



**Instructional Program Review – Annual Update  
2022**

Date:	04/14/2022
Program and Department:	Veterinary Technology
CTE Program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Additional programs included in this review:	
Date of last comprehensive review:	2019-2020; 02/24/2020
Submitted By:	Erin Krier
Attachments (* as needed):	<input type="checkbox"/> 6-year assessment plan – All programs, when applicable <input type="checkbox"/> 2-year scheduling plan <input type="checkbox"/> Justification for Resource Requests (if needed)

**I. Alignment of the Program with the AHC Mission**

**AHC Mission: Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, academic, and career goals through coursework leading to associate degrees, certificates, transfer, and skills building.**

a. Have there been any changes that would require a change to your Program Mission?

There have been some recommendations from the advisory committee and the program review team members to consider broadening the course offerings to include courses that might incorporate instruction in large animal, farm animal, livestock, avian, and exotic species. Although this suggestion is only under consideration for the development of new curriculum, if these changes were to come to fruition, the program mission may need to embrace this broader subject matter.

b. Explain how your program mission aligns with the college mission.

The college mission and values can be found here: <https://www.hancockcollege.edu/about/mission.php>

The veterinary technology program provides training that can lead to new or enhanced career opportunities for students while fulfilling the veterinary community's need for highly skilled licensed veterinary technicians. This aligns with the mission of the college in that through strong industry relationships students are provided with current and relevant skills and knowledge. Students in the vet tech program will therefore be prepared for employment in careers which can provide upward economic mobility without the need for university-level preparation.

## II. Student Success, Program Accessibility and Program Capacity

\*NO data analysis required this year.

- a. Describe how the program works to promote student success (completions job placement, transfer). Include teaching innovations and use of academic and student support.

The program currently has 31 veterinary hospitals as partners with our internship program. Most of the students from the program have found jobs at local veterinary hospitals. Regular outreach to and collaboration with local veterinary clinics has provided diverse employment and internship opportunities for students with all levels of experience. New this year is an opportunity to partner with Veterinary Clinics of America (VCA) on a formal externship program. This would provide students with paid work experience that can be used towards the 4416 required hours to qualify to take the RVT exam.

- b. List any notable accomplishments of the program (student awards, honors, or scholarships can be listed here also)

Graduates of the program continue to earn their Registered Veterinary Technician license thereby providing them with the opportunity to shift to higher-paying positions within the veterinary industry.

## III. Quality and Innovation in the Program and Curriculum Review

- a. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.

Yes, the program is on track to assess student learning outcomes.

- b. Have you shared your assessments or improvement plans with your department, program or advisory committee? If so, what actions resulted? If not, how do you plan to do so in the future?

The assessments and improvement plans are shared regularly with the veterinary technology advisory committee. A comprehensive meeting is hosted in both the fall and spring semesters and regular email contact with committee members ensures collaborative communication to guide the coordinator in effective decision making. All faculty members of the vet tech program are on the advisory committee, and therefore have been provided with the updates. The department is only updated regarding additions or changes to the curriculum when department approval is required.

One of the most important improvement plans is to have a dedicated classroom. The executive director of the Santa Barbara Humane Society is eager to partner with our program to offer clinical space for training as paid and unpaid interns and employees. Unfortunately, the plan to have a dedicated lab/classroom space for the vet tech program in Fall 2021 in the rooms in Building W left vacated when the MESA and STEM Centers moved to their new building was not realized. Due to covid testing site use and restrictions for approved instructional space, only the program supplies were moved to Building W while the classrooms used for the program remain in Building M. This has created an additional hardship for the faculty who must cart all needed items across the parking lot and back again late at night. Dr. Sean Abel continues to advocate for a solution, but an immediate resolution does not appear to be in sight.

Additionally, with the retirement of the full-time program coordinator and instructor, the program has been relying solely on instruction from part-time faculty and coordination from a temporary faculty who works in another discipline. Fortunately, the position for the new full-time faculty has now been posted and should be filled for the start of the Fall 2022 semester.

- c. Did any of section, course or program improvement plans indicate that your program would benefit from specific resources in order to support student learning and/or faculty development? If so, please explain.

