1.0: PROGRAM DATA AND RESOURCE REPOSITORY

1.2: QUANTITATIVE AND QUALITATIVE DATA

All programs are provided with the most recent three years of data by the Office of Institutional Effectiveness, Planning, and Research (IR) as well as three-year budget data provided by the Financial Service Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired. (See Resource A for data set specifics and suggestions for further data collection/evaluation.)

Narrative:

Evidence:

- tk20 Annual Program Review- Qualitative Quantitative Information
VET Assessment Data AY 2017

Number of Faculty:

4 full time (A. Dutton, L. Benning, A. Lal, N. Crompton)
1 part time (C. Moore)

Enrollment & Student credit hours by Faculty type:

Full time: 78 total credit hours taught, with 233 total student enrollments
Part time: 6 credit hours taught, 20 total student enrollments

Average Class size:

9.15 students in Face-to-Face classes
15 students in online classes
9.37 students across all VET courses

Completion rates:

94.54% face-to-face
86.67% online
94.07% all VET courses

Pass rates (C or better):

91.11% face-to-face
84.62% online
90.76% all VET courses

Number of Majors: 29 AAS VET (13 AAS VET returned Fall 2017)

Degrees Awarded: 9 AAS VET
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3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.2: SIGNIFICANT ASSESSMENT FINDINGS

In this section the program should provide a narrative overview of the program’s significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. (See Appendix 2 for ICC SLO’s and Resource C- for more information.)

Narrative:

The American Veterinary Medical Association Committee on Veterinary Technician Education and Activities (AVMA-CVTEA) lists over 300 Essential and Recommended skills programs must confirm students successfully complete. The program utilizes this predetermined list of hands on and critical thinking skill sets set forth by the AVMA-CVTEA and must provide documentation back to the AVMA for accreditation purposes. Students must not only successfully complete the 81 credit hours of course work with a letter grade of C or better, but must also complete the list of Essential Skills within the specified standard of the AVMA. At the completion of the program, eligible students then take the Veterinary Technician National Exam. Passing of the national board exam allows students to become credentialed within the state they wish to be employed in.

Evidence:

- tk20 Annual Program Review 2018 Checklist
CVTEA Accreditation Policies and Procedures - Appendix I

Last Update to this Section: January 2018

Veterinary Technology Student Essential and Recommended Skills List

The Essential and Recommended Skills List (Skills List) is a resource for veterinary technology programs to utilize for curriculum development and instruction as well as an accreditation monitoring tool for CVTEA. The Skills List represents the complex role of the veterinary technician and encourages instruction in motor, critical thinking and clinical application skills at the entry veterinary technician level. A veterinary technician student, having completed the curriculum, will have gained the prerequisite knowledge and perspective to enable him/her to carry out the following decision making abilities.

The program must provide documentation of standard criteria for evaluating each student's completion of every essential skill. These criteria must be consistent with standards that reflect contemporary veterinary medicine.

Although the Skills List will serve as a foundation on which to build each program's curriculum, Veterinary Technology instructors are encouraged to expand the list with additional skills representing current trends in veterinary medicine including each observable step necessary for completion of skill.

Required tasks are denoted by an asterisk (*).

Italicized text denotes hands-on (psychomotor) skills; all other text denotes didactic (knowledge-based) skills. The term "demonstrate" along with a didactic (knowledge-based) skill means that the instructor is free to determine the best method(s) for the student to demonstrate mastery or understanding of that particular skill to the instructor. The term "demonstrate" is not synonymous with "hands-on".

Skills indicated by the designation [GROUP] may be performed by a group of program students. The appropriate size of the group will be determined by the task being performed taking into account humane treatment of the subject animal. Each member of the group must play an active role in the completion of the task.

Students are expected to physically perform skills that are italicized. Skill assessment is expected to be performed on live animals.

1. OFFICE AND HOSPITAL PROCEDURES, CLIENT RELATIONS, and COMMUNICATION

Management
Skill: Participate in facility management utilizing traditional and electronic media and appropriate veterinary medical terminology and abbreviations.

Tasks:

- Schedule appointments, admit, discharge and triage according to client, patient and facility needs through phone and in-person contact*
  - Recognize and respond to veterinary medical emergencies*
- Create and maintain individual client records, vaccination certificates, and other appropriate forms*:
  - develop computer skills*
  - be able to utilize veterinary practice management software*
  - be familiar with veterinary on-line services* (e.g. laboratory submissions, client financing plans, continuing education, discussion groups)
- Perform basic filing of medical records, radiographs, lab reports, etc.*
- Create and maintain all appropriate facility records and logs in compliance with regulatory guidelines (e.g., radiography, surgery, anesthesia, laboratory, controlled substance)*
- Manage inventory control*
- Recognize roles of appropriate regulatory agencies*
- Maintain appropriate disposal protocols for hazardous materials*
- Establish and maintain appropriate sanitation and infection control protocols for a veterinary facility, including patient and laboratory area*
- Handle daily client-based financial transactions*

Decision-making abilities: Taking into account the characteristics of the facility, patients and clients, the veterinary technician will effectively contribute to the professional and efficient operation of the facility in order to provide maximum benefits to clients, patients, and the facility.

Communication

Skill: Communicate in a professional manner in all formats - written, oral, non-verbal, and electronic.

Tasks:

- Demonstrate an understanding of interpersonal skills and team dynamics*
- Utilize appropriate interpersonal and public relations skills*
- Demonstrate telephone etiquette* (e.g. through role playing, educational resources, etc.)
- Recognize the legality of the veterinary-client-patient relationship*
- Develop and provide client education in a clear and accurate manner at a level the client understands (i.e., oral and written form, including educational handouts)*
- Apply crisis intervention/grief management skills with clients*

Decision-making abilities: Taking into account the patient, client, staff and circumstances, the veterinary technician will effectively and accurately acquire and convey information utilizing an appropriate communication mode.

Laws and Ethics

Skill: Follow and uphold applicable laws and the veterinary technology profession's ethical codes to provide high quality care to patients.

Tasks:
• Understand and observe legal boundaries of veterinary health care team members*
• Interact professionally with clients and fellow staff members*
• Demonstrate a commitment to high quality patient care*
• Respect and protect the confidentiality of client and patient information*

**Decision-making abilities:** Given knowledge of legal limitations and applicable ethical standards, the veterinary technician will carry out her/his duties within appropriate legal boundaries and maintain high ethical standards to provide high quality service to clients, patients, employers and the veterinary profession.

2. PHARMACY and PHARMACOLOGY

**Administration**

**Skill:** Safely and effectively administer prescribed drugs to patients.

**Tasks:**

• Read and follow veterinarian's pharmacy orders*
• Recognize groups of drugs, their mechanisms, and clinically relevant side effects*
• Recognize the safe and effective manner in which vaccines must be administered; recognize and explain common side effects*
• Accurately perform appropriate calculations; use weights and measures correctly*
• Safely and effectively administer drugs by common parenteral and enteral routes; explain appropriate routes and methods and when used*
• Monitor therapeutic responses*
• Demonstrate the ability to accurately record medical information*
• Demonstrate understanding of controlled substance regulations*
• Demonstrate compliance with all federal regulatory guidelines for drug purchase, storage, administration, withdrawal, dispensing, disposal, and inventory control (e.g., biologics and therapeutic agents, pesticides, and hazardous wastes)*

**Decision-making abilities:** Given the characteristics of the patient, the instructions of the veterinarian and the medication to be used, the veterinary technician will calculate the correct amount of medication in the prescribed form and administer it by the prescribed route to maximize therapeutic benefits and minimize the potential for adverse effects. The veterinary technician shall also be able to differentiate between abnormal and normal responses to medication.

**Dispensing**

**Skill:** Accurately dispense and explain prescribed drugs to clients.

**Tasks:**

• Given a drug order, properly prepare medications for dispensing, including performing accurate calculations**
• Demonstrate compliance with regulations governing prescription drugs versus over-the-counter drugs*
• Demonstrate understanding of regulations governing maintenance of controlled substances log book*
• Demonstrate compliance with all federal regulatory guidelines for drug purchase, storage, administration, withdrawal, dispensing, disposal, and inventory control (e.g., biologics and therapeutic agents, pesticides, and hazardous wastes)*
Relay drug information to clients (e.g., handling, storage, administration, side-effects, drug interactions, safety, reasons for use of drug)*

Decision-making abilities: Given the characteristics of the patient, the instructions of the veterinarian and the medication to be used, the veterinary technician will (1) accurately calculate and dispense the correct form and dose of medication and (2) communicate necessary client information in order to maximize safety, compliance with prescribed therapy and successful treatment of the patient. The veterinary technician should also be proficient at performing inventory control procedures.

3. NURSING

Patient assessment

Skill: Demonstrate and perform patient assessment techniques in a variety of animal species.

Tasks:

- Recognize common domestic animal species and breeds*
- Describe and use common animal identification methods*
- Demonstrate effective and appropriate humane restraint techniques for various animal species:
  - properly restrain dogs and cats for procedures*
  - encage and remove small animals from cages*
  - apply dog muzzle safely*
  - apply Elizabethan collar*
  - use restraint pole and other restraint aids*[GROUP]
  - halter, tie, and lead horses*
  - restrain pocket pets and exotics
  - restrain cattle and horses*
    - apply twitch (horses)*[GROUP]
    - apply bovine tail restraint*
    - apply bovine halter*
  - restrain sheep and pigs
  - load large animals
  - safely operate cattle chute*[GROUP]
- Obtain a thorough patient history*
- Demonstrate the ability to obtain objective patient data:
  - temperature (dog, cat, horse, cow)*
  - pulse (dog, cat, horse, cow)*
  - respiration (dog, cat, horse, cow)*
  - auscultate heart/furugs* (dog, cat, horse, cow)
  - assess hydration status
- Properly collect diagnostic specimens for analysis (ex: urine, blood, feces, specimens for cytology)*
  - Perform venipuncture:
    - cephalic (dog, cat)*
    - jugular (dog, cat, horse, ruminant)*
    - saphenous (dog, cat)*
- sublingual (dog)
- ear (pig)
- coccygeal (cow)
- anterior vena cava (pig)

- Collect urine sample:
  - catheterize male dog * [GROUP]
  - catheterize female dog
  - catheterize female cat
  - catheterize male cat
  - collect voided urine sample (small animal)*
  - perform cystocentesis (small animal)* [GROUP]
  - catheterize large animal

- Prepare diagnostic specimens for shipment*

Decision-making abilities: Given the characteristics of the patient, the veterinary technician will safely and efficiently obtain subjective and objective patient data that will allow accurate evaluation of the patient's physical status with minimum stress and maximum safety.

