

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit's Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

| <i>Program Information & Executive Summary</i> | | |
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| Prompt | Guidance | Program Response |
| Describe the successes and challenges your unit has faced since the last comprehensive review. | | In May 2020, our program became AVMA accredited. AVMA accreditation is considered the highest standard of achievement for veterinary medical education in the United States. The AVMA/CVTEA accreditation committee identified the following program strengths affordable tuition, extraordinary student access to a wide variety of animal species, and students receive a well-rounded curriculum from dedicated program personnel who have a wide variety of clinical experience. The accreditation will help us serve our community's needs and provide our students with more career opportunities. Through Perkin's funding, we've been able to purchase state-of-the-art veterinary equipment giving our students the opportunity to learn how to use the state-of-the-art veterinary equipment prior to employment. In Fall 2022 we hired a second full-time faculty in our program. The addition of the full-time faculty has provided continuity of instruction to better serve our students. |

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| | | The AVMA CVTEA committee identified an area that needs improvement is the need for our facility to emulate contemporary veterinary facilities. Over several years our building suffered from flooding. The most recent flood occurred during the Summer of 2022. The floods caused extensive damage to the flooring and cabinetry. Navigating the different administrative levels has been a challenge. New cabinetry and flooring will be replaced during the Summer of 2023. The program's curriculum needs an overhaul. The current curriculum has been in place for over 20 years. The addition of a second full-time faculty will allow us to move forward with the development of an updated curriculum. There is a need to align with current industry standards in both equipment and software. We are in the process of purchasing digital X-ray machines. |
| If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review. | Optional | |
| If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation. | Optional | |
| Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy. | Select One | <input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support |
| Data Reflection | | |
| Prompt | Guidance | Program Response |
| Describe the trends you see in your program/service area's data. | Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success | Student interest continues to increase. We have 82 new student applications for 32 open spots to start fall of 2023. |

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| | and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work | |
| | Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work | |
| Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)? | Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities. | <p>In San Diego County the veterinary technician occupation is considered a priority job. COE examined the equity gaps within these jobs. For veterinary technicians the equity gaps included: underrepresented by males (75% females 25% males), 30% represented by Hispanic/Latinx, 8% represented by Asian, 5% Black/African American, 0.3% American Indian/Alaska Native, and 0.4% Native Hawaiian/Pacific Islander.</p> <p>The core indicator report for our students showed that overall, our students are successful at the attainment of skills and at attaining employment. The gaps in student performance is evident in the Latinx and Asian/Pacific Islander students with economically disadvantaged families.</p> |
| Describe the discussion(s) that took place about the unit's learning outcomes assessment data. | Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section. | All Course Learning Outcomes are assessed utilizing a comprehensive final exam. All CLOs are assessed every course every semester. |
| Practice Reflection | | |
| Prompt | Guidance | Program Response |
| Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps. | Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach. | To improve equity gaps, students' employment, non-traditional participation, and completion rates the program will: a) Upgrade, replace, and purchase state-of-the-art veterinary equipment and software for the Veterinary Technology Program. The veterinary equipment and software will provide Latinx and |

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| | | <p>Asian/Pacific Islander from economically disadvantaged families with an opportunity to learn how to use the equipment and practice prior to entering the work environment. The equipment will improve student success, retention, and completion, as well as potentially draw in more students from nontraditional populations.</p> <p>b) Collaborate with high school districts to create articulation agreements with high schools to develop career pathways for high school students. Creating these pathways with the high schools provides an opportunity to increase nontraditional participation in the program.</p> <p>c) Develop a Certificate of Achievement in Veterinary Assistant that would allow students to enter the workforce faster.</p> <p>d) Faculty will attend professional development conferences to remain current on veterinary skills and to improve teaching practices.</p> <p>e) Increase outreach to non-traditional students. Our faculty will host, attend career fairs, and attend local outreach events.</p> |
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| What other factors (internal or external) might also impact the above data trends and equity gaps? | Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices. | Other factors that might impact the equity gap in student performance is student access to academic support. For example, providing students with time management and studying skills resources. |
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Unit Goals and Action Plans

| Prompt | Guidance | Program Response |
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| Unit Goals | Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound. | Goal 1: Update Curriculum Goal 2: Align with industry standards: equipment and software |
| Mesa2030 Roadmap Strategic Objective (SO) Alignment | Review Mesa2030 and the Roadmap to Mesa2030 , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs | Goal 1: Update Curriculum SO: Develop pathways that provide students with clarity about degree requirements Goal 2: Align with industry standards: equipment and software SO: Stewardship-Establish a college-wide practice and |

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| | | schedule that addresses routine maintenance and renewal of equipment, facilities, and technology to ensure access to adequate resources and better serve students. |
| Identify specific actions your program/service area will engage in to accomplish this goal. | Examples may include: policy or practice changes; unit initiatives, curricular changes, etc. | <p>Goal 1 Update Curriculum</p> <ol style="list-style-type: none"> 1. Convening a curriculum development committee 2. Identify key issues and trends in specific content areas 3. Assessing needs and issues <p>Goal 2 Align with industry standards.</p> <ol style="list-style-type: none"> 1. Purchase state-of-art veterinary equipment 2. Purchase cloud-based veterinary practice management software |
| Does this Action Plan require resources | if yes, complete resource request form | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Lead Writer and Manager Information | | |
| Lead writer Name(s) | Jeaneal Davis | |
| Name of Program/Unit | Allied Health Veterinary Technology Program | |
| Manager Name | Cassandra Storey | |
| Submission Date of Program Review Draft to Manager for feedback | April 30, 2023 | |
| Submission Date of Program Review Final Draft to Office of Institutional Effectiveness | 4/30/2023 | |