On January 20, 2012 the Veterinary Technology (VT) SAC presented their Program Review findings to an audience of PCC administrators and others with an interest in the discipline. Both the written report and the presentation were highly professional, informative and thought provoking. Your presentation provided ample opportunity for questions and discussion, which was enlightening for us all. We are impressed by the commitment of the VT SAC to their mission as enumerated on the program page (http://www.pcc.edu/programs/vet-tech/)

Veterinary technology broadens the world we know from animals as pets to animals that aid society. While many of us only see animals as pets, animals serve several roles. Veterinary technology ensures that our roles and relationships with animals further our knowledge of animal health while seeking to improve their lives and maintain their habitat and dignity. Becoming a veterinary technician can provide you with the skills and knowledge you need to work towards the greater good of animals and to prepare you to begin working to understand their unique contribution to all of our lives.

This Administrative Response will: A) Commend particular highlights of the VT Program and Program Review, B) Review your approach to outcomes and assessment, and C) Provide the administrative response to the SAC recommendations, and as appropriate, offer additional recommendations.

Commendations

The accomplishments of the Veterinary Technology Program are many, here are some of which we take particular note:

- Professionalism in Program Review, both the presentation and the written report were thorough, completed to high standards, and helped us understand your work.
- VT’s long history and tradition of excellence, with initial probationary accreditation in 1988, maintaining full accreditation since 1992 with the American Veterinary Medical Association’s Committee for Veterinary Technicians Education and Activities (AVMA-CVTEA).
- VT’s strong relationship to Advisory Committee.
- PCC VT graduates have an excellent pass rate on the Veterinary Technician National Exam, administered by the Oregon Veterinary Medical Examining Board: 98.8%, which compares to a national average of 84.7%.
• Four to five job offers per completing student, with many different job options within CVT Sectors such as small animal, equine/large animal, shelter med, zoo, academia, labs, etc.
• Very high retention and success rates (avg 10% attrition compared to 30-35% average annual attrition rates for all accredited North American programs.)
• Leadership at industry and state levels, for example, Dolores Galindo is a board member of the Oregon State Veterinary Board.
• Large volume of veterinary-related holdings at Rock Creek Library.
• Response to a dip in graduates’ performance on the dental section of the VTNE exam with: changes in curriculum, instruction and equipment, resulting in improved performance within one year of implementation.
• Faculty diversity: the VT program faculty is male/female, multi-racial, and has age diversity.
• Learning Skills Specialist supports the VT program including focused support for the challenging VT Anatomy and Physiology course.
• Outreach to prospective students: College Day for High School activities, detailed Prospective Student Information Sessions once monthly to thoroughly advise all potential applicants.
• Staff of the VT program represent PCC in the larger community (PCC outreach 50th, RC Industry video).
• Facilities that are professional, effectively organized and well-maintained.
• Instruction and program which adheres closely to the experience students will encounter in industry
• Numerous changes and improvements put into place since the last Program Review, including:
  o Increased staffing: Full-time faculty Dr. Tina Tran and part-time 2nd CVT technician.
  o Aligned to USDA requirements with a new state-of-the-art kennel facility to house program-owned dog and cat population.
  o Increased annual student enrollment from 25 to 30, while maintaining levels of student preparation
  o Made college level Cell Biology and General Chemistry true prerequisites for program admission.
  o As per the recommendation of adjunct faculty, increased the focus on “professional development” and soft skills.
  o In cooperation with the advisory committee, renewed emphasis on Large Animal related areas of the curriculum.
  o Based upon its emerging presence in veterinary medicine and the special interest and training of the Department Chair, added principles of Aquatic Animal Medicine to the VT curriculum. Acquisition of various donated fish species to
enhance delivery of aquatic medicine curriculum.

- An improvement in the quality and content of the incoming VT Student Orientation Session.
- Acquired and/or upgraded a multitude of equipment to enhance the breadth and relevancy of student learning: Surgivet® monitors, ultrasound machine, rigid fiberoptic endoscope, and more.

In summary, we agree with the VT SAC that AVMA accreditation, exemplary pass rates on the NVTE, modern teaching facilities, experienced faculty, motivated students, hands-on animal care, and a reputation for student support and success has made the PCC Veterinary Technology Program an elite training ground for employable, successful Certified Veterinary Technicians.

**Outcomes and Assessment**

Assessment was identified as an area of focus for PCC during our very recent accreditation visit, and the April 2010 Interim Accreditation Report noted that: PCC must document “progress in demonstrating, through regular and systematic assessment, that students who complete their programs have achieved the intended learning outcomes of degrees and certificates. Further, the college must begin to demonstrate, in a regular and systematic fashion, how the assessment of student learning leads to the improvement of teaching and learning.”

**College Core Outcomes** are addressed, and documented as such, with Core outcome mapping.
http://www.pcc.edu/resources/academic/core-outcomes/vt.html

**Program and Degree Outcomes** for the VT AAS Degree are established (http://www.pcc.edu/resources/academic/degree-outcome/vt.html)

**An Assessment Plan** (2010) for program level outcomes has been developed and is posted at http://www.pcc.edu/resources/academic/degree-outcome/CTEPlansandReports.html.

**An Assessment Report**, reflecting completion of assessments, has not been posted.

**Evidence that students are meeting program and course outcomes?**

The VT SAC notes very appropriately that the ultimate indicator that students are meeting core outcomes is the evidence provided by the data points of the *Oregon Board of Veterinary Medical Examiners: Veterinary Technician National Examination (NTVE) SCHOOL NORMS VS. NATIONAL*
PASSING NORMS. PCC VT students consistently score well above the national average of students completing at accredited programs.