Patient care

Skill: Understand and demonstrate husbandry, nutrition, therapeutic and dentistry techniques appropriate to various animal species.

Tasks: Husbandry

- Grooming:
  - Demonstrate understanding of therapeutic bathing, basic grooming, and dipping of small animals*
    - trim nails (dog, cat)*
    - trim hooves (ruminant, horse)
    - apply equine tail and leg wraps*
    - express canine anal sacs*
    - clean and medicate ears (dog, cat)*
    - clean sheath (horse)

- Perform microchip scanning and implantation
- Environmental conditions: implement sanitation procedures for animal holding and housing areas*
- Demonstrate understanding of permanent identification*
- Demonstrate understanding of breeding/reproduction techniques*
- Demonstrate understanding of care of orphan animals
- Demonstrate understanding of nursing care of newborns*

Decision-making abilities: Given the characteristics of the patient, the veterinary technician will implement appropriate husbandry techniques to enhance wellness and reduce risk of disease, injury and stress.

Tasks: Nutrition

- Understand life stage energy and nutrient requirements of well animals (dog, cat, horse, cow)*
- Identify common grains and forages
- Understand key nutritional factors in disease conditions*
  - be familiar with therapeutic foods*
- Understand current developments in nutritional supplements and additives including benefits and potential toxicities*
- Understand and identify substances that when ingested result in toxicity:
  - identify common poisonous plants*
  - be familiar with substances (organic and inorganic) that cause toxicity*
- Develop and communicate hospital nutrition protocols*

Decision-making abilities: Given the characteristics of the patient, the veterinary technician will understand appropriate and inappropriate dietary components for various life stages and therapeutic regimens (e.g., therapeutic foods) in order to promote optimal health, enhance recovery and manage chronic disease conditions. The veterinary technician will also explain nutritional recommendations to clients and reinforce owner compliance.

Tasks: Therapeutics

- **Administer parenteral medications:**
  - subcutaneous (dog, cat, ruminant)*
  - intramuscular (dog, cat, horse)*
  - intradermal (ruminant, dog)
  - intramammary (mastitis therapy only) (ruminant)
  - intravenous (dog, cat, ruminant, equine)*

- **Administer enteral medications:**
  - balling gun (ruminant)*
  - dose syringe (ruminant, horse)*
  - gastric intubation (small animal)[GROUP]
  - hand pilling (dog, cat)*
  - gastric lavage (dog)
  - dose syringe (pig)
  - oral speculum and stomach tube (ruminant)
  - nasogastric intubation (small animal, horse)

- **Administer topical medications (including ophthalmic)**

- **Perform ocular diagnostic tests (including tonometry, fluorescein staining and Schirmer tear test)**

- **Administer enemas**[GROUP]

- **Collect/evaluate skin scrapings**

- **Fluid therapy:**
  - administer subcutaneous fluids*
  - place intravenous catheters (cephalic*, saphenous*, jugular)
  - maintain and care for catheters*
  - determine/maintain fluid infusion rate*
  - monitor patient hydration status*
  - develop familiarity with fluid delivery systems*

- **Apply and remove bandages and splints**

- **Remove casts**
- Develop understanding of wound management and abscess care*
- Perform physical therapy:
  - hydrotherapy
  - post-operative
  - orthopedic
  - neurological
  - explain care of recumbent patient*
- Perform critical care:
  - maintain chest, tracheostomy, esophagostomy tubes
  - collect and crossmatch blood for transfusion* [GROUP]
  - blood typing
  - perform blood transfusions (autotransfusions may be considered)
- Apply established emergency protocols (simulation acceptable):
  - maintain emergency medical supplies/crash cart*
  - perform first aid and cardiopulmonary resuscitation*
  - use resuscitation bag*
  - apply emergency splints and bandages*

Decision-making abilities: Given the directions of the veterinarian and the characteristics of the patient, the veterinary technician will carry out appropriate therapeutic techniques in order to achieve maximum health benefits for the patient.

Tasks: Dentistry
- Perform routine dental prophylaxis (manual and machine)*
- Understand client education regarding home care*
- Float teeth
- Clip teeth

Decision-making abilities: Given the characteristics of the patient, the veterinary technician will recognize a patient’s dental health status and perform techniques, as prescribed by a veterinarian, appropriate to the species and its condition in order to promote and maintain dental health.

4. ANESTHESIA

Patient management

Skill: Safely and effectively manage and maintain patients in all phases of anesthesia.

Tasks:
- Calculate dosages of appropriate anesthetic-related drugs*
- Administer anesthetic-related drugs (injection, endotracheal tube, mask)*
- Place endotracheal tubes in patients*
- Utilize clinical signs and appropriate equipment to monitor patient status during anesthetic procedures* (e.g., esophageal stethoscope, blood pressure monitor, capnometer, electrocardiogram, pulse oximeter)*
- Evaluate patient and implement pain management protocols as directed*
- Recognize and respond appropriately to patients in compromised states*
 Perform appropriate resuscitation procedures as needed (e.g., calculate and administer appropriate anesthetic antagonists and emergency drugs as directed)*

Complete controlled substance log* (does not need to be official controlled substance log; mock logs may be utilized)

Decision-making abilities: Given the characteristics of the anesthetized patient and the procedure being performed, the veterinary technician will work with the veterinarian to:

1. Assess the patient's risk status and determine appropriate anesthetic and perianesthetic protocols to provide effective pain management and maximum anesthetic safety and effectiveness.
2. Choose and utilize appropriate techniques and equipment to accurately and effectively monitor the patient's ongoing status before, during and after anesthesia to provide for adequate anesthesia, analgesia and a safe recovery.

Equipment/facility management

Skill: Safely and effectively select, utilize and maintain anesthetic delivery and monitoring instruments and equipment.

Tasks:

- Maintain and operate anesthetic delivery and monitoring equipment:
  - pulse oximeter*
  - capnometer*
  - esophageal stethoscope*
  - electrocardiograph (e.g., recognize abnormal rhythms/audible sounds, properly apply leads)*
  - anesthetic machines, including rebreathing systems, non-rebreathing systems and masks*
  - endotracheal tubes*
  - resuscitation bag*
  - scavenging systems*
  - oxygen sources*
  - blood pressure monitoring devices*
  - laryngoscopes*
  - ventilator
  - defibrillator
  - temperature monitoring device* (e.g. thermometer, etc.)

Decision-making abilities:

1. Given the characteristics of the anesthetic instruments and equipment being used, the veterinary technician will recognize and respond appropriately to equipment malfunctions or inappropriate equipment setup to ensure proper function and provide maximum benefit to ensure safety of the patient and staff.
2. Given the requirements of the anesthetic protocol, the veterinary technician will select, evaluate and adjust equipment to ensure proper function and provide maximum benefit to ensure safety of the patient and staff.

5. SURGICAL NURSING

It is essential that technicians have knowledge of routine surgical procedures and related equipment, including surgeries in these categories:

- ovariohysterectomy - dog and cat*
- cesarean section - all common species*
- orthopedic procedures*
- orchietomy - all common species*
- tail docking*
- onychectomy - dog and cat*
- laparotomies - all common species*
- dystocias in common species*
- dehorning - cattle and goats*
- prolapsed organs - common types, species, and incidence*

Students must have participated in surgeries in these categories:

- ovariohysterectomy - dog*, cat*
- orchietomy - dog*, cat* and other common species

**Patient management**

**Skill:** Understand and integrate all aspects of patient management for common surgical procedures in a variety of animal species.

**Task:**

- Properly identify patients and surgical procedures*

**Decision-making abilities:** Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will use medical records and patient identification methods to assure that the patient and scheduled procedures are correct.

**Task:**

- Patient assessment
  - organize medical records/consent forms*
  - review pre-operative evaluation*
  - evaluate current patient status*
  - organize and implement anesthesia*

**Decision-making abilities:** Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will obtain the patient's vital signs, note any specific physical abnormalities, ensure pre-surgical tests have been completed and report the patient assessment to the veterinarian.

**Task:**

- **Palpate the urinary bladder and express it if needed**
- **Prepare surgical site using appropriate aseptic techniques**

**Decision-making abilities:** Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will identify the appropriate area of hair to be removed and select appropriate methods to reduce microbial flora on the skin in the area of surgical site in order to decrease the chance of surgical wound contamination.

**Task:**

- **Position patient for common procedures**
Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will position the patient appropriately to provide maximum convenience for the surgeon and maximum safety and benefit for the patient.

Task:

- Provide surgical assistance:
  - demonstrate proper operating room conduct and asepsis*
  - assist with care of exposed tissues and organs*
  - properly handle and pass instruments and supplies*
  - operate and maintain suction and cautery machines*
  - understand the principles of operation and maintenance of fiber optic equipment*
  - record and maintain operative/surgical records*
  - perform basic suturing techniques

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will understand and utilize appropriate aseptic techniques to assist operative personnel in order to provide maximum safety and benefit to the patient.

