APPENDIX G

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SELF-STUDY REPORT
Accreditation Information and Self-Evaluation

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Report of Self-Evaluation for School Of Veterinary Technology

Saint Petersburg College

PO Box 13489 St Petersburg FL 33733

Report by Tricia Gorham MA CVT   Academic Chair

Signature of Author: _____

Date_____   Telephone Number 727-302-6733   Email: gorham.tricia@spcollege.edu

To save time for all concerned during the evaluation visit, and to ensure accuracy of the records of AVMA, see Appendix F for submission guidelines.   If an index or table of contents can be provided with the material submitted, it will greatly enhance the review process.

Administration, faculty, and students should be fully involved in the self-study, and any active advisory committees should have an opportunity for input before the final report is sent to CVTEA. Self-evaluation should be an ongoing activity of the program. This form is offered as a general outline for the report. Discuss each major section in detail in narrative form.

Principal Administrative Officers (**if titles are not applicable, provide appropriate terms**)

    A.   President or Chief Executive   Dr. Tonjua L. Williams
           Officer of College or School

           Signature: _____

    B.   Dean of Academic Affairs: Dr. Anne M. Cooper, Senior Vice President, Instruction and Academic Programs

    C.   Dean of Student Affairs: Pat Rinard, Interim Senior Vice President of Student Services

    D.   Director of Financial Affairs: Brian Miles, V.P. Admin./Business & Info Services

    E.   Department Head/Division Dean: Dr. Richard M. Flora, DVM MSBA, Dean

    F.   Director of Program for   Dr Ricard Flora DVM MSBA Dean
           Educating Veterinary Technicians

Introduction

    A.   Provide a brief history of the program.

The veterinary technology program was established in 1971, at the request of a committee of local veterinarians. Classes began under the direction of the first program director, Dr. Norman Plews. The first class graduated in 1973. In 1974, Dr. David Tollon joined the faculty. In 1975 Dr. Jim Kelly filled the position of director, and the next year Dr. Tollon became director and Dr. Thomas Krall was hired. Drs. Tollon and Krall have remained on the faculty up to the present time. In 1978, Dr. Guy Hancock joined the faculty for 4 semesters. At that time, the program utilized lecture and laboratory space in the Science Building on the St. Petersburg Campus as well as the animal laboratory at the College's Bay Pines VA Hospital site.

Under Dr. Tollon's leadership, the program first became AVMA accredited in 1978. Dr. Katherine Shaw (Gloyd) became the director in 1979. In August of 1983 the program consolidated labs and lectures by moving to the new building at the Health Education Center, joining the College's other allied health programs. The 11,000 sq. ft. facility was modern, spacious, and well-equipped for teaching veterinary technology. Dr. Guy Hancock filled the Director's position in October of 1983 during the re-accreditation site visit. After receiving approval to begin a Bachelor of Applied Science Degree program, he then served as Dean from January, 2004 until June, 2006 at which point the position was filled by Dr. Richard Flora. Since that time, Dr. Flora has conducted a full review of the AS curriculum and a redesign of the BAS curriculum. On September 24, 2010 groundbreaking took place for a new 33,000 sq. ft. Veterinary Technology Building located in Largo, Florida. Occupancy occurred on August 15, 2011 in time for the start of the fall 2011 semester.

The AS distance program began in 1994 after receiving approval from both St. Petersburg College as well as the State Board of Community Colleges. It became provisionally accredited in 1995 following a site visit. The program submitted semi-annual reports throughout the first five years and received full accreditation following a site visit in 2000. The program has continued to grow and presently exceeds the campus program in headcount and student semester hours.

In 2004 approval was given to begin a Bachelor of Applied Science program. We were the 16th BAS degree in Veterinary Technology in the United States; and the first to be offered online. Our first classes were offered in January, 2005. With three areas of concentration, the students have a choice of selecting an Advanced Clinical Track, a Veterinary Hospital Management Track, or a Combined Track.

    B.   Note the strengths and challenges of the program.

       1.   *Our excellent faculty members have many years of teaching and practice experience. They are a major strength of the program. The faculty remains active in private practice, which increases their credibility with colleagues who hire our graduates. The faculty are excellent clinicians who bring the same high standards and expectations into the classroom*.

       2.   *Institutional support provided by the College is one of the major advantages benefiting the Program. St. Petersburg College was designated Florida's leader in distance learning among the state's 28 other community colleges. SPC ranked first in the number of courses offered (3,796) and in number of students (28,063). SPC has once again placed near the top of Community College Week's Top 100 Associate's Degree Producers List. In the primary category, All Disciplines, SPC was ranked 13th*

       3.   *Extensive, continuous interaction between instructors and students provide excellent instruction and student support. Course design encourages critical thinking and student-to-student interaction*.

       4.   *The physical facilities and equipment of the veterinary technology program are outstanding. SPC Veterinary Technology Center is state of the art with all equipment to replicate the veterinary community. This allows for the ability to create interactive assignments and videos for the students on site.*

5. *SPC Veterinary Technology offers a campus program as well which allows for flexibility for the online students to enroll in some courses on campus to better fit their needs.*

Challenges:

1. *The state requirements for distance education programs is making us evaluate if we will continue to offer our online programs in those states requiring high fees.*

2. *Keeping up with new technology that allows more interaction in the online environment is an ongoing challenge. We are assisted in meeting this challenge by our Web and Instructional Technology department. Our instructors help pilot new programs and technology whenever possible and are actively involved in course revitalization*

3. *The size of the program, the various options available to students and growth of the Distance Education Program have all increased the workload on administration and management. Annual Unit Planning provides a mechanism to address these pressures and seek additional resources.*

C   Do any critical or major deficiencies from your last accreditation evaluation remain unmet? If yes, describe otherwise leave blank.

