

P.C.C. Veterinary Technology Program Academic Program Review

Purpose of Program/Discipline Review

- Inform the college community about a Career and Technical Education (CTE) program or a Lower Division Collegiate (LDC) or a Developmental Education (DE) discipline.
- Give Subject Area Committees (SACs) an opportunity to study specific topics related to the enhancement of student learning.
- Provide a forum for each SAC's findings to be communicated to Administration, during which the SAC and Administration can explore and determine ways to address the recommended improvements (including timelines and "check-in" points for follow-up actions between reviews).
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

1. Program/Discipline Overview:

The Portland Community College Veterinary Technology Program is a successful and highly visible health professional program that attracts motivated students who find immediate employment and careers in their chosen field of veterinary technology. Certified Veterinary Technicians (CVTs) are recognized to play an essential role as members of veterinary health professional teams within a diverse and thriving industry that includes:

- small animal general practice
- specialty practices (such as dermatology, orthopedic surgery)
- emergency and critical care practice
- exotic and aquatic animal medicine
- zoo and wildlife medicine
- equine practice
- large animal/agricultural practice
- shelter-based medicine
- laboratory animal medicine
- diagnostic laboratory medicine
- academia
- hospital managers & owners
- industry positions (sales, etc.)

The PCC VT program has maintained **full accreditation** with the American Veterinary Medical Association's Committee for Veterinary Technician Education and Activities (AVMA-CVTEA) since 1992. The AVMA is the exclusive accrediting body for veterinary professional education, which includes college programs for Certified Veterinary Technicians and Colleges of Veterinary Medicine. Our most current AVMA site evaluation/self-study in the spring of 2011 detailed the program's consistent success with students, rich curriculum, experienced faculty and broad student support services, unique assets such as direct hands-on learning with a diverse collection of college-owned animals, state-of the art classrooms/labs, on-campus teaching hospital, vast library holdings, robust relations with community partners, and most importantly- its continued matriculation of motivated, professional and successful students that are immediately employable in an ever-growing healthcare industry.

Upon graduation with the A.A.S. degree in Veterinary Technology, our graduates are eligible and prepared to sit for the Veterinary Technician National Examination (VTNE). This program review will highlight a long history of a near perfect pass-rate for PCC graduates on this challenging examination. Our graduates continue to score significantly above the averages set by other comparable accredited VT college programs in North America (See Appendix A for examination score data). pps 21-45

The PCC VT Program is one of only two AVMA-accredited programs in Oregon; there are currently 216 accredited programs in North America. With its long history of full AVMA accreditation, access to live animals/patients, and reputation for student success, our program has earned the reputation of one of the top CVT training programs in the country. The culture of the PCC VT Program is defined by its emphasis upon academic excellence and student support, hands-on learning of technical skills, professional development, and emphasis on animal welfare. Whenever possible, veterinary technical and nursing skills are developed in settings and conditions that reflect the manner in which graduates will successfully use these skills in future employment. The teaching hospital environment of RC 7/138, the large animal handling facilities of the college farm, and the professional relationships displayed between the faculty, program CVTs, and farm coordinator provide an immediate, consistent example of effective health-care team interactions for program students. A robust Cooperative Education Program, consisting of 480 hrs. of off-campus clinical experiences with diverse industry partners, further enhances the technical education and skills of our students.

As an array of live animal species are maintained on campus and used to support student learning, the college is designated a Class "R" Research Facility and under the direct supervision of the United States Department of Agriculture (USDA). The VT program veterinarians, Dr. Brad Krohn and Dr. Ragan Borzcik, work in a cooperative team approach with program CVTs Dolores Galindo, Bryan Tate, and Laura Harris in all animal health-related endeavors. Ethical animal use, preventative medicine, diagnostics and treatments are supervised by the USDA Veterinarian of Record, Dr. Brad Krohn, and are conducted in strict accordance with the USDA's Animal Welfare Act. The addition of fulltime faculty member Dr. Ragan Borzcik has significantly improved the delivery of large animal-related medical care as this is an area in which she has special training and clinical experience. A new cattle handling facility was added to the Rock Creek farm in 2016 and has immediately improved the delivery of large animal curriculum. The program has a longstanding

collegial relationship with the USDA and hosts annual site inspections, culminating in a consistent history of compliance with its regulations. Maintaining our facility in accordance with strict USDA standards is a significant and ongoing undertaking for the program faculty and staff. We also directly incorporate this responsibility into student learning. Program students, via required daily animal care duties, experience hands-on training in the specialty area of veterinary medicine known as Laboratory Animal Medicine. This access to live animals and immediate immersion into the area of hands-on animal care and nursing is a significant attraction to our program for prospective students. The PCC VT program can accurately be described as a unique “living laboratory” of veterinary technical training, grounded in a professional and collegial cooperation among students, faculty, and staff. A recent improvement in this area includes the creation of a course *Veterinary Ward Care* that provides academic credit for clinical work performed on campus and allows faculty and staff to more precisely codify student responsibilities.

In summary, full AVMA accreditation, exemplary pass rates on the VTNE licensing exam, modern teaching facilities, experienced faculty, motivated students, hands-on animal care, and our reputation for student support and success continue to make the PCC Veterinary Technology Program an elite training ground for employable, successful Certified Veterinary Technicians.

A. What are the educational goals or objectives of this program/discipline? How do these compare with national or professional program/discipline trends or guidelines? Have they changed since the last review, or are they expected to change in the next five years?

While the broad educational goals of the PCC VT program have not changed significantly, we continue to be progressive in keeping current with industry trends and subjects directly related to veterinary technician advancement and professional growth. The program continues to be a recognized leader in the successful training of Certified Veterinary Technicians in an ever-expanding and robust veterinary healthcare industry.

As an AVMA–requirement the VT SAC has recently created a program mission statement that reads as follows: *“Provide a supportive learning environment and the hands-on experience needed to prepare students to work as veterinary healthcare professionals. This includes an emphasis on professionalism, leadership, and clinical competency necessary for the promotion of animal health and welfare, public health and the human animal bond. We are committed to fostering a dedication to life-long learning and personal development in our graduates.”*

The educational goals of the PCC VT program are to graduate students that:

- 1) Meet the college requirements for an Associate of Applied Science degree in Veterinary Technology
- 2) Qualify for the Oregon Board of Veterinary Medical Examiner’s certification examination; the Board is currently using the Veterinary Technician National Exam (VTNE)

3) Function as competent entry-level Certified Veterinary Technicians in their chosen area of veterinary technology

These educational goals continue to be consistent with the guidelines of our accreditor: The American Veterinary Medical Association's Committee on Veterinary Technician Education and Activities (AVMA-CVTEA).

The Veterinary Technology Program currently has the status of "Full Accreditation" with its national professional accrediting body – the AVMA-CVTEA. The VT program earned initial probationary accreditation in 1988, then has maintained full accreditation since 1992. Our program is reviewed every 5 years via an in-depth self-study authored by the Department Chair followed by a 3-day on-site visit by the AVMA-CVTEA. The most current evaluation was performed in the spring of 2011 and the next evaluation is scheduled for fall of 2017. By definition, Full Accreditation means that the program has "met or exceeded all minimum requirements."

Accreditation requirements of the AVMA-CVTEA do inherently change over time as the field of veterinary medicine and the professional expectations for Certified Veterinary Technicians evolve. The VT program Department Chair has maintained a close collegial relationship with the AVMA-CVTEA and is kept well-informed of requirement changes via emails, memos, and personal communications. A more recent requirement of our accreditor is for the Veterinary Technology program to create standardized criteria for assessing the completion of an extensive list of hands-on Essential Skills performed by each VT program student. Other than multiple curriculum changes the VT SAC has initiated for the fall of 2017, the comprehensive documentation of each student's completion of AVMA-required Essential Skills has been the most significant project that the program has undertaken since the last program review. The creation of standardized criteria in the form of itemized check-lists for assessing and documenting each student's completion of all essential skills has now become a fundamental outcomes assessment tool for the VT program.

B. Briefly describe curricular, instructional, or other changes that were made as a result of SAC recommendations and/or administrative responses from the last program review?

We have made the addition of a second full-time DVM faculty member and hired two additional program Certified Veterinary Technicians (one full-time and one part-time) to support laboratories and day-to-day operations. The additions of the CVT positions have had dramatic impact on the quality of learning in complex program laboratories such as anesthesiology and surgery. Program CVTs provide invaluable student mentorship in these challenging clinical learning environments involving live patients. The added CVT positions have also enhanced the efficiency of day-to-day program business. The addition of fulltime faculty member Dr. Ragan Borzcik has significantly improved the delivery of large animal-related medical care as this is an area in which she has special training and clinical experience. We have increased annual enrollment from 30 to 32 students. We have added MP111 Medical Terminology as a pre-requisite for program admission and deleted it

as a program course. As per the recommendation of our active Advisory Committee, we have continued to increase our focus on the *professional development* of our students by way of increased communication of expectations and accountability in regards to academic performance, teamwork, communication, and leadership.

A recent SAC review of the VT program curriculum resulted in the following curriculum changes: 1 credit hour was added to VT101 Introduction to Veterinary Technology (2 credits hours to 3) as medical terminology was added to its content; the name of VT102 Animal Nursing and Restraint was changed to *Small Animal Nursing and Restraint* to better reflect its course content; the name of VT121 Basic Animal Science was changed to *Large Animal Nursing and Restraint* to better reflect its course content; 1 credit hour was added to VT110 Specimen Collection Laboratory (1 credit hour to 2) to provide adequate time to meet existing outcomes, 1 credit hour was deleted from VT111 Hematology and Urinalysis (5 credit hours to 4) as less time was deemed necessary to meet existing outcomes (the name of the course was also changed to *Clinical Laboratory Procedures I* to better reflect course content); 1 credit hour was deleted from VT112 Clinical Laboratory Procedures (5 credit hours to 4) as less time was deemed necessary to meet existing outcomes (the name of the course was also changed to *Clinical Laboratory Procedures II* to better reflect course content); VT211 Pharmaceutical Math II was deleted as the SAC identified that its content could be delivered more effectively throughout the veterinary technology curriculum in various clinical-oriented courses; VT215 Laboratory Animal Medicine and Procedures was created by removing it from being embedded within VT202 Surgical Nursing & Laboratory Animal Medicine and Procedures; VT202 Surgical Nursing was updated to 8 lecture/laboratory credit hours to allow efficient delivery of outcomes; 1 credit hour was deleted from VT208 Small Animal Diseases (4 credit hours to 3) as less time was deemed necessary to meet existing outcomes (the course was also moved to the first year of the program).

In 2015, the VT 101 Facility Ward Care course was developed by Dolores Galindo CVT and added to the VT program curriculum. This course provides 2hrs of credit and focuses on the student daily role in the ongoing management of the VT program's animal handling facilities.

2. Outcomes and Assessment: Reflect on learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.
 - A. Course-Level Outcomes: The college has an expectation that course outcomes, as listed in the CCOG, are both assessable and assessed, with the intent that SACs will collaborate to develop a shared vision for course-level learning outcomes
 - i. What is the SAC process for review of course outcomes in your CCOGs to ensure that they are assessable?

CCOG's are reviewed and updated as curriculum changes are made and documents move through the Curriculum Committee and Degrees and Certificates Committee. The VT program's most comprehensive course outcomes assessment project since the last program review has been aligning with our AVMA accreditor's requirement for documenting the successful completion of an exhaustive list of required hands-on and conceptual Essential Skills by each program student. This required SAC review of a comprehensive list of Essential Skills provided by the AVMA and the identification of the program course in which each skill would be assessed. The SAC was then responsible for creating individual standardized criteria for assessing the successful completion of each Essential Skill (for example we created the 7 steps necessary for assessing the successful placement of an I.V. catheter in a patient and made this into a checklist, see Appendix B for example). Documents were created that listed the Essential Skills embedded in each course, the standardized steps required for their completion, and sign-off forms for the faculty that witnessed the skill completion. Students are made aware of course-embedded Essential Skills via the course syllabus and new student orientation meetings. The responsibility to ensure that each student completes all Essential skills embedded in a course lies with the course instructor and signed documents are then forwarded to the Department Chair for cataloging. The list of AVMA-required Essential Skills evolves continuously and reflects changing trends within the veterinary medical industry. This is inherently an ongoing, comprehensive, ever-evolving and unique assessment project that represents the future of veterinary technical education outcomes assessment. Apdx B pg. 46

- ii. Identify and give examples of changes made in instruction (on-campus and online as appropriate), to improve students' attainment of course outcomes, or outcomes of requisite course sequences (such as are found in in MTH, WR, ESOL, BI, etc.) that were made as a result of assessment of student learning.

As scores on the VTNE and its subsections are generally so strong, the program has the ability to engage feedback from the Advisory Committee, AVMA-CVTEA, and program SAC to largely guide improvements to the curriculum. If a relative weakness, as evidenced by a drop in graduate score on a subsection of the VTNE, is detected, it is addressed in SAC and Advisory Committee meetings. As an example, when graduate VTNE scores in dentistry dipped (but remained well-above average) discussions were held within the Advisory Committee summarizing the large role that CVTs play in veterinary dentistry and the significance of veterinary dentistry as a part of modern small animal practice. Improvements were created and implemented into the VT curriculum including enhanced lecture time devoted to veterinary dentistry, and increased laboratory time committed to teaching dental technical dental skills, including a guest CVT lecturer with specialty dentistry credentials. New dental equipment was acquired including an industry standard dental radiograph machine for small animals, and access to a power dental floating instrument for common equine dental procedures. We also added a part-time casual CVT employee with clinical experience in small animal dentistry to provide additional instructional support during dentistry laboratories. These changes led to immediate

improvement in VTNE dentistry scores that have remained significantly higher than national averages ever since the improvements were implemented.

B. Addressing College Core Outcomes

- i. Update the Core Outcomes Mapping Matrix.

<http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html>

For each course, choose the appropriate Mapping Level Indicator (0-4) to match **faculty expectations for the Core Outcome for passing students**. (You can copy from the website and paste into either a Word or Excel document to do this update, and provide as an Appendix).

See Appendix C page 47

C. For Career and Technical Education Programs: Degree and Certificate Outcomes

- i. Briefly describe the evidence you have that students are meeting your Degree and/or Certificate outcomes.

- The best evidence and measure that students are meeting the program's most critical outcomes (*Professional Competence, Critical Thinking & Problem Solving*) is their exemplary scores on the Veterinary Technician National Examination (VTNE). Annually the VT Program Department Chair receives a report from the Professional Examination Service in New York, NY, the administrators of the VTNE. Each state and province in Canada utilizes this examination as a measure of a graduate's knowledge to be a licensed, registered, or certified veterinary technician (depending on the state or province's veterinary technician licensing nomenclature). In 1992, the Oregon Board of Veterinary Medical Examiners started using the VTNE as their standard test to determine eligibility to become a Certified Veterinary Technician in the state of Oregon. Prior to this, the Oregon Board made up its own exam. In 1998, the testing service's report started listing data comparing the average scores PCC graduates earned with the average scores of graduates of all other programs. This enables us to perform comparative analyses with the data obtained.
- See Appendix A for summary of graduate performance on the VTNE
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- *Professional Competence* is further evidenced by program graduate success in finding immediate employment in their profession. There are currently four to five job offers submitted to the college per graduate and many students are accepting job offers prior to graduation.