Task:

- Coordinate pain management with the anesthesia/surgical team*

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will assure that anesthetic and post-operative pain management protocols are appropriate to provide maximum safety and benefit to the patient.

Task:

- Provide post-operative care:
  - pain management*
  - fluid therapy*
  - adequate nutrition*
  - wound management*
  - bandaging*
  - discharge instructions*
  - suture removal*

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will understand and administer the appropriate methods of post-operative care to assure maximum safety and benefit to the patient.

Procedural management

Skill: Understand and provide the appropriate instruments, supplies and environment to maintain asepsis during surgical procedures.

Tasks:

- Prepare surgical instruments and supplies*
- Prepare gowns, masks, gloves, and drapes*
- Operate and maintain autoclaves*
-
- Sterilize instruments and supplies using appropriate methods*
- Perform pre-surgical set-up*
- Identify and know proper use for instruments*
- Identify common suture materials, types, and sizes*
- Provide operating room sanitation and care*
- Maintain proper operating room conduct and asepsis*
- Perform post-surgical clean-up (e.g., equipment, instruments, room, proper disposal of hazardous medical waste)*

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will properly select, wrap and sterilize appropriate instruments and supplies and prepare and maintain the surgical environment to ensure maximum safety and benefit to the patient.

6. LABORATORY PROCEDURES

Specimen management

Skill: Demonstrate knowledge of proper handling, packaging and storage of specimens for laboratory analysis to ensure safety of patients, clients, and staff.

Tasks:

- Select and maintain laboratory equipment*
- Implement quality control measures*[GROUP]
- Understand how to ensure safety of patients, clients, and staff in the collection and handling of samples*
- Prepare, label, package, and store specimens for laboratory analysis*

Decision-making abilities:

1. Given the characteristics of the patient and the requested analysis, the veterinary technician will properly prepare, handle and submit appropriate samples for diagnostic analysis in order to ensure maximum accuracy of results.

2. Given the characteristics of laboratory instruments and equipment, the veterinary technician will determine proper maintenance and quality control procedures necessary to ensure accurate results.

Specimen analysis

Skill: Properly perform analysis of laboratory specimens.

Tasks:

- Perform urinalysis:
  - Determine physical properties (e.g., color, clarity, specific gravity)*
  - Test chemical properties*
  - Examine and identify sediment*

- Perform CBC to include:
  - Hemoglobin*
  - Packed cell volume*
  - Total protein*
  - White cell count*
- Perform microscopic exam of blood film:
  - prepare film and stain using a variety of techniques*
  - perform leukocyte differential – normal vs abnormal*
  - evaluate erythrocyte morphology – normal vs abnormal*
  - estimate platelet numbers*
  - calculate absolute values*
  - correct white blood cell counts for nucleated cells*

- Calculate hematologic indices*

- Coagulation tests – perform one of the following*:[GROUP]
  - buccal mucosal bleeding time
  - activated clotting time (ACT)
  - prothrombin time (PT)
  - partial thromboplastin time (PTT)
  - fibrinogen assay

- Perform blood chemistry tests (BUN, glucose, common enzymes)*

- Perform serologic test (ELISA, slide/card agglutinations)*

- Identify blood parasites:
  - Dirofilaria sp/Acanthocheilonema sp (formerly Dipetalonema sp)*
  - Hemotropic Mycoplasma sp (Hemoplasmas)* (formerly Haemobartonella sp and Eperythrozoon sp)
  - Anaplasma sp
  - Babesia sp
  - Trypanosoma sp
  - Eperythrozoan sp
  - Ehrlichia sp

- Perform parasitologic procedures for external parasites and identify:
  - nites*
  - lice*
  - ticks*
  - fleas*
  - flies*

- Perform diagnostics procedures for parasites:
  - Antigen kit*, direct*, filter, Knotts* [GROUP]
  - flotation solution preparation
  - fecal floatation*
  - fecal sedimentation*
  - direct smears*
  - centrifugation with flotation*
  - adhesive tape retrieval of pinworm ova
  - perform fecal egg count using McMaster method

- Identify common parasitic forms:
  - nematodes*
- cestodes*
- protozoa*

- Perform coprologic tests

- Perform microbiologic procedures/evaluations:
  - collect representative samples*
  - culture bacteria and perform sensitivity tests*
  - identify common animal pathogens using commercially available media and reagents*[GROUP]
  - collect milk samples and conduct mastitis testing (e.g., CMT, bacterial culture)*[GROUP]
  - perform common biochemical tests*[GROUP]
  - perform staining procedures*
  - culture and identify common dermatophytes*

- Perform cytologic evaluation
  - assist in collecting, preparing and evaluating transudate, exudate and cytologic specimens (joint, cerebrospinal, airway, body cavity)
  - perform fine needle tissue aspirates and impression smear preparation (differentiate benign vs. malignant)
  - prepare and stain bone marrow specimens
  - collect, prepare, and evaluate ear cytology*
  - collect, prepare, and evaluate canine vaginal smears*[GROUP]
  - evaluate semen
  - understand timing and types of pregnancy testing
  - assist with artificial insemination

- Perform necropsy procedures:
  - perform a postmortem examination or dissection on non-preserved animal*[GROUP]
  - collect samples, store and ship according to laboratory protocols*[GROUP]
  - explain how to handle rabies suspects and samples safely*
  - handle disposal of dead animals
  - perform humane euthanasia procedures

Decision-making abilities:

1. Given the characteristics of the patient, the specimen submitted and the results of the analysis, the veterinary technician will be able to recognize accurate vs. erroneous results in order to provide maximum diagnostic benefit.

2. Given the laboratory specimen collected and characteristics of the patient, the veterinary technician will determine appropriate methodology and carry out analytical procedures necessary to provide accurate and precise diagnostic information.

3. Having determined the accuracy of analytical results, the veterinary technician will work with the veterinarian to determine if a need exists for additional laboratory tests that will provide useful diagnostic information.

7. IMAGING

Skill: Safely and effectively produce diagnostic radiographic and non-radiographic images.

Tasks:
- Implement and observe recommended radiation safety measures*
- Implement radiographic quality control measures*
- Develop and properly utilize radiographic technique charts*
- Position dogs*, cats*, horses*, and birds to create diagnostic radiographic images
- Demonstrate an understanding of the modifications of diagnostic imaging techniques as they apply to mice, rats, guinea pigs, lizards, and amphibians*
- Utilize radiographic equipment to properly radiograph live animals (fixed and portable)*
- Create diagnostic dental radiographic images*
- Appropriately label, file, and store images*
- Complete radiographic logs for non-digital systems, reports, files and records*
- Perform radiographic contrast studies — perform one of the following*:[GROUP]
  - GI Series
  - Pneumocystogram
  - Intravenous pyelogram
  - Other
- Perform on a sedated canine radiographic techniques utilized in screening for canine hip dysplasia*:[GROUP]
- Demonstrate proper maintenance of radiographic equipment, including recognition of faulty equipment operation*
- Use and care of ultrasonography equipment
- Use and care of endoscopic equipment

Decision-making abilities:

1. Given the characteristic of the patient and the radiographic study that has been requested, the veterinary technician will properly (1) prepare radiographic equipment, (2) measure and position animals using topographic landmarks, (3) choose an appropriate radiographic technique to minimize the need for repeat exposures (4) produce the latent image, (5) analyze the final radiograph for quality in order to provide maximum diagnostic benefit.

2. Given a radiograph, the veterinary technician will be able to determine if the image is of diagnostic quality. If the image is not diagnostic, the veterinary technician will be able to offer options to correct deficiencies in order to provide maximum diagnostic benefit and minimize personnel radiation exposure from unnecessary repeat exposures.

3. Given knowledge of the health risks associated with radiographic procedures and effective safety procedures, the veterinary technician will exercise professional judgment to minimize risks to personnel and patients during radiographic procedures to ensure safety.

4. Given the characteristics of the patient and the non-radiographic imaging study that has been requested, the veterinary technician will properly (1) prepare the imaging site and equipment and (2) position patients appropriately for the study being conducted.

8. LABORATORY ANIMAL PROCEDURES

Skill: Safely and effectively handle common laboratory animals used in animal research.

Tasks: Mice, rats, and rabbits

- Recognize and restrain (mouse, rat, rabbit)*
- Determine sex and understand reproduction (mouse, rat, rabbit)*
- Perform and/or supervise basic care procedures:
  - handling (mouse, rat, rabbit)*
  - nutritional needs/diet*
  - provide food, water, and enrichment in a species-appropriate manner (mouse, rat, rabbit)*
  - trim nails
  - identification*

- Perform methods of injection:
  - subcutaneous (mouse, rat, rabbit)*
  - intramuscular (rabbit)
  - intradermal (rabbit)
  - intraperitoneal (mouse*) [GROUP]
  - intravenous

- Collect blood samples
  - Retro-orbital (mice, rats) [GROUP]
  - Intravenous (rat [GROUP], rabbit)*

- Perform oral dosing (mouse, rat)* [GROUP]

- Have working knowledge of anesthetic and recovery procedures*

- Identify and describe clinical signs of common diseases*

- Perform necropsy and collect specimens

- Clean and medicate ears (rabbit)

- Anesthetize mouse, rat, and rabbit

Tasks: Non-human primates

- Understand restraint of non-human primates
- Demonstrate knowledge of zoonotic diseases and modes of transmission

Decision-making abilities: The veterinary technician will be familiar with the basic principles of animal research and understand the utilization of laboratory animals in animal research. The veterinary technician will also have knowledge of federal, state, and local animal welfare regulations.

9. AVIAN, EXOTIC & SMALL MAMMALS PROCEDURES

Skill: Understand the approach to providing safe and effective care for birds, reptiles, amphibians, guinea pigs, hamsters, gerbils, and ferrets.