I.   *Institutional Accreditation*
A.   Which agency recognized by the United States Department of Education accredits the parent institution?
    Southern Association of Colleges and Schools, Commission on Colleges. See Appendix K
    1.   Provide date of last institutional accreditation review. *2008*
    2.   Provide date of next institutional accreditation review. *2018*
    3.   Is the program in good standing with the institutional accreditor? *yes*

II.   *Finances*
A.   Fill out the following financial page. Be sure to include Total Institutional Operating budget. Insert the years and whether it is based on fiscal or calendar years. ***BAS Program – AS Budget listed on campus report***

	Two Years Past Year 2015-2016	**Prior Year Year 2016-2017**	**Current Year (Budgeted) 2017-2018**
TOTAL INSTITUTIONAL OPERATING BUDGET:			
PROGRAM REVENUE:			
State appropriated funds			
Federal funds			
Student tuition and fees	$444,412.72	$500,246.48	$468,844.95
Grants			
Foundation Contributions			
Total Revenue of Program	$444,412.72	$500,246.48	$468,844.95
PROGRAM EXPENDITURES:			
Personnel (include numbers for each column in each category)			
Veterinarians and Credentialed Veterinary Technicians	182,324.42	182,324.42	182,324.42

Instructional Management	83,587.77	83,583.09	58,484.13
Instructional Overload	39,855.50	37,905.05	42,396.23
Adjunct and OPS	22901.24	40596.07	28215.61
Benefits on salaries	72781.69	72621.51	76322.11
Services	1572.76	1002.49	552.70
Supplies	1683.94	1429.80	787.34
Travel	205.44	969.85	534.07
Printing	122.85	182.87	100.70
Services	1572.76	1002.49	552.04
Total Expenditures of Program	406,608.37	421,617.64	309,269.35
FOR PROPRIETARY SCHOOLS:			
Total Assets of Institution			
Total Liabilities of Institution			

B. What would be the theoretical total cost for student who is a resident of the state (if applicable) to complete the program, based on current tuition, fees, and equipment, books, and related costs.

	Florida Resident	Non-Resident
Tuition Cost per Cr. Hr.	*122.70*	*425.79*
Major Classes (42 Cr. Hrs.)	*5153.40*	*17,883.18*
Lab Fees	*N/A*	*N/A*
Online Fees	*630.00*	*630.00*
Books	*2800*	*2800*
Uniforms		
Total Cost	*$8583.40*	*$21,313.18*

C. Are program-specific scholarships or grants available? If yes, briefly describe including amount of funding.

SPC Foundation Veterinary Technology	*$5,000*
Pinellas County VMA	*$1,200*
Jana Shuman	*$1,000*
SPC Veterinary Technology Study Abroad	*$12,000*
Hillsborough Animal Health Foundation	*$1,000*
Red Robin Memorial	*$3,000*
Kelly Stadler Animal Lovers Memorial	*$300*
Suncoast Avian Society	*$1,500*

Connie Del Davis	$2,000
Golden Fund	$10,000
Callie Elizabeth McKenzie Memorial	$500
Betty Schaaf Veterinary Technology	$600

D. Is the present budget adequate for program needs? *Yes.*

E. Are changes in the present budget needed? If yes, what changes? *Not at this time. Mechanisms are in place allowing for budget revision requests as needed.*

F. What provisions are made for emergency needs outside the established budget? *If emergency funding is needed for our BAS program, a request is made to the Senior Vice President for approval.*

III. Organization and Communications
A. Program Mission
    1.Provide the mission statement for the program.
    Program: We will provide a supportive learning environment, enabling students to achieve outstanding leadership and clinical competency, resulting in optimal animal care and nurturing of the human-animal bond for the benefit of society.

    College: Promote student success and enrich our communities through education, career development, and self-discovery

    4. What is the primary focus of the program (companion animals, equine, food-producing animals, laboratory animal medicine)? *Companion animals*

B. Communications
    1. Indicate organizational placement of the program within the institution and describe the line of communication between the program and the institution's administration. *Organizational chart included in Appendix A. Administratively, the academic chair, faculty, and staff all report to Dr. Richard Flora, the program Dean. When higher levels of authority are needed, Dr. Flora will consult with the Senior Vice Presidents. Matters concerning students generally start with the instructors, then academic chair, then the Dean; and if necessary, the Associate Provost.*

    2. Provide membership of the advisory committee and copies of the minutes of the last two advisory committee meetings. *Appendix B*

    3. Are improvements in communications needed? If so, what improvements are planned? *Communication in the Veterinary Technology Program and the college as a whole rank well above satisfactory. Bi-monthly veterinary technology staff meetings allow regular communication among all faculty and staff. The Dean and Academic Chair have and open door policy and all faculty and staff are welcome to share information or express concerns at any time. Corporate training continually offers a variety of self-improvement classes that are free-of-charge to employees; communication is one of them. The Dean attends regular Dean/Provost meetings and bring college-wide information back to the department meetings.*

IV. Physical Facilities and Equipment
    Provide photographic or video images of all facilities used for primary instruction in the program. This includes on-campus and off-campus facilities. (i.e. campus clinical and laboratory facilities, large animal facilities, etc.) List all facilities used by the program and give a third person narrative description of each site. [Distance Education Programs (DEP) only – describe any physical office space and where administrative offices reside]
    The DEP offices are the same as for the AS campus program. Full time instructors along with support staff our housed on campus with 20 individual office areas as well as a separate common area for adjuncts.

A.   *Many of the instructors are the same for campus / online and BAS program.*

St. Petersburg Veterinary Technology building, located at 12376 Ulmerton Road in Largo, Florida 33774, is built on a 12.5 acre parcel of which 6 acres are wetland and 6.5 are upland. The building is one story, 32,514 square feet and building with a finish floor elevation of 48.30. The building site is in a 'non-evacuation' zone and has 112 regular parking spaces and 5 handicapped accessible spaces. The building was designed to meet 125 MPH basic wind speed, and a Category C winds exposure. All full time instructor's offices are housed in the main office area with additional office space for adjuncts in secondary rooms.