- ii. Reflecting on the last five years of assessment, provide a brief summary of one or two of your best assessment projects, highlighting efforts made to improve students' attainment of your Degree and Certificate outcomes.
 - The VT SAC performs an ongoing assessment and analysis of program graduate performance on the Veterinary Technician National Examination (VTNE). The examination is divided into 9 subsections that reflect the VT curriculum's major courses and areas of study. Since the last Program Review, graduate scores in all subsections of the examination have significantly exceeded the national average for all test-takers. This student achievement is something that truly defines our program as one of the best in the country. When scores in subsections are identified as strong, but less strong than others, SAC and Advisory Committee discussions drive any need to augment curriculum as necessary. In the past we have identified Veterinary Dentistry as an area needing curriculum improvement. After expanding an intensive wet lab focusing upon hands-on dentistry techniques and recruiting a CVT lecturer with specialist certification in dentistry, we documented immediate improvement in graduate performance in the Dentistry subsection of the VTNE. A similar approach was used when we saw dipping, but still exceptional, scores in the radiography subsection of the licensing examination. Radiography course instructor Brian Tate CVT lead focused lecture and laboratory revisions that resulted in immediate improvements in graduate scores on the Radiography subsection of the licensing examination. We are currently strengthening our Pharmacology curriculum by enlisting a new instructor with special interest in Pharmacology, adopting a new Pharmacology textbook, and documenting the completion of all AVMA required Essential Skills in Pharmacology for every student.

- iii. Do you have evidence that the changes made were effective (by having reassessed the same outcome)? If so, please describe briefly.
 - See above documented improvement in licensing examination scores

- iv. Evaluate your SAC's assessment cycle processes. What have you learned to improve your assessment practices and strategies?
 - The documentation of student completion of AVMA-required Essential Skills has been the most appropriate and significant assessment project

that the VT program has engaged in. The goal of this ongoing process is to assure that the most crucial outcomes of veterinary technology education are achieved. It is required by our AVMA accreditor that we document outcomes completion in this way. The comprehensive documentation of the student completion of AVMA-required Essential Skills has been the most significant project the program has undertaken since the last program review. The list of required AVMA-required Essential Skills evolves continuously and reflects changing trends within the veterinary medical industry. This is inherently an ongoing, comprehensive, ever-evolving, and unique assessment project that represents the future of veterinary technical education outcomes assessment.

v. Are any of PCC's Core Outcomes difficult to align and assess within your program? If yes, please identify which ones and the challenges that exist.

- We have not currently focused on the cultural diversity outcome due to the large volume of scientific and technical skills assessments that require our immediate focus.

3. Other Curricular Issues

A. Which of your courses are offered in a distance modality (online, hybrid, interactive television, etc.), and what is the proportion of on-campus and online? For courses offered both via DL and on campus, are there differences in student success? If yes, describe the differences and how your SAC is addressing them. What significant revelations, concerns, or questions arise in the area of online delivery? (Contact the Office of Institutional Effectiveness for course-level data.)

- The Veterinary Technology program has one Distance Learning course, VT109 Radiation Safety. It is a graduation requirement for program students and is also open to Certified Veterinary Technicians and veterinary assistants within the community that need to acquire this certification necessary to work with diagnostic radiology (x-ray) equipment. During my recent attendance of a biannual conference for National Veterinary Technician Educators, the inherent challenges of online veterinary technology curriculums were discussed and it is apparent that the online approach remains an option in only a very small number of the 216 accredited programs. The primary strength of the PCC VT program curriculum is student immersion in a hands-on clinical environment. This inherently deprioritizes significant development of online courses.

- B. Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g., Community-Based Learning, Internationalization of the Curriculum, Inquiry-Based Learning, Honors, etc.)? If so, please describe.

N/A

- C. Are there any courses in the program that are offered as Dual Credit at area High Schools? If so, describe how the SAC develops and maintains relationships with the HS faculty in support of quality instruction.

N/A

- D. Please describe the use of Course Evaluations by the SAC. Have you developed SAC-specific questions? Has the information you have received been of use at the course/program/discipline level?

- Course evaluations are reviewed regularly by the program Department Chair during regularly scheduled faculty evaluations and used to guide faculty and course improvement.
- The development and addition of SAC-specific questions to Course Evaluations and identification of ways to use this information is identified as an area of needed improvement.

- E. Identify and explain any other significant curricular changes that have been made since the last review.

- Extensive curriculum changes that have been made by the VT program SAC were described in 1.B. above.

4. Needs of Students and the Community

- A. Have there been any notable changes in instruction due to changes in the student populations served?

- No

- What strategies are used within the program/discipline to facilitate success for students with disabilities? What does the SAC see as particularly challenging in serving these students?

- The VT program works closely with Disability Services to provide all necessary accommodations for its students. Thus far we have had no significant challenges meeting the required accommodations for VT program students with disabilities.

- What strategies are used within the program/discipline to facilitate success for online students? What does the SAC see as particularly challenging in serving online students?

- See item 3A above

- Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes (if this has not been addressed elsewhere in this document)? If so, describe.
 - See section on role of active Advisory Committee
- Faculty: reflect on the composition, qualifications and development of the faculty
 - Provide information on how the faculty composition, professional development, and teaching reflect the [Diversity, Equity and Inclusion goals](#) of the institution (from PCC's Strategic Plan, Theme 5). What have you done to further your faculty's knowledge and creation of a shared understanding about diversity, equity and inclusion?

The VT program faculty and staff are male/female, and are age diverse. The recent job search for a full-time faculty position placed the appropriate priority on the diversity and cultural competency goals of the college.

- Report any changes the SAC has made to instructor qualifications since the last review and the reason for the changes. (Current Instructor Qualifications at: <http://www.pcc.edu/resources/academic/instructor-qualifications/index.html>)
 - More courses were changed to allow a CVT to teach as we recognize the vital role that CVTs play in the education of future CVTs; this was also a recommendation of our AVMA accreditor highlighted during their last site visit.
- How have professional development activities of the faculty contributed to the strength of the program/discipline? If such activities have resulted in instructional or curricular changes, please describe.

PCC Faculty and Staff DVM's and CVTs are required by the State of Oregon Veterinary Medical Examining Board to complete required hours of RACE (Registry of Approved Continuing Education) - approved continuing education to maintain their licensure.

Dr. Borzic: Dr. Borzic has completed all required RACE-approved continuing education as required by the State of Oregon Veterinary Medical Examining Board and has completed an internship in Equine Medicine.

Dr. Fletcher: To ensure that she is providing students with the most current information, Dr. Fletcher has enrolled in multiple continuing education classes that are directly relevant to the Veterinary Technology courses she teaches. In the past 12 months, she has completed the following continuing education classes: Veterinary Cytology (*relevant to Clinical Laboratory Procedures II*); Seizure Management (*relevant to Veterinary Pharmacology*); Update on Respiratory Therapy (*relevant to Veterinary Pharmacology*); Controlled Substance Regulations (*relevant to Animal Health Record Systems and Veterinary Pharmacology*); Small Animal Nutrition Toolkit (*relevant to Animal Nutrition*); and Pet Food Basics (*relevant to Animal Nutrition*).

Dolores Galindo CVT: Dolores consistently attends local Continuing Education seminars on diverse topics relating to small animal veterinary medicine. She routinely exceeds the state requirement for continued education to maintain her CVT licensure (15 hrs. every 2 years). She also maintains weekend and summer employment as a CVT at Sunnyside Veterinary Hospital, allowing her to keep her clinical skills honed.

Laura Harris CVT: Laura has completed all required RACE-approved continuing education as required by the State of Oregon Veterinary Medical Examining Board. Laura is also cross-trained as the lead technician for the BMZA program.

Dr. Haveman: Dr. Haveman has completed all required RACE-approved continuing education as required by the State of Oregon Veterinary Medical Examining Board. He has been the owner of Sunnyside Veterinary Hospital for many years.

Dr. Krohn: Dr. Krohn has special interests in anesthesiology and aquatic animal medicine. Recent continuing education courses include Pathobiology and Epidemiology of Aquatic Animal Diseases, Structure and Function of Fish Gills, Diseases of Syngnathids, Dove-Lewis CPR training, Dove-Lewis Feline Upper Respiratory Infections, Dove-Lewis Toxicities in the ER, Idexx Feline Diabetes Clinical Case Review, Idexx Early Diagnosis of Chronic Renal Failure, Idexx Feline Hyperthyroidism Clinical Case Review, Idexx Identifying Inflammatory Disease, Idexx Anesthetic Complications Review, Idexx Electrolytes Review, Idexx Blood Chemistry Review, and Idexx Veterinary Dentistry Review

Brian Tate CVT: RACE-approved Idexx courses completed by Brian Tate include A Veterinarian's Guide to Microbiology Testing, A Clinical Approach to Fluid Therapy, Anesthetic Complications Review, Identifying Inflammatory Disease, Case Studies in Feline Congestive Heart Failure, and Exotic Animal Radiology

- Facilities and Academic Support

- Describe how classroom space, classroom technology, laboratory space, and equipment impact student success.

See Appendix D for classroom/laboratory/equipment descriptions. Our most significant improvement since the prior program review has been the addition of a modern cattle handling facility at the campus farm. This has greatly improved the ease of moving and handling large cattle during laboratories and facilitated student learning.

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It is imperative that VT program medical treatment and diagnostic equipment reflect current industry standards. Our AVMA accretor provides a list of essential/required equipment that all programs must maintain. Our most significant priority in this area is the need to upgrade to modern digital radiography equipment. Our current analog equipment is deteriorating rapidly and no longer reflects the industry standard for diagnostic radiology equipment. It is expected that digital radiography equipment will soon be required by our AVMA accretor.

- Describe how students are using the library or other outside-the-classroom information resources. If courses are offered online, do students have online access to the same resources?

The Rock Creek Campus Library and its large volume of veterinary-related holdings represent an incredibly diverse resource for program students and faculty. During our most recent AVMA-CVTEA site evaluation, the RC campus library was described as one of the best libraries attached to a veterinary technology program in the nation. This library assessment was not based only on the remarkable veterinary-related holdings, but on the availability and enthusiasm of the highly trained professional library staff as well.

The Rock Creek Campus library is located on the second floor of Building 9, approximately 50 yards east of Building 7, which is home to the Veterinary Technology classrooms and offices. It is the primary library directly serving students in the Veterinary Technology program. There are, however, two other comprehensive libraries in the Portland Community College district with additional, supplementary materials related to topics in the program. The Rock Creek library has 656 books related to veterinary medicine and/or veterinary technology areas. Three print periodicals relating to veterinary technology are retained: the library currently has subscriptions to print copies of Journal of the American Veterinary Association; Veterinary Technician; and All Animals. Electronic periodicals include 113 periodical titles with full text available (some only backfiles) from various databases. This result is from a search with the truncated word **vet*** (and removing matches on "veteran") done on the library linker:

http://xs4py7qu3f.search.serialssolutions.com/?V=1.0&L=XS4PY7QU3F&N=100&S=T_AZ&C=A

There are 8 total science-related databases: Agricola, Agriculture collection, Biology Journals, Biosis, Ebsco Animals, ECO: Electronic Collections, JSTOR, Science Direct. The library subscribes to a total of 109 databases and electronic reference sources. In the main veterinary technology classroom (Building 7/Room 138), students can request access to the AVMA's NOAH and the Veterinary Information Network (VIN) via the program director's password.

There are 80 total computer workstations with seating (48 workstations, 32 computers in library classroom, 3 library-dedicated kiosks, without seating). In addition, students have ready access to Veterinary materials from colleges and universities throughout the Pacific Northwest, through the SUMMIT consortium. They may initiate their own borrowing from consortia member libraries, as well as further afield interlibrary loans.

Class assignments in numerous program courses encourage library use. Students are introduced to the campus librarians and their services during the VT Student Orientation held the week prior to beginning the program. In VT203 Veterinary Procedures Seminar, 2nd year program students use library resources significantly in creating a term paper and 25 minute audio-visual presentation of a clinical case or subject of special interest in veterinary technology. In recent years, the expectations and quality of this term paper/ presentation assignment has increased. Students are expected to present their subject in a professional manner consistent with speaking to other professionals at a veterinary CE conference, etc. An award is presented at Graduation for Outstanding Student Presentation and is much valued within the culture of the program.

Further Services available to Vet Tech students: Chat reference during open hours, reference e-mail with 24/hour turn-around during business hours, library faculty contact for research assistance, collection development, information literacy instruction (Class pages available on library website <http://www.pcc.edu/library/>)

VT program students are encouraged to join a professional website/database called VSPN. VSPN is a partner of the Veterinary Information Network (VIN), which is the industry standard for online access to the most current journal articles, conference proceedings, and direct access to boarded specialists in veterinary medicine for real-time case discussions. VSPN.

VT program students also acquire significant information immediately relative to their profession while attending their Cooperative Education clinical assignments. There are 3 cooperative education assignments per student and 160 hrs. of work time is completed at each. Students directly see how veterinary medicine and veterinary technology are practiced in day-to day settings, and learn the importance of teamwork and professionalism in these endeavors.

- Does the SAC have any insights on students' use of Advising, Counseling, Disability Services, Veterans Services, and other important supports for students? Please describe as appropriate.

PCC Rock Creek general advising staff members have attended the Department Chair's Prospective Student Information Sessions to better understand the program and its admission requirements. The VT program has worked closely with Disability Services on several occasions to provide all necessary accommodations for its students. The program has also used PCC counseling services to support students in their professional development, typically in regards to interpersonal communication and professional relationships with other program students. Rock Creek campus counselors recently played a key role in the support of VT program students following the unexpected death of one the program's longtime instructors.

- Career and Technical Education (CTE) Programs only. To ensure that the curriculum keeps pace with changing employer needs and continues to successfully prepare students to enter a career field:
 - Evaluate the impact of the Advisory Committee on curriculum and instructional content methods, and/or outcomes. Please include the minutes from the last three Advisory Committee meetings in the appendix. See Appendix E. Pages 51-67

AVMA-CVTEA accreditation standards require that:

"The program must have an advisory committee that meets at least annually to provide counsel regarding equipment, curriculum, demographic trends and other matters pertaining to the veterinary technology profession. Membership must include veterinarians and veterinary technicians with diverse professional interests, and should include veterinary technician students, industry representatives, and public members."

The Veterinary Technology Program's relationship to its Advisory Committee is strong. We have a consistently active committee membership comprised of industry leaders, veterinarians and CVTs from diverse areas of the veterinary profession. The president of the student Vet Tech Club is an ex-officio member of the Advisory Committee. The committee has added an additional veterinarian member that is a boarded specialist in laboratory animal medicine (adjunct faculty member Jennifer Wilk). The committee played a key role in our recent AVMA-CVTEA site visit, and received a very positive review from our accreditor. They have been invited to participate again in our upcoming 2017 AVMA accreditation site visit.

