AY 2017-2018 Assessment

Program – Veterinary Technology Program Associate Degree

College: Arts and Sciences

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

College of Arts and Sciences' Mission. College of Arts and Sciences' Mission. The College of Arts & Sciences, the largest college at Northwestern State University, is a diverse community of scholars, teachers, and students, working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College strives to produce graduates who are productive members of society equipped with the capability to promote economic and social development and improve the overall quality of life in the region. The College provides an unequaled undergraduate education in the social and behavioral sciences, English, communication, journalism, media arts, biological and physical sciences, and the creative and performing arts, and at the graduate level in the creative and performing arts, English, TESOL, and Homeland Security. Uniquely, the College houses the Louisiana Scholars' College (the State's designated Honors College), the Louisiana Folklife Center, and the Creole Center, demonstrating its commitment to community service, research, and preservation of Louisiana's precious resources.

School of Biological and Physical Sciences Mission. The School of Biological and Physical Sciences serves and inspires the students of Northwestern State University and the public through the development of lifelong learners who are excited about science, are disciplined in analytical and critical thinking skills, and are socially, environmentally, and ethically responsible. The School is comprised of the Department of Biology, Microbiology, and Veterinary Technology and the Department of Physical Sciences.

Department of Biology, Microbiology, and Veterinary Technology: The Department of Biological Sciences offers a Bachelor of Science in Biology with available concentrations in Biomedical, Clinical Laboratory Science, Forensic Science, Natural Science, and Veterinary Technology. An Associate Degree in Veterinary Technology is also available to students in the department.

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Veterinary Technology Program Mission Statement: The mission of the Northwestern State University of Louisiana Veterinary Technology Program is to prepare graduates who as veterinary technicians or technologists are clinically competent and who demonstrate:

- Excellent and compassionate patient care and services
- Excellent technical skills
- Professionalism and high ethical standards
- Promotion of public health
- Commitment to lifelong learning

Purpose: The associate degree program in Veterinary Technology will prepare graduates to become *veterinary technicians* working in academia, animal research facilities, zoological parks, private industry, animal specialty veterinary practices, and general veterinary practices. Some graduates may further their education in attaining the Biology B.S. degree with Veterinary Technology concentration and/or attending professional veterinary schools to become veterinarians. The program goal is to educate graduates who possess entry level technical skills and a knowledge base in all areas of veterinary medicine.

Methodology: The assessment process for the AD Veterinary Technology program is as follows:

(1) Data from assessment tools (both direct and indirect, quantitative and qualitative) are collected and returned to the program director;

(2) The program director analyzes the data to determine if students have met required measurable outcomes;

(3) Results from the assessment are discussed with the program faculty and technical staff;

(4) Individual meetings are held with faculty/staff teaching core veterinary technology courses as required (show cause);

(5) The program director, in consultation with the Veterinary Technology Program Advisory Committee, will propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, curricula and program changes. Substantive changes will be reported to the American Veterinary Medical Association Committee on Veterinary Technology Education and Activities (AVMA-CVTEA), the program's accrediting agency, within 60 days.

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Student Learning Outcomes:

SLO 1. Students completing the first-year sequence of courses in Veterinary Technology will demonstrate required didactic knowledge base, and will demonstrate required "hands-on" technical skills application which will be documented for each student.

Course Map: Tied to course syllabus objectives/outline.

VTEC 1030-1031: Introductory Veterinary Technology II Lecture/Laboratory (71 skills)

Measure 1.1. (Direct – Knowledge)

Students enrolled in VTEC 1030 will demonstrate proficiency in accrediting-agency (AVMA-CVTEA) required didactic skills/knowledge base following standard criteria for evaluating essential skills (document following). Eighty percent of students completing the course will be able to demonstrate a basic understanding by averaging 70% or higher scores on the examinations.

Findings: Target met

AY 2016-2017: VTEC 1030 target not met. 72% of students achieved 70% or higher

AY 2017-2018: VTEC 1030 target met. 84% of students achieved 70% or higher

Assessment Year	Course	# Students Enrolled	# Students Scoring 70% avg. or higher on exams	Percent Students Meeting Measure
2016-2017	VTEC 1030	45	32	71%
2017-2018	VTEC 1030	31	26	84%

Measure 1.2. (Direct – Skill / Ability)

One hundred percent of students enrolled in VTEC 1031 will each demonstrate ability to complete 71 required technical skills following standard criteria established for each skill (document following) and faculty veterinarian or credentialed veterinary technician will document completion of demonstration of each skill for each student successfully completing the laboratory course. Essential skills list documentation booklet example follows.