B.   Classrooms, laboratories, animal holding areas, and clinical facilities:

1.   Discuss the adequacy of rooms and areas, including adequacy of lighting and ventilation. [DEP only – are any campus labs used for student instructor or assessment of hands-on skills]

Campus labs are not used for any instruction or assessment of hands on skills.

2.   What changes are needed, if any?

Not at this time

3.   Is the program registered with the U.S. Department of Agriculture (USDA)? *Yes*. If so, include a copy of the latest USDA inspection report and responses to deficiencies noted. *See Appendix D*

C.   Equipment for classrooms, laboratories, and clinics: [DEP only – describe the types of software used to view hands-on skills received for assessment including bandwidth size, describe IT support available to instructors and students]

The college learning management platform is Desire to Learn which is utilized on all AS and BAS courses for online instruction. In addition, hands on skills are documented with the use of YouTube videos submitted within the platform and the housed within each student's Eportfolio. BAS students are also required to maintain their own Eportfolio throughout the program. Web based WebEx is used in both the BAS and AS program for synchronous interactions with students. IT support is provided weekly here on campus or by telephone on a daily basis. IN addition to IT support, the college provides instructional design support as requested.

D.   Office and program storage space:

1.   Is office space adequate for needs, including privacy of student counseling? [DEP only – omit question if no office space is provided by the institution] *The office and administration area of the facility is ideal. It is approximately 4709 sq. ft. This is almost three times that of our previous location.   In addition to faculty offices, we have offices for support staff including instructional technology, library staff, and advising/counseling.*

2.   Discuss or describe storage space provided for program. [DEP only – describe storage and retrieval of electronic student files] *In addition to separate file and work rooms in the administration area, storage space is equally abundant. The diagram of the building clearly shows multiple separate storage areas along with a 5000 Sq. Ft. area for future expansion.*

Lab Storage Room w/closets	*Rm. 144*
Computer & Collaborative Labs w/closets	*Rms. 141, 143 & 145*
Food Storage Room	*Rm. 161A*
Addition separate storage room	*Rm. 161B*
Lab Procedures Storage Room	*Rm. 168*
Storage Closet outside of Radiology	*Rm. 100F*
Outside storage	*Rm. 178*
Custodial Room	*Rm. 150*
Custodial Storage Room	*Rm. 176*
Mechanical Room	*Rm. 157*

Mechanical Storage Room	*Rm. 139A*
Facilities Room	*Rm. 139*
Electrical Room	*Rms. 140 & 157A*
Generator Room	*Rm. 157B*
Telecom Room	*Rm. 159*

   3.   What changes are needed, if any? *None*

E. Off-campus clinical sites for primary instruction of student skills (other than externships/practicums), if used:
   1.   List and describe sites used. [DEP only - describe the criteria used for approval of clinical sites]

Clinical sites are provided the essential skills lists as well as the essential equipment list and affiliation agreements. The clinical sites must employ a credentialed veterinary technician or licensed veterinarian that is willing to provide essential equipment as well as mentoring for the students. Students must submit their affiliation agreement and be approved by their individual instructors prior to beginning to complete any required hours. Instructors within each course maintain contact with students as well as clinics throughout the semester.

   2.   Are memoranda of understanding in place with off-campus providers of instructional support that clearly indicate the responsibilities of the sites, the program, and program students? *Yes*

   3.   How are these sites used in the delivery of instruction? *These sites are used for students to learn and become proficient at their essential skills. Primary instruction is provided by the instructors in various forms and then implemented by the student and mentor within a clinical setting All sites are used for hands-on clinical skills under the supervision of mentors. However, all hands on essential skills are evaluated by instructors.*

   4.   How many students are at each site at a given time? *Typically, there is only one student per site at any given time. On rare occasions we will have multiple students at one clinical site.*

   5.   Who is responsible for validating the acquisition of requisite competencies at these sites, and how is that validation verified? [DEP only – include how does the program evaluate student's experience at the clinical site] *All essential clinical skills are evaluated by faculty through video submission. Students are evaluated by clinical mentor during their work practicum courses with a midterm and final confidential evaluation submitted. Additionally, all hands on course work as well as work practicums students are required to submit signed skills list from clinical mentor which include skills that are non-essential.*

   6.   How are student learning activities at these sites monitored by program personnel? *All courses requiring essential skills will be evaluated by video submission and project submission by course instructors. Throughout the semester students are required numerous interactive activities within the course that allows the instructors to follow their progress through clinical sites as well as completion of essential skills. Instructors have at all-time contact information for the clinical sites as well as specific mentors should discussions on students' progress need to occur.*

F. Briefly describe any emergency preparedness or disaster plans in place for the program and the institution.
Every employee and classroom has a spiral bound Emergency Response Guide flip chart that covers the following topics:

        1. Responding to emergencies
        2. Injury or sudden illness
        3. Evacuation procedures
        4. Fire or explosion
        5. Hazardous materials spill or release
        6. Bomb threat
        7. Suspicious mail and packages
        8. Hostile person(s)

9. *Shelter in place*
10. *Power outage*
11. *Weather emergencies (Thunderstorms, tornado)*
12. *Weather emergencies (Tropical storms, flood, hurricane)*
13. *Reporting suspicious behavior*

A copy will be available at the site visit. It can also be viewed on the college website link:
https://go.spcollege.edu/Emergency_Management_Plan/

We have developed an emergency plan for our location. Included in that plan will be a Continuation of Operations Plan. St Petersburg College has an Emergency Management Coordinator who works with each department to ensure their preparedness. The plan also includes evacuation of the animals and hurricane procedures.

V. Resources for Clinical Instruction
A. List species of animals and numbers of each available for teaching purposes. [DEP only – do not fill out the species list] *Species preceded by an asterisk are required. All others are recommended. **N/A***

B. How does the program ensure that adequate numbers of animals are available to provide sufficient hands-on experiences for each student? ***Students in the distance program use their own animals, hospitalized animals or owner animals being seen in practice for their clinical skills. Additionally, for laboratory animals, students may obtain different species to complete required tasks.***

C. What is the student to animal ratio for laboratories with: [DEP only – omit questions D, E, G, and I below]
1   Small animal?
2. Large animals?
3. Laboratory animals?
4. Birds?