Tasks:

- Recognize, understand, and perform restraint techniques of birds*, reptiles, amphibians, and ferrets

- Understand unique husbandry issues for each species (birds, reptiles, amphibians, guinea pigs, hamsters, gerbils, and ferrets) and provide client education*:
  - nutritional needs/diet
  - watering
  - caging (temperature, humidity, light)
  - aquarium care
  - understand reproduction
  - basic grooming (beak, wing, and nail clipping)
• appropriate transportation methods
  • Demonstrate the ability to obtain objective data: birds*, reptiles, amphibiens, and ferrets
  • Perform nail trim (bird*, exotic, small mammal)
  • Perform injections using appropriate sites
    • subcutaneous
    • intramuscular
    • intradermal
    • intraperitoneal
    • intravenous
  • Perform oral dosing
  • Administer drugs or medicaments using appropriate sites and routes
  • Understand appropriate sites for intravenous catheter placement
  • Understand tube feeding in birds
  • Perform laboratory procedures
  • Anesthetize birds and exotic animals
  • Recognize normal and abnormal behavior patterns
  • Explain inadvisability of keeping wildlife as pets
  • Collect blood samples

Decision-making abilities: Given the unique requirements of these species, the veterinary technician will safely obtain subjective and objective data that will allow evaluation of the patient. The veterinary technician will be able to: 1) identify husbandry issues, 2) discern appropriate from inappropriate nutritional support, and 3) recognize normal from abnormal behavior patterns.
4.0: EXTERNAL CONSTITUENCIES AND SIGNIFICANT TRENDS

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.) Program Advisory Committee, Specialized Accreditation, etc.

4.1: PROGRAM ADVISORY

Create a form in this section to include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
Upload meeting minutes from the previous spring and fall semesters.

Narrative:

The Veterinary Technology Program Advisory Board is an active group of diverse individuals. Members represent veterinary professionals, pharmaceutical representatives, community members, academic instructors, zoo employees and students. Biannual meetings are conducted where curriculum, enrollment, attrition and student success are evaluated. Sixty-six percent of the Advisory Board membership constitute the original board members that conceived the program. The Advisory Board has a vested interest in the program's success, remains active in participation at scheduled meetings, recruits for the program, and received high regards for their support during the AVMA-CVTEA Site Visit.

Evidence:

- Advisory Board Veterinary Technology- Annual Program Review
Veterinary Technology
Advisory Board

Richard Barta, DVM  Barta Animal Hospital
Kevin Cooper, DVM  Barta Animal Hospital
Ed Epp, DVM  Independence Animal Hospital
Lisa Wilhite, RVT  Independence Animal Hospital
Dennis Myers  Henry Schein Animal Health
Sue Alford, RVT  Animal Medical Center
Linda Benning, RVT  Independence Community College
Brian Foreman  Independence Community College
Archana Lal, PhD  Independence Community College
Melissa Ashford  Independence Community College
Ann Dutton, DVM  Independence Community College
Brian Southworth  Independence Community College
Katie Southworth  Ralph Mitchell Zoo
Jim Duke  Ralph Mitchell Zoo
Ned Stichman  Community Member
Students  Representing Each Cohort
4.2: SPECIALIZED ACCREDITATION

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

The ICC Veterinary Technology Program is accredited by the AVMA-CVTEA (American Veterinary Medical Association Committee on Veterinary Technician Education and Activities). The Program Director serves as the primary liaison to the AVMA. Ms. Julie Horvath, RVT is the primary contact person at the AVMA. The last site visit occurred April 2017, next site visit is scheduled for 2022. Estimated budget for site visit expenses is $6,500.00. The annual accreditation fee to the AVMA is $1,500.00.

Evidence:

- ICC ROE 2017
- avma
- tk20 Annual Program Review AVMA Feedback Letter
AMERICAN VETERINARY MEDICAL ASSOCIATION
COMMITTEE ON VETERINARY TECHNICIAN EDUCATION AND ACTIVITIES
(AVMA CVTEA)

Report of Evaluation Independence Community College
Veterinary Technology Program
2615 West Main Street
Independence, KS 67301

Date of Evaluation April 10 – 12, 2017

Date of Previous Evaluation February 8 – 10, 2012

Evaluation Committee Dr. John Lawrence, CVTEA
Dr. Jill Speicher, KS DVM
Ms. Amanda McCormick, RVT
Mr. Robert Wullenschneider, Public

AVMA Staff Dr. Kenneth A. Clever

PRINCIPAL ADMINISTRATIVE OFFICERS

President Dr. Daniel Barwick

Interim Dean of Academic Affairs Ms. Kara Wheeler

Dean of Student Affairs Ms. Tammy Geldenhuys

Director of Financial Affairs Ms. Wendy Isle

Department Head/Division Dean Ms. Kara Wheeler

Program Director Dr. Ann Dutton
Presented herein is the report of the evaluation committee for the Independence Community 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, January 2017. 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
The Board of Regents approved the ICC Veterinary Technician Program in March of 2010 and the first cohort of students began in fall 2010. The Program was initially provisionally accredited by the AVMA in 2012.

Executive Summary
Including pre-requisite courses, the five-semester, 81-credit curriculum leads to an Associate of Applied Science Degree.

Identified Program strengths include:

- Program Director who is very caring and dedicated to student success
- Dedicated staff member who provides individualized support to students
- Excellent facility that is clean, organized, and well-equipped
- Support of the community that has involved financial donations; very supportive Program Advisory Committee
- Good scholarship program for students
- Very good student support services including TRIO grant
- Availability of library databases and new acquisition of veterinary technology texts
- Availability of large Hereford bull
- Enthusiastic first-year students who are supportive of the Program and the staff

Challenges/areas for improvement identified include:

- OSHA compliance/safety issues:
  - Some repackaged materials without appropriate secondary labels
  - Incomplete identification of all personnel making radiographic exposures
- OSHA compliance/safety issues in microbiology lab utilized by veterinary technology students:
  - Lack of appropriate labeling of repackaged materials with OSHA labels
  - Lack of presence of SDS sheets
- Staffing issues
  - Overloads indicate that staffing is not sufficient to deliver the educational program
  - Both the Program Director and full-time staff member are stretched to the limit with teaching and out-of-class duties
- Insufficient compensation for Program Director
- Low passage rates and domain scores on the Veterinary Technician National Exam
- Continued expansion of veterinary technology holdings in the library is needed
- IACUC issues
  - Membership needs some clarification
  - Additional information needed in protocols
- No MOU’s for large animal sites
- Medical records are incomplete
- Low retention and low board scores indicate need for greater efforts to admit students most likely to succeed
**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-U.S. 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

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

<table>
<thead>
<tr>
<th>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?</th>
<th>☒ Yes ☐ No</th>
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<tbody>
<tr>
<td>Agency that accredits the parent institution:</td>
<td>Higher Learning Commission</td>
</tr>
<tr>
<td>Date of last review:</td>
<td>Next review:</td>
</tr>
<tr>
<td>March 25-27, 2009</td>
<td>April 24-26, 2017</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Is the college/university in good standing with the institutional accrediting agency?</th>
<th>☒ Yes ☐ No</th>
</tr>
</thead>
</table>

Commentary:
This standard is met.
**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

<table>
<thead>
<tr>
<th>Two Years Past Year (s)</th>
<th>Prior Year Year (s)</th>
<th>Current Year (Budgeted) Year (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL INSTITUTIONAL OPERATING BUDGET:</td>
<td>$14,288,740</td>
<td>$15,246,625</td>
</tr>
<tr>
<td><strong>PROGRAM REVENUE:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State appropriated funds</td>
<td>$32,709.35</td>
<td>$31,025.91</td>
</tr>
<tr>
<td>Federal funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student tuition and fees</td>
<td>$40,420.65</td>
<td>$42,041.66</td>
</tr>
<tr>
<td>Grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify) Local Mil Levy Funds</td>
<td>$79,056.00</td>
<td>$79,118.43</td>
</tr>
<tr>
<td>Foundation Support/Grant Money</td>
<td>$97,933.75</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>Total Revenue of Program</td>
<td>$250,119.75</td>
<td>$156,186.00</td>
</tr>
<tr>
<td><strong>PROGRAM EXPENDITURES:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel (include numbers for each column in each category)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veterinarians (1)</td>
<td>$50,000.00</td>
<td>$50,000.00</td>
</tr>
<tr>
<td>Credentialed Veterinary Technicians (1)</td>
<td>$31,000.00</td>
<td>$31,000.00</td>
</tr>
<tr>
<td>Other Technical Personnel (1)</td>
<td>$13,125</td>
<td>$13,125</td>
</tr>
<tr>
<td>Other Instructional Personnel (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-academic Personnel ( )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits on salaries ( )</td>
<td>$28,561.00</td>
<td>$28,561.00</td>
</tr>
<tr>
<td>Equipment</td>
<td>$15,000.00</td>
<td>$15,000.00</td>
</tr>
<tr>
<td>Supplies</td>
<td>$14,500.00</td>
<td>$14,500.00</td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Expenditures of Program</td>
<td>$152,186</td>
<td>$152,186</td>
</tr>
</tbody>
</table>

**FOR PROPRIETARY SCHOOLS:**

- Total Assets of Institution
- Total Liabilities of Institution
2. Is the institutional budget adequate to meet the program’s current needs?

☒ Yes ☐ No

Comments: The administration and the Board of Trustees have consistently provided appropriate budgetary funds for equipment and educational program needs.

Does the institution have provisions to meet any unexpected financial needs of the program?

☒ Yes ☐ No

Comments: The college has a reserve account of $862,000 for emergency use. Other reserves such as the activity fee fund can be utilized for smaller expenditures outside of budgeted funds.

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?