The program would benefit from having a dedicated classroom and lab space for instruction. The program also requires the attention of a full-time coordinator and instructor.

- d. In reviewing your outcomes and assessments have you identified any and all that indicate a modification should be made to the course outline, the student learning outcomes or the program outcomes? Please state what modifications you will be making.

Cal Poly approached AHC suggesting that an animal feeding and nutrition course be established to serve animal science transfer students. Additionally, this type of course has been deemed important for veterinary technology students who will benefit from nutrition and feed knowledge, which is pertinent to animal health.

The AHC Veterinary Technology Advisory Committee, along with the current discipline faculty, also recommended that a course be established to more adequately prepare students in the program for clinical laboratory work both in the classroom and clinical settings. The committee agreed that students entering the Veterinary Technology program without clinical work experience would see improved success with the addition of a laboratory skills class.

Following these recommendations of the Veterinary Science Advisory Committee and Cal Poly, two new VT courses were recently created to address program needs: VT 102 Introduction to Animal Feeding and Nutrition and VT 308 Introductory Clinical Laboratory Techniques.

The advisory committee recommended that students should have an option to select one of the classes as an elective rather than a requirement. Additionally, the committee and current faculty expressed concern about the lack of work experience for certain students in the program. The suggestion was made to build in an option for CWE credits to give students an opportunity to include their work experience as part of the Vet Tech program and to encourage students who do not have work experience to start getting that exposure while enrolled in the AHC Vet Tech program.

Following all of these recommendations from the advisory committee, a program modification was launched which adds an elective category with these three options from which students must select (VT 102, VT 308, or CWE 149). The certificate will now be 23 units rather than 20 to complete.

- e. Have all course outlines been reviewed within the last 5 years? If not, please explain the plan to bring course outlines up to date and include timelines for the review and submission to AP&P.

All courses have been reviewed and COR changes were submitted in CurriQuNet in Fall 2018. New courses, as described above, were launched in CurriQuNet in Spring 2022.

- f. For **CTE courses/programs only**, as per §55003, have prerequisites, corequisites and advisories (PCAs) for courses and/or programs been reviewed within the last 2 years?

Yes, all PCAs have been reviewed and are appropriate.

#### IV. Focus and Engagement of the Program

- a. Summarize major trends and opportunities as well as challenges that have emerged in the program

Major trends: The demographic makeup of the class has shifted toward students with no prior veterinary medical experience. The percentage of students who have completed the program prerequisites prior to applying has increased. During the first few years of the program, many students received prerequisite waivers. No students received waivers for the 2017-18, 2018-19, 2021-2022, or 2022-2023 classes.

Opportunities: The addition of the VT 300 course has driven increased interest in the program. Thanks to the program's ongoing outreach (advertising, attendance at high school career days, contacting high school counselors and on-campus events), the number of applicants for the 2022-2023 academic year meet the capacity for the program. Recently updated digital and paper flyers have been distributed widely via the members of the advisory committee and the temporary program coordinator. The coordinator for the AHC agriculture program has increased promotion of the VT program in her agriculture studies and careers and animal science courses while also including mention of the VT program in high school outreach events.

Challenges: Veterinary hospitals continue to contact our program for potential employees. The classified section on the Mid-Coast Veterinary Medical Association website lists 12 local job openings for non-veterinarian positions (vet assistant, RVT, or front office staff) as of today.

- b. List any (internal or external) conditions that have influenced the program in the past year.

The return to in-person classes following 1 ½ years of remote instruction due to the Covid-19 pandemic has significantly improved student engagement, participation, and outcomes.

The temporary hold on hiring to replace the retired program coordinator and instructor has continued to create challenges this year. New part-time and temporary faculty were hired to fill in for certain courses, but there was a steep learning curve for those who may have never taught before or who have only taught at the university level. The work done by the interim coordinator has kept the program viable, but the attention needed to adequately run the program was not available as the interim coordinator is also a full-time coordinator and instructor for another AHC program.

The support and advice from the advisory committee continues to prove essential for success of the program. The feedback from instructional faculty, who also work in the industry, coupled with industry insight from non-instructional committee members has helped guide the program in significantly beneficial ways – from promotion of the program, to student job opportunities, to curriculum development.