However, since not all VT program and course level outcomes are assessed by the NVTE, further work in assessment is needed. The VT program review reflects some engagement with the work of identifying outcomes and using assessment to ensure the program adequately prepares students for the professional expectations that await them. The VT SAC has effectively identified program level outcomes, and identified student assessments opportunities to ensure that students are learning what is promised. However, VT has not completed the work of reporting of assessment, something asked of all CTE SACs since 2011. We look forward to receiving VTs documentation of implementation of their assessment plan, and regular reporting of evidence of assessment thereafter.

Assessment Driven Change

As noted in the commendations section of this response, VT presents an excellent example of assessment driven change in regards to veterinary dentistry CVT skills. When a dip in NVTE dentistry sib-scores was observed, the SAC discussed and developed a plan to improve student learning in dentistry. The dentistry curriculum was reviewed by the SAC and Advisory Committee and timely curriculum improvements were made including acquisition of new equipment (industry-standard veterinary dental x-ray machine, equine dental float), improved lectures and laboratories, guest speakers specializing in veterinary dentistry, and increased technical support in laboratories. These changes led to improved VTNE scores in Dentistry in 2011 that once again surpassed the national average. This is an excellent example of change responding to student or industry needs and we encourage the VT SAC to engage in a regular cycle of assessment and when warranted, related changes, and to be sure to capture and document assessment driven changes.

Recommendations

We concur the VT recommendations, and in fact PCC administration has already acted upon some. In those areas of agreement, we note that some are more constrained by funding availability, and that requests dependent on funding are typically subject to a variety of campus and district based allocation processes. Overall, we have the usual challenge of supporting worthwhile and effective disciplines in a time of growing competition for limited resources. The question becomes, what can we do with the resources we have now? In that spirit, here are administrative responses to the SAC recommendations contained within the VT Program Review.
SAC Recommendations

1. Hire a second full or half time CVT support technician.

While VT does already have a full-time instructional technician, the arguments for additional support presented in the Program Review do carry weight. This request will be considered in the totality of all Rock Creek campus requests for augmentation to permanent funding (and requests far exceed available funds). Currently, Rock Creek is using one-time funds to trail a shared support technician position with the new Biology and Management of Zoo Animals (BMZA) program.

2. Increase funding for continuing education of fulltime faculty.

We appreciate your frustration in finding sufficient funding to stay current in your discipline. Local budgets for training are a campus resource, to be negotiated with the Division Dean, who must balance the needs of all the programs in the divisions. There are supplemental funds for professional development available through staff development and the TLC’s, and yes, there is some paperwork involved in the application process. This year, Dr. Chairsell has also agreed to set aside Perkins funding specific to CTE staff development. These supplemental funds are outside of the instructional budgets, and are an important resource for many different programs and groups. Our best advice at this moment is to work closely with the available funding sources and look for opportunities where funding can be combined and leveraged.

3. Continue current emphasis on preparing students to be successful in all of the diverse areas of the veterinary profession open to CVTs (i.e. giving due emphasis to non-traditional and emerging areas of veterinary practice).

We applaud this approach, as career fields evolve over time, the jobs that students hold in the future may not be perfectly aligned with their initial academic preparation.

4. Build Cooperative Education Partnership with the Oregon Zoo veterinary staff to benefit program students interested in pursuing careers in zoo animal medicine.

As of this writing, the BMZA program has just completed a memorandum of understanding (MOU) with the Oregon Zoo that includes a trial of Zoo student co-ops. Oregon Zoo staff have expressed concerns about their capacity to provide supervision and learning opportunities for students, but
is willing to pilot this for the first cohort of BMZA students. If this pilot is successful and the Zoo is willing to continue for subsequent BMZA cohorts, we might eventually be able to include Vet Tech students down the road.

Our Additional Recommendations

5. Several references are made to an Appendix, which appears not to have been included. While the report does include graphs showing the 5-year trend results for sections of the VTNE, the narrative notes that the appendix would also contain a more detailed analysis of: graduate performance on the VTNE, detailed description of facilities and equipment; and, a graduate employment survey and Bureau of Labor and Statistics report. Please send this appendix material to Scott McBeth, so that it can be attached to the report and posted.

6. The only assessment described or results offered is the VTNE, but several of the AAS degree outcomes would not be assessed via this test. Reference is made to content in certain courses, but PCC's assessment approach asks for a deeper level of reporting and evidence that alignment of content with courses and course grades. VT did submit an assessment plan, indicating when in the program the outcomes are assessed, but no assessment reports have been submitted to show results of these assessments and actions taken. By way of this Administrative response, the VT SAC is asked to work with their Assessment Coach (Kendra Cawley) to develop and report assessments of degree outcomes that are not addressed by the VTNE, and plan to submit results by the end of Winter term 2013.

7. PCC is interested in ensuring that admittance standards for all closed programs are well-defined and objectively applied, and this will likely be the subject of a focused work group sometime in the next year or two. Vet Tech appears to have good expertise in this area, and we would like someone from Vet Tech to be part of such a work group. Please let Kendra Cawley know if anyone from Vet Tech has interest in participating.

Closing

We want to again thank the Veterinary Technology SAC for sharing the results of your program review with us. You all have a great deal to be proud of in this program that has enhanced the quality of so many lives,
both animal and human. We, along with the rest of the PCC community are also very proud of this program and the work that you all do. During your Program Review Presentation, we very much enjoyed learning about new developments for the VT discipline, your successes and your plans for the future. We look forward to supporting your on-going work on continuous program improvement.

Administrative Response submitted by Birgitte Ryslinge, on behalf all your Deans of Instruction

Scott Huff, Cascade
Craig Kolins, South East & Extended Learning Center
Birgitte Ryslinge, Rock Creek
Jeff Triplett, Sylvania