<table>
<thead>
<tr>
<th>Fees:</th>
<th>In-District</th>
<th>Out-of-District</th>
<th>Border State</th>
<th>Out-of-State</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition:</td>
<td>$53.50/credit hour</td>
<td>$59.50/credit hour</td>
<td>$106.00/credit hour</td>
<td>$138.50/credit hour</td>
<td>$190.00/credit hour</td>
</tr>
<tr>
<td>Academic/Vocational Fee</td>
<td>$40.00/credit hour</td>
<td>$40.00/credit hour</td>
<td>$40.00/credit hour</td>
<td>$40.00/credit hour</td>
<td>$40.00/credit hour</td>
</tr>
<tr>
<td>ICC Innovation Fee</td>
<td>$23.00/credit hour</td>
<td>$23.00/credit hour</td>
<td>$23.00/credit hour</td>
<td>$23.00/credit hour</td>
<td>$23.00/credit hour</td>
</tr>
<tr>
<td>VET Course Fees</td>
<td>$500.00</td>
<td>$500.00</td>
<td>$500.00</td>
<td>$500.00</td>
<td>$500.00</td>
</tr>
<tr>
<td>Subtotal:</td>
<td>$9,896.50</td>
<td>$10,323.00</td>
<td>$14,149.00</td>
<td>$16,781.50</td>
<td>$20,953.00</td>
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<tr>
<td>Additional Costs:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td>$2,375.00 per semester</td>
<td>$2,375.00 per semester</td>
<td>$2,375.00 per semester</td>
<td>$2,375.00 per semester</td>
<td>$2,375.00 per semester</td>
</tr>
<tr>
<td>Meals</td>
<td>$1,280.00 per semester</td>
<td>$1,282.00 per semester</td>
<td>$1,282.00 per semester</td>
<td>$1,282.00 per semester</td>
<td>$1,282.00 per semester</td>
</tr>
<tr>
<td><strong>Total 81 credit hours:</strong></td>
<td><strong>$8,296.50</strong></td>
<td><strong>$17,637.00</strong></td>
<td><strong>$21,463.00</strong></td>
<td><strong>$24,095.50</strong></td>
<td><strong>$28,267.00</strong></td>
</tr>
</tbody>
</table>

Are program-specific scholarships or grants available to students?

☒ Yes ☐ No

If yes, describe: Four $1,000.00 scholarships are dedicated to veterinary technology students. Students may also qualify for institutional Presidential Scholarships for books and tuition, a Vice President’s Scholarship of up to $1,000.00 annually, Concurrent Transfer Scholarships, Academic Athlete Scholarships of $1,000.00 annually, Co-curricular Scholarships, and others including Adult Learner/In-District scholarships.
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, between program personnel, and between program personnel and students.

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 the CVTEA and conform with substantive change reporting requirements and describe how the program will continue to comply with accreditation Standards. (Refer to AVMA Substantive Change Report Appendix K)

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 credentialed veterinary technicians, veterinary technician students, industry representatives, and public members.

3f. Programs with agreements between two or more institutions are recognized. The institution accredited by the 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?

Independence Community College Veterinary Technology Program creates an environment for learning, with an emphasis on the application, expression and expansion of the human-animal bond; applying the principles of veterinary medical education to improve the quality of our lives and the lives of animals.

Does the program have an appropriate mission statement?

☑ Yes ☐ No

What is the primary focus of the program?

Focus on companion animal, equine, food animal, and exotic animal instruction is distributed throughout the program. Sources for small animal patients provide adequate canine and feline patient caseloads. The agriculture-based economy of southeast Kansas provides opportunities for herd health medicine for bovine, equine, and caprine species. As previously mentioned, two separate zoo facilities provide additional exposure for exotic and wild animal medicine. The program also collaborates with the Kanas Department of Wildlife and Parks for medical/surgical treatment of injured wildlife.
### Comments:

While companion animals receive significant curricular focus, the Program also provides substantial training with large animals, exotic and zoo animals.

| 3b. Is the relationship between the administration of the institution and the program open, efficient and effective? | ☒ Yes ☐ No |
| Are there clearly defined lines of communication between the program director and program personnel? | ☒ Yes ☐ No |

Who does the program director report to?

Ms. Kara Wheeler, Department Head and Interim Chief Academic Officer

| Is there evidence that full-time and part-time program personnel participate in regularly scheduled faculty meetings? | ☒ Yes ☐ No |

Comments:

The staff meets monthly on a regular basis. Since the Program is quite small with only two full-time staff members, informal communication occurs daily.

| 3c. Are policies and educational services for veterinary technology students clearly defined and available? | ☒ Yes ☐ No |

| 3e. Does the program have an advisory committee? | ☒ Yes ☐ No |
| Does the advisory committee meet at least annually? | ☒ Yes ☐ No |
| Does the advisory committee contain veterinarians and veterinary technicians with diverse professional interests? | ☒ Yes ☐ No |
| Does the advisory committee have representation from program students, the veterinary industry, and the public? | ☐ Yes ☒ No |

Comments: Students have been represented in the past but for recent meetings the inclusion of a student representative has been overlooked.

| 3f. Is there an agreement with two or more educational institutions to provide this veterinary technology program? | ☐ Yes ☒ No |
| If yes, is a certificate granted to program graduates by the parent institution? | ☐ Yes ☐ No ☒ n/a |

Commentary:

The Program advisory committee should have student representation.
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:

Students complete general education classwork on the main campus for biology, chemistry, math for veterinary professionals, and veterinary microbiology. The science laboratories are equipped with standard instrumentation, and have been upgraded to smart-classroom status. The west campus offers classroom and laboratory space along with state-of-the-art clinical facilities. The zoo internship facility sites offer unique and distinct indoor/outdoor habitat environments for students to maintain and monitor. The 50-acre Ralph Mitchell Zoo incorporates the history of the zoo’s construction along the Verdigris river, utilizing natural Kansas resources while offering students the opportunity for habitat revitalization. The Safari Zoological Park, contains over 100 different species of animals where students learn appropriate care for large cats, bears, wolves, foxes, and tropical birds.

Classroom: A 40ft x 27ft space complete with smart classroom technology and student desks and chairs with a seating capacity of up to 24 students. Two 9ft x 9ft storage closets for model and specimen collections connect to the classroom. Class lectures and presentations are held in the classroom. Three exits are available, one leading into the library.
Library/Reception Area: A 29ft x 11ft area is available as library space with a shelving area for books, independent student study, and a mock reception desk for veterinary office simulation tasks.

Offices/Conference Room: Two 10ft x 12ft offices are located on either side of the 18ft x 12ft conference room. The conference room facilitates interviewing applicants to the program, staff meetings, and division meetings. The offices house the director and the full-time veterinary technician.

Laboratory: A 40ft x 28ft space houses six pentagonal work stations equipped with sinks, natural gas and electrical outlets, and garbage disposals. Students work in groups for dissection labs, microscope labs, and clinical pathology labs: the lab seats 24 students. The lab is equipped with technology for projector capability so that instruction can precede or correlate directly with the laboratory exercises. A fume hood, emergency eye wash station, and shower are installed for the personal protection of students. Cabinet and storage space extends the entire length of the room on one side for specimen and anatomical model storage.

Radiology: A 15ft x 10ft radiology room equipped with a new Sedecal conventional table-top radiograph system occupies the room. The walls are constructed of lead lined sheetrock. Storage for lead aprons, thyroid shields, hand protectors and protective lead eye wear is provided. A 10ft x 15ft darkroom with film storage and plumbing is built off the north side. This provides ample space for up to three students and an instructor to occupy the darkroom during film processing.

Small Animal Treatment: A 23ft x 18ft small animal treatment room has doors leading into the surgery room. Four wet/prep treatment tables with cut-out space at one end provide work space for students and animal patients. The clinical areas provide students space sufficient for restraint labs, IV catheterization, intubation, anesthesia maintenance procedures, surgical prepping, dentals and other procedures. The treatment tables come constructed with three drawers and one door cabinet for storage. Wall-mounted lights are available for each station. A fully stocked crash cart is located in the room. Ceiling drops for oxygen and waste gases are positioned over each work station.

Surgery: The room is 5ft x 17ft with two padded hydraulic tables and an observation window. Entrance doors from the small animal treatment room and the scrub room allow easy access for both surgery personnel and the patient. Two dual-mounted surgery lights provide excellent illumination. Drop-down lines for oxygen and the scavenger system are provided. The large space for the surgery room enables the program to include both large and small groups of students.

Scrub Room: An 8ft x 17ft room with a three-person scrub sink provides sufficient area for surgical prep for personnel. Automatic hand sensors built into the sink eliminate the need for foot or knee pedals. The door exits directly into the surgery suite.

Laundry/Autoclave Facilities: An 8ft x 17ft space with washer and dryer hookups is built off the scrub room. A large capacity autoclave is also located in this room.

Pharmacy/Oxygen Room: An 8ft x 17ft room serves as the divided oxygen and pharmacy room. Large cylinder oxygen tanks are positioned in the back against the north wall. The tanks are fitted with protective shut off valves and securely chained to the wall with fittings. The narcotics lockbox is bolted to the wall in the oxygen room behind two locked doors. The front half of the room houses the pharmacy with cabinets, sink, and countertop space. General pharmaceuticals for the program are stored in the pharmacy. This area is large enough to accommodate the class and instructor if group instruction is needed. The pharmacy entrance has a locked door in which only authorized personnel have keys. An additional separate set of keys for the locked narcotics box is stored in a separate area. The oxygen room and pharmacy room always remain locked.

Rabbit and Guinea Pig Ward: Separate rooms for these species exist as a 10ft x 10ft space with exit doors to a common hallway. The rooms are equipped with cage space sufficient for individual or group-housed animals. Plumbing is included for general cleaning and cage washing.
Feline Ward: A 12ft x 10ft room with one set of cage banks is arranged for the cat ward. Floor space is available for out-of-cage exercise and social stimulation of the cats housed in the room. A mop sink and drain are provided for easy clean up. The flooring is sealed concrete and the walls are epoxy.