Findings: Target met

AY 2017-2018 Assessment

AY 2016-2017: VTEC 1031 target not met. 97% of students achieved 100%

AY 2017-2018: VTEC 1031 target met. 100% of students achieved 100%

Assessment Year	Course	# Students Enrolled	# Students Performing All Documented Skills	Percent Students Meeting Measure
2016-2017	VTEC 1031	42	41	97%
2017-2018	VTEC 1031	29	29	100%

Analysis: The first learning outcome (SLO 1) data analysis from AY 2016-2017 shows that the program was successful in teaching first-year students to perform specific hands-on skills required of veterinary technicians (Measure 1.2), though less successful in preparing students to demonstrate acquired didactic knowledge through examination (Measure 1.1). Even with a modest goal of 80% of students successfully scoring greater than 70% on written examinations, the course participants analyzed were unable to reach the target goal (71% were successful). The faculty/staff plan of action was more intensive examination preparation activities that were implemented for AY 2017-2018. Students enrolled in VTEC 1030 were given weekly quizzes in addition to major examinations. Outside reading assignments were incorporated into quiz preparation instructions to reinforce course materials knowledge. The instructor frequently worked to motivate students to succeed with presentations of case studies which demonstrated the role of the veterinary technician and the need for the technician to be knowledgeable for the patient to have the optimal chance for a positive outcome. The faculty/staff decided to strictly adhere to pre-requisite course requirements, so that students were better prepared to succeed as they entered the course.

For AY 2017-2018, there was remarkable improvement, with 84% (26/31) of students in VTEC 1030 meeting the goal of scoring 70% or higher on examination averages. The five students who were not successful in passing the class never became well invested in the learning process, were frequently absent from class, and made poor personal decisions despite the best efforts of the instructor(s). Even these students were successful in gaining essential hands-on applications of skills which were taught, monitored, and documented under direct one-on-one instructor supervision in VTEC 1031 laboratories, meeting the target for Measure 2.1 again in AY 2017-2018.

Decision: In reflecting on the successes of AY 2017-2018 for these measures, the plan is to continue the actions which were successful in improving student learning and outcomes, and to consider further actions which may help the remaining students succeed. If students are struggling with class attendance and poor exam outcomes, the instructor plans to meet with each individual who makes less than 70% on the first examination to encourage improvement, and to refer the individual to counselling services or other appropriate avenues for assistance.

1) Continued efforts need to be made to work with first year students in examination preparation. This may take the form of examination review sessions and/or peer tutoring, as well as providing practice exams and motivational talks.

2) Individual students may need more one-on-one attention and referral(s) to services that may assist them in overcoming obstacles to learning. Instructors will meet with students who fail the first examination in each course to determine the best course of action for success.

SLO 2. Students completing the second-third year sequence of courses in Veterinary Technology will demonstrate required didactic knowledge base and will demonstrate required "hands-on" technical skills application which will be documented for each student.

Course Map: Tied to course syllabus objectives/outline.

VTEC 2060: Veterinary Pharmacological Calculations Lecture
VTEC 2600: Animal Care and Health Lecture
VTEC 3010: Animal Diseases Lecture
VTEC 3200-3201: Veterinary Hospital Technology II Lecture/Laboratory (63 skills)
VTEC 3700-3701: Veterinary Radiology Lecture/Laboratory (11 skills)

Measure: 2.1. (Direct – Knowledge)

Students enrolled in VTEC 2060, 2600, 3010, 3200-3201, and 3700-3701 will demonstrate proficiency in accrediting-agency (AVMA-CVTEA) required didactic skills/knowledge base following standard criteria for evaluating essential skills (document following). Eighty percent of students completing the course(s) will be able to demonstrate a basic understanding by averaging 70% or higher scores on the examinations.

