, it is desirable to have a system in place for course assessments. At the program level transition training is being completed for the new program director, which has not been done for any previous directors. To make better use of technology and increase efficiency, a service agreement for a new skills tracking program called Salt House was just signed. Faculty are hoping to have time over spring break to make the transition from paper skills books to the online tracker.

One planned change is continuing to evaluate credit hour designations for courses and making sure that the time necessary for courses is accurately reflected. For example, students

previously requested more clinical/hands on applications but upon adding them it expanded time necessary for both students and faculty substantially. For example, the anesthesia portion of the Nurse Practices II lab (2 credit hours) is scheduled to be from 8am -10:20am. However, doing on average anesthesia on 3 patients including client drop off and pick up times as well as cleaning and record input takes from 7:30am – 6pm regularly. Efficiency increases as students become more proficient at skills but could be further increased by having an additional program staff member so that surgical/anesthesia operations do not have to completely halt when clients arrive or when a patient need arises. Options to correct this discrepancy are to decrease patient numbers/student experience; increase program staffing/efficiency; or reallocate credit hours so student and faculty time obligations are accurately reflected.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

4.1: Program Advisory Committee:

Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

Dr. Ann Dutton - Member since Fall 2019

Veterinarian – SEK Animal Hospital

Dr. Kevin Cooper - Long standing member, start date unknown

Veterinarian – Barta Animal Hospital

Dr. Edward Epp

Retired Veterinarian

Jade Shereley - Member since Fall 2020

Ralpa Mitchell Zoo

Katie Southworth - Long standing member, start date unknown

Ralpa Mitchell Zoo

Dr. Nathan Chaplin - Member since 2018

ICC Biology Professor

Brian Southworth - Long standing member, start date unknown

ICC Math Professor

Danielle Hayes, RVT - Member since Fall 2020

ICC Library Staff

Courtlynn Rose – New Member

ICC Academic Success Center Coordinator

4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative: The ICC Veterinary Technology Program is accredited by the AVMA-CVTEA (American Veterinary Medical Association Committee on Veterinary Technician Education and Activities). The Program Director serves as the primary liaison to the AVMA. Ms. Julie Horvath, RVT is the primary contact person at the AVMA. The last site visit occurred April 2017, next site visit is scheduled for April 2022. Estimated budget for site visit expenses is \$2,500.00. The annual accreditation fee to the AVMA is \$1,800.00.

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

The Kansas Board of Veterinary Examiners must complete annual inspections for all veterinary facilities. Annual accreditation fees for the facility are \$50-\$100. The program veterinarian is also responsible for maintaining registration and compliance with the Drug Enforcement Agency which is audited at least annually. Licenses through the DEA must be renewed every three years. The most recent registration/license begun in 2019. Renewal every 3 years is approximately \$800.

PENDING APPROVAL

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

The program prepares students for an RVT or Veterinary Nurse position in veterinary clinics, but that is not their only option or the end of potential career progression. They can gain employment in research labs, universities, zoos, aquariums, government, pharmaceutical, and veterinary supply companies, wildlife rehab centers, animal rescues, work as practice managers, and many more. Students are taught all the skills they need to pursue employment in the veterinary field.

There are also many different options available to students who wish to further their education. One of which would be obtaining a VTS or Veterinary Technology Specialist certification. These can be done for many areas and are ideas for individuals that have a specific interest or desired area of practice. We have standing 2+2 agreements with Kansas State University and with the University of Missouri, students may elect to attend Veterinary School or attain a bachelor's or master's degree in veterinary science or technology. While not directly in line with all the pre-requisites for veterinary school several are completed as part of the program. Students also gain skills and have the option to still have a career in the veterinary field as a veterinary nurse should they not be accepted into veterinary school (10% acceptance rate). ICC Vet Nursing also allows students to gain knowledge and hands on experience which will

help them gain meaningful employment as a vet nurse while they pursue further education should they choose.

