

CTE Program Review – Annual Program Update for 2021-2022

PART A

SECTION 1: BASIC PROGRAM INFORMATION

Program Name: **Veterinary Tech**

Program Faculty Department Chair(s): [Ragan Borzcik](#)

Program SAC Chair(s): [Christine Fletcher](#)

Program Dean: [Jason Johnson](#)

Pathway Dean: [Janeen Hull](#)

Please highlight where your classes are offered.

Classes/Services offered at: **RC**

1A. Program Structure

- Do you have a Competitive Entry or Admissions Process?

Competitive, based on admission criteria

Competitive due to limited capacity, based on order of application

Open entry

Other _____

SECTION 2: REFLECTING ON DATA

All data cited below can be found here:

<https://www.pcc.edu/institutional-effectiveness/program-profiles/>

***Note the row of Tabs just below your Bookmarks Bar. Begin on the Home Tab. This is where you will choose your selection criteria for your data. Return to the Home Tab whenever you want to change your selection criteria. See the Help and Data Dictionary Tabs as well as the Data Directions Document included in the email with this template for more information.

Please include data from at least the last three years and up to the last five years. A 3-year review is recommended. SACs may have unique circumstances and reasons for looking more or less broadly.

2A. Enrollments (SFTE) per year; Location (where course is taught); Modality

SEE Student FTE Tab.

2A1. Does this data suggest any questions that the SAC would like to pursue?

We are a closed program consisting of 2 cohorts (1st year and 2nd year students). Our curriculum normally follows a set schedule, with each course being offered one time per year. An entire cohort enrolls in each course when it is offered.

The 2019-20 and 2020-21 enrollment data reflect impacts of the COVID-19 pandemic on our program. The class of 2021 experienced a 6-month pause in their matriculation due to pandemic restrictions, graduating in December 2021 instead of June 2021. In Fall Term 2021, therefore, the program had 3 cohorts (classes of 2021, 2022, and 2023) instead of the normal two.

The only VT course open to non-program students is VT 109 (Radiation Safety). Veterinary practice employees are required by the state of Oregon to receive formal instruction in radiation safety before they can assist in radiography. The VT program offers VT 109 each term so that veterinary practice employees can fulfill the state requirement. Enrollment for this course is therefore significantly higher than for the other VT courses. Inclusion of VT 109 adds some inaccuracy to the VT data, as these students are not representative of our program as a whole. For this reason, VT109 will be considered separately from the rest of the VT curriculum in this report.

2A2. Do the data suggest adjustments be made in your program, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with?

No, for the reasons stated in 2A1.

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the program?

Expanding enrollment in the VT program would necessarily require increasing the size of each cohort. To know whether the program can support additional students throughout the 2 year curriculum requires information regarding classroom space, supplies, budget, etc.

2B. Course Success Rates

Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:

$$\% S = \frac{\text{Number of students receiving a grade of A, B, C, P, PR, or CM}}{\text{Number of students receiving a grade of A, B, C, D, F, P, NP, I, W, PR, CM, N, UP}}$$

PR, CM, N, and UP are non-credit grades used in the Adult Basic Education program.

Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.

% Success By Course and Modality

SEE Modality Tab

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

Yes. VT 105 and 106 (Comparative Veterinary Anatomy & Physiology I and II) historically have had lower success rates than other VT courses, and this is reflected in the current data. On average, 1 student per year fails to pass VT 105 or 106. This results in a success rate that is consistently about 96%, compared to 100% for most other VT courses.

The data also show that the success rate for first year courses is slightly lower compared to 2nd year courses, in which the success rate is almost uniformly 100%. This may be because students are more likely to withdraw or be dismissed from the program in their first year compared to the second.

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

Historically, the VT program has been entirely onsite with the exception of VT 109 (Radiation Safety) which is always remote.

After taking our program remote during the pandemic, the VT SAC is currently considering whether to continue offering a limited number of courses remotely. Even if this is implemented, however, almost all VT courses will still be offered onsite. This is necessary due to the large number of courses with a laboratory component involving live animals or microscopy.

That said, the data show that remote instruction during the pandemic did not make a significant difference in success rates for our students. It should be noted that the only courses we could offer remotely were those that did not involve work with live animals. Courses that normally involve microscopy were taught remotely, with adaptation of lab material to fit that modality. While the remote success rates are comparable to onsite, the VT SAC is not sure whether students achieved a comparable depth of understanding.