Findings: Target not met

AY 2016-2017: Target not met. 73% of students achieved exam scores 70% or higher

AY 2017-2018: Target not met, but very close. 79% of students achieved exam scores of 70% or higher

Assessment Year	Course	# Students Enrolled	# Students Scoring 70% avg. or higher on exams	Percent Students Meeting Measure
2016-2017	VTEC 2060	45	32	71%
2016-2017	VTEC 2600	31	17	54%
2016-2017	VTEC 3010	13	13	100%
2016-2017	VTEC 3200	13	12	92%
2016-2017	VTEC 3700	16	13	81%
2016-2017	TOTAL	118	87	73%

Assessment Year	Course	# Students Enrolled	# Students Scoring 70% avg. or higher on exams	Percent Students Meeting Measure
2017-2018	VTEC 2060	29	25	86%
2017-2018	VTEC 2600	33	26	79%
2017-2018	VTEC 3010	21	14	67%
2017-2018	VTEC 3200	12	10	83%
2017-2018	VTEC 3700	18	14	78%
2017-2018	TOTAL	113	89	79%

Measure: 2.2. (Direct – Skill / Ability)

One hundred percent of students enrolled in VTEC 3201 must each demonstrate mastery of 63 animal medical and surgical nursing and anesthetist skills through participation in live animal surgical procedures laboratories. One hundred percent of students enrolled in VTEC 3701 must demonstrate ability to complete 11 technical skills pertaining to diagnostic imaging. Essential skills list documentation booklet example follows, and each skill will be documented for student demonstration/completion. Booklets will be evaluated for entire completion prior to student enrollment in internship practicum courses.

Findings: Target met

AY 2016-2017: Target not met. 93% of enrolled students performed all skills

AY 2017-2018: Target met. 100% of enrolled students performed all skills

Assessment Year	Course	# Students Enrolled	# Students Performing All Documented Skills	Percent Students Meeting Measure
2016-2017	VTEC 3201	13	12	92%
2016-2017	VTEC 3701	16	15	93%
2016-2017	TOTAL	29	27	93%

Assessment Year	Course	# Students Enrolled	# Students Performing All Documented Skills	Percent Students Meeting Measure
2017-2018	VTEC 3201	12	12	100%
2017-2018	VTEC 3701	16	16	100%
2017-2018	TOTAL	28	28	100%

Analysis: As students' progress to second/third year courses, as measured by SLO 2, the AY 2016-2017 and AY 2017-2018 outcomes are similar for hands-on skills, with students who dropped laboratory courses being the only ones to not demonstrate required and documented skills. For most lecture courses evaluated in this sequence, outcomes improved over those of first-year students in AY 2016-2017. This is almost certainly due to the students who are not as interested and motivated to learn veterinary technician required knowledge changing to another major course of study by their sophomore or junior years. The veterinary technology program remains an open enrollment program, and students experiencing the first-year courses learn whether they are suited to the demands of a challenging program and career in veterinary medicine. Third-year courses evaluated in AY 2016-2017 met the target pass rates for examinations. The second-year courses (VTEC 2060 and VTEC 2600) did not. VTEC 2060 students are often second semester freshmen and their performance at 71% pass rate matched that of the freshman class. Based on an analysis of the AY 2016-2017 data, in AY 2017-2018, more intensive instruction was implemented as well as the implementation of case studies.

VTEC 2600 is the first course that students in the curriculum encounter that illustrates the full demands of veterinary medical education examinations, with short answer and essay questions the normal testing method, and the lower pass rate (54%) in AY 2017-2018 was well below the target of 80%.With the implementation of more intensive instruction and the use of case studies as described for VTEC 1030, AY-2017-2018 results for this course were much improved, though the pass rate (70%) for VTEC 2600 examinations fell just shy of the target goal (80%) at 79%. Third year students' performance fell in AY 2017-2018 compared to AY 2016-2017, though still close to

meeting the target. This class of students, in general, has shown less motivation to work to succeed than classes preceding and following it, and instructors have failed in multiple attempts and strategies to motivate some students to put forth the efforts required to develop the necessary knowledge base. These students will be repeating some courses. Overall, the percent of students meeting the pass rate measure, though, improved from 73% to 79%, just below the target of 80%.