**Data for Program with Vocational TOP Codes (CTE):**

[https://misweb.cccco.edu/perkinsv/Core\\_Indicator\\_Reports/Default.aspx](https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Default.aspx)

Please review the data and comment on any trends.

- c. Current industry employment and wage data (please cite sources) Suggested sources: [ONet Online](#) and [EDD LMI site](#)

According to the California Employment Development Department, the annual wages expected for Veterinary Technologists and Technicians in 2021 ranges from \$ 38,251 - \$ 57,667, with an average annual wage of \$ 47,311. This same source estimates that Veterinary Technologists and Technicians in the state of California for the time period between 2018 - 2028 is expected to grow much faster than average growth rate for all occupations. Jobs for Veterinary Technologists and Technicians are expected to increase by 21.2 percent, or 2,100 jobs between 2018 and 2028.

- d. Industry employment and wage trends

Occupational demand and wage trends are increasing in the veterinary technology field. According to our industry collaborators, increased business due to the Covid-19 pandemic continues to lead to a significant increase in work load at veterinary clinics and there is a notable lack of qualified RVT and veterinary assistants to fill the employment gaps.

- e. TOP code employment CORE indicator report

**College Core Indicator Information by 6-Digit TOP (2022-2023)**

Perkins V, Title I, Part C Local Application

Agreement # \_\_\_\_\_ District/College: ALLAN HANCOCK/ALLAN HANCOCK

010210 - Veterinary Technician (Licensed)

Instructions: Print out forms. Complete and sign bottom of last page.

**Cohort Year CTE Enrollments: 212**

**CTE Headcount: 73**

(includes CTE enrollments above introductory level only)

(CTE students enrolled above introductory level only)

Core Indicator 1 - Cohort Yr: 2019- 2020 Postsecondary Retention & Placement			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	28	29	74.53	74.53	96.55	22.0
2 Individuals Preparing for Non-Traditional Fields	3	3	74.53	74.53	100.00	N/A
3 Out of Workforce Individuals			74.53	74.53	N/R	N/R
4 Individuals with Economically Disadvantaged Families	24	25	74.53	74.53	96.00	21.5
5 English Learners			74.53	74.53	N/R	N/R
6 Single Parents	1	1	74.53	74.53	100.00	N/A
7 Individuals with Disabilities		1	74.53	74.53	0.00	N/A
8 Homeless Individuals			74.53	74.53	N/R	N/R
9 Youth in Foster Care			74.53	74.53	N/R	N/R
10 Youth with Parent in Active Military			74.53	74.53	N/R	N/R

Core Indicator 2 - Cohort Yr: 2019- 2020 Earned Postsecondary Credential			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
11 CTE Cohort*	21	25	81.32	81.32	84.00	2.7
12 Individuals Preparing for Non-Traditional Fields	3	3	81.32	81.32	100.00	N/A
13 Out of Workforce Individuals			81.32	81.32	N/R	N/R
14 Individuals with Economically Disadvantaged Families	18	21	81.32	81.32	85.71	4.4
15 English Learners			81.32	81.32	N/R	N/R
16 Single Parents			81.32	81.32	N/R	N/R
17 Individuals with Disabilities		1	81.32	81.32	0.00	N/A
18 Homeless Individuals			81.32	81.32	N/R	N/R
19 Youth in Foster Care			81.32	81.32	N/R	N/R
20 Youth with Parent in Active Military			81.32	81.32	N/R	N/R

Core Indicator 3 - Cohort Yr: 2019- 2020 Non-traditional Program Enrollment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
21 CTE Cohort*	3	30	23.43	23.43	10.00	-13.4
22 Individuals Preparing for Non-Traditional Fields	3	30	23.43	23.43	10.00	-13.4
23 Out of Workforce Individuals			23.43	23.43	N/R	N/R