Suggestions made by the advisory committee are consistently used to drive program improvement. Advisory committee meetings are held 3 times per year during the fall, winter, and spring academic terms. The VT program Department Chair creates effective meeting agendas that enhance communication between the program and the committee. The Advisory Committee worked in a cooperative team approach with the program to directly improve the Dentistry curriculum via shared discussions and in the recruiting of an industry partner employee, a CVT with specialty credentials in veterinary dentistry, to visit twice annually as a guest lecturer of small animal dentistry. The VT program and Advisory Committees' effort to identify the need for improvement, and implementation of the necessary changes, has led directly to improved scores in Dentistry on the VTNE exam.

The committee has been very supportive and is considered to be a strength of the program. Several members represent veterinary facilities that participate in our Cooperative Education Program. Committee members also employ our graduates so are very familiar with the competencies of our graduates. Special subcommittees may be formed when necessary to accomplish specific goals.

Advisory committee members have provided contacts to procure guest lecturers in specific areas of veterinary technology such as the specialty of veterinary dentistry. Recently, advisory committee members representing a key local industry partner (Dove Lewis Emergency Animal Hospital) participated in the VT Program's booth at the PCC 50th Anniversary event in Pioneer Square. Advisory committee members representing local industry partners also participated in a well-developed community partnership DVD project.

- Describe current and projected demand and enrollment patterns. Include discussion of any impact this will have on the program/discipline.

The veterinary health profession is a robust and growing industry. Our graduates are currently choosing from multiple job offers upon graduation in very diverse areas of the profession. Since the last program review the program has received between 50 and 75 applications per year for the 30 positions available.

- How are students selected and/or prepared (e.g., prerequisites) for program entry?

- All prospective program students are advised to attend a Prospective Student Information Session. These sessions are held monthly and hosted by the program Department Chair. The session is a focused presentation providing an overview of the CVT profession, the VT program's academic and professional expectations, and guidelines for submitting a competitive application.
 - Applicants to the Veterinary Technology Program must 1) have a high school diploma or its equivalent, 2) complete pre-requisite courses with a grade of "C" or better, 3) complete a minimum of 40 hours of direct observation working or volunteering in a clinical veterinary setting, and 4) submit a letter of recommendation from a Certified Veterinary Technician or a Veterinarian.
 - Applicants are scored using a rubric that assigns points for academic achievements, veterinary experience, and strength of the letter of recommendation. High-scoring applicants progress to a personal interview with the VT Program Admissions Committee for further assessment.
- Review job placement data for students over the last five years, including salary information where available. Forecast future employment opportunities for students, including national or state forecasts if appropriate.

There are currently four to five job offers submitted to the college per graduate and many VT program students are accepting job offers prior to graduation.

Per the United States Department of Labor - Bureau of Labor Statistics:

Employment of veterinary technologists and technicians is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations. Employment will grow as more veterinarians utilize technicians and technologists to do general care and lab work, and as they continue to replace lower skilled veterinary assistants.

2015 Median Pay: \$31,800 per year; \$15.29 per hour

- Please present data on the number of students completing Degree(s) and/or Certificate (s) in your program. Analyze any barriers to degree or certificate completion that your students face, and identify common reasons why students may leave before completion. If the program is available 100% online, please include relevant completion data and analysis.

Since the last program review, the veterinary technology program has admitted 30 new students per year. In the fall of 2016 this number was raised to 32 students. Per each class of 30 students admitted, an average of 26 students graduate in 2 years with the A.A.S. in Veterinary Technology. This is considered to be an exceptionally low attrition rate per our AVMA accretor who has quoted 30-35% average annual attrition rates for all accredited North American programs. Barriers to degree

completion include academic challenges and the time necessary to devote to a very demanding course of study. Personal decisions to leave the program and health issues also account for attrition.

Past examples of corrective measures included:

- Chair-driven changes in student recruitment via implementation of Prospective Student Information Sessions (PSIS) that increased efficiency of pre-enrollment advising and set clear tone for academic and professional development expectations of all program students. These sessions are held monthly and hosted by the program Department Chair.
 - A well-organized new VT student orientation seminar is held the week before the fall term starts for incoming students. The program considers this the “3rd step” in setting clear expectations of the academic rigor of the program and the time commitment necessary for student success. This message is consistently conveyed earlier in Prospective Student Information Sessions and during the admissions interview.
 - High-level involvement of the Student Learning Specialist Jessie Levine has also increased student success. Her regularly scheduled Anatomy and Physiology review sessions has helped decrease the incidence of sub-“C” grades in the challenging first term course VT105 Veterinary Anatomy and Physiology. Ms. Levine audits the course annually in effort to gain a “student-view” of the challenges of this important course. Jessie Levine’s position was discontinued in 2016. Melissa Duke then began offering individual tutoring to first-year program students enrolled in VT105 and VT106 (Veterinary Anatomy and Physiology)- two of the program’s most academically challenging courses.
 - An improvement in required program science pre-requisites including Chemistry 100, Biology 112, and MP111: these courses prepare incoming students for the rigorous VT Program science curriculum. Satisfactory completion of these courses is considered an effective predictor of academic success by the SAC and Admissions Committee.
- Describe opportunities that exist or are in development for graduates of this program to continue their education in this career area or profession.
- Due to a growing interest among veterinary technicians to attain a higher level of recognition for advanced knowledge and skills in specific disciplines, the National Association of Veterinary Technicians in America (NAVTA) has developed the **Committee on Veterinary Technician Specialties** (CVTS). The Committee provides a standardized list of criteria and assistance for societies interested in attaining Academy status. The NAVTA Committee on Veterinary Technicians Specialties was formed in 1994 and is recognized by the American

Veterinary Medical Association. The CVTS provides guidelines to veterinary technician organizations to facilitate the formation of a specialty organization. Academies develop advanced pathways, which a candidate must follow and complete in order to be awarded the designation of VTS (Veterinary Technician Specialist) in their specific discipline.

- Current post-graduate specialty disciplines for CVTs include Laboratory Animal Medicine, Dermatology, Emergency and Critical Care, Anesthesia and Analgesia, Clinical Pathology, Clinical Practice, Dentistry, Equine Practice, Internal Medicine, Nutrition, Ophthalmology, Surgery, and Zoological Medicine.
- What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion, for on-campus and online students as appropriate?
 - The SAC's focus on the documentation of each program student's successful completion of every AVMA-required Essential Skill is largest ongoing outcome assessment project ever undertaken by the VT program. We plan to continue front-loading realistic program expectations to prospective students via the effective Prospective Student Information Sessions. We will also be submitting a lengthy self-study report and hosting the AVMA for an accreditation site-visit in the fall of 2017. Our AVMA accretor will be reviewing our curriculum, our allied equipment, our faculty and staff, our budget, and essentially every critical aspect of our program in effort to help us maintain our success.
- What support do you need from administration in order to carry out your planned improvements? (For recommendations asking for financial resources, please present them in priority order. Understand that resources are limited and asking is not an assurance of immediate forthcoming support, but making administration aware of your needs may help them look for outside resources or alternative strategies for support.)

To be able to maintain our excellent record of success in preparing CVTs for professional employment, the PCC Veterinary Technology Program's highest priority is in the area of diagnostic equipment updates. The program is in immediate need of modern digital radiography equipment. Our current analog equipment is quickly becoming outdated and is no longer reflecting the industry standard for this important type of diagnostic technology. Our current equipment is deteriorating rapidly, especially our large animal radiography equipment. Digital radiographic equipment will soon be required by our AVMA accretor and we would be prudent to act now to upgrade rather than trying to catch-up and risk future compliance with accreditation standards. Our Advisory Committee has strongly advised us to prioritize obtaining this necessary digital radiography equipment.

Second priority would be given to upgrades in our diagnostic laboratory blood analyzer machines. Our current machines are outdated and no longer reflect industry standards. Software updates have been a challenge as they actually require floppy disks to perform these functions. Our Advisory Committee has again advised us to prioritize this upgrade.

APPENDIX

PROFESSIONAL EXAMINATION SERVICE
475 Riverside Drive
NEW YORK, NY 10115-0089

Appendix A

Official CVTEA School Report

School Report collated: Fri Oct 26, 2012

School 481 -- Portland Community College, OR

Exam = VETERINARY TECHNICIAN NATIONAL EXAMINATION
Form = 021570 Tested 07/15/12 - 08/15/12
The Scale Score Passing Point = 425

Number of candidate tested from your school = 30

.....481
Brad Krohn, DVM
Portland Community College
Veterinary Technology Program
PO Box 19000
Portland, OR 97219

For further information about this report,
please contact me at 212 367-4338.

Zuru Du
Director, Stat, Scoring Services & IRS

Stat: -----

P. D.: -----

PROFESSIONAL EXAMINATION SERVICE, NEW YORK NY 10115
 VETERINARY TECHNICIAN NATIONAL EXAMINATION

FORM=021570

Test Dates: 07/15/12 - 08/15/12

SCHOOL 481 -- Portland Community College, OR

YOUR SCHOOL DATA BASED ON 30 CANDIDATES

	MAXIMUM SCALE SCORES	RANGE OF SCALE SCORES	AVERAGE SCALE SCORE	STANDARD DEVIATION	AVERAGE PERCENT SCORE
Total	800	487 - 684	588.17	53.78	73.52%
Pharmacy & Pharmacology	800	525 - 765	641.47	73.96	80.18%
Surg. Prep. & Assisting	800	499 - 709	615.00	56.78	76.88%
Dentistry	800	319 - 679	547.00	104.38	68.38%
Laboratory Procedures	800	447 - 703	597.40	69.20	74.68%
Animal Care and Nursing	800	379 - 679	577.67	73.74	72.21%
Diagnostic Imaging	800	200 - 679	523.03	119.51	65.38%
Anesthesia and Analgesia	800	351 - 703	572.87	82.60	71.61%

PROFESSIONAL EXAMINATION SERVICE, NEW YORK NY 10115
VETERINARY TECHNICIAN NATIONAL EXAMINATION

FORM=021570

Test Dates: 07/15/12 - 08/15/12

SCHOOL 481 -- Portland Community College, OR

YOUR SCHOOL FIRST TIMERS DATA BASED ON 29 CANDIDATES

	MAXIMUM SCALE SCORES	RANGE OF SCALE SCORES	AVERAGE SCALE SCORE	STANDARD DEVIATION	AVERAGE PERCENT SCORE
Total	800	487 - 684	591.00	52.45	73.88%
Pharmacy & Pharmacology	800	525 - 765	644.31	73.59	80.54%
Surg. Prep. & Assisting	800	499 - 709	615.90	57.54	76.99%
Dentistry	800	319 - 679	552.79	101.32	69.10%
Laboratory Procedures	800	447 - 703	600.38	68.47	75.05%
Animal Care and Nursing	800	379 - 679	581.07	72.65	72.63%
Diagnostic Imaging	800	200 - 679	523.86	121.47	65.48%
Anesthesia and Analgesia	800	351 - 703	576.10	82.12	72.01%

PROFESSIONAL EXAMINATION SERVICE, NEW YORK NY 10115
 VETERINARY TECHNICIAN NATIONAL EXAMINATION

FORM=021570

Test Dates: 07/15/12 - 08/15/12

SCHOOL 481 -- Portland Community College, OR

ALL FIRST TIMERS DATA BASED ON 2749 CANDIDATES

	MAXIMUM SCALE SCORES	RANGE OF SCALE SCORES	AVERAGE SCALE SCORE	STANDARD DEVIATION	AVERAGE PERCENT SCORE
Total	800	200 - 771	503.78	104.59	62.97%
Pharmacy & Pharmacology	800	200 - 800	543.29	137.05	67.91%
Surg. Prep. & Assisting	800	200 - 800	529.37	117.70	66.17%
Dentistry	800	200 - 800	505.45	143.95	63.18%
Laboratory Procedures	800	200 - 800	536.44	115.71	67.06%
Animal Care and Nursing	800	200 - 779	479.75	117.88	59.97%
Diagnostic Imaging	800	200 - 800	434.89	151.76	54.36%
Anesthesia and Analgesia	800	200 - 800	487.28	134.00	60.91%

PROFESSIONAL EXAMINATION SERVICE

Veterinary Technician National Examination

FORM == 021570

PASS/FAIL RATES REPORT

SCHOOL 481 -- 'Portland Community College, OR'

YOUR SCHOOL 1ST TIME CANDIDATES TESTED '07/15/12 - 08/15/12'

COUNT	PASS	FAIL
29	29	0
	%PASS	%FAIL
	100.00	0.00

YOUR SCHOOL REPEATER CANDIDATES TESTED '07/15/12 - 08/15/12'

COUNT	PASS	FAIL
1	1	0
	%PASS	%FAIL
	100.00	0.00

ALL 1ST TIME CANDIDATES TESTED '07/15/12 - 08/15/12'

COUNT	PASS	FAIL
2749	2156	593
	%PASS	%FAIL
	78.43	21.57

ALL REPEATER CANDIDATES TESTED '07/15/12 - 08/15/12'

COUNT	PASS	FAIL
318	115	203
	%PASS	%FAIL
	36.16	63.84

ALL CANDIDATES TESTED '07/15/12 - 08/15/12'

COUNT	PASS	FAIL
3067	2271	796
	%PASS	%FAIL
	74.05	25.95

PROFESSIONAL EXAMINATION SERVICE
475 Riverside Drive
NEW YORK, NY 10115-0089

Official CVTEA School Report

School Report collated: Tue Oct 29, 2013

School 481 -- Portland Community College, OR

Exam = VETERINARY TECHNICIAN NATIONAL EXAMINATION
Form = 0216000 Tested 07/15/13 - 08/15/13
The Scale Score Passing Point = 425

Number of candidate tested from your school = 27

.....481
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Portland, OR 97219

For further information about this report, please contact Zuru Du, Director of Statistics and Scoring Service at 212 367-4331.