In 2017 the program implemented the requirement of completion of prerequisites with a “C” or better before acceptance into the program. Due to this we have seen an increase in the quality of students admitted and thus an increase in the national board exam pass rate. In 2019 the curriculum was reassessed and credit hours for lab time were grouped back with each course to reflect the material and time associated. There is one course, Anesthesia, that still needs a credit hour adjustment as it was discovered to not have lab credit hours designated to it yet. Course material has been completely redone within the past two years because previous instructors simply downloaded stock mostly blank PowerPoint slides rather than coming up with original and interactive/presentable material. This has included the creation of games and projects to help reach students with different learning styles as well as increase public speaking and presentation skills.

The current director will be stepping into a faculty only role this May which will increase workload on the newest hire as she will be required to take the director position. Staffing and workload are a major concern for the program, and we are expecting to receive some feedback about operations during the national site visit. With the current structure, faculty are required to teach 30 credit hours per year to be considered full time despite any documented or undocumented duties. The current program director position contract has a 5 credit hour release from teaching load but that hasn’t been taken due to the lack of other faculty to teach classes. Recently a 10 hour per week adjunct position was opened which will help with student supervision and client services for clinical lab days but not relieve any workload from current faculty. Faculty are required to attain continuing education credits to renew their licenses each year. This keeps faculty up to date on the latest advancements in veterinary medicine, and they can incorporate it into the curriculum for students. Currently faculty are planning to attend the American Veterinary Technology Educators conference in August. This will be the first career/teaching specific conference either faculty member has attended due to COVID-19.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

The vet tech program awards an Associate of Applied Science Degree as a technical program.

PENDING APPROVAL

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

The program was awarded Full Accreditation by the AVMA-CVTEA in April 2018 and of November 2018, all deficiencies except VTNE pass rate were met. The VTNE pass rate was updated to a 50% minimum which we were previously under but as of Fall 2021 had met.

The new faculty member that is serving as the SCNAVTA Chapter advisor and the students have been able to increase chapter activity especially now that many COVID-19 restrictions have lifted. The program is much more engaged in the community than previously with events during festivals such as Newollah and hosting for the first time a benefit dinner/auction event. Planned events for this spring include helping with park openings in Coffeyville and Independence as well as a community event with local veterinary practices. While it has been a bit more time-consuming, these events and activities have been enjoyable for faculty and program students.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

Dr. Hailey Mueller was asked to be a featured speaker for the Southeast Kansas Animal Health Day this year and has been a veterinarian for two county fairs for the past two years. She has also completed a special certification in companion animal euthanasia.

6.3 Innovative Research, Teaching and Community Service

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

Until January, the program had been visiting both animal shelters present in the county at least once a semester for community service. Unfortunately, a new AVMA requirement was put into place that requires all animals to have been rabies vaccinated at least 28 days before students

handle them or that the students be rabies vaccinated themselves. Due to the nature of shelter operations, rabies vaccinating and holding animals is not an option. We are currently working with administration to try and produce funds for student rabies vaccinations as this limits the ability to work with many animals other than just at shelters. Despite this the students found another way to support the shelters through their Student Chapter of the National Veterinary Technicians Association (SCNAVTA) by hosting the previously mentioned dinner and auction events. Over \$3,000 was collectively raised for the shelters and the students to attend a veterinary conference.

The new faculty member that was added in the fall of 2021 has dedicated a vast amount of time outside of class and office hours to developing and producing her own models for animal venipuncture practice. This has helped students gain more practice with less animal use for invasive procedures. The students enjoy the models and she is planning to develop some for urinary catheterization this spring.

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data. *(See Section 7.1 in the Program Review Handbook examples.)*

Narrative:

There was a decrease in the number of students in the program from the previous comprehensive review until now. This is expected to be due to COVID-19. For both the fall 2020 and fall 2021 start, several students that had completed applications opted to not apply and work for another year due to concerns with courses going online and the general instability at the time. At this point it is anticipated that we will have the largest starting class the program has had since 2017 based on the number of students in the introduction course as well as other pre-requisites.