The program is succeeding in teaching student's hands-on skills required of a competent veterinary technician and is meeting overall pass rate targets on didactic examinations in the first-year and beginning second-year students, meeting target goals in SLO 1 in AY 2017-2018 that were not met in AY 2016-2017. By the late second and third years of education, veterinary technology students are close to reaching target goals for examination pass (70%) rates, moving from 73% of enrolled students in AY 2016-2017 meeting targets to 79% of those enrolled in AY 2017-2018 meeting targets (SLO 2).

Decision: The instructors plan to implement the one-on-one meetings and counselling strategies described for SLO 1 in the coming year.

SLO 3. Following completion of other required courses entitled Veterinary Technology (VTEC), each student must enroll in a 12-credit hour internship practicum for 480 clock hours working under the direct supervision of veterinarians and/or credentialed veterinary technicians/technologists. The supervisor must submit comprehensive evaluations of each student's technical skills, reliability, and attitude while completing the practicum(s). Each student submits an evaluation of the internship site and supervisory staff to the program director at the completion of the internship practicum course. The students will receive positive ratings greater than or equal to 90% of the time.

Course Map: Tied to course syllabus objectives/outline.

VTEC 2900: Veterinary Internship Practicum

Measure 3.1. (Direct – Skill / Ability)

For VTEC 2900 participating students, each student's direct internship supervising veterinary professional will submit a written evaluation of the student's technical performance of the required 301 technical skills, rating the skills performance for each one on a scale of measurement of 0 – not applicable; 1 – poor; 2 – good; or 3 – excellent. Program expectations are that ratings of good-excellent will be earned for 95% or more of skills rated for each class of interns.

Findings: Target met

AY 2016-2017: Target met. 99.6% of student skills performance rated good-excellent

AY 2017-2018: Target met. 100% of student skills performance rated good-excellent

Assessment Year	VTEC 2900	Excellent	Good	Poor
2016-2017	# ratings of skills performance	1,713	743	7
2016-2017	% ratings of skills performance	69.5%	30.1%	0.4%

Assessment Year	VTEC 2900	Excellent	Good	Poor
2017-2018	# ratings of skills performance	1,230	238	0
2017-2018	% ratings of skills performance	83.7%	16.3%	0.0%

Measure 3.2. (Indirect – Attitude / Reliability)

Each student enrolled in VTEC 2900 is evaluated by the supervisor in the veterinary setting on a number of subjective performance indicators which pertain to job performance. The final evaluation includes ratings of Above Average, Average, Below Average, or Not Observed, for each student's maturity and judgment, dependability/reliability, initiative/originality, function as a team member, communication skills, work-place character/integrity/ethics, and potential as a veterinary technician. Additionally, the supervisor is asked to state the student's strongest and weakest points. The program expects less than 5% negative ratings (Below Average) for each class of interns.

Findings: Target met

AY 2016-2017: Target met. 2.8% of ratings of subjective characteristics below average

AY 2017-2018: Target met. No ratings of subjective characteristics below average

Assessment Year	VTEC 2900	Above Average	Average	Below Average
2016-2017	# ratings of subjective characteristics	82	55	4
2016-2017	% ratings of subjective characteristics	58.1%	39.1%	2.8%

Assessment Year	VTEC 2900	Above Average	Average	Below Average
2017-2018	# ratings of subjective characteristics	71	9	0

2017-2018	% ratings of subjective characteristics	88.7%	11.2%	0.0%

Analysis: The third learning outcome (SLO 3) measures the perception and rating of VTEC 2900 internship practicum students by supervising veterinarians/credentialed veterinary technicians in a veterinary hospital setting. Program students during AY 2016-2017 earned very few (2.8% or less) negative ratings from supervisors in skills performance and in subjective characteristics such as work-place character/integrity/ethics, reliability, etc. This is reflective of faculty/staff intensive attention to each individual student's development as a veterinary professional.

The program is meeting its mission of producing clinically competent veterinary technicians, as evidenced by meeting target goals of internship practicum student evaluations by supervising veterinarians and veterinary technicians in the field. In fact, no skills assessment for any internship practicum student was rated as poor and no subjective characteristics such as motivation, work ethic, reliability, etc. were rated as below average by any direct internship supervisor in AY 2017-2018 (SLO 3) with a remarkable 0.0% of negative ratings in skills performance and subjective characteristics for internship practicum students. This demonstrates that students who complete the challenging course curriculum prior to the internship course are prepared to handle the demands of the workplace and have the characteristics that please employers.

