

Presented herein is the report of the evaluation committee for the Palo Alto College Veterinary Technology Program (Program). The evaluation is based on the eleven standards of accreditation established by the American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA) as published in the *Accreditation Policies and Procedures of the CVTEA, July 2015*. Compliance with the standards is described on the following pages. Deficiencies and recommendations intended to assist the Program in fulfilling the standards or improving Program quality are presented at the conclusion of this report.

Introduction

Palo Alto College is located in south San Antonio, a predominately Hispanic community. The College was established in 1983 and is one of five colleges in the Alamo Community College.

The Program received approval from the Texas Higher Education Coordinating Board in 1995 and began its first class of students in 1996. The Program received initial accreditation from the AVMA CVTEA in 1998 and was elevated to full accreditation in 2003. A new 15,000 square foot state-of-the-art facility was completed in January 2008.

Executive Summary

The 60 semester-credit hour curriculum leads to an Associate of Applied Science (AAS) degree. Students complete a 336 hour externship. The primary focus of the curriculum is companion animal medicine. Admission to the Program is selective.

Identified Program strengths include:

- New, attractive, well-maintained campus facilities
- Well-equipped programmatic teaching facilities
- Newly remodeled library with cutting edge technology
- Collegial, dedicated, and engaged faculty

- Strong leadership in the Program Director
- Animal care duties provide additional student learning opportunities
- Engaged student body
- Excellent VTNE pass rates

Challenges/areas for improvement identified include:

- Lack of sustainable and renewable funding for future needs of the Program
- United States Department of Agriculture (USDA) Animal Welfare Act (AWA) noncompliance issues
- Lack of emergency preparedness plan for animal care or evacuation
- Lack of and incomplete Memoranda of Understanding (MOU) with providers of critical program resources
- Occupational Safety and Health Administration (OSHA) and other potential safety issues
- Drug Enforcement Agency (DEA) related issues
- Medical records that do not emulate contemporary veterinary practice
- Inadequate admissions processes and identification of applicants most likely to succeed
- Insufficient staffing levels
- Inadequate compensation of program personnel
- Lack of evidence that all essential skills are assessed using standardized criteria
- Low response rate for graduate and employer surveys

All critical and major deficiencies from the 2009 site visit have been previously addressed.

Standard 1 Institutional Accreditation

1) Institutional Accreditation

An accredited veterinary technology program in the United States must be part of an institution of higher education accredited by an agency recognized by the U.S. Department of Education. Non-US programs must be part of an institution of higher learning recognized by the appropriate national, provincial, or regional agency with that authority.

Indicate the information evaluated to assess the standard in this section

- Document(s) verifying institutional accreditation
- Report of any deficiencies from institutional accreditor
- Review of institutional accrediting agency website

<p>1. Is the Program part of an institution of higher education accredited by an agency recognized by the US Department of Education? If a non-US program, is the institution recognized by the appropriate national, provincial, or regional agency with that authority?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Agency that accredits the parent institution: Date of last review: Next review: 2012 2022</p>	<p>Southern Association of Colleges and Schools</p>
<p>2. Is the College/University in good standing with the institutional accrediting agency?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

Standard 2 Finances

2) Finances

Sustainable financial support must be adequate for the program to attain the educational goals and support its mission.

Indicate the information evaluated to assess the standard in this section

- Financial summary of the revenues and expenses for the past two and current (budgeted) academic year for the program.
- Description of financial support and budgeting process to meet program needs.
- Description of how enrollment is planned and managed in line with resource capabilities, including tuition and fees.
- Other documentation or data that provides evidence of meeting the standard

	Two Years Past FY2013-2014	Prior Year FY 2014-2015	Current Year (Budgeted) FY2015-2016
TOTAL INSTITUTIONAL OPERATING BUDGET:	\$ 25,165,037	\$ 27,218,726	\$ 30,138,092
<i>PROGRAM REVENUE:</i>			
State appropriated funds	125,245	120,373	116,992
Federal funds	172,912	179,054	195,496
Student tuition and fees	169,174	151,970	156,344
Grants	34,500	51,000	51,000
Other (specify)	53,211	62,873	62,873
Total Revenue of Program	\$ 555,042	\$ 565,270	\$582,705
<i>PROGRAM EXPENDITURES:</i>			
Personnel (include numbers/category)			
Veterinarians (3)	\$ 184,588	\$ 188,888	\$ 193,292
Credentialed Veterinary Technicians (5)	118,962	116,619	50,145*
Other Technical Personnel (1)	14,576	14,576	11,925
Other Instructional Personnel (1)	19,467	13,466	5,976
Non-academic Personnel (1)	29,162	30,910	30,910
Benefits on salaries (6)	76,090	91,302	84,752
Equipment	53,805	43,470	51,388
Supplies	37,985	50,516	37,455
Other (specify)	19,137	13,189	19,157
Total Expenditures of Program	\$ 553,772	\$ 562,936	\$ 485,000

*Amount reflects expenses incurred as of the self-study report date.

The institution's fiscal year is September 1-August 31.

<p>2. Is the institutional budget adequate to meet the program's current needs?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Comments: The Program budget appears sufficient; however, two faculty positions, one full time and one part time, are currently funded by grant money. The part-time tutor, a grant funded position, was not available to students until the third week of the semester as funding for the position was not available until that time. Another grant funded position was not paid during the month of October due to a processing oversight.</p>	
<p>Does the institution have provisions to meet any unexpected financial needs of the program?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>What is the theoretical total cost for a student who is a resident of the state (if applicable) to complete the program, based on current tuition, fees, and equipment, books, and related costs?</p>	<p>\$10,121</p>
<p>Comments: The total cost of the program includes some required equipment.</p>	
<p>Are program-specific scholarships or grants available to students?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>If yes, describe: The Texas Association of Registered Veterinary Technicians offers 3 scholarships of \$500 each to Texas students in an AVMA approved Veterinary Technology Program. Also, the San Antonio Livestock Exposition offers a \$1,000 scholarship.</p>	
<p>Comments: Programmatic students are assessed a special program tuition fee each semester. These monies have historically been assigned for equipment purchases and maintenance.</p>	
<p>Commentary: Methods to provide additional financial support to the Program from recurring and sustainable funding sources must be explored.</p>	

Standard 3 Organization and Communications

3) Organization and Communications

3a. The program must develop and follow its mission statement.

3b. There must be clearly defined lines of communication between the institution and the program director, program director and faculty/adjuncts, and between program personnel.

3c. Program relationships with students, faculty, administrators, and the public must be conducted with integrity. Policies and available educational services for veterinary technology students must be clearly defined.

3d. The CVTEA must be apprised of changes in administration, organization, association with the parent institution, and major changes in the curriculum, faculty, or stated objectives. All changes must be reported to CVTEA within sixty (60) days of implementation with an explanation of how the program will continue to comply with accreditation Standards.

3e. 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.

3f. Programs with agreements between two or more institutions are recognized. The institution accredited by CVTEA is declared the parent (home) institution and grants the degree or certificate.