2B2. Strategy Insights

What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates? What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

The structure of our program gives us several advantages in maintaining an overall high success rate. These include:

- **A competitive admissions process that selects for demonstrated prior success in math and science courses;**
- **A minimum attendance requirement mandated by our accrediting organization, which ensures that students are present in lectures and labs;**
- **Two small cohorts, which enables us to track student progress closely and step in with assistance and resources when a student begins experiencing difficulties;**
- **Mandatory student participation in animal care and husbandry duties, which gives VT faculty and staff additional opportunity to assess and coach students on “soft skills” of leadership, accountability, communication, and the like;**
- **Facilitating a spirit of camaraderie and cooperation within and between cohorts, which adds to student support.**

As our curriculum is largely set by our accrediting body, we don't have a great deal of leeway in regard to altering it.

For VT 105 and 106 (Comparative Anatomy and Physiology I and II), the courses with the lowest success rate, we have tutoring services available. The tutor is always a 2nd year

student who did well in these courses the previous year. As a fellow VT student, the tutor understands the rigor and challenges of the program as well as these specific classes. In addition, in the past year we have introduced an extensive series of self-quizzes as an additional study aid.

Enrollment and % Success By Course and Student Demographics

SEE Gender, Race, and Pell Tabs

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

Among VT program students (students enrolled in the 2 year curriculum), the lack of diversity in gender and race unfortunately results in a lack of data regarding student success in those demographics. In each year included in the report (2018-2021), there are too few male students and too few Native American, Asian, Black, Latinx, Native Hawaiian/Pacific Islander, or international students to generate success rate data. This speaks to the need for the VT program to increase efforts to diversify enrollment, which will be addressed later in this report.

Because of the small size of our cohorts, we know which individual students were not successful. However, since we cannot be sure how these students identify themselves, we can't draw any conclusions from this knowledge as it would be based on assumption.

Regarding Pell eligibility, there are no consistent differences in success rates between Offered and Not Offered students.

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success?

Veterinary medicine has long been recognized as one of the least racially diverse health professions in the United States. Regarding gender, veterinary technicians as a group have skewed heavily female since the inception of the profession. The VT SAC is aware that these trends are reflected in our own enrollment history.

To understand why, it would be helpful to know if this lack of diversity is due to:

- **Lack of awareness of Veterinary Technology as a career option among men and people of color;**
- **Rejection of Veterinary Technology as a career option (due to low VT pay rates, misconceptions regarding what VTs do, or other reasons);**
- **Preference for other health-related professions (due to personal interests, higher pay rates, or other reasons).**

As the pandemic eases, the VT program is actively pursuing outreach opportunities again. Working with PCC's marketing team may help us answer some of the questions above.

2C. CTE Completions

SEE Awards Tab

2C1. Is the program independently tracking student completions? Feel free to share your data sets here. Are there any program practices that positively influence completions? Are there any program practices that could be revised in order to more positively influence completions? Please explain.

The VT program tracks student completions and reports this data to our accrediting body (AVMA-CVTEA). Our data matches that reported here.

The program practices that positively influence completions are discussed under 2B2 - Strategy Insights. Historically, our program completion rates are over 95%; given this, we're not contemplating any significant revisions to our practices at this time.

2C2. If different from your internal tracking (if you do it), what conclusions or observations are suggested by the graduation data provided in the Awards Tab?

N/A

2C3. Is your program aware of any external influences that strongly affect program completion? For example, labor market impacts, business partnerships, or internship availability, etc. Please explain.

External influences tend to strongly support program completion. A critical shortage of Certified Veterinary Technicians, both in Oregon and nationally, has created steep competition for CVTs. As a result, many of our graduates receive multiple job offers and/or are hired directly from one of their cooperative education sites. More recently, the CVT shortage appears to be driving a welcome increase in CVT wages and benefits.

In addition, the VT program is currently developing a partnership with the Oregon Humane Society to create a new clinical rotation at the OHS hospital. This will give all VT students more hands-on experience with dentistry and surgical assisting, as well as in behavior and shelter medicine. Implementation involves scheduling all 3 of our cooperative education courses in Spring Term of the 2nd year, just prior to graduation.