PROFESSIONAL EXAMINATION SERVICE, NEW YORK NY 10115
 VETERINARY TECHNICIAN NATIONAL EXAMINATION

FORM=0216000

Test Dates: 07/15/13 - 08/15/13

SCHOOL 481 -- Portland Community College, OR

YOUR SCHOOL DATA BASED ON 27 CANDIDATES

	MAXIMUM SCALE SCORES	RANGE OF SCALE SCORES	AVERAGE SCALE SCORE	STANDARD DEVIATION	AVERAGE PERCENT SCORE
Total	800	273 - 727	572.15	93.28	71.52%
Pharmacy & Pharmacology	800	251 - 745	578.22	104.95	72.28%
Surgical Nursing	800	335 - 741	558.41	116.75	69.80%
Dentistry	800	405 - 800	605.78	112.46	75.72%
Laboratory Procedures	800	200 - 690	499.37	126.24	62.42%
Animal Care and Nursing	800	321 - 740	596.78	102.16	74.60%
Diagnostic Imaging	800	200 - 800	545.89	179.78	68.24%
Anesthesia	800	224 - 800	609.15	122.65	76.14%
Emergency Med./Critical Care	800	251 - 800	645.33	127.66	80.67%
Pain Management/Analgesia	800	207 - 800	496.04	147.02	62.00%

PROFESSIONAL EXAMINATION SERVICE, NEW YORK NY 10115
 VETERINARY TECHNICIAN NATIONAL EXAMINATION

FORM=0216000

Test Dates: 07/15/13 - 08/15/13

SCHOOL 481 -- Portland Community College, OR

YOUR SCHOOL FIRST TIMERS DATA BASED ON 26 CANDIDATES

	MAXIMUM SCALE SCORES	RANGE OF SCALE SCORES	AVERAGE SCALE SCORE	STANDARD DEVIATION	AVERAGE PERCENT SCORE
===== Total	800	464 - 727	583.65	73.90	72.96%
Pharmacy & Pharmacology	800	471 - 745	590.81	84.63	73.85%
Surgical Nursing	800	335 - 741	562.54	117.03	70.32%
Dentistry	800	405 - 800	609.73	112.74	76.22%
Laboratory Procedures	800	200 - 690	510.88	113.89	63.86%
Animal Care and Nursing	800	381 - 740	607.38	88.32	75.92%
Diagnostic Imaging	800	200 - 800	559.19	169.66	69.90%
Anesthesia	800	429 - 800	623.96	98.48	78.00%
Emergency Med./Critical Care	800	251 - 800	652.04	125.34	81.50%
Pain Management/Analgesia	800	207 - 800	507.15	138.24	63.39%

PROFESSIONAL EXAMINATION SERVICE, NEW YORK NY 10115
 VETERINARY TECHNICIAN NATIONAL EXAMINATION

FORM=0216000

Test Dates: 07/15/13 - 08/15/13

SCHOOL 481 -- Portland Community College, OR

ALL FIRST TIMERS DATA BASED ON 2999 CANDIDATES

	MAXIMUM SCALE SCORES	RANGE OF SCALE SCORES	AVERAGE SCALE SCORE	STANDARD DEVIATION	AVERAGE PERCENT SCORE
Total	800	200 - 780	502.64	109.87	62.83%
Pharmacy & Pharmacology	800	200 - 800	535.66	133.92	66.96%
Surgical Nursing	800	200 - 800	494.23	130.16	61.78%
Dentistry	800	200 - 800	501.81	155.79	62.73%
Laboratory Procedures	800	200 - 800	456.78	160.56	57.10%
Animal Care and Nursing	800	200 - 800	544.84	125.55	68.10%
Diagnostic Imaging	800	200 - 800	455.22	161.64	56.90%
Anesthesia	800	200 - 800	484.46	142.43	60.56%
Emergency Med./Critical Care	800	200 - 800	602.34	148.78	75.29%
Pain Management/Analgesia	800	200 - 800	452.20	178.43	56.53%

PROFESSIONAL EXAMINATION SERVICE

Veterinary Technician National Examination

FORM == 0216000

PASS/FAIL RATES REPORT

SCHOOL 481 -- 'Portland Community College, OR'

YOUR SCHOOL 1ST TIME CANDIDATES TESTED '07/15/13 - 08/15/13'

```

=====
COUNT          PASS          FAIL
-----
    26           26           0
=====

                %PASS          %FAIL
-----
                100.00         0.00
=====
    
```

YOUR SCHOOL REPEATER CANDIDATES TESTED '07/15/13 - 08/15/13'

```

=====
COUNT          PASS          FAIL
-----
     1           0           1
=====

                %PASS          %FAIL
-----
                0.00          100.00
=====
    
```

ALL 1ST TIME CANDIDATES TESTED '07/15/13 - 08/15/13'

```

=====
COUNT          PASS          FAIL
-----
  2999          2310          689
=====

                %PASS          %FAIL
-----
                77.03         22.97
=====
    
```

ALL REPEATER CANDIDATES TESTED '07/15/13 - 08/15/13'

```

=====
COUNT          PASS          FAIL
-----
   343          114          229
=====

                %PASS          %FAIL
-----
                33.24         66.76
=====
    
```

ALL CANDIDATES TESTED '07/15/13 - 08/15/13'

```

=====
COUNT          PASS          FAIL
-----
  3342          2424          918
=====

                %PASS          %FAIL
-----
                72.53         27.47
=====
    
```

PROFESSIONAL EXAMINATION SERVICE
475 Riverside Drive
NEW YORK, NY 10115-0089

Official CVTEA School Report

School Report collated: Tue Nov 4, 2014

School 481 -- Portland Community College, OR

Exam = VETERINARY TECHNICIAN NATIONAL EXAMINATION
Form = 0216030 Tested 07/15/14 - 08/15/14
The Scale Score Passing Point = 425

Number of candidate tested from your school = 25

.....481
Brad Krohn, DVM
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Portland, OR 97219

For further information about this report, please contact Zuru Du, Director of Statistics and Scoring Service at 212 367-4331.

PROFESSIONAL EXAMINATION SERVICE, NEW YORK NY 10115
 VETERINARY TECHNICIAN NATIONAL EXAMINATION

FORM=0216030

Test Dates: 07/15/14 - 08/15/14

SCHOOL 481 -- Portland Community College, OR

YOUR SCHOOL DATA BASED ON 25 CANDIDATES

	MAXIMUM SCALE SCORES	RANGE OF SCALE SCORES	AVERAGE SCALE SCORE	STANDARD DEVIATION	AVERAGE PERCENT SCORE
Total	800	412 - 717	553.72	76.28	69.21%
Pharmacy & Pharmacology	800	200 - 687	497.28	125.06	62.16%
Surgical Nursing	800	239 - 743	586.20	105.07	73.28%
Dentistry	800	227 - 704	505.72	131.90	63.22%
Laboratory Procedures	800	323 - 747	507.44	123.73	63.43%
Animal Care and Nursing	800	337 - 742	566.04	95.94	70.75%
Diagnostic Imaging	800	200 - 713	550.08	153.16	68.76%
Anesthesia	800	323 - 799	594.52	103.38	74.32%
Emergency Med./Critical Care	800	200 - 799	554.12	140.36	69.26%
Pain Management/Analgesia	800	418 - 799	593.44	106.81	74.18%

PROFESSIONAL EXAMINATION SERVICE, NEW YORK NY 10115
 VETERINARY TECHNICIAN NATIONAL EXAMINATION

FORM=0216030

Test Dates: 07/15/14 - 08/15/14

SCHOOL 481 -- Portland Community College, OR

YOUR SCHOOL FIRST TIMERS DATA BASED ON 25 CANDIDATES

	MAXIMUM SCALE SCORES	RANGE OF SCALE SCORES	AVERAGE SCALE SCORE	STANDARD DEVIATION	AVERAGE PERCENT SCORE
Total	800	412 - 717	553.72	76.28	69.21%
Pharmacy & Pharmacology	800	200 - 687	497.28	125.06	62.16%
Surgical Nursing	800	239 - 743	586.20	105.07	73.28%
Dentistry	800	227 - 704	505.72	131.90	63.22%
Laboratory Procedures	800	323 - 747	507.44	123.73	63.43%
Animal Care and Nursing	800	337 - 742	566.04	95.94	70.75%
Diagnostic Imaging	800	200 - 713	550.08	153.16	68.76%
Anesthesia	800	323 - 799	594.52	103.38	74.32%
Emergency Med./Critical Care	800	200 - 799	554.12	140.36	69.26%
Pain Management/Analgesia	800	418 - 799	593.44	106.81	74.18%

PROFESSIONAL EXAMINATION SERVICE, NEW YORK NY 10115
 VETERINARY TECHNICIAN NATIONAL EXAMINATION

FORM=0216030

Test Dates: 07/15/14 - 08/15/14

SCHOOL 481 -- Portland Community College, OR

ALL FIRST TIMERS DATA BASED ON 3155 CANDIDATES

	MAXIMUM SCALE SCORES	RANGE OF SCALE SCORES	AVERAGE SCALE SCORE	STANDARD DEVIATION	AVERAGE PERCENT SCORE
===== Total	800	200 - 793	485.86	106.41	60.73%
Pharmacy & Pharmacology	800	200 - 799	474.63	154.16	59.33%
Surgical Nursing	800	200 - 799	510.20	138.01	63.78%
Dentistry	800	200 - 799	427.93	154.62	53.49%
Laboratory Procedures	800	200 - 799	480.96	145.09	60.12%
Animal Care and Nursing	800	200 - 799	499.22	120.10	62.40%
Diagnostic Imaging	800	200 - 799	449.12	153.65	56.14%
Anesthesia	800	200 - 799	491.44	139.64	61.43%
Emergency Med./Critical Care	800	200 - 799	520.21	147.89	65.03%
Pain Management/Analgesia	800	200 - 799	516.01	150.43	64.50%

PROFESSIONAL EXAMINATION SERVICE

Veterinary Technician National Examination

FORM == 0216030

PASS/FAIL RATES REPORT

SCHOOL 481 -- 'Portland Community College, OR'

YOUR SCHOOL 1ST TIME CANDIDATES TESTED '07/15/14 - 08/15/14'

```

=====
COUNT          PASS          FAIL
-----
    25           24           1
=====

                %PASS          %FAIL
-----
                96.00          4.00
=====
    
```

ALL 1ST TIME CANDIDATES TESTED '07/15/14 - 08/15/14'

```

=====
COUNT          PASS          FAIL
-----
  3155          2329          826
=====

                %PASS          %FAIL
-----
                73.82          26.18
=====
    
```

ALL CANDIDATES TESTED '07/15/14 - 08/15/14'

```

=====
COUNT          PASS          FAIL
-----
  3592          2473          1119
=====

                %PASS          %FAIL
-----
                68.85          31.15
=====
    
```

YOUR SCHOOL REPEATER CANDIDATES TESTED '07/15/14 - 08/15/14'

```

=====
COUNT          PASS          FAIL
-----
     0           0           0
=====

                %PASS          %FAIL
-----
                0.00           0.00
=====
    
```

ALL REPEATER CANDIDATES TESTED '07/15/14 - 08/15/14'

```

=====
COUNT          PASS          FAIL
-----
   437          144          293
=====

                %PASS          %FAIL
-----
                32.95          67.05
=====
    
```

PROFESSIONAL EXAMINATION SERVICE
475 Riverside Drive
NEW YORK, NY 10115-0089

Official CVTEA School Report

School Report collated: Tue Oct 27, 2015

School 481 -- Portland Community College, OR

Exam = VETERINARY TECHNICIAN NATIONAL EXAMINATION
Form = 0216060 Tested 07/15/15 - 08/15/15
The Scale Score Passing Point = 425

Number of candidate tested from your school = 26

.....481
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For further information about this report, please contact Zuru Du, Director of Statistics and Scoring Service at 212 367-4331.

PROFESSIONAL EXAMINATION SERVICE, NEW YORK NY 10115
 VETERINARY TECHNICIAN NATIONAL EXAMINATION

FORM=0216060

Test Dates: 07/15/15 - 08/15/15

SCHOOL 481 -- Portland Community College, OR

YOUR SCHOOL DATA BASED ON 26 CANDIDATES

	MAXIMUM SCALE SCORES	RANGE OF SCALE SCORES	AVERAGE SCALE SCORE	STANDARD DEVIATION
Total	800	368 - 712	563.62	77.30
Pharmacy & Pharmacology	800	227 - 747	539.00	113.56
Surgical Nursing	800	303 - 744	504.62	116.50
Dentistry	800	200 - 800	592.69	159.52
Laboratory Procedures	800	383 - 747	591.00	109.84
Animal Care and Nursing	800	345 - 743	586.38	82.82
Diagnostic Imaging	800	288 - 800	488.08	137.85
Anesthesia	800	370 - 721	580.00	101.51
Emergency Med./Critical Care	800	200 - 800	552.04	147.87
Pain Management/Analgesia	800	331 - 800	608.58	150.52

PROFESSIONAL EXAMINATION SERVICE, NEW YORK NY 10115
VETERINARY TECHNICIAN NATIONAL EXAMINATION

FORM=0216060

Test Dates: 07/15/15 - 08/15/15

SCHOOL 481 -- Portland Community College, OR

YOUR SCHOOL FIRST TIMERS DATA BASED ON 25 CANDIDATES

	MAXIMUM SCALE SCORES	RANGE OF SCALE SCORES	AVERAGE SCALE SCORE	STANDARD DEVIATION
===== Total	800	368 - 712	565.68	78.12
Pharmacy & Pharmacology	800	227 - 747	539.00	115.81
Surgical Nursing	800	303 - 744	508.28	117.32
Dentistry	800	200 - 800	595.68	161.97
Laboratory Procedures	800	383 - 747	591.00	112.01
Animal Care and Nursing	800	345 - 743	589.24	83.20
Diagnostic Imaging	800	288 - 800	489.24	140.45
Anesthesia	800	370 - 721	583.72	101.77
Emergency Med./Critical Care	800	200 - 800	558.80	146.81
Pain Management/Analgesia	800	331 - 800	604.68	152.21

PROFESSIONAL EXAMINATION SERVICE, NEW YORK NY 10115
 VETERINARY TECHNICIAN NATIONAL EXAMINATION

FORM=0216060

Test Dates: 07/15/15 - 08/15/15

SCHOOL 481 -- Portland Community College, OR

ALL FIRST TIMERS DATA BASED ON 3346 CANDIDATES

	MAXIMUM SCALE SCORES	RANGE OF SCALE SCORES	AVERAGE SCALE SCORE	STANDARD DEVIATION
===== Total	800	200 - 768	484.95	103.99
Pharmacy & Pharmacology	800	200 - 800	480.52	139.05
Surgical Nursing	800	200 - 800	459.40	130.37
Dentistry	800	200 - 800	498.26	160.10
Laboratory Procedures	800	200 - 800	498.60	149.88
Animal Care and Nursing	800	200 - 800	524.82	120.54
Diagnostic Imaging	800	200 - 800	417.40	144.29
Anesthesia	800	200 - 800	481.36	129.71
Emergency Med./Critical Care	800	200 - 800	452.85	151.92
Pain Management/Analgesia	800	200 - 800	510.04	155.62

PROFESSIONAL EXAMINATION SERVICE

Veterinary Technician National Examination

FORM == 0216060

PASS/FAIL RATES REPORT

SCHOOL 481 -- 'Portland Community College, OR'

YOUR SCHOOL 1ST TIME CANDIDATES TESTED '07/15/15 - 08/15/15'

```

=====
COUNT          PASS          FAIL
-----
    25           24           1
=====

                %PASS          %FAIL
-----
                96.00          4.00
=====
    
```

YOUR SCHOOL REPEATER CANDIDATES TESTED '07/15/15 - 08/15/15'

```

=====
COUNT          PASS          FAIL
-----
     1           1           0
=====

                %PASS          %FAIL
-----
                100.00         0.00
=====
    
```

ALL 1ST TIME CANDIDATES TESTED '07/15/15 - 08/15/15'

```

=====
COUNT          PASS          FAIL
-----
   3346          2449          897
=====

                %PASS          %FAIL
-----
                73.19          26.81
=====
    
```

ALL REPEATER CANDIDATES TESTED '07/15/15 - 08/15/15'

```

=====
COUNT          PASS          FAIL
-----
    466          163          303
=====

                %PASS          %FAIL
-----
                34.98          65.02
=====
    
```

ALL CANDIDATES TESTED '07/15/15 - 08/15/15'

```

=====
COUNT          PASS          FAIL
-----
   3812          2612          1200
=====

                %PASS          %FAIL
-----
                68.52          31.48
=====
    
```




American Association of Veterinary State Boards
380 West 22nd Street, Suite 101
Kansas City, Missouri 64108
1-877-698-8482

School: 481 --- Portland Community College
VETERINARY TECHNICIAN NATIONAL EXAMINATION
Test Form: 0216090 Tested July 15 - August 15, 2016

The Scale Score Passing Point = 425

Number of candidates who took the Exam = 22

Report Collated: Wednesday, November 02, 2016
School Report prepared by Professional Examination Service

Official CVTEA School Report

Brad Krohn, DVM
Portland Community College
Veterinary Technology Program
PO Box 19000
Portland OR 97219

For further information about this report, please contact Zuru Du, Director of Statistics and Scoring Service at 212 367-4331.