D. From where are animals that are used in the program procured? If using sources such as animal shelters, do you have memoranda of understanding with these sources? ***N/A***

E. How are animals transported from the sources to the program? ***N/A***

F. Provide membership of the required institutional animal care and use committee (IACUC) and copies of the minutes of the last two meetings. <mark>APPENDIX G</mark>

G. Who is in charge of animal care? ***N/A***

H. How are teaching models used in program instruction? ***All DEP students are provided with videos examples of the required skills and detailed instructions on how to properly complete each skill prior to them preforming on live animals. Students are encouraged to use stuffed animals or practice models when available.***

I. If clinical services are provided to the public, how are these used to enhance program student educational experiences? ***N/A***

VI. Library and Informational Resources
A. Library operations:
1. How many hours per week is the library open? Provide total and daily hours. [DEP only – describe informational resources available to students. Omit question A2] ***67.5 hours a week at the Health Education Center. Monday – Thursday 7:30am – 9:00 pm, Friday 7:30 am – 4:00 pm. The Library at the Vet Tech Center is available to***

students whenever they are on campus Monday through Friday. The Seminole Campus of St Petersburg College also offers library services to all students Monday through Sunday.

2. What is the seating capacity? *HEC = 120, Vet Tech = 6*

3. How is the library staffed? What is the name and credentials of the lead librarian? What are the credentials of other library personnel? *Two full time MLS degreed Librarians, two full time Library Technicians and one full time writing tutor. OPS Librarians all have MLS degrees as well. Library Director – Joshua Brown, MLS*

4. Where is the library located in relation to the Program facilities? *Within the HEC campus facility, smaller remote library facility at the Vet Tech campus*

B. Library veterinary technology-specific holdings:
    1. How many books specifically relate to veterinary technology and veterinary medicine? *Approximately 1800 (includes print and eBook titles)*

    2. How many periodicals specifically relate to veterinary technology and veterinary medicine? *Beyond what is in the journal databases, approx. 15 journals that have individual, specific subscriptions*

    3. What databases are available that pertain to veterinary technology? *Veterinary Science Technology, MEDLINE, ScienceDirect, Cinahl Complete*

    4. What types of auto tutorial and/or other learning resources are available to the veterinary technology students, including space, materials, personnel, computers and other equipment? *The library has a number of prerecorded tutorial videos on database searching, remote Ask A Librarian services are available as needed, the Library has three color copier/printers, flatbed scanners, 35 desktop computers, 10 laptop computers, 10 student study rooms (4 with flat screen monitors and DVD/VHS players)*

C. How much money is allocated to veterinary technology-related acquisitions? *Depending on overall budget allocation, approximately $10,000 is allocated. It should be explained that journal databases and subscriptions are not charged to a specific program. The $10,000 reflects books only.*

D. Evaluation:
    1. Are library facilities adequate? *Yes*

    2. Are library holdings of reference books and periodicals current and adequate? *Yes, the college continues to strongly support the library and our facilities*
        a. How often are books and periodicals reviewed and purged? *Purging and collection analysis is done in an ongoing manner. Collection inventory is done once a year. Usage statistics of journal subscriptions and databases are reviewed on an annual basis*

    3. What changes in library services would benefit the program? *Additional professional library staff would benefit the program.*

    4. What methods are used to encourage students to use the library? *Library instruction sessions in classes, integration of librarians into classes, use of virtual chat reference, workshops, library presence on the VetTech campus and course required assignment involving research engage learners in library use.*

VII. *Admissions*
    A. Maximum number of students to be admitted to program in each enrollment period.
        AS Program – Currently there is no limit on the maximum number of distance students admitted
        BAS Program – Currently there is no limit on the maximum number of students that are admitted.
        Certificate Programs – Currently there are no limits on the maximum number of students admitted to the upper level certificate programs.

B. Number of times students are enrolled in the program per year. *3*

C. Number of qualified applicants for each enrollment period for the current first year of the program.

BAS   *Fall 2016 = 32*
                            Spring 2017 = 35
                            Summer 2017 = 16
AS Online   *Fall 2016 = 60*
                            Spring 2017 = 62
                            Summer 2017 = 57

D. Number of students entering each enrollment period for the present first year- class.
                    AS. Program Fall 2016 = 56   Spring 2017 = 55
                    BAS Program Fall 2016 = 31   Spring 2017= 24

E. Describe procedure for selecting first year- students:

AS Online: *The selection process for first year learners includes minimum scholastic requirements, tests used, required documentation, and special provisions for out-of- state students, if applicable. Before entering the first term of the AS Veterinary Technology 'program courses' all students must have completed at least 18 of the 21 credits of the required Veterinary Technology general education and support courses including composition, speech, mathematics, and natural science. Students may take the general education and support courses at any regionally accredited college or university, or they may complete them through St. Petersburg. College campus or distance education general education and/or support courses do not have to be taken in the order listed.*

Applicants must have worked or volunteered in a veterinary hospital at least 40 hours prior to applying for admission to fulfill the clinical observation requirement. Candidates must also complete the Health Programs Application form before they will be considered for acceptance into the Veterinary Technology Program.

        The complete on-line program application process includes:
              a. The general college application.
              b. The Health Programs Application form.
              c. The Hospital Observation information.
              d. Transcripts from high school (if no college degree) and any colleges
                    attended sent directly to SPC from each school.

        After the application period closes, all qualified applicants are considered for admission.

Out-of-state students must meet the same admission requirements as in-state students.