Decision: The instructors plan to continue to invest in hands-on instruction of skills and characteristics that graduates' employers value.

SLO 4. Students will demonstrate proficiency in Veterinary Technology by passing scores of first-time test takers on the Veterinary Technician Examination equal to the national average when evaluated over the most recent three-year window of time, students will meet or exceed the national average for each measured domain score in the most recent evaluation available.

Measure 4.1. (Direct – Knowledge)

Students taking the **Veterinary Technician National Examination (VTNE)** will demonstrate proficiency by obtaining passing scores in percentages *equal to the national average percent* of students passing the examination on the first attempt, when examining the most recent available three-year school report. The VTNE is scored from 200-800, with 425 being a passing score. School reports are provided by the test administrators for each examination cycle and for the most recent three years ending on June 30.

Findings: Target not met

AY 2016-2017: Target not met. NSU graduates 56.67% pass rate; national average 71.44%

AY 2017-2018: Target not met; is improving. NSU graduates 60% pass rate; national average 70.31%

VTNE July 2013—June 2016	Pass	Fail
NSU graduates performance (#)	17	13
NSU graduates' performance (%)	56.67%	43.33%
National average (%)	71.24%	28.76%

VTNE July 2014—June 2017	Pass	Fail
NSU graduates performance (#)	21	14
NSU graduates' performance (%)	60%	40%
National average (%)	70.31%	29.69%

Measure 4.2. (Direct – Knowledge)
Additionally, nine domain scores by subject are provided to each school, which is helpful in determining when/where program curriculum changes/improvements are needed. The program director, along with program veterinary faculty/staff, evaluates the data provided in the most recent available school report for a comprehensive view of a comparison of our graduates to a national standard by subject. The goal is to have students meeting or exceeding the national average score for each domain subject.

Findings: Target not met

AY 2016-2017: Target not met. Improvements needed in Pharmacy & Pharmacology, Laboratory Procedures, Animal Care and Nursing, Anesthesia, and Pain Management/Analgesia.

AY 2017-2018: Target not met. Raw total scores for NSU graduates exceeded national average, but improvements needed in Dentistry, Diagnostic Imaging, Anesthesia, and Pain Management/Analgesia

VTNE Domain November 15-December 15, 2016	NSU Grad. Avg. Scale Score	National Avg. Scale Score
Pharmacy & Pharmacology	464.33	466.47
Surgical Nursing	444.33	408.49
Dentistry	434.00	422.14
Laboratory Procedures	417.33	487.82
Animal Care & Nursing	505.67	510.72
Diagnostic Imaging	582.67	461.07
Anesthesia	375.17	445.17
Emergency Med/Critical Care	482.00	472.17
Pain Management/Analgesia	418.00	484.49

TOTAL	453.17	463.72

VTNE Domain July 15-August 19, 2017 (No first-time test takers Nov-Dec 2017)	NSU Grad. Avg. Percent Correct*	National Avg. Percent Correct*
Pharmacy & Pharmacology	66.67%	66.22%
Surgical Nursing	73.53%	66.36%
Dentistry	60.00%	68.70%
Laboratory Procedures	69.44%	65.44%
Animal Care & Nursing	72.73%	71.22%
Diagnostic Imaging	50.00%	57.16%
Anesthesia	66.67%	68.96%
Emergency Med/Critical Care	83.33%	69.11%
Pain Management/Analgesia	50.00%	56.98%
RAW TOTAL	67.33%	66.74%

*Official CVTEA School Report formatting changed

Analysis: The fourth learning outcome analysis relates to the Veterinary Technicians National Examination (VTNE) pass rate and domain scores. The expected outcome is that graduates will equal the national pass rate percentage on their first attempt to pass the VTNE. This has not happened over the past three years when analyzed in AY 2016-2017 or AY 2017-2018. Based on an analysis of the data for AY 2016-2017, in AY 2017-2018, the instructors in the VTNE comprehensive review course added review of the examination domain structure and weighting, as well as requiring that each enrolled student take an online practice exam as a culmination of the course activity. These activities may encourage individuals to spend more time in preparation before the examination.