3g. Communication and interactions with veterinary technician educator associations, veterinary medical associations, and veterinary technician associations should be maintained

Indicate the information evaluated to assess the standard in this section

- Documentation of program’s mission statement
- Organizational chart
- Course catalog, websites, handbooks
- Advisory committee roster
- Advisory committee minutes
- Description of the relationship between the administration and the program.
- Other documentation or data that provides evidence of meeting the standard

3a. What is the mission statement of the program?

The mission of the Palo Alto College Veterinary Technology Program is to teach students to work as veterinary health care professionals; to interact with other health care professionals and patients in a professional and ethical manner; to develop the highest possible technical skills required in the veterinary field; to always demonstrate the utmost respect and concern for the well-being of the patients they serve; to demonstrate creative thinking and problem solving; and to provide assistance to graduates and facilitate continuing educational opportunities for fellow technicians.

Does the program have an appropriate mission statement?

Yes No

What is the primary focus of the program?

Companion animal medicine.

<p>Comments:</p> <p>The Program would like to recruit more students interested in large animal medicine.</p>	
<p>3b. Is the relationship between the administration of the institution and the program open, efficient and effective?</p> <p>Are there clearly defined lines of communication between the program director and program personnel?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Who does the program director report to?</p> <p>Mr. David Rutkoski, Interim Dean of Career & Technical Education.</p>	
<p>Comments:</p> <p>The Veterinary Technology Program is part of the Division of Career & Technical Education.</p>	
<p>Is there evidence that full-time and part-time program personnel participate in regularly scheduled faculty meetings?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Comments:</p> <p>The program director attends bi-weekly administrative meetings with the Dean of Career & Technical Education, Vice President of Academic Success, and College President throughout the semester.</p> <p>The Program holds staff meetings twice a month.</p>	
<p>3c. Are policies and educational services for veterinary technology students clearly defined and available?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Comments:</p>	
<p>3e. Does the program have an advisory committee?</p> <p>Does the advisory committee meet at least annually?</p> <p>Does the advisory committee contain veterinarians and veterinary technicians with diverse professional interests?</p> <p>Does the advisory committee have representation from program students, the veterinary industry, and the public?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

<p>3f. Is there an agreement with two or more educational institutions to provide this veterinary technology program?</p> <p>If yes, is a certificate granted to program graduates by the parent institution?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> n/a</p>
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Standard 4 Physical Facilities and Equipment

4) Physical Facilities and Equipment

4a. All aspects of the physical facilities must provide an environment conducive to learning and the achievement of the educational goals. Classrooms, teaching laboratories, and other teaching spaces shall be clean, maintained in good repair, adequate in number, appropriate in capacity, and provided with sufficient equipment to meet the instructional need and the number of students enrolled.

4b. Clinical facilities must emulate contemporary veterinary facilities. Standard types of laboratory and clinical equipment, consistent with those used in contemporary veterinary facilities, shall be provided and shall comply with the *Equipment and Instructional Resource List*, Appendix H.

4c. Office space must be sufficient for the instructional, advisement, and administrative needs of the faculty, staff, and program.

4d. Animal housing must be consistent with accepted humane standards and federal and state regulations. See 5b.

4e. Safety of students, program personnel, and animals must be of prime consideration. (Refer to *Statement on Safety*, Appendix A).

4f. All use of drugs, biologics, reagents, and other materials used in conjunction with animal care must be in compliance with state and federal regulations including current dating and appropriate labeling. Materials used for demonstration purposes must be appropriately identified and stored. Controlled substances shall be stored and logged in accordance with state and federal regulations.

4g. Waste management shall be appropriate for the needs of the program and consistent with regulatory agency requirements.

4h. Storage must be sufficient for program needs

Indicate the information evaluated to assess the standard in this section

- Description of facilities and equipment
- Inspection of program facilities and equipment
- Inspection of off-campus clinical facilities
- Photographs/video of off-campus clinical facilities
- Review of controlled substance log
- Documentation of pregnancy policy and rabies policy
- Documentation of policy on aggressive animals and bite/scratch policy
- Documentation of emergency plan
- Other documentation or data that provides evidence of meeting the standard

4. Provide a brief description of program facilities:

The Program is housed in a 15,188-square-foot \$5.2 million facility located on Palo Alto College's campus in south San Antonio. The new facility includes: three classrooms, including one that is a fully equipped computer lab; a clinical pathology lab; a parasitology lab; an anatomy/physiology lab; a surgery prep room with four tables that also serve to perform dentals; a surgical suite and recovery room; a restraint and technique room with eight tables; an isolation ward; an X-ray room with adjacent darkroom; separate small animal kennels for dogs and cats; an outside exercise area for dogs, an indoor equine lab with two stocks; an outdoor large animal lab with multiple pens, sweep tub, and squeeze chute; a pharmacy; a utility room and separate food preparation room near the kennel area; a large storage room with walk-in cooler; multiple faculty and staff offices; a staff break room; and multiple restrooms, including staff

locker room with shower facilities.	
<p>4a. Are all program facilities appropriate in capacity and adequate in number for the number of students enrolled and the courses offered?</p> <p>Are all program facilities clean and maintained in good repair?</p> <p>Is there sufficient equipment available to support the number of students enrolled and the courses offered at all locations (including off-campus clinical facilities)?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>4b. Do on-campus clinical facilities emulate contemporary veterinary facilities?</p> <p>Do off-campus clinical facilities emulate contemporary veterinary facilities?</p> <p>Did the site team have any concerns regarding the facilities?</p> <p>Is there any required equipment from the <i>Equipment and Instructional Resource List</i>, Appendix H that is not owned or available to the Program?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Comments:</p> <p>Photographic images of Deason Animal Hospital, an off-campus facility, were provided for review.</p>	
Does the program desire any non-essential equipment?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Comments:</p> <p>The Program desires multi-species articulated and disarticulated skeletons, anatomical models, basic cell counters, updated dental machines and dental radiology machine, equine mouth speculum, rope twitch, and Vascular Access Training canine foreleg model skins.</p>	
4c. Is there sufficient office space available for program personnel, including privacy of student counseling?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Comments:</p> <p>There is individual office space for all full time faculty and staff as well as a separate office for adjunct faculty.</p>	
4d. Are animals housed overnight on campus?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<p>Is all animal housing consistent with accepted humane standards and state and federal regulations?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Comments: The dog kennel room has an open ceiling, with exposed ventilation apparatus.</p>	
<p>4e. Has the program established policies and procedures that ensure a safe and healthy environment for program students, personnel, and animals?</p> <p>Did the site team note any safety or regulatory concerns? (Please reference the <i>Accreditation Policies and Procedures of the AVMA CVTEA</i>, Appendix A)</p> <p>Is appropriate personal protective equipment available for students and is it appropriately utilized?</p> <p>Does the program have a protocol in place for the handling and disposition of aggressive or dangerous animals?</p> <p>Does the program have a bite/scratch protocol in place?</p> <p>Does the program have an appropriate pregnancy policy in place?</p> <p>Does the program have an appropriate rabies vaccination policy in place?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Comments: Preserved anatomy specimens in Room 112 are being stored in containers with an unidentified preservative solution. These containers do not display proper secondary labeling. Refrigerators and incubators in the facilities lack biohazardous signage. Repackaged dog treats stored in a secondary container in the animal housing corridor do not display name of the contents, expiration date, or lot number. Though ear protection is available in the animal handling corridor room, the door leading to the dog kennel room does not display noise hazard signage. SDS binders in each programmatic room do not contain a complete set of SDS sheets including such items as hand soap, anatomical sample preservative, and modeling clay. The radiology log does not record animal species or all persons in the room during exposures.</p>	