2C4. Are you able to get information about graduate job placement/salaries for recent graduates? If so, please describe how you get that information, and what you have learned.

Yes. The VT program maintains a graduate listserve and the FDC routinely sends surveys to recent graduates. The most recent survey was sent to 2018, 2019, and 2020 graduates and had a 44% response rate. What we learned:

- **Employment in the veterinary field: 100%**
 - **Full-time: 96%**
 - **Part-time: 4%**
- **Type of practice:**
 - **Small animal practice: 73%**
 - **Emergency, specialty, or exotic small animal practice: 27%**

Hourly wage range:

\$16-18/hour	31%
\$18-20/hour	27%
\$20-22/hour	38%
> \$22/hour	4%

- **Benefits**

Medical insurance	100%
Dental insurance	81%
Life insurance	35%
Paid vacation	92%
Paid sick leave	73%
Discounted personal pet care	100%
Profit sharing	35%
IRA or other retirement contributions	92%

- **It was found that the percentage of graduates with an IRA or other retirement contributions has increased significantly since the previous survey.**

SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

3A1. Learning Assessment Reports

- X Multi Year Plan current and complete
- X 2021 Summary Data Report submitted
- X 2021 CTE Learning Assessment Report submitted

X 2021 TSA submitted (Please check if TSA submitted)

Program Notes: If any of the above forms above was not submitted, please explain why. Feel free to add additional notes/ context as appropriate.

3A2. Assessment Reflection

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

Commendations: The peer reviewers commend the SAC for recognizing the importance of aligning the assignment to the rubric and for asking for assessment help to revise the assignment. This is exactly how faculty improve their teaching to get the aligned answers, and to help students learn better and in a more meaningful way. In addition, the analysis of the results is excellent, and it's encouraging to hear that the SAC will continue to focus on this outcome in instruction.

Suggestions/Comments: As the SAC notes, it is so important to make sure our students recognize the importance of being lifelong learners. Sometimes a new job is only a new skill away.

Questions: In the future, how will the SAC include PT faculty? Is the SAC aware that there is some funding for paying PT faculty to participate? 10 hours per SAC at a special projects rate. In addition, how can the SAC make this assignment equitable in regards to writing skills?

SAC Response:

1. In the future, how will the SAC include PT faculty?

The Spring 2022 SAC inservice agenda included a specific request for PT faculty to assist with the 2022 Learning Assessment. This approach was successful in recruiting one PT faculty member. The VT SAC chair plans to make this approach standard at future SAC inservices, particularly in Fall Terms.

2. Is the SAC aware that there is some funding for paying PT faculty to participate?

Yes. In the past, limiting factors have been lack of time to recruit and onboard PT faculty as well as the small pool of PT faculty.

3. In addition, how can the SAC make this assignment equitable in regards to writing skills?

The original assignment had flaws which were recognized in retrospect:

- Both parts of the assignment were included on class tests (the first part on a quiz, the second part on the final exam). For all students, this likely added an element of time pressure, as well as the impression of “checking a box” to get the assignment “over with”.
- For students uncomfortable with and/or less skilled in writing, the stress of a time constraint added to any stress created by writing could have made their answers significantly shorter and/or less well expressed than they otherwise might have been.
- The 2nd part of the assignment was phrased in an open-ended way with no guidelines. While this was partly to assess how well the students understood the principles of the assignment, it may have been overwhelming to students who struggle to organize their thoughts in writing.

To remedy this, we would schedule the assignment separately from any test so that students could spend adequate time on it in a less pressured environment. This would also indicate that we regard the assignment as important and worthy of the student’s time. In addition, to make the assignment more equitable in regard to writing skills, we can include checklists of potential responses, with a request for written comments. This would provide specific prompts that students could then write to and expand on.

SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

4A. Is there anything further you would like to share about your program's achievements at this time?

The pass rate for our graduates on their national accreditation exam is consistently 96% or greater. Our most recent graduate survey showed that 100% of the respondents from the classes of 2018 and 2019 felt well-prepared to enter the field as Certified Veterinary Technicians.