The program is not yet meeting the target of Veterinary Technicians National Examination (VTNE) pass rates meeting the national average when evaluated over the past three years, but improvements are evident (SLO 4). Three-year average pass rates have climbed from 51.5% (AY 2015-2016) to 56.7% (AY 2016-2017) to 60% in the most recent (AY 2017-2018) assessment. The national average pass rate most recently was 70.31%. When the domain scores were evaluated in AY 2016-2017, on average our graduates scored above passing in six of nine categories, and above the national average in Dentistry, Diagnostic Imaging, Surgical Nursing, and Emergency Med/Critical Care. The total domain score average was within about ten points of the national average, well above passing. For AY 2017-2018, the report formatting changed to show raw scores for percent examination items correct, so it is difficult to compare directly with the previous assessment year. However, for the most recent testing window data available, the NSU graduate averages for total percent of items correct is slightly higher than the national average. This demonstrates that the students are being exposed to the materials required to be successful on the examination. Some individual students are not well motivated to review and prepare for the examination before attempting it for

the first time, as shown by the wide range of raw scores. For example, in the testing window most recently analyzed, the range of raw scores for NSU graduates was 394-603, with 425 being the lowest passing score.

The faculty/staff continues to invest efforts in improving domain scores in clinical areas indicated by the latest evaluation as areas where students score below the pass rate on average. An encouraging note is that in the most recent test window (March-April 2018), 6/8 NSU graduates earned a passing score on the VTNE (anecdotally; no official report is yet available), a pass rate of 80%, above the national average pass rate of around 70%.

Decision: A focus will be made in the VTNE domain areas where our graduates on average score below their peers' national average in the coming year: Anesthesia and Pain Management/Analgesia in VTEC 3200-3201 and VTEC 4090, Dentistry in VTEC 3200-3201, and Diagnostic Imaging in VTEC 3700-3701.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results

Clear signs of improvement are evident from AY 2016-2017, when two of eight targets were met, to AY 2017-2018, when all analyzed target outcomes have improved, and five of eight targets are met. An additional two are close to the target goal. Based on an analysis of the AY 2016-2017 data, the following changes were implemented for AY 2017-2018:

- More intensive examination preparation activities, students enrolled in VTEC 1030 were given weekly quizzes in addition to major examinations. Outside reading assignments were incorporated into quiz preparation instructions to reinforce course materials knowledge. The instructor frequently worked to motivate students to succeed with presentations of case studies which demonstrated the role of the veterinary technician and the need for the technician to be knowledgeable for the patient to have the optimal chance for a positive outcome. The faculty/staff decided to strictly adhere to pre-requisite course requirements, so that students were better prepared to succeed as they entered the course. These changes improved student performance from 72% to 84% from measure 1.1 and from 97% to 100% for measure 1.2, both of which now meet the targets, and demonstrates improvement in the learning outcome of demonstrating didactic knowledge and relevant hands-on skills

- More intensive instruction was implemented as well as the implementation of case studies. These changes improved student performance from 73% to 79% from measure 2.1, which now nearly meets the target, and from 93% to 100% for measure 2.2, which now meet the target, and demonstrates improvement in the learning outcome of demonstrating didactic knowledge and relevant hands-on skills

- Instructors in the VTNE comprehensive review course added review of the examination domain structure and weighting, as well as requiring that each enrolled student take an online practice exam as a culmination of the course activity. As a result of this change, student performance improved from 56.67% to 60%, closer approaching the student learning outcome of early mastery of material in the Veterinary Technician Exam.

Plan of Action Moving Forward

After careful analysis of the data derived from this process, some clear directions for progress are visible to faculty/staff for continued improvement. The program faculty/staff aims to produce graduates who are competent, professional, and compassionate towards their patients and clients, and to develop each student's knowledge base, and to remove, whenever possible, obstacles to learning. Specific efforts will be made to motivate students to review and prepare for the VTNE examination, and to inform them of the domains and format of testing. Students will be expected to engage in School of Biological and Physical Sciences freshman orientation to the sciences activities that are being planned for the next assessment year. Methods that have resulted in improvements in reaching targeted goals will continue.

Program graduates have been provided with the opportunities required to be great veterinary technicians, and employer demand for NSU graduates within the state is readily visible evidence to support this statement. Encouragement of each student to take advantage of those opportunities for learning is an ultimate goal of program faculty/staff.