BAS: The selection process for includes minimum scholastic requirements, tests used, required documentation, and special provisions for out-of- state students, if applicable. Before entering the first term of the BAS Veterinary Technology 'program courses' all students must have completed an AS degree in Veterinary Technology from an AVMA accredited program plus 15 credits general education and support courses including composition, speech, mathematics, and natural science. Students may take the general education and support courses at any regionally accredited college or university, or they may complete them through St. Petersburg. College campus or distance education general education and/or support courses do not have to be taken in the order listed.

Candidates must complete the Health Programs Application form before they will be considered for acceptance into the Veterinary Technology Program.

        The complete on-campus program application process includes:
              a. The general college application.

    b. The Health Programs Application form.
    c. Transcripts from high school (if no college degree) and any colleges
      attended sent directly to SPC from each school.

   After the application period closes, all qualified applicants are considered for admission.

  Out-of-state students must meet the same admission requirements as in-state students.

  2. How are program personnel involved in the admissions process for program students?

    Program personnel are generally the first point of contact for prospective students. The majority of program applicants initially connect with office staff after viewing the college website. Questions are answered and often the prospective student will tour the campus and meet with the Dean for further discussion about the program. Students are encouraged to connect with a counselor and/or advisor if there are any further questions regarding the application process. Advisor contact information is provided to the student and the student can meet with them here at the Veterinary Technology Center.

    Any questionable data received by the admission office is discussed with the Dean of the Veterinary Technology program. Once everything is complete and the student has officially been admitted, an acceptance letter is sent along with a "Letter of Intent" on which the student indicates when they intend to begin the program. When the letter of intent is returned to the admissions office, the Vet Tech Department is then notified and a welcome letter is sent to the student with information pertaining to orientation and registration.

  3. What changes in admission requirements would benefit the program? *The admission requirements in place currently seem to be benefiting the program, so no changes are needed.*

VIII. *Students*
A. Institutional enrollment:
  1. Total head count: ***40,682***
  2. Full-time equivalent: ***19,288***

  Program enrollment:
  1. Total head count: ***478***
  2. Full-time equivalent: ***232***

B. Number of students presently at each stage of the curriculum: (If the program offers more than one option, provide numbers for each program option separately)
  1. First year: 70
  2. Second year: 56
  3. Third Year (if applicable): 40
  4. Fourth Year (if applicable): 31

C. Enrollment options:
  1. What enrollment options do students have? (i.e. full-time only; part-time; evening, etc.) ***Students may choose full time or part time options. The Dean, Academic Chair, and BAS faculty work with students individually if they choose the part time option to ensure proper course choice.***

  2. Full-time equivalent enrollment in the program. ***88 students BAS***

D. Do you anticipate enrollment numbers changing in the next two years? If yes, what is the anticipated maximum number

in the next two years? *Enrollment numbers in the online program have grown in the last year however we anticipate that number to level out and remain consistent.*

E. If enrollment takes place at more frequent intervals, please show current enrollment in each academic term. *(Please see VII C for standard academic term enrollment numbers.)*

F. Provide retention information for the last three complete academic years by completing the table below. (Use data based on a July 1st to June 30th year. Beginning enrollment is the total number of students enrolled in the program on July 1; Graduates is the number of graduates between July 1st to June 30th; New Starts is the number of students enrolling in the program between July 1st to June 30th; Re-entries is the number of students who re-entered the program between July 1st to June 30th; and Ending enrollment is the total number of students enrolled in the program on June 30th.)

All AS Students	Two Years Past (2014-2015)	Prior Year (2015-2016)	Current Year (2016-2017)
E = Enrollment (as of July 1)	312	311	329
NS = New Starts (July 1 to June 30)	138	209	205
RE = Re-entries (July 1 to June 30)			
G = Graduates (July 1 to June 30)	94	95	102
EE = Ending Enrollment (as of June 30)	311	329	334
Retention % = (EE + G) / (E + NS + RE)	90%	81.5%	81.6%

BAS Program	Two Years Past (2014-2015)	Prior Year (2015-2016)	Current Year (2016-2017)
E = Enrollment (as of July 1)	99	92	116
NS = New Starts (July 1 to June 30)	56	77	68
RE = Re-entries (July 1 to June 30)			
G = Graduates (July 1 to June 30)	16	22	30
EE = Ending Enrollment (as of June 30)	92	116	123
Retention % = (EE + G) / (E + NS + RE)	69.6%	81.6%	83.1%

G. Provide number of graduates for each of the past five years including, the current year based on a July 1st to June 30th year. (If graduation occurs several times each year, show numbers of graduates in each academic term.) (Provide numbers for each program option separately)

Academic Term – All AS students	Four years past (2012)	Three years past (2013)	Two years past (2014)	Prior year (2015)	Current year (2016)
Fall	25	33	39	36	43

Spring	47	36	42	39	41
Summer	15	12	13	20	18
Total graduates	87	81	94	95	84

Academic Term-BAS	Four years past (2012)	Three years past (2013)	Two years past (2014)	Prior year (2015)	Current year (2016)
Fall	8	11	5	7	16
Spring	13	9	10	10	6
Summer	2	5	13	1	8
Total graduates	23	25	28	18	30

H. For new programs, when will the first class graduate and with how many students?
I. Student safety issues. (see *Statement on Safety*, Appendix A)
   1. Provide program policy for student pregnancy. **APPENDIX E**
   2. Provide program student rabies prevention/vaccination policy. **APPENDIX E**
   3. Have any student injuries or accidents occurred that required medical assistance beyond first aid? *No*

J. Briefly describe student support services, including academic and personal counseling.

   The Associate Provost supervises the student services functions that include admissions and counseling That staff includes four full-time academic counselors, three full time admissions personnel, an outreach coordinator, a connections coordinator (disadvantaged student support), and administrative personnel. A significant portion of the counseling and advising of prospective and current students is done by the Dean, the Academic Chair, and BAS program faculty.