Rodent Ward: A 8ft x 10ft area has been created for rodents. Small cages for mice and rats easily fit in the spacious room with sealed concrete flooring, epoxy walls, and mop sink.

Grooming Room: A large 12ft x 20ft room with a small cut out portion for the exterior corner of the feline ward provides ample space for bathing and grooming of program animals. A large seven foot stainless steel bathtub is housed in this room. The hygienic and medical benefits of proper grooming care are emphasized in the program. Students learn techniques to manage ectoparasites and common therapeutic treatments for dermatologic conditions. Storage space for towels, grooming equipment and bathing supplies are provided.

Food Preparation/Storage Room: A 10ft x 20ft room provides ample space for food preparation for the animals rotating through the program. Individual storage containers help separate individual foods for different species. The room also contain a sink and refrigerator.

Canine Ward: This 16ft x 20ft room is located at the eastern-most portion of all the wards to help facilitate noise control and have minimal impact on the wards for other animal species. The dog ward provides ample space for two large banks of stainless steel cages, plus two indoor dog runs. Plumbing with mop sinks, epoxy walls, and sealed concrete flooring help facilitate cage wash down and general cleaning.

Isolation Ward: An 8ft x 20ft room designated specifically for isolation provides biosecurity for introduction of new animals to the program or for animals needing quarantined.

Outdoor Dog Run: To the south of the permanent structure is a 19ft x 24ft common area for exercising and walking dogs. The run is sloped at an angle of ¼ inch per foot to facilitate drainage. This area is used to allow canines in the program social and behavioral enrichment as well as general exercise. Dogs in the outdoor run are continually monitored by a student.

### 4a. Are all program facilities appropriate in capacity and adequate in number for the number of students enrolled and the courses offered?

☒ Yes ☐ No

Are all program facilities clean and maintained in good repair?

☒ Yes ☐ No

Is there sufficient equipment available to support the number of students enrolled and the courses offered at all locations (including off-campus clinical facilities)?

☒ Yes ☐ No

### 4b. Do on-campus clinical facilities emulate contemporary veterinary facilities?

☐ Yes ☒ No ☐ n/a

Do off-campus clinical facilities emulate contemporary veterinary facilities?

☐ Yes ☒ No ☒ n/a

Did the site team have any concerns regarding the facilities?

☒ Yes ☐ No

Is there any required equipment from the *Equipment and Instructional Resource List*, Appendix H that is not owned or available to the Program?

☐ Yes ☒ No
Comments:
Generally facilities are very organized and indeed emulate a contemporary veterinary facility. However, a number of drawers throughout the facility were mislabeled as to contents. Apparently, shifting of contents has occurred over time and no one has devoted the time to do the appropriate relabeling.

| Does the program desire any non-essential equipment? | ☒ Yes  ☐ No |

Comments:
A large animal articulated skeleton, an electronic stethoscope, additional pair of electric or cordless clippers, a panoptic ophthalmoscope, a handheld dental x-ray System, and a handheld ultrasound imaging system

| 4c. Is there sufficient office space available for program personnel, including privacy of student counseling? | ☒ Yes  ☐ No |

Comments:
Two spacious offices for the full-time instructors provide adequate room for student files, textbook resources and private student counseling.

| 4d. Are animals housed overnight on campus? | ☒ Yes  ☐ No |
| Is all animal housing consistent with accepted humane standards and state and federal regulations? | ☒ Yes  ☐ No |

Comments:
Some animals are held as long as 48 hours post-operatively.

| 4e. Has the program established policies and procedures that ensure a safe and healthy environment for program students, personnel, and animals? | ☒ Yes  ☐ No |
| Did the site team note any safety or regulatory concerns? (Please reference the Accreditation Policies and Procedures of the AVMA CVTEA, Appendix A) | ☒ Yes  ☐ No |
| Is appropriate personal protective equipment available for students and is it appropriately utilized? | ☒ Yes  ☐ No |
| Does the program have a protocol in place for the handling and disposition of aggressive or dangerous animals? | ☒ Yes  ☐ No |
| Does the program have a bite/scratch protocol in place? | ☒ Yes  ☐ No |
Does the program have an appropriate pregnancy policy in place? ☒ Yes ☐ No

Does the program have an appropriate rabies vaccination policy in place? ☒ Yes ☐ No

Comments:

The following OSHA non-compliance/safety issues were noted in the veterinary technology facility:

a) some repackaged products are not appropriately labeled, i.e. iodine scrub, chlorhexidine scrub, and a distilled water container; b) all personnel making radiographic exposures are not appropriately identified in the radiology log, i.e. initials are used but there is no signature legend page to match up with the initials.

OSHA non-compliance/safety issues were also noted in the microbiology lab on main campus as follows: a) lack of use of appropriate OSHA labels; b) lack of presence of Safety Data Sheets in the lab.

4f. Are all drugs, biologics, reagents, and other materials for use in animal care appropriately labeled and currently dated? ☒ Yes ☐ No

Are materials used for demonstration purposes appropriately labeled and stored? ☒ Yes ☐ No

Are controlled substances appropriately logged and stored? ☐ Yes ☒ No

Comments:

Generally, controlled substances are appropriately logged and stored. However, in many cases only initials are utilized in the log. A signature log that corresponds to initials should be utilized.

4g. Does waste management meet the program’s needs and is it consistent with regulatory requirements? ☒ Yes ☐ No

Comments:

A licensed waste management handler is contracted by the College.

4h. Is the storage space available sufficient to meet the program’s needs? ☒ Yes ☐ No

Comments:

Two large classroom closets house additional files, large animal equipment, mannequins, and the Program’s osteology collection. Bookshelves and file cabinets are provided in the library area. Additional cabinet space in the lab, grooming room, laundry room, autoclave room, scrub room and food prep room provide adequate storage space.
Commentary:

Program facilities must emulate a contemporary facility with respect to appropriate labeling of drawer contents.

The Program must be compliant with Occupational Safety and Health Administration (OSHA) and other safety considerations with respect to: a) secondary labeling of repackaged materials; b) need for appropriate identification of all personnel making radiographic exposures.

All facilities used in Program instruction including the microbiology lab must be compliant with Occupational Safety and Health Administration (OSHA) regulations with respect to: a) lack of use of appropriate OSHA labels; b) lack of presence of Safety Data Sheets (SDS) in the lab.

The Program should acquire the following: a large animal articulated skeleton, an electronic stethoscope, additional clippers, a panoptic ophthalmoscope, a handheld dental x-ray system and a handheld ultrasound imaging system.

A signature legend page should be included with the controlled drug log.
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. The 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 Note: none for large animal clinical resources.
☐ Other documentation or data that provides evidence of meeting the standard

5. Describe available animal resources:

The Program collaborates with three separate animal shelters and also offers companion animal medicine and surgery services to ICC employees. This clientele base offers a large canine and feline patient population. Independence Community College is situated in a rural agriculture-based area. Local ranchers and producers cooperate with the Program allowing accessibility to equine and food animal species for production medicine and herd health medicine.

5a. Is the Program registered with the USDA?
☒ Yes ☐ No
What was the date of the last inspection? | May 26, 2016
---|---
Were any non-compliance issues noted at the last inspection? | ☐ Yes ☒ No ☐ n/a

| | □ Yes ☒ No |
---|---
Does the program follow all applicable federal and state regulations and guidelines for the care and use of all animals utilized? | ☒ Yes ☐ No |

| | □ Yes ☒ No |
---|---
Is there an appropriately constituted and functioning institutional animal care and use committee (IACUC) in place? | ☐ Yes ☒ No |

| | □ Yes ☒ No |
---|---
Does the program have IACUC-approved animal care and use policies in place for all animal activities and are they complete? | ☒ Yes ☐ No |

| | ☒ Yes ☐ No |
---|---
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? | ☒ Yes ☐ No |

Comments:

With regard to membership, a chair for the IACUC needs to be officially designated and there should be at least three members attending meetings. Also, protocols are incomplete in that it is often unclear as to who signed off on protocols and unclear as to who attended IACUC meetings.

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? | ☒ Yes ☐ No |

| | □ Yes ☒ No |
---|---
Are signed memoranda of understanding, with appropriate exit strategies for primary providers, in place for all animal resources? | ☐ Yes ☒ No |

What is the student to animal ratio for:

| | |
---|---
Small animals 1:1 | |
Large animals 1:1 | |
Laboratory animals 2:1 | |
Avian 1:1 | |
| 5c. Are there appropriate types and quantities of animal models available for program students? | ☒ Yes □ No |
| 5d. Are all animal records and logs comprehensive and accurately maintained? | □ Yes ☒ No |

**Comments:**

Medical records were not complete in that the following elements were often lacking: a complete surgery report, physical exams often just indicate “normal”, signatures of recording students not indicated, anesthetic protocols not always listed, and often there is a very minimal description of procedures.

| 5e. Has the program set objective requirements for all off-campus providers of primary clinical instruction? | □ Yes ☒ No □ n/a |
| Are signed memoranda of understanding, with appropriate exit strategies for primary providers, in place for all off-campus sites? | □ Yes ☒ No |

If off-campus clinical sites for primary clinical instruction are used, briefly describe sites utilized.

The Ralph Mitchell Zoo is a city-owned zoo that is part of the 50-acre Riverside Park located in Independence, Kansas. Zoo exhibits include: Capuchin monkeys, spider monkeys, waterfowl pond, wallabies, emus, tortoises, Sardinian donkey, quail, elk, bison, Muntjac deer, llamas, aoudads, cougar, black bears, raccoons, vulture, eagle, macaws, sugar gliders, bobcats, pythons, iguana, caiman, and coatimundis.