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 Kansas City, Missouri 64108
 1-877-698-8482

VETERINARY TECHNICIAN NATIONAL EXAMINATION

School: 481 --- Portland Community College, OR
 Test Form: 0216090 Tested July 15 - August 15, 2016

YOUR SCHOOL DATA BASED ON 22 CANDIDATES

	Maximum Scale Scores	Range of Scale Scores	Average Scale Scores	Standard Deviation
Total	800	425 - 666	567.95	71.01
Pharmacy & Pharmacology	800	245 - 699	517.68	119.17
Surgical Nursing	800	266 - 800	535.14	129.14
Dentistry	800	255 - 800	589.23	126.50
Laboratory Procedures	800	346 - 699	545.23	126.78
Animal Care and Nursing	800	470 - 717	609.82	77.15
Diagnostic Imaging	800	222 - 800	574.77	155.33
Anesthesia	800	346 - 724	581.05	96.84
Emergency Med./Critical Care	800	200 - 800	556.95	144.35
Pain Management/Analgesia	800	346 - 800	568.64	133.50

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School: 481 --- Portland Community College, OR
 Test Form: 0216090 Tested July 15 - August 15, 2016

YOUR SCHOOL FIRST TIMERS DATA BASED ON 22 CANDIDATES

	Maximum Scale Scores	Range of Scale Scores	Average Scale Scores	Standard Deviation
Total	800	425 - 666	567.95	71.01
Pharmacy & Pharmacology	800	245 - 699	517.68	119.17
Surgical Nursing	800	266 - 800	535.14	129.14
Dentistry	800	255 - 800	589.23	126.50
Laboratory Procedures	800	346 - 699	545.23	126.78
Animal Care and Nursing	800	470 - 717	609.82	77.15
Diagnostic Imaging	800	222 - 800	574.77	155.33
Anesthesia	800	346 - 724	581.05	96.84
Emergency Med./Critical Care	800	200 - 800	556.95	144.35
Pain Management/Analgesia	800	346 - 800	568.64	133.50

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VETERINARY TECHNICIAN NATIONAL EXAMINATION

School: 481 --- Portland Community College, OR

Test Form: 0216090 Tested July 15 - August 15, 2016

FIRST TIMERS DATA BASED ON 3481 CANDIDATES

	Maximum Scale Scores	Range of Scale Scores	Average Scale Scores	Standard Deviation
Total	800	200 - 763	491.10	104.64
Pharmacy & Pharmacology	800	200 - 800	460.55	146.70
Surgical Nursing	800	200 - 800	459.92	141.61
Dentistry	800	200 - 800	495.58	153.41
Laboratory Procedures	800	200 - 800	497.29	130.77
Animal Care and Nursing	800	200 - 800	522.41	115.11
Diagnostic Imaging	800	200 - 800	484.50	158.38
Anesthesia	800	200 - 800	499.74	133.78
Emergency Med./Critical Care	800	200 - 800	472.37	159.90
Pain Management/Analgesia	800	200 - 800	514.28	162.28

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VETERINARY TECHNICIAN NATIONAL EXAMINATION

School: 481 --- Portland Community College, OR
 Test Form: 0216090 Tested July 15 - August 15, 2016

PASS/FAIL RATES REPORT

481 SCHOOL 1ST TIME CANDIDATES

COUNT	PASS	FAIL
22	22	0
	% PASS	% FAIL
	100.00	0.00

481 SCHOOL REPEATER CANDIDATES

COUNT	PASS	FAIL
0	0	0
	% PASS	% FAIL
	0.00	0.00

ALL 1ST TIME CANDIDATES

COUNT	PASS	FAIL
3481	2581	900
	% PASS	% FAIL
	74.15	25.85

ALL REPEATER CANDIDATES

COUNT	PASS	FAIL
585	234	351
	% PASS	% FAIL
	40.00	60.00

ALL CANDIDATES

COUNT	PASS	FAIL
4066	2815	1251
	% PASS	% FAIL
	69.23	30.77

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Appendix B

Essential Skill: Feline Cephalic Catheter Placement

Student Name _____

Date completed _____

- The student clipped an area of appropriate size, leaving no hair at the site
- The student prepped the site for an aseptic catheter placement and did not contaminate the site once it was prepped
- The student placed the catheter into the skin with the bevel up
- The student looked for blood flow into the catheter and when blood was observed, threaded the catheter off the stylet into the vein
- The student removed the stylet from the catheter and placed an injection cap on the catheter
- The student secured the catheter to the patient's leg with tape without kinking the catheter
- The student flushed the catheter with heparinized saline to confirm patency

Supervisor Name _____ DVM/CVT

Appendix C

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
VT 100	Veterinary Medical Terminology	3	0	2	1	0	1
VT 101	Introduction to Veterinary Technology	2	4	2	4	0	2
VT 102	Animal Nursing & Restraint	2	2	4	0	0	2
VT 103	Animal Health Record Systems	4	4	3	2	0	3
VT 105	Compare Vet Anatomy & Physiology I	0	0	4	0	0	1
VT 106	Compare Vet Anatomy & Physiology II	0	0	4	0	0	1
VT 107	Veterinary Parasitology	0	1	4	0	0	1
VT 108	Pharmaceutical Mathematics I	2	0	4	0	0	3
VT 109	Radiation Safety	2	2	3	0	0	2
VT 110	Specimen Collection	1	0	2	0	0	1
VT 111	Hematology & Urinalysis	0	0	4	0	0	2
VT 112	Clinical Laboratory Procedures	0	1	4	0	0	2
VT 113	Veterinary Microbiology	0	2	4	0	0	1
VT 121	Basic Animal Science	0	3	3	3	0	2
VT 150	Vet Tech Nat'l Exam Prep Course	1	1	3	0	0	4
VT 201	Anesthesiology	1	1	4	0	0	4
VT 202	Surgical Nursing & Lab Animal Procedures	1	2	4	0	0	4
VT 203	Veterinary Procedures Seminar	4	1	4	2	0	4
VT 204	Veterinary Radiography	1	3	4	0	0	3
VT 205	Veterinary Pharmacology	4	1	3	0	0	2
VT 207	Public Health & Sanitation	1	4	4	0	0	1
VT 208	Small Animal Diseases	1	2	3	0	0	1
VT 209	Large Animal Disease & Procedures	1	2	3	0	0	1
VT 210	Animal Nutrition	0	0	4	0	0	1
VT 211	Pharmaceutical Mathematics II	2	0	4	0	0	3
VT 280A	Cooperative Education: Clinics I	4	2	4	4	0	4
VT 280B	Cooperative Education: Clinics II	4	2	4	4	0	4
VT 280C	Cooperative Education: Clinics III	4	2	4	4	0	4

Appendix D

The VT program is housed in Building 7 of the PCC Rock Creek Campus. Construction of Building 7 was completed in 2004. The program's main areas are: the central classroom/laboratory room (Rm 138) and its adjacent rooms (Rms 138 a-e); the after-hours animal care rooms (131,131a, 131b); the anatomy and physiology laboratory, the microbiology laboratory, the campus farm, the campus kennel facility, and the offices of the Department Chair, program CVT, and adjunct faculty. Rooms are named by the building number, a back-slash, followed by the room number: room 7/138 is building 7, room 138.

Classroom and Laboratory Room, Rm 7/138:

Room 7/138 (1796 sq. ft.) is the main classroom/laboratory room used by the program. The classroom area of the room is equipped with an instructor's table, 15 student tables (each for two students), a desktop computer-audio-visual system with ceiling-mounted projector, television, VCR/DVD player and 2 pull down screens. The laboratory part of this room is used for surgery prep, anesthesiology, dentistry, and various other animal nursing labs. It consists of two fold down examination tables, 4 single pedestal exam tables, 1 hydraulic lift table, one step on scale, 2 single-headed exam lights, 4 double-headed exam lights, a double scrub sink, two pneumatic dentistry units, piped in compressed air, three sets of cabinets, and a sink. There are 4 triple radiograph illuminator view-boxes. There is also an ultrasound machine and a rigid video endoscope unit kept in this room. There is a waste-gas scavenging system built into the ceiling, 6 scavenge hoses, and 3 reels with pull-down electrical cords. There is a double-wide exterior door allowing for a large animal species to be brought into the classroom. This room will currently hold 30 students.

Surgery Suite, Rm 7/138a:

The surgery suite is 369 sq. ft. in size. There are 2 viewing windows, one in the hall and one above the scrub sink. The suite consists of an adjustable height hydraulic surgery table, a fixed height surgery table, an adjustable-height mobile table, a double-headed surgery light, a Baer Hugger patient heating system, 3 Surgivet monitors, 4 pulse oximeters, 2 doppler blood pressure monitors, 1 Cardell blood pressure monitor, ventilator, electrocautery, suction machine, 3 mobile carts for equipment, 6 IV fluid stands, 1 Heska and 1 Baxter IV fluid pump, 1 sevoflurane and 2 isoflurane anesthesia machines, an ethylene oxide box with vacuum system to the exterior, 3 mayo stands with instrument trays, a kick bucket, and a drop down tubing attached to the scavenging system. The emergency crash cart is also located here.

Laundry & Storage Room, Rm 7/138b:

The storage room is 239 sq. ft. in size. The room is used for storage and washing/drying laundry and surgical supplies. It consists of a washer and dryer, cabinet, sink, and safe for storing controlled drugs. Oxygen E-cylinder tanks are also stored in this room.

Laboratory/Pharmacy/Recovery Room, Rm 138c:

This room is 201 sq. ft. in size. It is used as a recovery space for post-operative/post-anesthesia patients, for laboratory analyses, and storing medications and laboratory supplies. It contains a two-tiered set of stainless steel enclosures each with slide-in center dividers, 48" x 36" on the bottom and 48" x 30" on the top, 2 sets of cabinets, a sink, a table top refrigerator, a computer and monitor, prescription label maker, telephone, 2 microscopes, a Vet Test 8008 blood chemistry machine with Idexx VetLab station, one centrifuge, slide staining station, and an incubator.

Dark Room, Rm 7/138d:

This room is 137 sq. ft. in size. It is used for developing radiographs by hand (dental radiography), and by automatic processing (AGFA). It contains the following equipment: a cabinet with a sink, a cabinet for storing radiographs and cassettes, one automatic processor, one hand developing tank, one x-ray drier, three x-ray hanger racks, two x-ray film bins, timers, dental radiograph developing tanks, x-ray identification illuminator, and two ceiling safe lights.

Radiography Room, Rm 7/138e

This room is 111 sq. ft. in size. It used for taking radiographs, including dental radiographs, of patients. It contains a 300 mA, 100kV rated x-ray machine with a table containing a stationary grid, a wall-mounted Image-Vet 70 ACP dental x-ray machine, a stackable plastic cabinet system, a gown/glove/rack, 4 lead-lined gowns, 6 pairs of gloves lead-lined gloves, 4 lead-lined thyroid shields, two calipers, a phantom knee model, two step wedge models, various skull specimens, and positioning devices.

Veterinary Technician's Office, Rm 7/129:

This room is 111 sq. ft. in size. This is the office of Dolores Galindo, CVT. It contains desk system with computer, monitor, printer, telephone, bookcase and two filing cabinets.

Extra Storage Room, RM 7/S11:

This room is 221 sq. ft. in size. This room has storage shelves and is used for storage of various program related equipment.

Animal Care & Treatment Room, Rm 7/131:

This room is 226 sq. ft. in size. This room is used for weekend and after hours animal care. It has a cabinet and sink, a large refrigerator, a bulletin board, student mailboxes, and a mobile exam table with a built-in scale. This is the only room accessible to students after-hours and on weekends. It is not protected by the general building alarm system. It has a keypad entry system for students performing animal care duties. The isolation room and lab animal room are accessible from this room.

Isolation and Bird Room, Rm 7/131b:

This room is 125sq. ft. in size. This room contains a stainless steel bank of cages with 4 enclosures, a 48" x 36" bottom enclosure, a 48" x 30 " central enclosure, and two upper 24" x 18' enclosures. The bottom and central enclosures can be divided by a central panel if necessary. There is a small cabinet with a sink.

Laboratory Animal Room, Rm 7/131a:

This room is 120 sq. ft. in size. It houses mice, rats, gerbils, hamsters, and guinea pigs in enclosures, each within separate isolates using a unidirectional airflow system that exits out of the building. The room's temperature is regulated by the building's computerized internal climate control system. There is also an automatic light timer. The room also houses treatment tanks for fish cases as necessary.

Anatomy & Physiology Laboratory, Rm 7/126:

This room is 1848 sq. ft. in size. This room is designed for teaching anatomy and physiology. It seats 30 students using 6 tables with 5 students per table.

Microbiology Laboratory, Rm 7/123:

This room is 1440 sq. ft. in size. This room is similar to the A&P laboratory room, except that it has areas on the countertops that contain incubators, sinks for staining slides, and centrifuges. This room is used for teaching Veterinary Microbiology, Hematology and Urinalysis, Clinical Laboratory Procedures, and Veterinary Parasitology. It seats 30 students.

Biology Laboratory, Rm 7/124:

This room is 1440 sq. ft. in size. This room is also similar to the A&P laboratory. It is for teaching prerequisite cell biology. It seats 30 students.

Chemistry Laboratory, Rm 7/224:

This room is 1440 sq. ft. in size and is for teaching prerequisite chemistry. It seats 30 students.

Department Chair Office, 7/205:

This room is 125 sq. ft. and located in the Science and Technology Division Office area. It contains a desk system, computer, monitor, printer, telephone, bookshelves, two filing cabinets, and a chair for guests. The computer also communicates with the large printers in the division office.