**College Core Indicator Information by 6-Digit TOP (2022-2023)**

Perkins V, Title I, Part C Local Application

24	Individuals with Economically Disadvantaged Families	3	25	23.43	23.43	12.00	-11.4
25	English Learners			23.43	23.43	N/R	N/R
26	Single Parents		1	23.43	23.43	0.00	N/A
27	Individuals with Disabilities		1	23.43	23.43	0.00	N/A
28	Homeless Individuals			23.43	23.43	N/R	N/R
29	Youth in Foster Care			23.43	23.43	N/R	N/R
30	Youth with Parent in Active Military			23.43	23.43	N/R	N/R

Core Indicator 4 - Cohort Yr: 2019- 2020 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level	
	Count	Total	State	District			
31	CTE Cohort*	24	25	73.00	73.00	96.00	23.0
32	Individuals Preparing for Non-Traditional Fields	DR	DR	73.00	73.00	DR	N/A
33	Out of Workforce Individuals			73.00	73.00	N/R	N/R
34	Individuals with Economically Disadvantaged Families	20	21	73.00	73.00	95.24	22.2
35	English Learners			73.00	73.00	N/R	N/R
36	Single Parents			73.00	73.00	N/R	N/R
37	Individuals with Disabilities	DR	DR	73.00	73.00	DR	N/A
38	Homeless Individuals			73.00	73.00	N/R	N/R
39	Youth in Foster Care			73.00	73.00	N/R	N/R
40	Youth with Parent in Active Military			73.00	73.00	N/R	N/R

\*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 40, I certify and acknowledge that performance in the 40 Core Indicator categories is as follows:

- \_\_\_\_\_ of the 40 are at or above the District negotiated level(s);
- \_\_\_\_\_ of the 40 are below the District negotiated level(s);
- \_\_\_\_\_ of the 40 are list as (N/A, N/R)

Department Chair (or authorized Designee) : \_\_\_\_\_

f. Advisory committee recommendations

Advisory committee recommendations included:

1. Establish dedicated classroom space (priority use by the program) with adjacent storage and appropriate equipment.
2. Program Coordinator/Full Time faculty position expanded to include an 11th month for activities related to student matriculation, pre-requisite information, and program development as well as future accreditation needs.
3. Student worker lab assistant position(s) established to make best use of dedicated classroom space.
4. Addition of a course on animal nutrition and feeding that can articulate to Cal Poly's animal science program.
5. Addition of a course on fundamental laboratory skills for those students who do not have prior clinical work experience.
6. Modification of program requirements to include one elective course – either animal nutrition & feeding, laboratory skills, or cooperative work experience.
7. Curriculum development-Expansion as appropriate such as courses related to large animals, avian/exotics, and etc.
8. Curriculum development- Veterinary Assistant program track/course badges track type of program in conjunction with the development of the Registered Veterinary Technician (RVT) track as the State accreditation process moves forward.
9. Establishment of formalized unpaid internships at Santa Barbara Humane and Santa Barbara County Animal Services for introductory work experience, particularly for students who might not qualify yet for paid work due to a lack of clinical experience.

**V. Continuous Improvement of the Program**

a. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program review plan of action

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
Hire a Full-time Coordinator/Instructor	In Progress, hiring for Fall 2022
Establish a dedicated classroom/lab space. The classroom should have a tile floor for easy clean-up/disinfection, lab/lecture tables, white boards, A/V projection/screen system, electrical outlets, shelving to display anatomic models, counter tops for lab equipment, adequate wall space for posters, separate storage room, sink, cabinet to hold 30 microscopes, instructor's desktop computer.	The planned use of the space vacated by the move of the MESA/STEM Centers did not lead to the establishment of dedicated classroom space in Building W, as was hoped. All program supplies and equipment were moved to Building W, further away from instructional space, adding to the challenges faced by instructional faculty trying to work without dedicated program space. Dr. Sean Abel continues to advocate for a solution to this issue, but no immediate resolution appears to be expected.
Develop separate curricula for each of the following: <ul style="list-style-type: none"> <li>• Experienced veterinary assistants whose goal is to qualify for the RVT exam should enroll in the currently designed Veterinary Technology Program</li> <li>• Students new to the field whose goal is to become entrance level veterinary assistants can enroll in a modified version of the program which provides more basic information.</li> </ul>	To be considered for future curriculum development. Discussion and planning remain in very early stages.
Create a 2-yr AVMA accredited program, online curriculum, prepare for proposed changes to the VMBs regulation changes	The advisory committee recommended work toward this be postponed pending changes in state licensing requirements.
Additional elective courses can be developed as a part of the program. Examples include Avian and Exotics, Equine, and Large Animal Medicine.	Elective courses in Animal Feeding & Nutrition, Introductory Clinical Laboratory Techniques, and Cooperative Work Experience have been successfully created and added to the program requirements as options for a new 3-unit elective expectation. Additional elective courses, as suggested by the advisory committee may be considered in the future.