The Safari Zoological Park is a privately-owned 10-acre-zoo. Zoo exhibits include: macaques, lemurs, wolves, baboons, hyenas, tropical birds, lions, tigers, leopards, a grizzly bear, coyotes, snakes, alligator, kangaroos, camels, porcupine, and coatimundi. Criteria used for collaborating with both zoos include students working within and around natural habitat environments, knowledgeable staff, and a variety of species corresponding to an enhanced educational experience for the Zoo Internship course.

The ICC Veterinary Technology Program collaborates with three separate animal shelters and also offers companion animal medicine and surgery services to ICC employees. This clientele base offers a large canine and feline patient population. Independence Community College is situated in a rural agriculture-based area. Local ranchers and producers cooperate with the Program allowing accessibility to equine and food animal species for production medicine and herd health medicine.

**Comments:**

Memoranda of understanding that include objective requirements and appropriate exit strategies are in place for the zoos and the animal shelters. However, there are no MOU’s in place for even the most frequently used large animal sites. The MOU’s are needed to facilitate understanding of expectations and provide a period of notification for discontinuance of the relationship.
5f. Are clinical veterinary services provided to the public?  
☒ Yes ☐ 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?  
☒ Yes ☐ No

Comments: As previously stated, veterinary medicine and surgical services are provided for ICC employees. The program collaborates with local ranchers and producers for routine herd health medicine.

Commentary:
Membership of the institutional care and use committee (IACUC) must be in accordance with Animal Welfare Act (AWA) guidelines.

IACUC-approved animal care and use protocols must contain all information required by AWA guidelines.

Written memoranda of understanding (MOUs) that include exit strategies must be in place with frequently used providers of large animal resources.

Medical records must emulate contemporary veterinary practice standards by being more complete.
Standard 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? 58

What is the seating capacity of the library? 73

Where is the library located:

The main campus library is located approximately 2 miles from the ICC West Campus and the Veterinary Technology Program, all of which are in the same community.

Comments:

For student convenience, numerous texts and periodicals are available at the veterinary technology facility. It should be noted that the size and subsequent seating capacity of the main library has been significantly reduced due to renovation that occurred since the last site visit.

6a. Do program personnel and students have access to library and educational resources that are sufficient to meet the needs of the program? ☒ Yes ☐ No

What is the number of veterinary technology related books and periodicals in the library?

Twelve texts are specific for veterinary technology and medicine and the consortia/catalog includes 107 texts.

In addition, the library area in the veterinary technology program contains the journals NAVTA, Beef Vet, Clinicians Brief, Lab Animal, Pork, Veterinary Team Brief, Veterinary Practice News, and Today’s Veterinary Technician. The site team was also impressed with the availability of a number of databases.
**How often are books and periodicals reviewed and purged?**

The current library collection is on track to be inventoried during the summer of 2017. The library will then complete a cycle of inventory every 5 years. Individual collections will be assessed as part of the institution's Program Review process.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the library and educational resources available to program personnel and students current?</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Do library personnel have the appropriate credentials?</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Describe the credentials of the resource specialist:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Director of Library Services, holds a Master of Library Information Services from an ALA accredited institution and fills a full-time position at ICC. She has a part-time library aid, and provides training through staff development and the Southeast Library System. Four student workers contribute part-time hours to the ICC library.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are adequate funds allocated to the library to support library and educational resources?</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>What is the amount of the library budget that is allocated to the program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The overall library book budget is $8,600.00 for the current academic year. Purchases are made through faculty requests and evaluation of the collection. Over the past 8 years the library has spent approximately $550.00 for books, and approximately $290.00 on periodicals. The databases are provided through the state of Kansas, and the library contributed $129.00 in 2016 to the state funding for database subscriptions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments: The collection has grown significantly since the initial accreditation visit; however, expenditures for texts and periodicals are only minimally sufficient and the Library will need to continue to devote annual resources to the expansion of the veterinary technology collection. The site team was pleased with the emphasis on database availability.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**6b. Does the program incorporate and use quality information resources, library, and other educational resources in the teaching and learning process?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Are students aware of and utilize the library and educational resources available?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
</tr>
</tbody>
</table>

Comments: The library is placing tutorial and “how-to” videos on the library web pages to assist students in online research and using the catalog.

**Commentary:**

Relevant library holdings, including texts and periodicals must continue to be expanded.
**Standard 7 Admissions**

7) **Admissions**

7a. The institution and program admission policies must be well defined and documented.

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.

7c. The 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 implemented.

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.

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.

7f. The program director or director’s appointee should participate in the deliberations of the admissions committee and selection of students.

---

**Indicate the information evaluated to assess the standard in this section**

- College catalog, brochures, website
- Program admission packet
- Description of admission policies and procedures
- Discussions with program students
- Other documentation or data that provides evidence of meeting the standard

---

**7a. Are the institutional and program admissions policies well defined and documented?**

☑ Yes ☐ No

**Comments:**

Policies are well defined and documented, but as mentioned below, carrying out the pre-requisite course requirements has been an issue.

---

**7b. Is a high school diploma or its equivalent required for admission into the program?**

☑ Yes ☐ No

---

**7c. Describe requirements for admission into the program:**

The applicant is required to submit a completed application form with two letters of reference. Clinical observation with a veterinarian is strongly recommended but not required. All qualified applicants are invited for a personal interview. A rubric scoring system is used and applicants falling below the designated score are not eligible for acceptance into the program.

It was anticipated that for this fall’s incoming class applicants would have completed prerequisite courses with a letter grade of C or better.
### How frequently are students enrolled into the program?

<table>
<thead>
<tr>
<th>How frequently are students enrolled into the program?</th>
<th>Once a year</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the maximum number of students to be admitted into the program for each enrollment period?</td>
<td>24</td>
</tr>
</tbody>
</table>

**Comments:**

Unfortunately, for a variety of reasons, many students will not be in position to have completed all prerequisite courses during the summer prior to the start of the veterinary technology program. Therefore, selection based on academic ability will be weakened and many students will be in a corequisite situation as they proceed through the curriculum. Increased attention to this requirement will be needed for subsequent classes to ensure that students admitted will be able to succeed in the Program and pass the VTNE.

### 7d. Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

| ☒ Yes | ☐ No |

**Comments:**

It was noted that the Program website is somewhat difficult to locate.

### 7f. Does the program director or director’s appointee participate in the selection of students admitted into the program?

| ☒ Yes | ☐ No |

**Comments:**

The full time RVT and the program director conduct the interviews with an additional member of the ICC staff.

**Commentary:**

Efforts must continue to be made to admit the students most likely to succeed in the Program.
### 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

<table>
<thead>
<tr>
<th>8. Total institutional enrollment:</th>
<th>Total #</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,524</td>
<td>1303</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Program enrollment:</th>
<th>Total #</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

Does the program offer more than one veterinary technology degree/certificate option for program students?

☐ Yes  ☒ No

Number of students currently at each stage of the curriculum (if applicable):

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>7</td>
</tr>
<tr>
<td>2nd</td>
<td>8</td>
</tr>
<tr>
<td>3rd</td>
<td>N/A</td>
</tr>
<tr>
<td>4th</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Maximum capacity of the program per incoming class:

24

Does the program anticipate the number of students entering the program to change in the next 2 years?

☒ Yes  ☐ No

If yes, what is the anticipated change in numbers
Comments:

The enrollment cap will not be increased. However, the Program anticipates that applications should increase by 10% in the next two years due to changing course sequencing and allowing more concurrent course work to be completed by high school students interested in applying to the Program. Creating the online course *Introduction to Veterinary Technology* has proven useful in increasing awareness of the profession and the Program.

### Student Retention:

{\text{Retention percentage} = \frac{\text{Ending enrollment in the Program as of June 30 + Graduates}}{\text{Beginning enrollment as of July 1 + New Starts + Re-entries}}}

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td># graduates</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

Comments: The low rate of retention is a concern. Although multiple issues may be involved, increased selectivity for the Program would likely improve retention figures.

### Program Graduates for the past four years

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td># graduates</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

Comments: The low number of graduates is reflective of the low retention rates.

8a. Is the number of students enrolled appropriate for the available resources, including faculty and staff, to meet the educational goals of the program?

- ☒ Yes
- ☐ No

Is there an appropriate instructor-to-student ratio present for:

- Animal handling laboratories?
  - Instructor to student ratio: Surgery Labs 1:4, other 1:10
  - ☒ Yes
  - ☐ No

- Program laboratories?
  - Instructor to student ratio: 1:10
  - ☒ Yes
  - ☐ No

- Lecture classes?
  - Instructor to student ratio: 1:10
  - ☒ Yes
  - ☐ No
Comments: If efforts succeed in increasing numbers of admitted students and increasing retention, staff numbers will need to be increased as current staff members appear stretched to the limit.

| 8b. Are academic and personal support services available to program students from the institution? | ☒ Yes  ☐ No |
| Comments: | |

Student support services are enhanced through a federal TRIO grant. Even students who are technically not eligible for TRIO services have been able to take advantage of these services.

| 8c. Does the program model veterinary team concepts and appropriate ethical and professional behavior? | ☒ Yes  ☐ No |
| 8d. Does the program have a student veterinary technician organization? | ☒ Yes  ☐ No |
| If yes, is the student organization a student chapter of the National Association of Veterinary Technicians in America (NAVTA)? | ☒ Yes  ☐ No |
| If yes, is the student organization affiliated with the state veterinary technician organization? | ☐ Yes  ☐ No  ☒ n/a |

Comments: Program students serve as officers in the Student Chapter of the National Association of Veterinary Technicians in America organization and conduct monthly meetings. Students are responsible for initiating community service projects, fund-raising efforts, and educational programs designed to highlight ICC’s Veterinary Technology Program.