Adjunct Faculty Office Cubicle, 7/202:

This is an office cubicle that consists of a desk, file cabinet, bookshelf, computer, monitor, and telephone. The computer also communicates with the larger printers in the division office.

Kennel Facility:

Completed in 2008, the kennel facility is the newest large asset of the program. It houses all program-owned dogs and cats. The kennel building houses 12 dog runs, two cattery rooms, attached exercise yards for animal enrichment, a professional grooming/bathing tub with loading ramp, industrial sized sinks and laundry equipment.

Campus Farm:

The PCC Farm is located approximately 1300 feet from the central Veterinary Technology classroom and is an integral element of the 225 acre Rock Creek Campus. Approximately 60 of these acres are permanent pasture, utilized and maintained by the resident llama, alpaca, sheep and cattle herds. Production facilities include: A main barn with 12 square feet of expanded metal raised flooring for winter sheep housing and lambing, 3000 square feet of covered area for cattle housing and handling, a newly installed cattle handling run, a 150-200 ton hay storage area, and an interior horse stall. A rabbit housing area is located adjacent to the horse stall; it was built by the Farm Coordinator and houses two rabbits. Permanent housing is provided onsite for the resident Farm Coordinator, Terry Lookabill.

Appendix E

VETERINARY TECHNOLOGY ADVISORY MEETING

November 3, 2016

Sent to Academic Services 11/28/16

Cathy Stuhr, Chair	Walnut Springs Stable
Ragan Borzcik, DVM	PCC, Veterinary Technology Dept. Chair & Full-Time Faculty
Terrie Corcoran	Henry Schein Veterinary Supplies
Alan Cole, CVT	Relief CVT, Multiple Clinics
Christine Fletcher, DVM	North Portland Clinic & PCC, Veterinary Technology Adjunct Faculty
Ryan Fox	President of Vet Tech Student Club
Laura Harris	PCC, Veterinary Technology CVT
Erika Heider	PCC, Interim Division Dean, Science & Technology
Brad Krohn, DVM	PCC, Veterinary Technology Full-Time Faculty
Terry Lookabill,	PCC, Farm Coordinator
Sharon McDermaid, CVT	Dove Lewis Animal Emergency Hospital & Vet Tech Program Alumni
Niki Steele	PCC, Instructional Admin Assistant
Brian Tate	PCC, Veterinary Technology CVT & Adjunct Faculty
Tamara Williams	PCC, Jobs & Internships Specialist

Cathy Stuhr, Advisory Committee Chair, called the meeting to order at 6:35 PM.

Introductions were given around the table. Ryan Fox, President of the Vet Tech Student Club, was present to represent the Veterinary Technology students. Erika Heider, current Interim Division Dean of Rock Creek Science and Technology, announced that Ragan Borzcik will be the new Department Chair of the Veterinary Technology Program starting with the 2016-17 academic year. Brad Krohn will continue as the Subject Area Committee Chair for the program.

Minutes:

Motion was made, seconded, and carried to approve the April 21, 2016 minutes as submitted.

Old Business:

Student Report Update – Laura Harris

- 32 students were accepted into the Class of 2018. This is an increase of two students over the maximum accepted last year. We currently have 31 students attending in this class; we lost one student due to pregnancy.
- Class of 2017 accepted 30 students, and we currently have 28 students attending; we lost two students due to academic issues.

Vet Tech Club Activity – Ryan Fox

Classes of 2017 and 2018 are very busy with ongoing animal enrichment work, including dog training. Vet Tech Club activities have included:

- **Pet Expo:** Raised about \$300. Gained exposure for the program by being a sponsor. Students once again did cleaning detail after the dogs on the Expo grounds in order to receive their sponsorship for a booth free of fee charges. They plan to develop more professional appearance at its booth for next year while maintaining fundraising opportunities.
- **Harvest Festival:** Raised \$60. Continued as active member of PCC Rock Creek community
- **Partnership with Project Pooch:** Exciting fund raising project where Vet Tech students work with incarcerated youths in McMinnville to train dogs.

Winter Teaching Assignments –Ragan Borzcik

First Year:

- VT 102 Animal Nursing & Restraint, Dolores Galindo, CVT
- VT 106 Comparative Veterinary Anatomy & Physiology II, Diana Corwin, DVM
- VT 107 Veterinary Parasitology & Pathology, Randal Haveman, DVM
- VT 108 Pharmaceutical Mathematics I, Brad Krohn, DVM
- VT 109 Radiation Safety (Online), Brad Krohn, DVM
- VT 202 Surgical Nursing, Brad Krohn, DVM
- VT 202 Lab Animal Procedures, Jennifer Wilk, DVM, DACLAM
- VT 207 Public Health & Sanitation, Brad Krohn, DVM
- VT 208 Small Animal Diseases, Brad Krohn, DVM
- VT 280B Cooperative Ed: Clinic II, Ragan Borzcik, DVM

New Business:

Latest VTNE Report – Ragan Borzcik

Our 2015 graduating PCC Vet Tech students had a pass rate of 96% on first testing, in comparison to a national average of 68.52% pass rate on first testing for all candidates tested. Only one of our students had to retake the test, and passed on the second attempt, giving our program an effective pass rate of 100%.

On the last three year rolling average pass rate our program had a 97% pass rate in comparison to the national pass rate of 68%. This gives our students a good perspective of the quality of our program.

AVMA Essential Skills – Ragan Borzcik

The AVMA has a published list of essential skills that are required to be taught by our program in order to maintain accreditation. Skill examples would be Radiology, Anesthesiology, Restraint, etc. There are at least a hundred skills that we are required to teach within our courses, and subsequently record where our students are mastering these skill experiences.

We recently mapped out where each of these skills is embedded in our program. Fortunately, we found that only two out of a hundred still need to be mapped into our curriculum.

At the beginning of each term the students start with a list of skills they need to accomplish, and they are required to have them checked off by the end of the term.

We reached out to our coach at AVMA, as this was essentially a big assessment project for our program. Fortunately, we have been able to marry the mapping work we have done for these AVMA essential skills with updating the Course Outcome and Content Guidelines required by PCC on each course within our program

AVMA Accreditation Onsite Visit – Brad Krohn

We will have an AVMA Accreditation Site Visit in the fall of 2017. The AVMA has a list of criteria that they want to cover in this visit; one of those criteria is access to our Advisory Committee Board. We will plan a dinner with the AVMA Accreditation Committee and the Advisory Committee during that site visit next fall.

SAC (Subject Area Committee) Meeting Changes Proposed to Curriculum--Brad Krohn

The SAC met on 10/26/16. After losing our part-time instructor, Dr. Bruce Hopman, last year, an internal assessment of our curriculum was done revealing that we need to make some changes. Changes to the curriculum proposed by the Subject Area Committee are as follows:

- *VT 101 Intro to Vet Tech changed from 2 credit lecture to 3 credit lecture.* An extra one hour per week of lecture will provide more curriculum in medical terminology to be added to the course. Our students are less fluent and fall behind, even with the prerequisite of MA 111 Medical Terminology required to initially get into the Vet Tech Program. Directional terms are different in animal medicine than human medicine and this will bolster the curriculum of VT 101, making Anatomy & Physiology an easier course for the students. The prerequisite requirement of MA 111 will still be required to get into the program.
- *VT 102 Nursing & Restraint Laboratory.* Name change only to *Small Animal Nursing & Restraint.*
- *VT 110 Specimen Collection Lab changed from 1 credit lab to 2 credit lab.* This will add 3 lab hours a week to this course which is needed to meet the Course Content and Outcome Guide for the course.
- *VT 111 Hematology & Urinalysis will be changed from 5 credit lec/lab to 4 credit lec/lab and the name changed to Clinical Lab Procedures I.*
- *VT 112 Clinical Lab Procedures II will be changed from 5 credit lec/lab to 4 credit lec/lab.*
- *VT 121 Basic Animal Science name changed to Large Animal Nursing & Restraint.*
- *VT 208 Small Animal Diseases changed from 4 credit lecture to 3 credit lecture.*
- *VT 211 Pharmaceutical Math II course to be eliminated.* Outcomes currently in this course are covered in other areas of the curriculum. Students will further apply their knowledge from Pharmaceutical Math I in their other courses and instructors will integrate the concepts presently taught in this course into their day to day curriculum. Committee agreed that this makes technicians ready to think on their feet.
- *Lab Animal Medicine & Procedures Added Fall Term as a 2 credit lec/lab course.*

Brad will be submitting this proposal right away to Sally Earl, Curriculum Office, so that he can begin entering the paperwork to put this request before the Curriculum Committee for approval.

Cattle Handling Facility-Ragan Borzcik & Terry Lookabill

We have a brand new pole barn and cattle handling facility with panels set up that move cattle in a more appropriate way, taking advantage of how cattle want to move naturally. Ragan and Terry used the facility this week during lab and it worked great. This system allows students to work on both sides and move back and forth more freely.

Terry added that Dr. Joe Schneider had suggested the Bud Box, which is a rectangular pen (12 feet x 20 feet). There is a 30 foot alley coming off the corner of the pen up to the barn with room for three cows to stand in the alley way. For a small herd and one person, this functions better than a sweep system which takes 2-3 people. We bought portable panels and gates so that the makeup can be easily reconfigured. Terry made some changes to the panels to improve movement of the cattle between the first two labs this week. He will have to see how it works on sheep.

There are 6 big LED lights that currently run off of a generator for now to provide lighting. Eventually, when construction is complete, the power supply will come from the new shop.

VT 109 – Radiation Safety Winter Term

Fliers were handed out with a request to promote an online offering Winter Term of our Radiation Safety Course to the veterinary clinics in Oregon. This course introduces x-radiation and safety principles involved in using x-ray machines. The course satisfies the State of Oregon requirements for licensure to work with x-ray machines in a veterinary hospital or clinic setting. The course will start on January 9th and registration begins the week of November 15th.

Springfield Emergency Medical Clinic Co-op Ed & Scholarship for Vet Tech Students—Ragan Borzcik
Dr. Mark McConnell is offering a cooperative education opportunity that comes with a \$2,000 scholarship and \$2,000 housing stipend for one veterinary technology student in our program per year. Dr. McConnell is working with the PCC Foundation Office to finalize the criteria for the scholarship. This will be offered to a second year student, hopefully starting in the Winter or Spring Term of 2017. Students speak very highly of this clinic; it is a tech centric model, encouraging technicians to perform all qualified technician tasks in order to free up more time for the Veterinarian. The Committee felt that if this opportunity works out well, it could be a model for other clinics throughout the state.

Agenda Items from the Floor:

Department Chair Change:

Brad Krohn expressed his excitement to be back in the classroom full-time again, and for Ragan Borzcik to have the opportunity to become the Department Chair for Veterinary Technology. Brad will still remain with his role as SAC (Subject Area Committee) Chair and will work in that role as a team with the new Department Chair.

VT 208 Small Animal Diseases & VT 112 Clinical Laboratory Procedures II—Ryan Fox & Dr. Fletcher
Small Animal Diseases is currently taught to 2nd year students in their winter term just prior to graduating in June. Clinical Laboratory Procedures II is currently taught in the bridge summer before students have taken Small Animal Diseases.

Both the student, Ryan Fox, and the instructor, Dr. Christine Fletcher, felt it would be very beneficial for Small Animal Diseases to be taught prior to Clinical Laboratory Procedures II. Dr. Fletcher had to spend half the class time bringing students up to speed on small animal diseases, and going over pathophysiology of diseases before she could deliver the curriculum for Clinical Laboratory Procedures II. It was decided that the schedule would be restructured so that students take Small Animal Diseases in the spring of their first year, prior to taking Clinical Laboratory Procedures II in the bridge summer.

Farm Coordinator – Hard Position to Fill – Committee

The Committee is concerned, with good reason, on how hard it will be to fill Terry's position if and when he decides to retire. Terry feels that they will just have to find the right personality and background. It was also expressed that advertising in Banks, North Plains, and similar rural areas is the best place to look for good candidates for this type of job. Advertising in the Statesman Journal was mentioned. Crossover training would be excellent, and Terry has stated that after he does decide to retire he would come back for a year and help to train the new farm coordinator. Betsy Julian was doing video tapes with Terry of what he does on the farm by the season, and this could be very helpful to someone new in the position. Bottom line is – Terry can't leave! He is going to have a new house and shop soon on the grounds, so hopefully that will keep him here.

Round Pen – Cathy Stuhr

Cathy inquired about the round pen which she had been called about awhile back. Dolores explained that the graduating class had passed off the legacy to the 2nd year class to do the footing and repaint in the round pen. Cathy requested that they talk with her before proceeding, as there are many ways to go wrong with this.

Next Meeting Set: February 23, 2017 6:30 PM

Meeting Adjourned: 7:35 PM

VETERINARY TECHNOLOGY ADVISORY MEETING

April 21, 2016

Grant Kendall, DVM	Fremont Veterinary Clinic
Tamara Williams	PCC Employment Specialist
Dolores Galindo, CVT	PCC, VT Lead Veterinary Technician, FT Faculty
Ragan Borzcik, DVM	PCC, Veterinary Technology, FT Faculty
Brian Tate, CVT	PCC, Instructional Support Tech III, PT Faculty
Betsy Julian, PhD	Science & Technology Division Dean
Jennifer Wilk, DVM, DACLAM	Legacy Health Services & PCC PT Faculty
Ryan Fox	PCC, Veterinary Technology Club President
Terrie Corcoran	Henry Schein Veterinary Supplies
Brad Krohn, DVM	PCC, Department Chair & FT Faculty
Alan Cole, CVT	Gabriel Park Veterinary Clinic
Sharon McDermaid, CVT	Dove Lewis Animal Emergency Hospital
Jill Africa	PCC, Administrative Assistant

Grant Kendall, filling in for Cathy Stuhr, chair, called the meeting to order at 6:35 PM.

Minutes:

Motion was made, seconded, and approved the February 18, 2016, minutes submitted.

Introductions were given around the table. Ryan Fox, President of the Veterinary Technology Club, was present to represent the Veterinary Technology students.

Old Business:

Student Report Update – Dolores Galindo

- **Class of 2016** – To review how we declined from 30 to 23 students, four students did not pass VT 105 - Anatomy & Physiology, we lost one student with personal family difficulties right from the start, and two students resigned in the beginning of their second year due to personal health problems. We are expecting 23 students to graduate this spring. Dolores is working with a couple of groups regarding the shortages of Vet Techs in our area and state and she realized nine of the 23 PCC students graduating will be practicing out of state, which is another reason we are losing technicians in Oregon. Tamara stated the pay for some jobs she is posting right now is \$18 per hour and some have a \$500 signing bonus after six months. One recruiter who posted a job is from Nova Scotia, a place in Gresham is having difficulty filling positions and somehow got on their list. Brad stated that we are posting on average at least a job a week or maybe even more than that. Tamara has more postings on this program compared to any other. **Dolores reported this might be an interesting topic for the next meeting to research because when we graduate 30 students not all will be seeking jobs here in Oregon.**
- **Class of 2017** – Currently we have 28 students scheduled to graduate in June 2017. We have lost only two, one student didn't pass Anatomy & Physiology, (which is an

improvement from last year losing four students,) and for the first time we lost one student for failing Animal Nursing and Restraint, with the main issue being testing. Ragan said it was difficult to pinpoint the problem, one reason was lack of commitment, but they discussed with the student what needed to be done in order to move forward. Brad said he reviewed the **student's** file for admissions, and she had strong academics but was very light on the experience side. Brad wasn't sure how that contributed, but he thought it was the combination of academics, hands on, and the stress that came from it. He summarized that the Vet Tech program was not a good fit for her and the student came to realize that. Dolores is hopeful we will retain the current 28 students.