The institution does have an emergency preparedness plan; however there is no evidence of an emergency plan for animal care or evacuation.	
4f. Are all drugs, biologics, reagents, and other materials for use in animal care appropriately labeled and currently dated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are materials used for demonstration purposes appropriately labeled and stored?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are controlled substances appropriately logged and stored?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>Comments:</p> <p>The controlled substance log does not include inventory and receipt records, initials log, or record bottle numbers and is kept in a 3 ring binder.</p>	
4g. Does waste management meet the program’s needs and is it consistent with regulatory requirements?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Comments:</p> <p>The Program contracts with Stericycle for disposal of all medical wastes.</p>	
4h. Is the storage space available sufficient to meet the program’s needs?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Commentary:

Animal housing must be in compliance with United States Department of Agriculture (USDA) Animal Welfare Act (AWA) regulations with respect to animals housed in the dog kennel room which has an open ceiling.

The Program should acquire additional multi-species articulated and disarticulated skeletons, anatomical models, basic cell counters, updated dental machines and dental radiology machine, equine mouth speculum, rope twitch, and Vascular Access Training model replacement foreleg skins.

Repackaged animal food containers must display contents, expiration date, and lot numbers.

The Program must be compliant with Occupational Safety and Health Administration (OSHA) and other safety considerations with respect to secondary labeling of repackaged anatomy specimens, lack of biohazard signage on refrigerators and incubators, availability of complete safety data sheets (SDS), and posting of noise hazard signage for the dog kennel.

All radiographic exposures must be logged in a radiology log in keeping with contemporary veterinary practices.

An emergency preparedness plan for the program must be developed and communicated to the students.

Controlled substance logs must be compliant with Drug Enforcement Administration (DEA) and Texas Administrative Code regulations with respect to inventory and receipt records.

Controlled substance logs must include unique bottle identification in order to prevent alteration and a legend to identify personnel to emulate contemporary veterinary practice standards.

The controlled substance log should be kept in a bound, sequentially numbered book to prevent alteration and to emulate best practice standards.

Standard 5 Resources for Clinical Instruction

5) Resources for Clinical Instruction

5a. Programs must follow all applicable federal and state regulations and guidelines for the care and use of animals utilized by the program. CVTEA endorses the principles of humane care and use of animals as codified in the Animal Welfare Act (AWA) and requires programs to follow AWA regulations and policies with respect to all animal use. All animal activities conducted by a program must be reviewed and approved by an animal care and use committee whose structure and functions are in accord with AWA requirements.

5b. Adequate numbers of common domestic and laboratory animal species are required to provide the necessary quantity and quality of clinical instruction to meet curriculum requirements without overuse of the animals or violation of AWA requirements for humane use and care (see *Use of Animals in Veterinary Technology Teaching Programs*, Appendix B).

5c. Models and other alternate methods of teaching that are consistent with the goals of the curriculum must be considered to replace, reduce or refine animal use.

5d. Records and logs for animals used by the program must be comprehensive and accurately maintained.

5e. Off-campus providers of instructional support must meet objective requirements set by the program with respect to the physical facilities, staff, and available equipment. A memorandum of understanding or contractual arrangement must be established with all off-campus sites including, but not limited to, externship, preceptorship, and distance learning sites. (See *Off-Campus Clinical Instruction*, Appendix C.)

5f. If program staffed clinical veterinary services are offered, documented evidence must exist that clients are informed that student instruction is a major component of patient care. The primary purpose of such clinical veterinary services, regardless of animal ownership, must be teaching, not revenue generation.

- Indicate the information evaluated to assess the standard in this section
- Description of resources available
 - Inspection of program facilities and clinical resources
 - Review of animal medical records
 - Review of medical logs (to include, but not limited to, surgical and radiology logs)
 - Documentation of institutional animal care and use (IACUC) committee minutes
 - Documentation of IACUC-approved animal care and use protocols
 - Documentation of IACUC-approved complaint policy
 - Documentation of signed memoranda of understanding with off-campus providers of clinical instruction and/or clinical resources
 - Documentation and/or description of requirements for off-campus providers of clinical instruction
 - Other documentation or data that provides evidence of meeting the standard

5. Describe available animal resources:

The Program houses approximately 12 dogs, 12 cats, 16 guinea pigs, 20 mice, eight rabbits, and 12 rats. Additional dogs and cats are procured from the Schertz Animal Control shelter. Laboratory animals are purchased. Large animals are brought to campus for the day of use from private owners.

5a. Is the Program registered with the USDA?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
What was the date of the last inspection?	October 19, 2015

<p>Were any non-compliance issues noted at the last inspection?</p> <p>Does the program follow all applicable federal and state regulations and guidelines for the care and use of all animals utilized?</p> <p>Is there an appropriately constituted and functioning institutional animal care and use committee (IACUC) in place?</p> <p>Does the program have IACUC-approved animal care and use policies in place for all animal activities and are they complete?</p> <p>Does the program have an IACUC-approved policy in place for investigating and responding to complaints of inappropriate animal care or use and is it publicized?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> n/a</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Comments:</p> <p>Dr. Olga Jaimez serves as attending Veterinarian.</p> <p>There is no documentation of reporting to the Institutional Official or a published IACUC-approved policy for investigating and responding to complaints of inappropriate animal care or use. IACUC protocols are in place for all animal activities; however, the protocols appear incomplete. Deficient areas include but are not limited to acquisition and disposition of animals, frequency and intervals for procedures, and comprehensive description of procedures.</p>	
<p>5b. Are adequate numbers of common domestic and laboratory animal species available for use in teaching to meet the required quality and quantity of clinical instruction to meet curriculum requirements without overuse of animals or violation of humane standards of care?</p> <p>Are signed memoranda of understanding, with appropriate exit strategies for primary providers, in place for all animal resources?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

5f. Are clinical veterinary services provided to the public?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, does the program clearly communicate that the services provided are utilized as a teaching resource and that student instruction is the primary purpose?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Commentary:

All radiographic exposures must be logged in a radiology log in keeping with contemporary veterinary practices.

The Program must be compliant with United States Department of Agriculture (USDA) Animal Welfare Act (AWA) regulations with respect to including the communication of the method for handling investigation requests regarding animal care and use; a.k.a. whistle-blower, reporting to the Institutional Official, and IACUC-approved protocols contain all information required by AWA guidelines. Areas to address include, but are not limited to:

- Acquisition and disposition of animals
- Comprehensive description of procedures
- Frequency and intervals for procedures

Memoranda of understanding (MOUs) that include exit strategies must be in place with providers of resources critical to the Program.