Previously, there were 4 full time program staff and one part time according to the 2018-2019 comprehensive review. One of these individuals was an instructor that taught pre-requisite courses but not VET courses. Currently we have two full-time faculty, each with an additional supplemental contract and extra non-paid or contractual duties that must be carried out. There has been a vast increase in animal health and AVMA regulations that have been hard for faculty to maintain adherence to as well as support students, animals, and clients. Another pitfall has been the discovery of subpar or a complete lack of in place protocols as we have been preparing for the upcoming site visit.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. *(See Section 7.2 in the Program Review Handbook for more information.)*

Narrative:

Circle One: Maintain Current Levels of Support

Potential Enhancement Opportunities

Revitalization Opportunities/Needs

Phase out

Explain why:

Many areas of need are expected to be further highlighted by the site visit. A major concern is that due to the lapse in having a dedicated program director with no training or overlap with previous staff, many things that are necessary were not known or communicated until the self-study report was assigned by the AVMA. There are publications present with requirements, but during the complete curriculum overhaul and developing a stand-alone self-sustaining clinic model including policies and forms, there was not time for two (and for a summer one person) people to do everything. Student experience and board exam pass rates have improved, but at the sacrifice of policy updates and compliance. Specific requirements will be outlined by the AVMA-CVTEA in their site visit report. Preliminary topics of discussion have been equipment purchases/updates; faculty additions; updates to animal care and use protocols; rabies vaccination funding procurement for faculty and students; program leadership transition planning; program faculty training/support; and several other updates to various policies.

7.3 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 7.3 in the Program Review Handbook for more information.)*

Narrative:

While pass rates of courses have decreased and this can be disheartening, it is of current belief that this has resulted in better graduates and the higher board pass rate we have now. The Introduction to Veterinary Nursing course has been updated to reflect more accurately what the program courses are like and better prepare students. This increase in expectations has resulted in some grade struggles in the intro course but will hopefully alleviate some of the issues with passing grades seen in the first semester of the program.

Math continues to be a struggle point for many students and as encouraged by the program advisory committee, a proposal to add College Algebra as a pre-requisite passed both at

division and academic council meetings. There are currently some issues with adding it to the program with the board of regents due to the number of credit hours the entire program would be. Currently, the pre-requisite courses are included into the total credit hours for the program despite students not being in the program while taking them. It is the program director's recommendation to remove the pre-requisites from the program total but repercussions of that on financial aid for taking those courses needs to be further evaluated.

Short and long term goals:

1 - A current program goal is to further increase the board exam first time testing pass rate. Currently it is at 53%. We would like to see it reach 70% but this will take time as it is calculated from an average over the most recent 3 years.

2- Another goal is to continue to recruit quality applications that are more likely to succeed in courses and have solid communication skills. Starting in fall 2022, interview for program admittance will be reinstated. This is in hopes of better gauging student professionalism; motivation; speaking ability; and current animal knowledge than paper applications are capable. Once this new process is in place, retention and pass rates of first semester courses should be reevaluated and compared to prior cohorts.

3- This was a goal on the previous comprehensive review that was set to be completed in fall of 2020 but no progress was made. The development of a veterinary assistant certificate program has been discussed a lot and could potentially be used to classify some prerequisites and 1-2 additional first semester courses as a specific program for financial aid. This will allow us to reach more recruits for the program and be an avenue for students that are not interested or able to complete the program or board exam. There is not a national exam for veterinary assistants and a certificate program does not need accreditation by AVMA.

4- Another uncompleted goal from the previous comprehensive review would be the development of large animal facilities. Currently we do not have anywhere to work with large animals and rely on Dr. Muellers' clients to allow students to complete skills. They do not get near as much large animal experience as small animal or exotic animals, which is a negative for many prospective students interested in large animals. To date, we have been looking for grants or a funding source and have not been successful.