We regard as a significant achievement our success in keeping the VT program open and running throughout the pandemic, including:

- Graduating the class of 2021 in 2021;
- Accepting a 3rd cohort (unprecedented for the VT program) in order to continue addressing the critical shortage of CVTs in the workforce.

In addition, thanks to unrelenting efforts by our FDC and ISTs, our program has formed new partnerships with animal shelters, rescue organizations, and animal sanctuaries to address animal procurement challenges, provide more and better educational

opportunities for our students, and provide health care services to animals in the community.

In Spring 2019, the VT program held its inaugural job fair. The event was a great success for both employers and prospective VT job seekers. Plans to continue this as an annual event were cut short by the pandemic. We're looking forward to resuming the job fair when conditions allow.

4B. Are there any challenges not described above that you would like to note here?

Animal procurement remains an ongoing challenge; however, we are hopeful that our new partnerships will significantly ease or resolve this issue.

New requirements from our accrediting body pose significant challenges. These include increased essential skills in surgical nursing and dentistry, as well as a mandate for rabies vaccination of students or rabies mitigation protocols. The increased essential skills are difficult for us to meet given our cohort size and animal procurement issues. Rabies mitigation, as outlined by the AVMA-CVTEA, is not possible for us to implement. Rabies vaccination of students will impose an additional significant increase in the cost of the CVT program.

4C. Do you see any opportunities in the near or long term that you would like to share?

One of our new partnerships will create a clinical rotation at the Oregon Humane Society hospital. This will give all VT students more hands-on experience with dentistry and surgical assisting, as well as in behavior and shelter medicine. This will help address the increased essential skill requirements noted above. Implementation involves scheduling all 3 of our cooperative education courses in Spring Term of the 2nd year, just prior to graduation. To accommodate this, we are currently reworking our curriculum schedule.

We are also in the process of creating two new dentistry courses. This is in response to feedback received from our graduates in our most recent survey. Graduates reported being well-prepared for entry into the field as Certified Veterinary Technicians, with the exception of dentistry. The new courses will address this lack by providing more robust dental instruction.

SECTION 5: INDUSTRY AND EXTERNAL ACCREDITATION GUIDANCE

5A. Advisory Committee

Please check your Advisory Committee list at [Spaces](#). If it is not up to date, submit the current list to academicaffairs@pcc.edu and we can update Spaces for you.

Advisory committee roster is current as of: **December 2018**

Please summarize feedback/input that you have received from your Advisory Committee over the past two years, and outline actions that resulted from this feedback.

Our Advisory Committee has consistently provided valuable feedback regarding ongoing program challenges such as animal procurement, increased essential skill requirements, and most recently, rabies vaccination requirements for our students. The Committee has actively brainstormed solutions with us, reached out to their industry contacts on our behalf and/or provided contacts for us to pursue.

Are there any examples of successes you have had working with your Advisory Committee that you would like to highlight?

The Advisory Committee recommended that we offer VT 109 Radiation Safety to the veterinary community every term. They felt that there was a large enough need to make this worthwhile. This has proved to be true. We've been able to run the course every term, which has boosted overall enrollment numbers.

Does the SAC have any suggestions for ways that the Program and Pathway Deans could support the SAC and the Advisory Committee to work together effectively?

Not at this time.

5B. Accreditation

- Do you have professional or programmatic accreditation? (This is a separate accreditation from PCC's institutional accreditation by NWCCU).

YES

- If yes:
 - What is the name of your accrediting body?
American Veterinary Medical Association Committee on Veterinary Technician Education and Activities (AVMA-CVTEA).
 - What is the typical accreditation cycle?
 - **The program undergoes yearly assessments to ensure continuous accreditation.**
 - **A site visit for re-accreditation takes place every 6 years.**
 - When is your next self-study/visit scheduled to occur?
The next site visit is scheduled for 2023.

Please summarize feedback/input that you have received from your accrediting body over the past two years, and/or any actions taken as a result of accreditation recommendation or guidance.

Based on recommendations received at our last accreditation site visit, we have:

- **Increased the number of surgical procedures performed during our Surgical Nursing course;**
- **Formed a partnership with Oregon Humane Society to create a new clinical rotation, which will help meet increased essential skill requirements in surgical assisting and dentistry.**

Other recommendations that we are working on include providing closed cabinetry to store surgical equipment and supplies in our surgical room.