Medical records must be comprehensive and consistent with contemporary veterinary practice standards.

Medical records should list physical exam findings.

Standard 6 Library and Informational Resources

6) Library and Informational Resources

6a. Libraries and information retrieval are essential to veterinary technician education and continuing education. Timely access to current information resources pertaining to veterinary technology through print, electronic media, and/or other means must be available to students, faculty, and staff. Students must have access to a qualified resource specialist.

6b. Knowledge of quality information resources, library use and development and application of information retrieval skills must be included in the educational experience.

Indicate the information evaluated to assess the standard in this section

- List of texts and periodicals, electronic and print, available to program personnel and students.
- List of databases available to program personnel and students
- Tour of library facilities and relevant portions of the collection
- Description of the qualification of the librarian(s).
- Description of computer technology available to program personnel and students.
- Description of courses/activities provided in which students learn about the educational resources available.
- Description of remote access technologies and mechanisms that promote use of library information.
- Description of funding available for library and educational resources.
- Description of how use of library resources is encouraged.

6. How many hours per week is the library open?	69
What is the seating capacity of the library?	315
Where is the library located: The Ozuna Library is located immediately adjacent to the Veterinary Technology Building.	
Comments: Recently remodeled, attractive facilities with student study areas for personal study, small group and large group study.	
6a. Do program personnel and students have access to library and educational resources that are sufficient to meet the needs of the program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
What is the number of veterinary technology related books and periodicals in the library? There are approximately 540 books and 15 print periodicals related to veterinary technology.	

<p>How often are books and periodicals reviewed and purged?</p> <p>Due to the recent remodeling of the library facilities the collection has not been reviewed and purged.</p>	
<p>Are the library and educational resources available to program personnel and students current?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Comments:</p> <p>The print collection consists of titles that are copyrighted as 2010 or older; however, there are extensive electronic titles available for student learning.</p>	
<p>Do library personnel have the appropriate credentials?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Describe the credentials of the resource specialist:</p> <p>There are eight permanent library personnel. This includes a Dean of Learning Resources, three full time librarians and five temporary part time librarians, all of whom have a Master’s degree in Library Science. In addition, there are four Library Assistant III positions.</p>	
<p>Are adequate funds allocated to the library to support library and educational resources?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>What is the amount of the library budget that is allocated to the program?</p> <p>Veterinary Technology has been allocated \$500.00 for academic year 2015-2016 for books and audiovisual materials.</p>	
<p>6b. Does the program incorporate and use quality information resources, library, and other educational resources in the teaching and learning process?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Comments:</p> <p>During faculty interviews faculty members described learning activities that require the use of library resources.</p>	
<p>Are students aware of and utilize the library and educational resources available?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Comments:</p> <p>Veterinary Technology students receive instructional materials about the Ozuna Library as part of their curriculum. A subject guide specifically designed for Veterinary Technology students is available electronically on the library’s homepage. Veterinary Technology students also participate in the Library Research Certificate program.</p>	

Standard 7 Admissions

<p>7) Admissions</p> <p>7a. The institution and program admission policies must be well defined and documented.</p> <p>7b. Applicants must have a high school diploma or its equivalent. Consideration of the qualifications of applicants for admission must include aptitude for, and interest in, a career in veterinary technology.</p> <p>7c. CVTEA recognizes that some institutions must perform under open admissions policies that prohibit selective entry into veterinary technician education programs. However, the development and consistent application of selective admissions standards may be helpful in admitting more qualified students, reducing attrition, and producing graduates who are most likely to succeed, and therefore should be encouraged.</p> <p>7d. Catalogs, website, or other official publications must contain the institutional and programmatic purposes and objectives, admission requirements and procedures, academic offerings, degree granted, and program requirements for completion of the degree, including the existence of any technical standards. This information must include the length of time necessary for completion; policies with respect to satisfactory academic progress; policies on transfer of credits; tuition, fees, and other program costs; refund policies; and national and state requirements for eligibility for credentialing or entry into the field of veterinary technology.</p> <p>7e. The institution and program must demonstrate integrity and responsibility in student recruitment practices. Admission must be non-discriminatory and in accordance with federal and state statutes, rules, and regulations. Personnel who are knowledgeable about the program and its requirements should conduct student recruitment.</p> <p>7f. The program director or director’s appointee should participate in the deliberations of the admissions committee and selection of students.</p>
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<p>Indicate the information evaluated to assess the standard in this section</p> <p><input checked="" type="checkbox"/> College catalog, brochures, website</p> <p><input checked="" type="checkbox"/> Program admission packet</p> <p><input checked="" type="checkbox"/> Description of admission policies and procedures</p> <p><input checked="" type="checkbox"/> Discussions with program students</p> <p><input type="checkbox"/> Other documentation or data that provides evidence of meeting the standard</p>

7a. Are the institutional and program admissions policies well defined and documented?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7b. Is a high school diploma or its equivalent required for admission into the program?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

<p>7c. Describe requirements for admission into the program:</p> <p>Applicants to the Program must submit the following:</p> <ul style="list-style-type: none"> • Completed application for Veterinary Technology Program • Transcripts • Proof of successful completion of all parts of TSI, THEA, or similar Assessment Test for eligibility to take entry-level college courses • Proof of successful completion of prerequisite courses (with a GPA of 2.0 or higher) <ul style="list-style-type: none"> ○ ENGL 1301 – Composition I ○ BIOL 1308 – Biology for Non-Science Majors I ○ Be at a college level Math complete MATH 0320

<ul style="list-style-type: none"> • If requesting transfer credit, supply a copy of all course work completed at other institutions, along with a copy of course descriptions. • 3 letters of recommendation (one from Veterinarian or LVT) & 2 from any other non-immediate family sources (family friend, professor, etc.) • Proof of at least 80 or more hours working or volunteering at a vet clinic • Proof of physical exam, tetanus prophylaxis, & Pre-exposure Rabies Prophylaxis 	
<p>How frequently are students enrolled into the program?</p> <p>What is the maximum number of students to be admitted into the program for each enrollment period?</p>	<p>Once each fall semester</p> <p>50</p>
<p>Comments:</p> <p>Attrition rates for the last three academic years are between 49-57%. During interviews with faculty members concerns were voiced that the recent state of Texas mandate to reduce program credits from 72 to 60 credits may negatively influence student outcomes for mathematics.</p>	
<p>7d. Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Comments:</p> <p>During student interviews it was stated that the institutional admissions department has provided information to applicants that delayed admission into the program. For example, students were forwarded to multiple admissions personnel when attempting to address problems or issues. Admissions activities conducted by program personnel were rated by students as very good.</p>	
<p>7f. Does the program director or director's appointee participate in the selection of students admitted into the program?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Commentary:</p> <p>Increased efforts must be made to admit the students most likely to succeed in the Program.</p> <p>Institutional admissions personnel must be more knowledgeable about the Program and its entrance requirements.</p>	

Standard 8 Students

8) Students

8a. The number of students must be consistent with the mission of the program and must not exceed the available resources or the number of faculty and support staff needed to meet the educational goals of the curriculum. An appropriate instructor-to-student ratio must be maintained to ensure student safety and adequate delivery of instruction in a variety of teaching environments.