5- The last previous goal without any progress is the development of a dedicated necropsy and anatomy lab. In previous annual program reviews, it has been mentioned that we have unused space that would work well for this. Currently we are using tables with no drains and a room with no extra ventilation for formaldehyde fixed cadavers. This is the same room as our clinical pathology equipment which is valued at over \$100,000. Care is taken to keep all equipment clean and safe, but contamination or damage is a constant concern.

7.4 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

Narrative:

Mission Statement: Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

HLC Criteria:

3. C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Students are the top priority of the vet tech program at ICC. The small class size allows for increased one on one instruction by caring faculty and staff. All our faculty hold professional credentials and attend continuing education conferences and seminars yearly. Faculty go above and beyond to assist students wherever they can, they are willing to schedule study groups and

organize educational trips for students. Our faculty spend several hours every day with our students, from teaching to helping them research and study for exams. They assist our student group with fundraisers and volunteer opportunities. Many graduates stay connected with faculty from the program and provide updates about their careers and aspirations.

3. D. The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students' guidance in the effective use of research and information resources.

Students are encouraged to develop and enhance their critical thinking skills while they examine patients and perform laboratory procedures as well as in class case studies and learning activities. They gain hands-on experience and knowledge that they will use throughout their careers as vet nurses. Student support services including the tutoring center are available as well as instructor office hours which are posted at certain times but often unlimited. Students commonly text the instructor's questions at all hours and receive almost instant replies. Our faculty will also organize study sessions for our students upon request or need is gauged by the instructor. In addition to caring faculty, our small animal facilities and equipment provide students with a realistic learning environment and all the tools they need to succeed.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
- Other, as applicable
- Accreditation Fee Request
- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

Narrative:

Recently instructional supplies costs have increased substantially. These supplies include medications and disposable supplies that students need to use to complete essential skills. The future cost of medications and supplies continues to rise, it is an area where we do not have control. We operate with the least amount of inventory as we can and only order supplies when needed. To help with the budget issues and to free up some of the budget, the vet

nursing clinic started to charge ICC employees for providing services to their pets and allow outside clients to bring animals in when appropriate. The charges cover the cost of disposable materials and medications plus a 30-35% markup so that the program may reinvest in new equipment in the future. This has aided in keeping our budget under control and make the program more self-sustaining. Many fees have been set but as we encounter new situations more are being set up.

We have been fortunate to get Perkins funding that has allowed the purchase of a new surgery table, fluid pump, animal bath, and ultrasound. A current need that could be a beneficial use of Perkins funding would be a new surgery light (approximately \$2,000) . Only one head of the current light works, and maintenance has not been able to repair the other one. It was a basic, low-cost light presumably purchased or donated when the program began.

At this point in time the anatomy lab has not been funded and no plans have been made but it is still a wish list item. As mentioned in the last two years' annual reviews, the current room that is used for the anatomy lab class is not a proper set up for the fluids from the dissection of cadavers. For example, when a lab animal is on one of the tables, the formaldehyde fluids run off onto the floor and there are no floor drains. The tables are not large enough for larger animals (even medium to large dogs). We would still like to repurpose the 4 rooms in the southwest corner of the vet nursing building, the cat room, rabbit room, and two others. This fourplex area can be easily converted into a nice functioning anatomy lab. No funding has been found for this, but other grants are currently being approached for other things such as a veteran's program.

Another item of improvement that is still on the program radar as it was last year is the addition of large animal facilities. As of now, large animal labs are farm visits only. There is no space where clients or staff could bring large animals to the school currently. This can be risky with no insurance that the facilities we travel to are safe, especially for students that may not have large animal experience. Currently, students are required to either drive themselves and then the class utilizes producer/farmer UTVs to get around farms and pastures or be transported at instructors' personal expense for farm visits in Dr. Muellers' truck. Also, as class sizes grow transportation becomes an issue. An alternative to physical large animal facilities would be obtaining a truck for the program or repurposing one of the trucks that the college has purchased for vet nursing use. The truck could be outfitted with a vet box and a portable chute could be purchased for ambulatory large animal appointments. It could be branded with college logos etc and used in parades or other community outreach events.