   Recent upgrades made to the MySPC student information system allows our students to easily access their student advisement report and view their individual academic requirements. The new system, which is called MyPlanner, is more student-friendly than prior advisement programs; however, it still does not replace the human aspect of advising. Students are required to complete the Veterinary Technology student success course prior to starting the AS program, which guides them in setting up their learning plans and simulates conversations about academic planning. BAS students first required course is ATE 3100 "Tools for Success" which is essentially the same directed for the BAS stduents.

   Students in need of mental health counseling are given the option of participating in the Baycare Student assistance program. Students needing accessibility assistance with a documented disability are given support through the Accessibility office at the Health Education center. Students will disabilities are provided support through our accessibility office.

   Students are provided with learning support centers at each campus including the Veterinary Technology Center. We provide tutoring for no charge to students 3 days a week with online options available.

K. Describe the activities of the student veterinary technician organization.
   1. How do the organization's activities contribute to the quality of the program?

      The club's fundraising activities contribute to the program in a variety of ways. They allow the students to see the benefit of their hard work when donating funds to animal related charities in the community. They also require the members to work together toward a common goal which builds their skills working as a team. The executive officers also learn to flourish in leadership roles and display greater responsibility. Students participate in local animal-related events to promote our program, educate the public and promote adoption of our program animals.

2. Is the student organization an institutional member of the National Association of Veterinary Technicians in America (NAVTA) and the state veterinary technician organization?

   The Veterinary Technology Society is an institutional member of the National Association of Veterinary Technicians in America. In addition, students are required to become student members of the Florida Veterinary Technician Association or the Veterinary Technician Professional organizations within their own state.

L. Through what channels do students have input to the program's policies and curriculum?

   In addition to having input to the program's policies and curriculum through the online student commons, Student Survey of Instruction, and end of year course reflection, our students meet with program administrators monthly for an open discussion where program policies and curriculum can be addressed. They are also required to complete a course survey near the end of each semester where these issues are also addressed. There are also current students and recent graduates on our Advisory Committee.

IX. *Faculty and Staff*

A. Number of faculty/staff and fulltime equivalents (FTE) devoted to the veterinary technology program and salary information. Only include faculty/staff from other departments who teach veterinary technology courses to program students:
   FTE is determined by a 36 ECH per academic year schedule. For the 2016-2017 academic year DVM adjunct faculty taught a total of 86 ECH and CVT taught total of 262 ECH

RANK	HEAD COUNT	FTE	MAXIMUM SALARY	MINIMUM SALARY	AVERAGE PAID CURRENT YEAR	LENGTH OF CONTRACT (9-month, 10-month, 12-month)
Program Director (Dean)	1	1	158,347.64	105,565.09		12 months
Academic Chair – Credentialed Veterinary Technician	1	1		59,113		12 months
Veterinarian – Full Time	3	3		55,557		10 month
Veterinarian – adjunct	5	2.38		854 /ECH		semester
Credentialed Veterinary Technician – Full Time	2	2		45,916		10 month
Credentialed Veterinary Technician adjunct	16	7.27		675 / ECH		semester
Other Program Staff kennel manager / lab assistant	3			9.66 hr		12 month

B. Provide the following information for each faculty/staff member assigned one quarter- time or more to the veterinary

technology program: <mark>**See Flash Drive**</mark>

C. Is the program instructional staffing adequate for program needs? If not, what are those needs? ***Yes***
   1. What is the program personnel to student ratio for:
      a. Animal handling laboratories? ***1/10***
      b. Program laboratories without animals? ***1/15***
      c. Lecture classes? ***1/30***

D. Describe clerical support available to program.

> ***The AS and BAS programs are currently supported by 3 full-time career staff Administrative Specialist. The laboratory assistant aides the clerical staff when labs are not in session.***

E. Are institutional policies for retirement, consultation or outside work by faculty, etc. adequate? If not, explain: (*Please do not include the faculty handbook*) ***Board of Trustees Rules and College Procedures***

> ***Full time employees may join either the Florida Retirement System or the TIAA-CREF. Under new legislations, the college is required to pay 5% of individual salaries into the retirement system. Employees are required to contribute 3%.***

   1. Are program personnel supported, either financially or otherwise, to attend scientific meetings? If yes, describe how.

   > ***The college provides each full time faculty member $1500 every two years for professional development. The funds can be used for conference attendance, course tuition, travel, or any other professional development activities as chosen by the faculty member and approved by the Dean.***

   2. Briefly describe College support and requirements for professional development of instructors.

   > ***The College requires full time faculty to specify development goals each year and evaluate those from the previous year. Units may be earned by attending CE, authoring articles or books, serving on committees or in professional organization offices, and similar activities. There are many categories of development activities. By legislative mandate, 2% of the college budget must be for Staff and Program Development. The distribution of these funds is determined by the President's Cabinet.***

F. Personnel issues:
   1. Are salaries adequate? ***Salaries are very competitive with other colleges.***
   2. Discuss faculty and staffing continuity and stability.

   > ***The present faculty and staff have been in place for years allowing consistent course instruction and student support. Some current faculty members have been in place for over 40 years. The majority of our technician faculty are graduates of the program, allowing for the student perspective. New instructors are incorporated into our instructional staff to provide insight and suggestions for improvement in our practices and procedures. All new instructors are brought into a shadowing role a semester before being assigned courses. This allows for learning of classroom and program policy's and best practices from experienced instructors of the curriculum. After one semester of shadowing, new instructors are paired to team teach a course before being given a course to teach independently.***

   3. Describe the policy and financial provision for part-time- faculty, the number currently used in the program, and how they are used in the program.

   > ***The College supports a ratio of up to 55% full time and 45% adjunct instructors according to credit hours. This is higher than many community colleges. Part time instructors may be paid as Hard to Fill (in which case they must have office hours in proportion to their load) or adjunct. Contracts are by the semester and dependent upon sufficient enrollment to justify holding the courses. In addition to the Dean, the AS program (both campus and distance combined) is currently supported by seven full-time employees, two hard to fill, and***

nineteen adjunct instructors.