8b. Student support services must be available within the institution for program students. Interactions between students and faculty/staff must be sufficient to communicate expectations for successful academic performance, provide feedback for improvement of skills or knowledge, and encourage professional growth and development.

8c. Throughout the curriculum, students must be exposed to veterinary team concepts and appropriate modeling of ethical and professional behavior.

8d. Students should be encouraged to form a student organization, and this organization should become an affiliate of the National Association of Veterinary Technicians in America (NAVTA) and appropriate state veterinary technology associations. Students should be encouraged to be active in local, state, and national veterinary technician organizations.

Indicate the information evaluated to assess the standard in this section

Description of student support services available

Documentation of numbers of students admitted into the program

Review of student handbook

Discussions with program personnel and students

Other documentation or data that provides evidence of meeting the standard

8. Total institutional enrollment:	Total #	FTE
	8719	4370
Total Program enrollment:	Total #	FTE
	77	77
Does the program offer more than one veterinary technology degree/certificate option for program students?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Number of students currently at each stage of the curriculum (if applicable):	52	1 st year
	25	2 nd year
Maximum capacity of the program per incoming class:	50	
<p>Comments:</p> <p>First year students must enroll full-time in the Program. Second year students are allowed to enroll part-time.</p> <p>The program offers a veterinary assistant certificate though there have been no certificate</p>		

<p>Comments:</p> <p>Classroom staffing appears insufficient during animal handling and program laboratory activities; the site team is concerned for student, animal, and staff safety, student engagement, and faculty member workload sustainability. Live animal laboratory classes may have ratios of instructor to students as high as 1:16. Anatomy and physiology laboratory class instructor to students ratios are 1:17.</p> <p>Though additional program personnel may assist during animal laboratory activities these individuals are not officially scheduled to assist in these classes.</p>	
<p>8b. Are academic and personal support services available to program students from the institution?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Comments:</p> <p>19 hours of tutoring is available each week; increasing hours would be helpful to students. This part time position is funded with grant monies. During student interviews it was expressed by several students that tutoring is not always available to accommodate their schedules.</p>	
<p>8c. Does the program model veterinary team concepts and appropriate ethical and professional behavior?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Comments:</p> <p>Students are required to wear scrubs when on campus. Each veterinary technology class chooses a scrub color for their class.</p>	
<p>8d. Does the program have a student veterinary technician organization?</p> <p>If yes, is the student organization a student chapter of the National Association of Veterinary Technicians in America (NAVTA)?</p> <p>If yes, is the student organization affiliated with the state veterinary technician organization?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> n/a</p>
<p>Comments:</p> <p>The SCNAVTA membership recently lapsed due to lack of an adviser. An application to reinstate the SCNAVTA with NAVTA is pending.</p>	
<p>Do students have opportunities to provide input to the program?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

Comments:

Students provide input to the Program's curriculum and policies by completing student surveys, kennel duty surveys, exit interviews, and employment surveys.

Commentary:

Program staffing in animal use laboratories must be sufficient to ensure safety of students, faculty, and animals and to maximize engagement of learners.

A formal student organization should be formed and become affiliated with the National Association of Veterinary Technicians in America (NAVTA) and the state technician association to encourage participation in professional associations and to promote interactions between classes.

Standard 9 Faculty and Staff

9) Faculty and Staff

- 9a. Faculty and staff numbers must be sufficient to deliver the educational program and meet the instructional goals of the program.
- 9b. Instructors in the program must have knowledge and expertise in the topics they teach and promote the appropriate role of the veterinary technician in the veterinary health care team. Instructional duties must not violate local, state, or federal laws regarding the practice of veterinary medicine.
- 9c. The program director must be a licensed veterinarian or a credentialed veterinary technician who must be a graduate of an AVMA-accredited program. The program director must have the educational background and occupational experience appropriate to understand and fulfill program goals. The position of the program director should be full time with the institution.
- 9d. The director must have the responsibility, authority, and support necessary to manage the program successfully. This shall be documented in a written job description that also shall clearly define the position of the director within the institutional hierarchy. The program director must be responsible for organizing continuous program review and development processes that assure program effectiveness. The program director’s appointment must include sufficient time for administrative and teaching responsibilities as well as opportunities and support for professional development.
- 9e. Each program must have a minimum equivalent of one full-time licensed veterinarian and a minimum equivalent of one full-time credentialed veterinary technician who must be a graduate of an AVMA-accredited program.
- 9f. Academic positions must offer sufficient compensation, incentives, and employment security to attract and retain qualified personnel in order to maintain program stability. Faculty and staff must have sufficient time for development and delivery of instruction, curriculum development, student evaluation, student advisement and counseling, and professional development. Programs should provide financial support for veterinary professional development activities.
- 9g. The institution must provide evidence that it evaluates program personnel regularly and assists and facilitates professional growth. Program personnel should be encouraged and financially supported to be participating members of local, state, and national veterinary professional associations.

Indicate the information evaluated to assess the standard in this section

- Documentation of program personnel workloads
- Description of program personnel workloads
- Documentation of program personnel credentials
- Description of program personnel credentials
- Job description of program director/coordinator
- Other documentation or data that provides evidence of meeting the standard

9a. Is there an adequate core of full-and/or part-time faculty to deliver the educational program, assure continuity of development of the educational program and meet the instructional goals of the program?

Yes No

Comments:

As stated previously, classroom staffing appears insufficient during animal laboratory activities; the site team is concerned for student, animal, and staff safety, student engagement, and faculty member workload sustainability. Live animal laboratory classes may have ratios of instructor to students as high as 1:16. Anatomy and physiology laboratory class instructor to students ratios are 1:17.