Vet Tech Club Activities – Dolores Galindo

Classes of 2016 and 2017 are very busy with daily animal enrichment work, including dog training once a week. *Vet Tech Activities since the last meeting have included:*

- ***Weekly Dog Training*** – This occurs once weekly in an attempt to relocate shelter dogs and prepare them so we can work with them safely during labs without too much stress on the dogs or the students.
- ***Student Government*** – Students are involved in student government through our club. We always have a student representative from the Vet Tech Club who keeps us informed about activities of ASPCC (Associated Students of PCC,) and gives them opportunities to get involved on a campus level with awareness of how issues impact students in a community college.
- ***Dog Wash*** -Currently the students plan to have the Dog Wash on May 22 at Holistic Pet in Beaverton.
- ***PAW (Portland Animal Welfare) Team Project*** – Several of the students from the class of 2016 and 2017 have been volunteering their time at every PAW clinic.
- ***Kickball Fundraiser*** – We have never done this event before. The students were responsible for collecting pledges. Dolores anticipated making \$200 to \$300. Ryan stated one student raised \$240 on her own. The pledges are slowly coming in and he thinks the donation total will be closer to \$400 to \$500.
- ***SMILE*** – (Science, Math, Investigative Learning Environment) We are currently preparing for the SMILE event this Saturday with 4th and 5th grade boys and girls. They will participate in an X-ray station setup, bandaging station, and BMZA (Biology, **Management**, and Zoology Program) will have several stations too. Betsy mentioned this event is in conjunction with OSU. Most students are first generation, low-income, and mostly from rural areas and small towns. These are kids who don't have many opportunities or a chance to get onto a college campus. This is a full day event and they will participate in more than the Vet Tech program which is one of five STEM fields that will be represented. Each student will participate in at least two categories and talk to college students about the possibility of going to college. The student club working the event will be awarded a \$300 donation from OSU for participating.

Vet Tech Club & BMZA:

- Vet Tech Club continues to have meetings every other Thursday. We recently completed a joint project with the BMZA program. BMZA has a program requirement where they need to build animal enclosures. Vet Tech wanted a portable ability to wheel the rabbits outside to enjoy sunshine on days when it's not too hot. The Vet Tech students created the design and the BMZA students built it. The rabbit enclosure built by BMZA didn't turn out as expected and is now being used for rearing chicks. Once the chicks are moved to the chicken house, Terry will help modify it. It was a very good endeavor that turned out okay, and in the meantime the students learned new things. It was two programs working together with a great outcome.

Dr. Hopman: Celebration of Life

- On Sunday, April 3, a Celebration of Life gathering was held in remembrance of Dr. Hopman at the Lucky Lab in the Pearl District. This was a joint effort between Dolores and Danielle Nelson, who is an alumni. Her husband has lots of computer programs so they created a really nice presentation. There was a very nice turnout of program students, a few alumni, and what was really nice is a couple of Dr. Hopman's colleagues from Veterinary school at Oregon State attended and shared some amazing stories. Dr. Hopman attended high school in Portland, but they could not attend the party but sent a letter to be read. There were some **wonderful** things we didn't know about him. In high school Dr. Hopman was noted to be an avid photographer of events around the school, but what stood out most of all was his endless support and encouragement for the endeavors of others. Dr. Phil Cochran, the prior department chair of the Vet Tech Program, was present and spoke eloquently about Dr. Hopman. It was a nice event.

Faculty Teaching Assignments – Dr. Brad Krohn

Summer Term Faculty Update:

VT 209 – Microbiology – Dr. Jon Briggs.

Betsy announced that Dr. Briggs has been hired full time in the biology department, so he can probably continue to teach this course. **Brad said Jon will be submitting a request for a course development grant.** They are working with the current version of the textbook to get the course more in line with **veterinary-specific clinical** microbiology, previously it has been more of a broad course of microbiology. ~~and they are trying for more of a clinical microbiology.~~

VT 280A Cooperative Education – Dr. Ragan Borzick. Working with first year students migrating to second year.

VT 112 – Clinical Procedures – Dr. Christine Fletcher.

VT 109 – Radiation Safety (Online course) – Dr. Brad Krohn.

New Business:

Program Outreach - Community Involvement

- Brad and Brian went to Forest Grove High School on Tuesday, April 19th. Ragan's spouse teaches there and she helps facilitate the Vet Tech Program's involvement in their career day. Brian and Brad spent the morning talking to three different groups of high school students who are interested in PCC's Vet Tech program. We received good reviews. Ragan said the students had to choose which presentations to attend and the

classrooms were capped at 30 students for equal distribution. She said Dr. Krohn and Brian's presentation is one that had to turn students away. Brad felt it went well. He and Brian have a canned but spontaneous and different presentation each time, after Brad gives an overview of the profession, Brian gives a "day in the life of a Vet Tech," at a small animal practice. Brian really emphasizes all the different hats a Vet Tech is able to wear as far as being a radiology technician, phlebotomist, pharmacist, which is inspiring for the students to see. Brian says he wants to show them that a Vet Tech's day is not just building widgets, all day long, nine hours a day. Every day is different in what they are going to see and what they are going to do. They were very happy about the outcome.

Central Oregon Community College – Beth Palmer, CVT, PCC Alumni

- Beth Palmer, CVT is the Vet Tech Program Director at Central Oregon Community College. A couple weeks ago she reached out to Dr. Krohn, right now all programs at COCC have an open enrollment but she has a plan. Beth knows how successful PCC's program is with the admissions policy, so she really wants to get that going. It sounds like she has an approval for it and her plan is to have it up and running by 2018. Beth wanted to know the details of our admission policy, so she and Brad have started a rapport and collegial dialogue where Brad is sharing what our process is for recruiting, admissions, rubrics for grading, application assessment, interview process, what kinds of questions are asked, and what red flags we watch for. Dolores mentioned how this will help COCC to increase their graduates which is needed.
- Brian thought it would be interesting to know what percentage of techs from PCC will still be in the field five or ten years later and what percentage of an open enrollment program will still be in the field? Tamara sends out questionnaires regarding job status and receives about one percent back. The Department of Institutional Research doesn't track techs the way they should because they go through the Department of Labor using social security numbers, which only tells them if the graduate is working but not if they are working in the field they graduated in. Brian felt it would be something if the National Association of Veterinary Technicians in America could become a central repository for that kind of information. Dr. Borzcik questioned if it might be worth it to send out a survey with an incentive such as a stethoscope that could be possibly donated. Respondents would be entered in a raffle. Ragan says she deletes a lot of those types of emails without a connection or incentive. Tamara mentioned since veterinarians are associated with clinics it might be easier to track them on the internet, but someone will have to spend the time performing the search. Brad said it is beneficial to type in the professional title when searching. Brian wondered about polling the clinics because there are relatively few of them versus the amount of Veterinary Technicians. Grant questioned if tracking could be done with the technician license. If the license is current an assumption can be made they are still in the profession. Tamara said she is on the committee to overhaul the PCC web site, so there will be a section for employers to post jobs as long as they commit to hire PCC students, but if they don't they will be removed from the list. Tamara thinks this is a good idea because when they sign in to post a job they are required to commit to report back if they hire anyone. Brian said his first job while still in tech school was due to clinics being invited to campus to setup an information booth and meet the students. Dolores said that is often how students choose which clinics they wanted to intern with.

Documentary Opportunity:

- Brad has been approached by a PCC Multimedia Production degree student, Samuel Palomin, who wants to create an approximate 7 to 10 minute documentary about the Veterinary Technology Program. Samuel said the program can use the documentary in the future for marketing purposes. Brad set a tentative date for Samuel to interview people and he will talk to the whole group prior so filming can be on a day with lots of activity. This in-house project fits prior meeting conversations regarding having a promotional video. To obtain a documentary 7 to 10 minutes long, he will probably be filming for several days.

Vet Tech Advisory Committee Announcement:

- Betsy announced this will be her last Vet Tech Advisory Board Meeting. She will be leaving PCC to start her new position as Vice President of Instruction at Central Oregon Community College on July 1, 2016. It will be helpful to the vet program at COCC in its early stages to have someone who understands and knows what a good program can be. Grant mentioned that the veterinary profession is small in the industry and in the college and university systems too. If the search is successful, Betsy feels her position may be filled by mid-June, so with the position filled for the start of the academic year the interim would only be over the summer. Brad said that one of the great things that Betsy accomplished was taking the groundwork that he and Dr. Wilk started with the IACUC and reorganized the way the committee operated taking it to a higher level by making the committee more efficient and effective.

Vet Tech Program Resilience:

- Dolores stated this has been the most challenging term for the Vet Tech program and the first year it has experienced so many losses, the loss of an instructor, Department Dean, and free supply of Hills Science Diet, which fed all the dogs and cats. The company stopped all their college feeding programs which means PCC will have to come up with the approximate \$6000 per year to feed them. (Betsy stated she just received \$3000 today for the Vet Tech program.) (Hills Science Diet has offer PCC the option to purchase food at wholesale instead of retail cost.) We also lost our source of shelter stock cat litter, which usually costs about \$300 to \$400 per year. The Vet Tech program has been using Stutzman Environmental Products for 20 years, which is located in Canby and no longer supplying us due to so many paper mill closures. Terrie offered to save the torn bags of litter from her job. She doesn't get them every week but often enough and willing to drop them off.
- Brad said that review of course evaluations helped put into perspective the challenges of this term. Every PCC student can evaluate their courses. In reviewing the second year students' evaluations, including when we lost Dr. Hopman, Brad was so pleased to see unanimous support and satisfaction from the students during such upheaval and difficulty. He told the staff that getting through one of our most difficult terms with the students still having a good experience, means that we are doing well. Ragan took over the hematology course that's happening right now from a professor who had taught it for 25 years. Teaching it from scratch is not an easy task, but Ragan says she does have access to the curriculum. Ragan said the first year class is supportive and understanding.

Lambing:

- It was a poor year for lambs, our lambing mortality rate was very high due to multiple problems. The ewes were hypocalcemic and the hay was bad because it was extremely dry last year. Even though Terry has been feeding the same supplement, he discovered it didn't contain any calcium, so we changed the supplement and increased calcium. Terrie asked if there was fescue in the hay. Ragan doesn't think so. This year is supposed to be hot and dry again, but Ragan feels that changing our supplements will help the lambs if there is another bad year for hay. These have been good learning experiences for the students.

Calving:

- There are three left. We have one pet calf who was orphaned, a little heifer calf, Mooma Thurman. The mom had to be put down. Brad said the organism was most likely E.coli or Klebsiella. Ragan said they are working on a collaboration with microbiology. They retrieved a sample of the mother's milk and were able to have Derek (lab tech) plate it. Jon Briggs, the microbiology teacher, read it and decided what it needed to be processed and he said hopefully by next week we should have an answer.

Faculty, Course, and Curriculum:

- Betsy stated it will be beneficial to have a consistent instructor teaching microbiology so that they can actually make the curriculum more Vet Tech orientated. When Betsy reads the student evaluation comments for Microbiology, (all the evaluations come through her computer,) the students usually state the teacher was good but the material was too much to cover in the time allotted and that it wasn't specific enough to Vet Tech. The general trend of comments was, *do less, but make that less more relevant*. Brad said our plan to accomplish that right now is to not reinvent the wheel. *The McCurnin Clinical Textbook for Veterinary Technicians* has a chapter on microbiology. Brad has read it, Jon is going to read it, and then they plan to use the McCurnin **textbook chapter as a guide for the course**. Jon had inquired about a book by Pratt they had in the class before which has a good chapter. Ryan has checked it out from the library and found it very helpful. Brad thinks that Jon is assuming all students have that book and he will inform him **if** they don't.
- Betsy said this course is being updated and she is hoping we are using this opportunity to be looking at these courses and the CCOG's and start reallocating some of the credit hours. Betsy feels this is the time to make sense out of the not so logical courses like 202 Laboratory Animal Medicine. Brad clarified that they would like to see this 202 Laboratory Animal Medicine be a separate course rather than embedded in the Surgical Nursing course. There are several other places where Betsy thinks this could be an opportunity to examine courses and see what's offered. This is a place where the advisory board can really be helpful. After the insiders sit down and have it make sense to the people who teach it, then it can be brought back to the advisory committee to look it over and see if everything is being covered in the correct way. Board members can decide what to take out of the structure of the course.
- The other issue Betsy is pushing for is changing the qualifications of the instructors in the courses. If the **SAC** does it before she leaves she will approve it. A number of the courses require a DVM when they could be taught by a CVT. There are certainly some classes where that is appropriate. Tuesday is SAC day, a day where something like that can be reviewed and approved.

Anatomy & Physiology Course:

- Ryan feels obliged to mention this on behalf of his classmates, but he is not sure how it fits into the scope of things. He recognizes that A & P is a hurdle for a lot of students, and he thinks many students last term and the term before felt like they could have used an extra term to flush out the course. For example, if A & P could be a three term instead of two term course, it would allow the student to delve into some of the topics that require more coverage and by doing so maybe would help improve the attrition rate because things wouldn't be skipped over so much. He doesn't know how that would fit into the overall program, but if it could be a three term course, he thinks it would be well received by students and possibly improve and reduce the attrition rate. Dolores clarified by asking Ryan if the students wanted more time per system or spend more time to make the whole sequence one term, two term, three terms giving more time. Most of what Ryan gathered from the students was there were some systems that had to be crammed into two lectures just before the exam, that may be either just because the material required more lecturing or due to student interest, if that could be stretched out, I think the students would receive that well. Betsy said there are different options on this, and one of the problems we face with this program is that we are already over the maximum number of credits, so to increase the number of credits in A & P would require taking out something else. Betsy asked Ryan if they are going to make that suggestion, she challenges them to figure out what should be removed in its place. She is not asking right now but wants them to think about it. The other option is that it is possible they may not need more hours but slightly smaller doses stretched out over three terms. It is not necessarily that the students need more total hours but maybe the same thing slightly stretched out in three doses over three terms. It could be the same number of credit hours but maybe a little more time to think and digest, not necessarily more lecture or more labs. This could facilitate a higher level of learning where students don't have to process a large amount of information in a short time. Betsy requests Ryan and his classmates to weigh which one of those do they think would be greater. Ryan says he is happy to consult them. He thinks in the first and second terms with Ward Care, Nursing Restraint, or Introduction to Vet Tech, somewhere between those, (and he is speaking on what was conveyed by his cohort) there might be a way to combine something to free up credit hours for A & P. He honestly thinks among his cohort, there is legitimate interest in being able to delve further into some of the topics. Dolores says he brings up a good point, that she and Ragan were just discussing, there are a couple of 5 credit courses and we were wondering why they are 5 credits. We can look at some of these higher credit courses and maybe we could take a credit or two out and put that into a new course. Betsy said another thing to think about is another term of A & P would not have to be another 4 credit A & P with three lectures and three labs. It might be possible to have one that is even just a lecture class, a 2 credit advanced physiology, more P and less A, that would take as much but allow more depth. Grant inquired about prerequisite that might prepare students for the rigors of A & P. Brad said it was hand selected by Dr. Corwin herself. Betsy says it is not just the Vet Tech program that has this challenge with A & P, it is sort of a fundamentally different way of thinking and involves a large volume of new material. Brad was glad that students did not want to shrink the class, but they wanted more because it is the foundation class. Betsy said because students were

struggling, we did come up with open lab and got a tutor to work with our A & P students this year. Ragan felt it worked because there were five students in danger of not passing and they all passed. Ryan says he can only speak to this year and last, but his cohort lost a student to A & P last term and then this term to Nursing and Restraint. It doesn't seem for his class that this class was a hurdle but something to slow down and spend more time on for the sake of their education.