b. List any new resources that the program received in the past year and the results

Source	Specific Resource	Est. Amount \$	Impact on program or course outcomes
n/a			

c. List any new or modified recommendations below, including rationale for these in the table.

Program Improvement Plan (Program ,Priority Number, year)	Anticipated Outcome (Goal)	Program Goal Status (Indicate if this goal is ongoing from a previous Annual Or Comprehensive Program Review or new this year).	Alignment to Strategic Directions and planning goals (see " Alignment to Strategic Directions" Attached	Activities	Justification (Evidence of need)	Resource Request (From table Below)	Anticipated Completion Date or On-going
1. Hire a Full-time Coordinator /Instructor	Long-term consistency for program development and maintenance	New	aligned with Strategic Direction Goal IR1 – to recruit and retain quality employees and E1 – community integration, which ultimately supports Strategic Direction Goal SLS2 – to support student access, achievement and success	Fill this position with a qualified individual	A dedicated FT faculty position in the program is essential to the continued success of this rapidly developing program	Staffing	Fall 2022

2. Establish a dedicated classroom/lab space	Students in the program will have the space and equipment necessary for quality learning experiences	Ongoing	This goal is aligned with the following Strategic Directions: SLS2 – to support student access, achievement, and success; IR4 – to provide a safe, attractive, and accessible physical environment that enhances the ability to teach, learn, and work	Locate and establish a dedicated space for both lecture instruction and laboratory experiences specific to agriculture courses 2. Purchase laboratory supplies needed for the new lab space	Without adequate learning facilities, the students in the agriculture program lack the resources necessary for optimal learning	Facility	Fall 2022
3. Consider development of additional elective courses such as Avian and Exotics, Equine, and Large Animal/Livestock Medicine	Expanding the knowledge base and employment opportunities for students entering the diverse veterinary medicine workforce	New	This goal is aligned with the following Strategic Directions: SLS2 – to support student access, achievement, and success; E1 – community integration	Add new courses to include species specific electives	The diversity in the veterinary science and animal science industries should be reflected in the program curriculum	n/a	Ongoing

4. Separate the curricula for experienced students whose goal is to qualify for the RVT exam and those who are new to the field whose goal is to become entry-level veterinary assistants	Expand the program offerings to include students with varying levels of experience and professional goals	Ongoing	This goal is aligned with the following Strategic Directions: SLS2 – to support student access, achievement, and success; E1 – community integration	Add new certificate and introductory courses to satisfy basic, entry-level training requirements	The diversity in the veterinary science employment opportunities should be reflected in the program curriculum	n/a	Fall 2023
5. Create a 2-yr AVMA accredited program, online curriculum, prepare for proposed changes to the VMBs regulation changes	Establishment of an accredited program to replace the alternative route under which the program is currently operating	Ongoing	This goal is aligned with the following Strategic Directions: SLS2 – to support student access, achievement, and success; E1 – community integration	Collaborate with local industry to establish a formal hands-on animal experience component of the certificate to qualify for accreditation	The potential that the state will remove the alternative route option for qualifying to take the RVT exam puts the program at risk of elimination if we do not meet the accreditation requirements	Currently unknown	Ongoing

d. Summary of request for resources. Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

Resource Requests (Program, RRX year)	Item	Program Goal	Type	One-time cost	On-going cost (per fiscal year)	Anticipated Completion Date or On-going
Dedicated Classroom and Lab Space				Unknown cost	Unknown cost	ongoing

Microscopes				\$20,000		Dependent on securing of classroom space
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