Though additional program personnel may assist during animal laboratory activities these

individuals are not officially scheduled to assist in these classes.	
9b. Are the program instructors' qualifications academically and experientially appropriate to the subject matter they teach?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9c. Who is responsible for the management of the program? Ms. Laurie Pawelek, LVT Is the program director(s) a licensed veterinarian or a credentialed veterinary technician who is a graduate of an AVMA-accredited program? Does the program director(s) have both the academic and experiential qualifications to fulfill the program goals?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Comments: Ms. Pawelek was recently appointed program director. She is a long standing member of the Program's staff and is considered by administration, program personnel, and students to be a valuable asset to and advocate for the Program.	
9d. Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program? Is there a written job description for the program director? Are the time and resources devoted to the administration of the educational program sufficient?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9e. Does the program have a minimum equivalent of one full-time licensed veterinarian on staff? Does the program have a minimum equivalent of one full-time credentialed veterinary technician, who is a graduate of an AVMA-accredited program on staff?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9e. Total number of veterinarians employed? Total full-time equivalent (FTE) veterinarians? Total number of credentialed veterinary technicians employed? Total FTE credentialed veterinary technicians?	1 1 4 2

<p>Total other instructors employed by program?</p> <p>FTE other instructors?</p>	<p>5</p> <p>3</p>
<p>9f. Are program personnel salaries and benefits sufficient to attract and retain qualified personnel?</p> <p>Is the time of program personnel devoted to development and delivery of instruction, curriculum development, student evaluation, student advising and counseling, and professional development sufficient?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Comments:</p> <p>Salaries for the full-time credentialed veterinary technicians on 12 month and 9 month contracts are 15% and 23%, respectively, below the national average for veterinary technicians employed by CVTEA accredited programs according to the 2014/2015 AVMA Program Director Survey. The salary for the full-time veterinarian is considered 50% below the average for veterinarians in the San Antonio area. The site team is very concerned that the program would be challenged to replace key program personnel given current salaries, if ever necessary.</p> <p>The institution does not provide financial assistance to program personnel for professional licensure.</p> <p>During interviews with program personnel it was revealed that staff is spending extended hours with animal care, student evaluation, and student advisement and counseling. An hourly employee frequently works 50 hour weeks but is not eligible for compensation for any hours over 40 hours per week.</p>	
<p>9g. Is there evidence that program personnel are evaluated regularly and the institution assists and provides opportunities for professional growth?</p> <p>Are all program personnel members of appropriate local, state, and national professional organizations?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Comments:</p> <p>The college has supported the department by providing funding for the Director to attend the annual Southwest Veterinary Symposium and Texas Veterinary Medical Association business meeting. In addition the college provided funding for additional faculty and staff members to attend the 2015 Biennial AVTE Symposium.</p>	

Name Indicate state(s) person is licensed or credentialed	Education Indicate degree(s), name(s) of institutions, and each year of degree conferment.	Title or Rank	Date of Original Appointment	Full- or Part-Time or Adjunct	Average Teaching Load in Student Contact Hours Per Week	Professional Association Memberships
<p>Ms. Laurie Pawelek</p> <p>Licensed in the state of Texas</p>	<p>AAS, Veterinary Technology, TSTI, Waco, Texas 1986</p>	<p>Director/ Assistant Professor</p>	<p>January 1998</p>	<p>Full-Time</p>	<p>10 hours</p>	<p>Texas Association Registered Veterinary Technicians (TARVT) Association of Veterinary Technician Educators (AVTE)</p>
<p>Dr. Olga Jaimez Payne</p> <p>Licensed in the state of Texas</p>	<p>DVM, Texas A&M College of Veterinary Medicine, 1992</p> <p>BS, Veterinary Science, Texas A&M University, 1990</p> <p>BS, Biomedical Science, Texas A&M University, 1986</p>	<p>Instructor</p>	<p>August 2003</p>	<p>Full-Time</p>	<p>22 hours</p>	<p>Texas Veterinary Medical Association (TVMA), American Veterinary Medical Association (AVMA), American Animal Hospital Association (AAHA), AVTE</p>

Name Indicate state(s) person is licensed or credentialed	Education Indicate degree(s), name(s) of institutions, and each year of degree conferment.	Title or Rank	Date of Original Appointment	Full- or Part-Time or Adjunct	Average Teaching Load in Student Contact Hours Per Week	Professional Association Memberships
Ms. Sandra Cardenas Lopez	BS, Animal Science, Universidad Michoacana de San Nicolas De Hidalgo, 2002	Adjunct Instructor	Fall 2004	Part-Time	17 hours	AVTE
Ms. Jennalea Hill Licensed in the state of Texas	AAS, Veterinary Technology Palo Alto College, 2009	Adjunct Instructor	Fall 2010	Part-Time	8 hours	AVTE
Ms. Shauna Seree Holzhaus Licensed in the state of Texas	AAS, Veterinary Technology, Palo Alto College, 2008	Full-Time Temp Instructor	September 2015	Full-Time	22 hours	AVTE

Name Indicate state(s) person is licensed or credentialed	Education Indicate degree(s), name(s) of institutions, and each year of degree conferment.	Title or Rank	Date of Original Appointment	Full- or Part-Time or Adjunct	Average Teaching Load in Student Contact Hours Per Week	Professional Association Memberships
<p>Ms. Kim Hoskins</p> <p>Licensed in the state of Texas</p>	<p>AAS, Veterinary Technology, Palo Alto College, 2003</p> <p>BS, Wildlife and Fisheries Science, Texas A&M University, 1980</p> <p>BS, Range Science, Texas A&M University, 1980</p>	<p>Adjunct Instructor</p>	<p>Fall 2004</p>	<p>Adjunct</p>	<p>7 hours</p>	<p>AVTE</p>
<p>Ms. Leanna Ruiz</p> <p>Licensed in the state of Texas</p>	<p>AAS, Veterinary Technology, Palo Alto College, 2012</p>	<p>Academic Lab Tech</p>	<p>April 2013</p>	<p>Full-Time</p>	<p>N/A</p>	<p>AVTE</p>
<p>Ms. Tamra Schroeder</p> <p>Licensed in the state of Texas</p>	<p>AAS, Veterinary Technology, Palo Alto College, 2008</p> <p>BA, Business Administration Texas A&M-San Antonio, 2011</p>	<p>Academic Program Specialist</p>	<p>January 2012</p>	<p>Full-Time</p>	<p>N/A</p>	<p>AVTE, American Association of Laboratory Animal Science (AALAS)</p>

Commentary:

Program staffing in animal use laboratories must be sufficient to ensure safety of students, faculty, and animals and to maximize engagement of learners.

Faculty members must have sufficient time for development and delivery of instruction, curriculum development, student evaluation, student advisement and counseling, and professional development.

Efforts must be made to improve compensation of Program personnel.

Two full-time credentialed veterinary technicians should be added to enhance student learning.

The programmatic tutoring position should become a full-time position.

All Program personnel should be members of appropriate state and national professional organizations.

Program personnel should be encouraged and financially supported to attend continuing education meetings including the biennial symposia of the Association of Veterinary Technician Educators (AVTE).

The institution should provide financial support for program personnel professional licensing.

Standard 10 Curriculum

10) Curriculum

10a. The curriculum must prepare graduates who will be fully capable of performing in a wide variety of professional roles within the veterinary field. At the completion of the curriculum, graduates must have attained entry-level skills needed to support companion animal, equine, and food animal practice, biomedical research, and other veterinary medical activities. The curriculum shall provide a foundation in veterinary technology that will inspire the student to continue life-long learning.

10b. The specific courses shall teach basic medical science, communication, critical thinking, decision-making and clinical application skills. Integration of nursing, technical, and medical skills within the curriculum must use live animals. Whenever possible, animal nursing skills should be developed in a setting and under conditions that are a reflection of the manner in which graduates will use these skills.