As the program grows, addition staff will be necessary. From the perspective of current staff in relation to workload and allowing for program improvement as well as growth, this is an immediate need. At this point in time, we meet ratios required by the AVMA for live animal labs (1 instructor for every 8 students). Previously, four full time and 2 part time staff members were listed in the program (according to the 2018-2019 comprehensive review). Two of the members listed were main Campus instructors that taught pre-requisites or microbiology but not VET courses. In 2017 there were two full time staff members (a DVM and a RVT) and one adjunct (RVT) that taught several courses and assisted in labs. Now, full teaching load as well

as the director position; SCNAVTA advisement; IACUC chairmanship; DEA duties; and the equipment manager duties are split between two full time faculty members, one of which will be stepping back from two roles to one in May 2022.

During surgery lab at minimum two instructors are needed as the veterinarian is doing surgery and another instructor is needed to help with anesthesia monitoring and be available in case of emergency during surgery. Only having two instructors for the program and one being director puts strain on faculty to accomplish all the necessary upkeep; inventory; ordering; technology/lab equipment needs; record keeping; client relations; student needs; program admissions and recruitment; and teaching courses. It also puts a limitation on program growth in numbers, and the ability to offer elective courses or a certificate program. Currently, students choose other programs over ICC due to no online or hybrid option and a complete lack of elective courses. Although student numbers may not necessitate an additional faculty member now, anticipated numbers for the Fall of 2022 based on current applications may necessitate another instructor. There are also many duties that are not in the faculty contract/handbook such as DEA licensure and inspections/controlled substance inventory and use logging; SCNAVTA chapter advisement; Kansas Board of Veterinary Examiners inspection/compliance; rabies vaccination status check and certificate/records collection for all animals; as well as operating the teaching clinic, which is in its own, a stand-alone business. There seems to be a current struggle for budget to support the program and hire faculty. This in turn affects student attraction and the ability to evolve and offer amenities or options such as online or vet assistant offerings that are current with the times, as other programs do.

In addition to a lack of staff, the program's radiology technology has plateaued. Industry standard radiograph machines that students will encounter in practice are primarily digital. Currently, the program uses a Computed Radiography machine. Our program also lacks a dental radiography machine. A lack of advances in technology and standard equipment in the department causes the students to think our program is antiquated and encourages them to seek education at more updated facilities. It also necessitates the use of dental radiology equipment from a local practice which can only be done at times that are convenient for them whether that be during or outside of schedule class times. Currently students get to practice dental radiography once during the radiology course and are then often expected to be able to complete dental radiographs efficiently on a daily basis in practice upon graduation.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

Program Director, Dr. Hailey Mueller prepared the review with contributions from Maria Perez, RVT especially on current equipment needs/status. Current faculty both agree on current program strengths and weaknesses as well as future goals, wants, and needs.

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

Program Review Committee: The Program Review Committee agrees with the data and information provided in this program review.

Division Chair: I agree with all the data presented in this program review. I believe the Vet Nursing program is vital for our community and surrounding communities. I know several RVTs who have graduated from ICC, who work in our communities, and will be working in our communities. I agree with the recommendation of Revitalization for Vet Nursing.

Vice President for Academic Affairs: I agree with the data presented in this program review. The Veterinary Nursing program provides a key industry in Southeast Kansas and the Mid-West with workforce ready employees. The recommendation of Revitalization is fitting because of the request for funds and projects needed to improve test scores, student, animal, and faculty safety, and continue to provide academic excellence.

10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

PENDING APPROVAL