5.   Who is responsible for hiring and dismissal of program faculty members and support personnel?
The hiring process of new faculty or support personnel starts with the advertisement of the position. Once human resources feels there is a field of diversity, the pool is released to a committee made up of program personnel to reviewing the applications. The committee submits to HR their recommendations for interviews. A committee made up of program faculty as well as other faculty from a variety of departments within the college and college personnel representing online learning and diversity interview the pool of approved candidates. The committee submits their recommendations to the Dean who then forwards to Dr Cooper (Vice President of Academic Affairs) who will then interview top candidate with College President.

6.   How is teaching effectiveness evaluated? *Faculty 180 is the college wide evaluation tool which is used for all instructors both full time and adjunct. Items evaluated include classroom observation, Student survey of instruction, success rate as well as contributions to college mission and professional development.*

6.   Describe any changes needed in personnel policies. *None at this time since the addition of two new full time faculty who began in the Fall of 2017*

X.   *Curriculum-*
A.   Total number of credit hours: *120 BAS program 73 AS program*
    a.   Based on quarters or semesters? *Semester*

B.   What degree(s) (or certificate) is/are granted? *BAS Veterinary Technology, AS Veterinary Technology*

C.   Provide the program curriculum showing suggested course sequencing. <mark>Appendix F</mark>

D.   Student time involved in classes:
    1.   Hours per week: *20*
    2.   Weeks per term *16*
    3.   Terms per year *2 (Fall and Spring) students can elect to take classes online in summer if they choose.*
    4.   Number of externship/internship/preceptorship hours in the curriculum (honing skills). Do not include hours at off-campus sites where primary learning occurs. *No hours are required for the BAS program. The AS program requires 400 hours through 4 Work Practicum courses.*
    5.   If applicable, number of hours during the externship/internship/preceptorship spent in primary learning (completing essential skills including assessment). *BAS program does not require hours. The AS program requires all online students enrolled in a laboratory course to spend 20 hours each week in a clinical setting. All students enrolled in lecture courses online are required a minimum of 10 hours each week in a clinical setting.*
    6.   Length of consecutive time to complete the program (based on full-time enrollment). *2 semesters of general education, 4 semesters of program curriculum.*
    7.   Total number of contact hours to complete the program (including lecture and laboratory) *BAS program = 660   AS program = 1600*

E.   College calendar:
    1.   Date present academic year began: *August 15, 2016*
    2.   Date present academic year will end: *July 21, 2017*

F.   Provide a brief catalog-style (outline) description for each core veterinary technology course. (Do not repeat student attendance, honesty, grading, or conduct policies). <mark>See Flash Drive</mark>

G.   Provide two examples of standardized criteria used for evaluating student acquisition of skills. <mark>APPENDIX F</mark>

    1.   Describe how standardized criteria are used to ensure that all students have completed all required tasks and have been assessed using the defined criteria.

Each course in the program is assigned exact essential skills to be responsible for. Students within those courses must satisfactorily complete all of the required skills for that course to receive a passing grade. If even one skill cannot be completed within the course by a student, they will receive a failing grade. All students are required to have their completed skills list – signed and uploaded into their Eportfolio before the end of the term. If this does not occur, they will not pass the course. Individual course instructors are responsible for signing off the skills in their particular course. Rubrics are used to ensure standard criteria and instructor teaching the same course will communicate on the grading criteria. Our goal is to have a single instructor teaching all sections of the course to ensure continuity and that standards are being met. This is an example of the student use of Eportfolio

https://mycourses.spcollege.edu/d2l/eP/presentations/presentation_preview_popup.d2l?presId=14661

2. Who is responsible for evaluating skills acquisition in the program? [DEP only – also describe how hands-on skills are evaluated including feedback, turn-around time, and how exams are proctored.] *Program faculty evaluates all students for essential skills specific to their class via video and project submission Feedback is provided with 1 week of submission and most course allow for resubmission of essential skill video if it's not completed correctly the first time. Students must follow feedback given from instructors when resubmitting. Exams are proctor with the assistance from the College Distance learning department through ProctorU.*

H. Describe off campus- assignments for the practical veterinary experience (preceptorships, internships, externships, affiliations, practicums, field trips).

1. Are memoranda of understanding used that delineate the expectations of all parties? All students must have a signed Affiliation agreement in place before clinical hours can be completed. <mark>APPENDIX H</mark>

2. Are there criteria in place for onsite supervisors to assess student performances? *Yes, Midterm and Final evaluations are completed by onsite supervisors with instructions for doing so.*

3. How are student learning activities at these sites monitored by program personnel? *Students journal weekly and complete assignment allowing instructors to follow their progress within the clinical setting. Any problems students are having or clinical concerns are addressed with their clinical supervisors and the instructor of the course. Instructors randomly contact clinical supervisors or if any issues are seen within the course or with the student.*

I. What changes in the curriculum, if any, are being considered? *A Fundamentals in Dentistry course will be added to curriculum in the spring of 2018, ATE 2501C Professional Development will be removed and the content combined into ATE 1311L Office Procedures.*

1. Describe process for curricular review. *Curriculum review is an ongoing process with all faculty involved. Curriculum matters and VTNE are discussed during monthly staff meetings. Every three years there is a college wide policy for curriculum review and all courses will go through this process. Currently online courses are being revitalized using QM Rubric standards and as the courses go through the revitalization process, all instructors teaching that course regardless of modality are involved in this process. The QM course will then be adapted for campus instruction as well.*

J. Describe use of distance learning (if any) or any anticipated use (if not a DLP). *All courses regardless of modality will use the learning management system of the college (MyCourses). This gives students consistent access to all course materials as well as grading and communications with classmates and instructors. This allows for consistency in the course materials from campus to online students.*