10c. The curriculum must include general education and specific veterinary technology course content. Required materials can be offered as complete course offerings or be integrated into courses involving more than one area of recommended material. Course objectives must be clearly communicated to the student through syllabi or other course documents. Course offerings to meet curriculum requirements typically take a minimum of 18 months to 2 years to accomplish.

10d. Practical veterinary experience that expands student knowledge and builds proficiency of acquired skills through task-specific exercises is a required portion of the curriculum. These experiences are usually termed preceptorships, practicums, internships, or externships. Practical experiences are for the purpose of honing skills learned in formal instructional settings and should be scheduled to occur following completion of skills acquisition. These practical experiences should be a minimum of 240 cumulative contact hours and must be monitored by the program director or the director's appointee who must be a program faculty or staff member. Prior to the beginning of the practical experience, on-site supervisors must be contacted by the program. Students and faculty should seek progressive contemporary facilities that employ credentialed veterinary technicians to act as professional role models and mentors. During the practical experience, contact must be maintained with students and their on-site supervisors to monitor students' personal and educational experiences. It is highly recommended that such contact take place through personal visits and interviews by the program director or appointee. Specific criteria must be used to assist on-site supervisors in monitoring student progress. The program director or appointee shall review student performance evaluations by on-site supervisors, student evaluation of the experiences, and a final student performance evaluation.

10e. Successful completion of all required skills found in the *Veterinary Technology Student Essential and Recommended Skills List, Appendix I* must be evaluated and documented by program personnel who use standard criteria that reflect contemporary veterinary practice. Program personnel should be a credentialed veterinary technician or veterinarian. Program personnel must have a signed agreement with the parent institution, complete training in evaluating essential skills, and regularly communicate with the program director.

10f. CVTEA recognizes that a program may wish to emphasize certain areas within the curriculum to capitalize on regional variation, institutional strengths, and available job markets. This emphasis should be clearly stated in the mission statement/objectives of the program, and the curriculum shall then reflect that emphasis. A choice to emphasize one aspect of the curriculum must not interfere with the acquisition of all skills listed on the *Veterinary Technology Student Essential and Recommended Skills* list (Appendix I).

10g. CVTEA recognizes that academic institutions have the inherent right to accept credits from other colleges, universities, or recognized educational entities. However, if the program accepts veterinary technician-related course credit from institutions not accredited by AVMA, the program must ensure that the rigor of transfer courses meets CVTEA Standards. Documentation of the assurance may be requested for review during the program accreditation process.

10h. At times, accredited programs are requested to give credit for high school courses with titles similar to those required for graduation from a CVTEA-accredited program. If credit is to be given for such courses, the student must first be required to demonstrate to veterinary technology program faculty a level of competency comparable to that of students who complete the required course successfully.

Indicate the information evaluated to assess the standard in this section

- College catalog, website
- Suggested course sequence
- Course syllabi
- Standardized criteria
- Documentation of student acquisition of essential skills
- Sample of course content e.g. unit of instruction with lecture and laboratory components
- Discussions with program personnel and students
- Schedule for curriculum review and revision
- Other documentation or data that provides evidence of meeting the standard

10. The total number of credit hours for the program is:	60
Number of externship/internship/preceptorship hours in the curriculum (honing skills).	336
If applicable, number of hours during the externship/internship/preceptorship spent in primary learning (completing essential skills including assessment).	0
Length of time to complete the curriculum?	21 months
Curriculum is based on what type of a delivery system? (i.e. quarters/semesters)	Semester credits
What degree(s) (or certificates) is/are granted?	Associate of Applied Science
10a. Are the curriculum and length of the program appropriate to meet the educational objectives of the program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the curriculum provide a reasonable opportunity for a student to attain knowledge and contemporary veterinary skills consistent with the needs of an entry-level veterinary technician?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10b. Are basic medical sciences, communication, critical thinking, decision-making and clinical application skills included within the curriculum?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10c. Are course prerequisites clearly communicated, are they identified in the catalog and on the course syllabi, and are they being followed?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<p>Are the courses available when needed by the student so that a student may complete the curriculum in the length of time stated in the Program literature?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Are the individual courses and the curriculum as a whole reviewed and systematically evaluated?</p> <p>Do program personnel participate in curriculum review and revision?</p> <p>Is there evidence that feedback from the evaluation process has resulted in implemented changes?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Comments:</p> <p>Documentation of a formal curriculum review that occurs once a year was reviewed at the site visit. The advisory committee and faculty are involved in this process.</p>	
<p>Does the curriculum include the required general education and specific veterinary technology course content?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>10d. For the practical veterinary experience, does the program have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?</p> <p>Is the practical veterinary experience monitored by the program director or the director’s appointee, who is appropriately qualified?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>10e. Do program students complete all essential skills?</p> <p>Are essential skills evaluated using standardized criteria?</p> <p>Do program personnel evaluate students’ acquisition of essential skills?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Comments:</p> <p>Documentation of completion of essential skills was provided for review. There was no evidence that fecal centrifugation with flotation or equine intravenous injections are completed or have standardized criteria. In addition, there is no differentiation for skills completion between dog and cat spays and neuters, or dog, cat, and horse radiology skills.</p>	

<p>10g. Does the program ensure that credits accepted in transfer from non AVMA-accredited programs meet CVTEA standards?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> n/a</p>
<p>10h. Does the program accept credit for high school courses?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Are any changes to the curriculum being considered?</p>	
<p>Comments: No changes to the curriculum are being considered at this time.</p>	
<p>Commentary: Evidence must exist that all required skills have been performed by all students and have been evaluated by Program personnel using standardized criteria.</p>	

Standard 11 Outcomes Assessment

<p>11) Outcomes Assessment</p> <p>11a. The program must develop program-specific outcome assessment instruments that assist in determining attainment of the educational goals. Such instruments shall include, but are not limited to attrition rates, graduate and employer surveys, pass rates and domain scores of the Veterinary Technician National Examination (VTNE) as compared to the national average and applicable state examination pass rates. The results of all outcome assessments must be used to improve the program. In absence of significant data from peer reviewed examinations, programs must develop objective means to assess student competency.</p> <p>11b. CVTEA expects the institution to encourage and support the program review and evaluation process for the outcomes of the educational program.</p> <p>11c. Programs must comply with VTNE reporting requirements. (see Reporting to the Community, section VI)</p>
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<p>Indicate the information evaluated to assess the standard in this section</p> <p><input checked="" type="checkbox"/> Veterinary Technician National Examination results</p> <p><input checked="" type="checkbox"/> State credentialing examination results</p> <p><input checked="" type="checkbox"/> Recent Graduate surveys and Employer surveys</p> <p><input type="checkbox"/> Evaluations by preceptorship/internship/externship supervisors</p> <p><input checked="" type="checkbox"/> Student evaluations of program</p> <p><input checked="" type="checkbox"/> Faculty evaluations of program</p> <p><input type="checkbox"/> Program goals and assessment plan</p> <p><input checked="" type="checkbox"/> Advisory committee minutes</p> <p><input checked="" type="checkbox"/> Job placement</p> <p><input checked="" type="checkbox"/> Documentation of change resulting from program evaluation</p> <p><input type="checkbox"/> Other documentation or data that provides evidence of meeting the standard</p>