Special Recognition - Students

- Terrie works for Henry Schein Veterinary Supply and she found out this is an inaugural year and there was a medal being awarded to the medical, dental, and veterinary fields, so they were awarding three different medals for organizations who help people in the community. She nominated the PAW team and they ended up being one of nine finalists, then one of three finalists, then they flew three people from the team to New Orleans for a National Sales Meeting, and there were three groups there with three finalists and PAW team won. Just by being in the final three, they won \$10,000 of free product. They are going to share it with the people who volunteer with them. They also won \$15,000.

Special Recognition – Staff

- Betsy announced that Dolores won the National Award for League for Innovation, an educational group nationwide. Mostly for community colleges. She received a John & Suanne Rausch Award for Excellence and had the opportunity to go to Chicago for four days. Also our bioscience technology instructional equivalent to Dolores, Carla, both flew to Chicago to the conference. Dolores said it was four days of workshops, they had every single hour and they had rows to choose from it was hard to pick one to attend so Carla and I went to different ones so we could share the literature. There was everything from inspiring a student to learn, new ways to learn, new strategies for teaching, and ethics. Camtasia, software used to make videos, the general approach is to take images and you can voice over it and edit. You can do some pretty fancy editing. PCC had a reception for them on Friday. Ryan mentioned Dolores received another recognition and award as Club Director of the year.

Next Meeting Set: November 3, 2016, Thursday, 6:30 PM, location TBA.

Meeting Adjourned: 8:15 PM.

VETERINARY TECHNOLOGY ADVISORY MEETING

November 5, 2015

Sent to Academic Services 12/2/15

Cathy Stuhr, Chair	Walnut Springs Stable
Joel Chasko, CVT	PCC Veterinary Technology Graduate 2012
Alan Cole, CVT	Relief CVT, Multiple Clinics
Dolores Galindo, CVT	PCC, VT Lead Program Veterinary Technician & Adjunct Faculty
Grant Kendall	Fremont Veterinary Clinic
Terry Lookabill,	PCC, Farm Coordinator
Sharon McDermaid, CVT	Dove Lewis Animal Emergency Hospital
Hannah Hargens	President of Vet Tech Student Club
Niki Steele	PCC, Instructional Admin Assistant
Tamara Williams	PCC, Jobs & Internships Specialist

Cathy Stuhr, Advisory Committee Chair, called the meeting to order at 6:45 PM.

Introductions were given around the table. Hannah Hargens, President of the Vet Tech Student Club, was present to represent the Veterinary Technology students. Joel Chasko, PCC Veterinary Technology Graduate 2012, was also present.

Minutes:

Motion was made, seconded, and carried to approve the April 30, 2015 minutes as submitted.

Old Business:

Student Report Update – Dolores Galindo

- There are currently 25 students attending in the class of 2016. Four students were lost initially in anatomy and physiology last year, and one student for personal reasons. One of the students that did not pass anatomy and physiology reapplied and was accepted back into the program; this student will matriculate as part of the class of 2017.
- Class of 2017 has 30 students; we have a few struggling in anatomy and physiology but they are getting lots of support. We will hopefully have 30 graduates in the class of 2017.

Vet Tech Club Activity – Hannah Hargens & Dolores Galindo

Classes of 2016 and 2017 are very busy with ongoing animal enrichment work, including dog training. Vet Tech Club activities have included:

- ***Veterinary Technology Sweatshirt and T Shirt Sale with Vet Tech Logo***—Orders are due November, 2015.
- ***Veterinary Technology Calendar Sale***—Orders are due November, 2015.
- ***PAW (Portland Animal Welfare) Team Project***: Several of the students from the class of 2016 and 2017 have been volunteering their time at PAW providing animal care to the pets of homeless individuals.
- ***Harvest Festival October 17th***— students hosted a petting zoo on the Rock Creek Campus at this fall harvest celebration for the community.
- ***Portland Pet Expo Fair***—Students hosted a booth for the PCC Veterinary Technology Program at the Expo Center over the weekend of October 8th and 9th and raised dollars for their club.
- ***Class of 2016*** was very involved in hosting the pinning ceremony for the class of 2015 last June, and the new student orientation session for the Class of 2017 this Fall.

Fall Teaching Assignments –Dolores Galindo

First Year:

- VT 101 Intro to Veterinary Technology, Dolores Galindo, CVT
- VT 104 Veterinary Ward Care, Dolores Galindo, CVT
- VT 105 Comparative Veterinary Anatomy & Physiology, Diana Corwin, DVM
- VT 121 Basic Animal Science, Randall Haveman, DVM, filling in for Ragan Borzcik, DVM
- VT 201 Anesthesiology, Brad Krohn, DVM
- VT 204 Applied Radiography, Brian Tate, CVT
- VT 205 Veterinary Pharmacology, Bruce Hopman, DVM
- VT 211 Pharmaceutical Mathematics II, Bruce Hopman, DVM

New Business:

Latest VTNE Report – Dolores Galindo

The latest test results from the Veterinary Technician National Examination which included our class of 2015 were distributed to the committee. Our 2015 graduating PCC Vet Tech students had a pass rate of 96% on the first testing, in comparison to an average of 68.52% pass rate on first testing for all other candidates tested. Only one of our students had to retake the test, and passed on the second attempt, giving our program an effective pass rate of 100%.

Elect Committee Chair - All

The committee overwhelmingly nominated and approved Cathy Stuhr for another year as Chair of the Veterinary Technology Advisory Committee. Thanks to Cathy for her willingness to serve for several years prior as well in this position.

Agenda Items from the Floor:

Hannah the Pet – Continuing Discussion from Last Meeting

Grant asked the status of our discussions at the last meeting of requests by Hannah the Pet to be a cooperative educational site for our Veterinary Technician Program at PCC. Grant questions the ability for them to provide good experience for our students; they have underqualified individuals working with pets. He was not at the last meeting for the discussion but does not recommend that we accept this agency as an official cooperative educational site for our students.

Dolores explained that we are leaning toward not granting cooperative education application approval of the site because of many political contradictions. She gets questions from students regarding the scope of practice for veterinary technicians, and she is careful to answer them by stating that they need to research a facility extensively before they do any work there.

Dolores had a conversation with one student in their program who currently works at Hannah the Pet; the student is concerned that they have asked her to do procedures outside of the scope of veterinary practice for veterinary assistants. Dolores explained to the student that even though she is not a licensed technician yet, she still has a legal obligation to stay within the scope of practice, and can get in trouble for not doing so, possibly resulting in prevention from ever getting her CVT license when she qualifies.

Tamara feels that Hannah the Pet wants to partner with us to hire our graduates and also to get free cooperative education labor. The problem is, we must have equal access for all jobs for all students.

Hannah the Pet has completed the co-op site application and Dr. Borzcik is now reviewing it to see if they qualify as a site. We may have to explain to them that it is part of our mission in offering co-op education to have our students **actually see the role** they will be performing when they graduate and understand it.

News Flash – Shortage of Certified Veterinary Technicians

Sanford-Brown's AAS in Veterinary Technology is coming back on track according to Grant.

- Proprietary, for-profit college when set up in a building in downtown Portland 4-6 years ago.
- North Portland Clinic agreed to be a cooperative education site for the college many years ago. They had a couple of cooperative education students; one was pretty good but the other was marginal.
- Sanford-Brown closed their doors in 2012, and is now coming back.
- They don't seem to have a rigorous interview process; get you in and enrolled with loans.
- They will have some superstars, but mostly marginal students.
- Cost of attendance is approximately \$30,000; three times the cost of PCC's Veterinary Technology Program.
- Operates on a quarter system with program entry at any quarter.
- 18 month program.
- Strategically, they include some of their program pre-req courses within the program itself.
- Many current vet hospitals are eager to have the possibility of employing their techs due to the shortage.

Grant sees a few attributes at Sanford-Brown that could cause competition with our program for potential students:

- Students can enter their program at any quarter; they do not have to wait possibly 9 months to reapply.
- Students complete in 18 months versus 21 months at PCC.
- Some pre-requisite courses can be completed within the degree

Grant would like to see a carrot out there for our pre-vet tech applicants who are taking prerequisites at PCC; form a cohort of future program applicants that includes one or two activities that could qualify them, but not guarantee them, entry into the Vet Tech Program. This would make the relationship with the program more formal, and help them feel that they can feed into the program if they do well. Give them a gold star as they complete these 3-5 pre-reqs. Terry and Dolores explained that our applicants do get extra points toward their program application for completing the pre-reqs and for a strong GPA. We are looking for potential students with a high level of quality that will be successful in our program.

Tamara explained that one of the advantages to our program is that we have career fairs and we recruit at the high schools where students can use PCC's Dual Credit Program to satisfy some pre-req requirements while still in high school, transitioning on to PCC after high school graduation with college credit.

Carrington College, Veterinary Assistant Program

Carrington has a Veterinary Assisting program and has recently reopened its doors near the Lloyd Center in Portland:

- Veterinary Assistant program, not a Veterinary Technician program.
- 9 month program.
- Concern expressed that Carrington advisors are not clear to potential students that they are entering a program in which they cannot take the National Veterinary Technology Exam and will not be a licensed Veterinary Technician.
- Using terminology such as "licensed" assistant to students can be misleading.
- Law suits can arise where for-profit colleges promise that entry level education will be much better than what it turns out to be.
- Alan Cole was asked to come back to Carrington College, but declined.

Central Oregon Community College AAS in Veterinary Technology

- Graduate 24 students every other year.
- Have provisional AVMA Accreditation.
- Director of the program is one of our PCC Veterinary Technology graduates.

Linn Benton Community College, Veterinary Assistant Program

- Currently has a Veterinary Assistant program.
- Talking about turning it into a Veterinary Technician program in order to contribute to the shortage of licensed Certified Veterinary Technicians.

Dolores explained that there have been very preliminary discussions at PCC about increasing the number of applicants admitted annually to the program; we must take into consideration the fact that this year we had 45 applicants that qualified to apply, interviewed 35, and accepted 30 of those applicants. Considering increased competition from other Veterinary Technology programs, we are not sure we would initially have the volume of highly *qualified* applicants to maintain our excellent standards should we increase the number of applicants admitted annually.

Cathy Stuhr suggested that as we anticipate the increased competition, we develop a measurable and specific table for marketing purposes that compares the attributes of our program to the other programs in the area. Discussion began among the entire committee on what attributes would be used for comparison:

- Cost of program for tuition and fees.
 - Where costs are quoted include dates.
- VTNE Pass/Fail Rate in comparison to national average, i.e. 96% of students pass the exam on first testing compared to 68.52% nationally.
- PCC has three separate mandated cooperative education clinic opportunities within the program.
- VTNE Pass/Fail Rate in comparison to the other local programs.
- Cost of housing for students close to the campus.
- Animals and a working farm on campus; more of a chance to build a hands-on skill set.
- Surgery center on campus.
- PCC is a top tier, nationally recognized program.
- AVMA lists PCC program as the poster child for all other veterinary technology programs.
- Separate columns showing differences between Veterinary Technician and Veterinary Assistant, with pros and cons of each.
- PCC will not be shutting their doors; stability of a continuing program offering is much higher.

ACTION ITEM: Prepare a draft of this table for review by the Committee at the Winter Term meeting.

Attrition from Veterinary Technician Career Due to Low Wages

Grant proposed committee discussion for ideas of how we can keep technicians in the industry. The following reasons were discussed by the committee:

- Low wages are causing technicians to leave their professions:
 - Range is very limited on technician hourly pay.
 - Small increase added for shift and specialty differentials.
 - 2012 PCC graduate was quoted \$26,000-\$27,000 annually when entering the PCC program.
- We are losing technicians to human health care fields for pay increases.
- Technicians move to management/administrative positions in veterinary hospitals and clinics so that they can make more money, sacrificing the joy of working directly with the animal patients.
- Money is part of it, but a skilled and challenged clinic culture, that allows technicians to use their utmost skills without feeling like they are drowning was also cited.
- Compassion fatigue

Industry needs to do something to stop this exit trend. For the most part, clinics are paying their technicians as much as they can afford to. However, our new prospective students are stating that they are taking a cut in current wages in order to enter this profession. Possible solutions to increasing clinic revenue by generating more clients and increasing productive use of staff time were:

- Increase clients taking Pet Insurance – this allows people to take their pets into the clinics more frequently; not soliciting advice over the phone that can be inaccurate without physically assessing the animal.
 - Proximal only 1% of all pet owners currently have pet insurance.
 - Tamara Williams had this for her service dog, paying \$50 per month and recommends it highly.
 - Pet Insurance does not work well for large animals or equine.
 - Care Credit is not the same as Pet Insurance
- Veterinarians who can delegate well and have good case management can save time (i.e., introducing to client that they will have their technician call them back with fecal test results).
 - Client surveys show that this is well received by the client when the concept is “introduced” initially by the veterinarian.
- Industry of Repetitive Facilities – this mindset needs to change as clinics and hospitals have all of their required machinery and drugs on site individually. Some are now using *vetsource.com* or *petmeds.com* for their pharmaceuticals instead of shelving them all on site.
- CVTs can leverage more skills and keep the business running faster to support increased pay.
- Have CVT staff be part of the client education process.
- CVT needs to be sure that the veterinarian is charging for all services and supplies rendered.

New Alpaca Llama Chute Acquired at Farm:

Terry announced that he recently purchased an alpaca/llama chute on EBay for \$850. This is mainly for protecting the individuals working with large animals. We have already used the chute to treat an alpaca that had a contagious eye infection. The chute was purchased for approximately one-third of normal cost. Terry donated \$300 of his Bill Christopher Community Award, and the balance of \$550 was paid through the Veterinary Technology Foundation Account.

Next Meeting Set: February 18, 2016 6:30 PM

Meeting Adjourned: 8:15 PM