K. Describe efforts to instill habits of life-long learning, including continuing education offerings. *Students in the third and fourth semester of the program are encouraged to attend NAVC or another regional conference to allow them the experience of attending a major Veterinary Conference. In addition, multiple classes require online CE to be completed and submitted. For example, ATE 2638L requires 5 modules of Idexx learning labs specific to hematology be completed and submitted for course credit. This gives the students experience in CE in the online format.*

L. Does the program accept high school veterinary technology courses for college credit? If yes, what is accepted? *Yes, credit is given for several first semester courses to students who are graduates of the Veterinary Assisting program and have passed the Veterinary Assisting state exam for the AS program.*

M. Does the program accept credits from non-accredited veterinary technology programs? If yes, explain how the program assesses the rigor of transfer. *NO*

I. *Outcomes Assessment*
    A. Submit copies of Official CVTEA School Report as provided by PES for the last five years (summary sheets and domain scores of VTNE may be provided if the Official CVTEA School Report is not available). **See Flash Drive**
    Complete the following table:

	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016	2016- 2017
Number of first-time test takers passing VTNE (July 1 to June 30)	22	17	30	32	24	28
Total number first-time test takers (July 1 to June 30)	20	17	22	25	17	22
VTNE pass rate (July 1 to June 30)	90.9 %	100 %	73.33 %	78.12 %	70.83 %	78.6%

B. If a state veterinary technician examination is used, report data for the past five years, including current year to date. *No state exam required*

C. Is there a credentialing requirement in the state? If yes, who is responsible for the credentialing of veterinary technicians? *Credentialing in Florida is currently voluntary. Students upon passing the VTNE can become credentialed with the state through the Florida Veterinary Technician Association or the Florida Veterinary Medical Association.*

C. Provide summaries of assessments of: *NOTE: The following for survey results from the AS program. The BAS program outcome assessments do not reflect the requirements for the AS program for this report. Those will be provided on the flash accompanying this report*

1. Surveys of graduates indicating educational preparedness and employment satisfaction. **APPENDIX J**

    The survey results included are of the 2014-2015 graduating class. 24 total alumni responded to the survey and it was not indicated if they were distance or campus students. 95.7% of the respondents indicated that they were employed full time in a position related to their studies. 62.5% indicated the degree allowed them to meet certification needs while 12.5% stated the degree allowed them to earn more money. 66.7% of the respondent indicated SPC did exceptionally well in helping to meet their goal, while 25% said SPC did very well. 95.7% of the survey results indicated students would recommend SPC's Veterinary Technology Program to another. Below is the AS student's response to preparedness….

Category	Best Prepared	Best %	Least Prepared	Least %
Animal Nursing	17/24	70.8	2/20	10
Lab Procedures	21/24	87.5	2/20	10
Anesthesia	12/24	50	4/20	20
Surg. Prep	17/24	70.8	2/20	10
Radiology	14/24	58.3	5/20	25

Office proc.	10/24	41.7	5/25	20
Pharmacology	4/24	16.7	6/20	30

2. Surveys of employers of graduates indicating satisfaction with graduates. **APPENDIX J**

The survey results included are of the 2014-2015 graduating class. 10 employers identified by the graduates participated. 100% of the employers surveyed indicated they would hire another graduate from St Petersburg College. Below is the employer's response to preparedness of the graduates.

Category	Best Prepared	Best %	Least Prepared	Least %
Animal Nursing	8/10	80	1/9	11
Lab Procedures	6/10	60	1/9	11
Anesthesia	4/10	40	2/9	22
Surg. Prep	5/10	50	2/9	22
Radiology	5/10	50	N/A	N/A
Office proc.	2/10	20	1/9	11
Pharmacology	5/10	50	1/9	11

2. Evaluations by faculty and staff related to adequacy of clinical resources, facilities and equipment, library resources, and preparedness of graduates. (e.g. describe feedback provided by your faculty and staff regarding current program resources)

No specific evaluation addresses this set of items. Questions about the faculty as well as the course are asked in the student survey of instruction that is done every fall and spring. In addition, faculty are repeatedly asked to suggest and/or request needed equipment, library books, and other supplies. All of these items are frequently discusses amongst faculty and staff during regular staff meetings.

4. Any other method of assessment used. *Other than the evaluations already discussed, there are currently no other forms of evaluation that are being used.*

E. Provide numbers of surveys sent out and numbers received. *In the 2014-2015 cycle, 93 graduates were sent surveys with 24 responses (26%).*

F. Have representative samples of surveys available for site team perusal at the site visit.

G. How is collected data from graduates and employers used to improve the program?
Survey results are reviewed by program staff as well as the advisory committee. Areas of weakness are discussed and courses examined and restructured as needed. The communication within the program among instructors of specific courses is very good. Courses are constantly being reviewed and reworked based on both survey results and VTNE domain test scores.

H. How is feedback from the advisory committee used for program improvement?
The advisory committee consists of many practicing veterinarians and technicians. Their feedback in the program is vital to keeping the content of the courses current with the trends of veterinary medicine. Additionally, this

committee tends to employ many of our graduates so they are able to point out specific areas of strengths and weaknesses with graduates. Recent feedback from this advisory committee resulted in the purchase of our ventilator.

I. How is data from VTNE results and applicable state examinations used for program improvement?
    Feedback received from graduates, employers, and performance on the national exam is analyzed and discussed with faculty. The program advisory committee also gives input. Currently the curriculum is starting a new dental course based on consistent outcomes from the VTNE with advice from the faculty and advisory committee.

J. Are Program graduates prepared with entry-level skills?
    According to employer surveys and student performance on the VTNE, our graduates have the skills expected of entry-level veterinary technicians.

K. Provide a link to the webpage where VTNE results are reported. The following table is an EXAMPLE of what is required to be posted on program's website. http://www.spcollege.edu/degrees-training/health-sciences-and-veterinary-technology/veterinary-technology/veterinary-technology-as-degree

	July 1, 2013 - June 30, 2016
Number of eligible first-time candidates	265
Number of first-time candidates that have taken the VTNE	153
Three-year VTNE pass percentage	73.9%