<p>11a. Does the program utilize program-specific graduate and employer surveys?</p> <p>Did the program provide results of graduate and employer surveys and are the results current?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> n/a</p>
<p>Comments:</p> <p>Response rates for graduate and employer surveys are considered low. Three graduate and two employer surveys have been completed and return to the program in the last five years.</p>	
<p>Does the program utilize other methods to assess outcomes, other than the Veterinary Technician National Examination (VTNE) and state examination pass rates, graduate and employer surveys, and attrition rates?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Describe other methods of outcome assessment:</p>	
<p>Is there a credentialing requirement in the state?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

Is there a state credentialing examination?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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If yes, state credentialing examination results (first time candidates only):

State Exam Results (2011-2014):

Exam date	# passing exam	# taking exam	Pass rate
2014	13	13	100%
2013	18	18	100%
2012	15	16	94%
2011	8	8	100%

Veterinary Technician National Examination (VTNE) results (first time candidates only):

	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015
Number of first-time test takers passing VTNE (July 1 to June 30)	8	14	16	12
Total number first-time test takers (July 1 to June 30)	8	15	18	13
VTNE pass rate (July 1 to June 30)	100 %	93 %	89 %	92 %

11c. Has the program posted the three year total number of eligible first-time test takers for the VTNE on its website?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a
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Comments:

The Program has appropriately posted required VTNE reporting data on the Program’s website. The Program’s 2012-2015 pass percentage is 91%.

How do domain scores on the VTNE relate to national averages for first-time candidates?

The dentistry and pain management/analgesia domains have scores at or slightly below the national average. All other domains have scores that are at or above the national average

Describe ways that outcomes assessment results are used in program improvement:

Exit interviews are conducted with graduating students. Feedback from these interviews and faculty and staff led to the building of new facilities in 2008.

Commentary:

Efforts must be made to increase the response rate to graduate and employer surveys to provide better assessment of program instruction.

CRITICAL DEFICIENCY (IES)

Critical deficiencies apply to situations that clearly result in a program's inability to meet a Standard, and/or subject students, faculty, or others to unacceptable levels of risk. Documentation of significant progress toward compliance with each critical deficiency must be achieved by the time of the program's next report to CVTEA. Lack of compliance may be considered cause for reduction of the program's accreditation status.

It is critical that:

1.	Animal housing be in compliance with United States Department of Agriculture (USDA) Animal Welfare Act (AWA) regulations with respect to animals housed in the dog kennel room which has an open ceiling. (4b)
2.	Repackaged animal food containers display contents, expiration date, and lot numbers. (4d, 4e)
3.	The Program be compliant with Occupational Safety and Health Administration (OSHA) and other safety considerations with respect to secondary labeling of repackaged anatomy specimens, lack of biohazard signage on refrigerators and incubators, availability of complete safety data sheets (SDS), and posting of noise hazard signage for the dog kennel. (4e)
4.	All radiographic exposures be logged in a radiology log in keeping with contemporary veterinary practices. (4e, 5d)
5.	Controlled substance logs be compliant with Drug Enforcement Administration (DEA) and Texas Administrative Code regulations with respect to inventory and receipt records. (4f)
6.	Program staffing in animal use laboratories be sufficient to ensure safety of students, faculty, and animals and to maximize engagement of learners. (8a, 9a)
7.	Evidence exist that all required skills have been performed by all students and have been evaluated by Program personnel using standardized criteria. (10e)

MAJOR DEFICIENCY (IES)

Major deficiencies apply to situations that jeopardize the ability of the program to meet a Standard. Progress toward meeting each major deficiency must be demonstrated on an annual or biennial basis. Documentation of steps taken toward compliance with major deficiencies is required. Lack of compliance within the assigned five- or six-year period, prior to the next scheduled complete evaluation, may be considered cause for reduction of the program's accreditation status.

It is required that:

1.	Methods to provide additional financial support to the Program from recurring and sustainable funding sources be explored. (2)
2.	An emergency preparedness plan for the program be developed and communicated to the students. (4e)
3.	Controlled substance logs include unique bottle identification in order to prevent alteration and a legend to identify personnel to emulate contemporary veterinary practice standards. (4f)
4.	The Program be compliant with United States Department of Agriculture (USDA) Animal Welfare Act (AWA) regulations with respect to including the communication of the method for handling investigation requests regarding animal care and use; a.k.a. whistle-blower, reporting to the Institutional Official, and IACUC-approved protocols contain all information required by AWA guidelines. Areas to address include, but are not limited to: (5a) <ul style="list-style-type: none"> • Acquisition and disposition of animals • Comprehensive description of procedures • Frequency and intervals for procedures
5.	Memoranda of understanding (MOUs) that include exit strategies be in place with providers of resources critical to the Program. (5b)
6.	Medical records be comprehensive and consistent with contemporary veterinary practice standards. (5d)
7.	Increased efforts be made to admit the students most likely to succeed in the Program. (7c)
8.	Institutional admissions personnel be more knowledgeable about the Program and its entrance requirements. (7e)
9.	Faculty members have sufficient time for development and delivery of instruction, curriculum development, student evaluation, student advisement and counseling, and professional development. (9f)
10.	Efforts be made to improve compensation of Program personnel. (9f)
11.	Efforts be made to increase the response rate to graduate and employer surveys to provide better assessment of program instruction. (11a)

RECOMMENDATION(S)

Recommendations are suggestions for program improvement, but have no bearing on the program's accreditation status.

It is suggested that:

1.	The controlled substance log be kept in a bound, sequentially numbered book to prevent alteration and to emulate best practice standards.
2.	The Program acquire additional multi-species articulated and disarticulated skeletons, anatomical models, basic cell counters, updated dental machines and dental radiology machine, equine mouth speculum, rope twitch, and Vascular Access Training model replacement foreleg skins.
3.	Medical records list physical exam findings.
4.	A formal student organization be formed and become affiliated with the National Association of Veterinary Technicians in America (NAVTA) and the state technician association to encourage participation in professional associations and to promote interactions between classes.
5.	Two full-time credentialed veterinary technicians be added to enhance student learning.
6.	The programmatic tutoring position become a full-time position.
7.	All Program personnel be members of appropriate state and national professional organizations.
8.	Program personnel be encouraged and financially supported to attend continuing education meetings including the biennial symposia of the Association of Veterinary Technician Educators (AVTE).
9.	The institution provide financial support for program personnel professional licensing.

CLASSIFICATION OF ACCREDITATION

**PALO ALTO COLLEGE
VETERINARY TECHNOLOGY PROGRAM**

Is granted

FULL ACCREDITATION

By the American Veterinary Medical Association (AVMA)
Committee on Veterinary Technician Education and Activities (CVTEA)

AVMA ACCREDITATION
REPORT OF EVALUATION

Palo Alto College
Veterinary Technology Program
2015