The state association does not have student chapter availability; however, students are allowed to have individual memberships.

| Do students have opportunities to provide input to the program? | ☒ Yes  ☐ No |
| Comments: | |

Students participate in course surveys for each semester course and results are shared with course instructors. Students participate in the Noel Levitz Student Satisfaction Inventory (SSI) survey which measures student satisfaction as well as issues and services that are important to them. The SSI provides ICC with information to guide strategic planning, strengthen student retention, meet accreditation requirements, and identify areas of strength and weakness.

The Community College Survey of Student Engagement (CCSSE) provides information on student engagement, a key indicator of learning. This survey assesses institutional practices and student behaviors that are correlated highly with student learning and student retention.

Program students are also surveyed approximately six months post-graduation with response sections pertaining to adequacy of curriculum.
Standard 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 CVTEA-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
<table>
<thead>
<tr>
<th>Name</th>
<th>Education</th>
<th>Title or Rank</th>
<th>Date of Original Appointment</th>
<th>Full- or Part-Time or Adjunct</th>
<th>Average Teaching Load in Student Contact Hours Per Week</th>
<th>Professional Association Memberships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Ann Dutton</td>
<td>Licensed in the state of Kansas, Doctor of Veterinary Medicine, Kansas State University 1996</td>
<td>Director and Instructor</td>
<td>July 2010 to present</td>
<td>Full Time</td>
<td>Average Teaching Load 17 credit hours per semester, contact hours, 30 contact hours per week</td>
<td>American Veterinary Medical Association (AVMA), Kansas Veterinary Medical Association, Kansas Livestock Association, National Education Association.</td>
</tr>
<tr>
<td>Linda Benning, RVT</td>
<td>Murray State College, Associate in Applied Science, 1995</td>
<td>Instructor</td>
<td>December 2011 to Present</td>
<td>Full Time</td>
<td>Average Teaching Load 13.5 credit hours per semester, 24 contact hours per week</td>
<td>Association of Veterinary Technician Educators, National Association of Veterinary Technicians, Kansas Veterinary Technician Association, Association of Technical Personnel in Ophthalmology.</td>
</tr>
<tr>
<td>Kristen Webb, RVT</td>
<td>Colby Community College, Associate of Applied Science, 2006</td>
<td>Instructor</td>
<td>December 2010 to present</td>
<td>Part Time Adjunct</td>
<td>Average Teaching Load 3 credit hours per semester, 6 contact hours per week</td>
<td>Association of Veterinary Technician Educators, National Association of Veterinary Technicians, Kansas Veterinary Technician Association, Association of Technical Personnel in Ophthalmology.</td>
</tr>
<tr>
<td>Cortney Moore, RVT</td>
<td>Colby Community College, Associate of Applied Science, 1998</td>
<td>Instructor/Lab Assistant</td>
<td>June 2016 to present</td>
<td>Part Time</td>
<td>Average Time in Lab and contact hours 2 hours per week</td>
<td>Association of Veterinary Technician Educators, National Association of Veterinary Technicians, Kansas Veterinary Technician Association, Association of Technical Personnel in Ophthalmology.</td>
</tr>
</tbody>
</table>

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 mentioned under 8a, student-to-faculty ratios are adequate for the current enrollment. However, to achieve these ratios the two full-time staff members have to carry heavy workloads. A full-time load is 15 contact hours per week. The Program Director does receive 5 credits of release time each semester for administrative duties. However, the Director taught a full 15-credit hour load for Fall and 19-credit hours for Spring during the past academic year. Although there is compensation for overload hours, burnout and lack of effectiveness is of real concern in carrying heavy loads over a long period of time.

| 9b. Are the program instructors’ qualifications academically and experientially appropriate to the subject matter they teach? | ☒ Yes ☐ No |
| 9c. Who is responsible for the management of the program? | Dr. Ann Dutton |
| Is the program director(s) a licensed veterinarian or a credentialed veterinary technician who is a graduate of an AVMA-accredited program? | ☒ Yes ☐ No |
| Does the program director(s) have both the academic and experiential qualifications to fulfill the program goals? | ☒ Yes ☐ No |
| 9d. Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program? | ☒ Yes ☐ No |
| Is there a written job description for the program director? | ☒ Yes ☐ No |
| Are the time and resources devoted to the administration of the educational program sufficient? | ☐ Yes ☒ No |

Comments:
The Program Director carries a very heavy teaching load and, as mentioned, receives no release time for administrative duties.

| 9e. Does the program have a minimum equivalent of one full-time licensed veterinarian on staff? | ☒ Yes ☐ No |
| 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? | ☒ Yes ☐ No |
9e. Total number of veterinarians employed?
- 1

Total full-time equivalent (FTE) veterinarians?
- 1

Total number of credentialed veterinary technicians employed?
- 1

Total FTE credentialed veterinary technicians?
- 1.15

Total other instructors employed by program?
- 0

FTE other instructors?
- 0

9f. Are program personnel salaries and benefits sufficient to attract and retain qualified personnel?
- ☒ No

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?
- ☐ Yes ☒ No

Comments:
The salary for the veterinarian is low, especially compared to the most recent (2015) AVMA Program Survey that includes salary data. That survey indicates a nationwide average salary for veterinarians without Program Director duties of $76,117 for 12-month faculty and $73,617 for 10 to 11-month faculty. Thus the site team was concerned that the current salary would not attract qualified candidates should the current veterinarian decide to leave.

As mentioned previously, the amount of time obligated to lectures and labs severely limits the amount of time that program personnel have available for out-of-class responsibilities.

9g. Is there evidence that program personnel are evaluated regularly and the institution assists and provides opportunities for professional growth?
- ☒ Yes ☐ No

Are all program personnel members of appropriate local, state, and national professional organizations?
- ☐ Yes ☒ No

Comments:
The Program Director is a member of AVTE; however, none of the technicians on staff belong to the association. The site team suggested that the Program purchase an institutional membership of the AVTE.

The College supports professional growth through financial support of continuing education and professional development opportunities. Besides college funds, a certain amount of Perkins Grant funding is earmarked for professional development. Time away from teaching is no doubt the biggest challenge as far as attending meetings and conferences. The Director did attend the 2013 Symposium of the AVTE, but has been unable to attend since then. The faculty will need to be supported and encouraged to attend continuing education and professional meetings such as the AVTE symposium. Support beyond direct funding should include the facilitation of time away from teaching to allow attendance of meetings.
Commentary:

Program staffing must be sufficient to deliver the educational program and meet the instructional goals of the program.

Sufficient time must be allotted to the Program director for administrative and teaching responsibilities.

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

Compensation, incentives, and employment security must be sufficient to retain Program personnel and to attract qualified candidates for future needs.

The Program should become an institutional member of AVTE.

Program personnel should be encouraged and financially supported to attend continuing education meetings and professional development meetings including the biennial symposia of the Association of Veterinary Technician Educators (AVTE).
## Standard 10 Curriculum

### 10a. Curriculum

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 prepare the student to successfully become credentialed and 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 must constitute a minimum of 60 semester credit hours (or equivalent).

### 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. The 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. The CVTEA recognizes that academic institutions have the inherent right to accept credits from other colleges, universities, recognized educational entities, or prior learning. However, if the program accepts veterinary technician-related course credit from institutions not accredited by AVMA CVTEA, the program must ensure that the rigor of transfer courses meets CVTEA Standards. Provision of prior learning must include documentation or critical evaluation of these experiences to award college credit or advanced standing. 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

---

30
10. The total number of credit hours for the program is:  

Number of externship/internship/preceptorship hours in the curriculum (honing skills).

| Number | 81 |

Two independent internships are built into the curriculum: Zoo Internship at 2 credit hours for first year students. The Clinical Internship at 4 credit hours for second year students (students must complete a minimum of 240 hours contact time).

All Essential Skills are observed and verified by program personnel. Veterinary clinics hosting student interns are not responsible for documenting acquisition of student completion of Essential Skills.

| If applicable, number of hours during the externship/internship/preceptorship spent in primary learning (completing essential skills including assessment). |

| Length of consecutive time to complete the curriculum? |

| Total number of contact hours to complete the program (including lecture and laboratories) |

| Curriculum is based on what type of a delivery system? (i.e. quarters/semesters) |

| What degree(s) (or certificates) is/are granted? |

| 2.5 years |

| 1445 |

| Semester credits |

| Associate of Applied Science |

| 10a. Are the curriculum and length of the program appropriate to meet the educational objectives of the program? |

| ☒ Yes ☐ No |

| 10b. Are basic medical sciences, communication, critical thinking, decision-making and clinical application skills included within the curriculum? |

| ☒ Yes ☐ No |
### 10c. Are course prerequisites clearly communicated, are they identified in the catalog and on the course syllabi, and are they being followed?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
It is expected that new materials will reflect recent changes in course pre-requisites.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Are the individual courses and the curriculum as a whole reviewed and systematically evaluated?</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Do program personnel participate in curriculum review and revision?</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Is there evidence that feedback from the evaluation process has resulted in implemented changes?</td>
<td>☒</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
Please refer to comments below.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the curriculum include the required general education and specific veterinary technology course content?</td>
<td>☒</td>
<td></td>
</tr>
</tbody>
</table>

### 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?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>☒</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the practical veterinary experience monitored by the program director or the director’s appointee, who is appropriately qualified?</td>
<td>☒</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
Internship evaluations are based on rather broad categories with undefined criterion. The site team suggested that the evaluations be more task specific and evaluation criterion be better defined.

### 10e. Do program students complete all essential skills?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>☒</td>
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</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are essential skills evaluated using standardized criteria?</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Do program personnel evaluate students’ acquisition of essential skills?</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>10g. Does the program ensure that credits accepted in transfer from non AVMA-accredited programs meet CVTEA standards?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No such credits have been accepted.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>10h. Does the program accept credit for high school courses?</td>
<td>☒ No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, are students required to demonstrate competency comparable to program students who have completed the required course successfully?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: actual college courses taken by high school students are accepted for credit, but no high school courses are articulated into the Program.</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are any changes to the curriculum being considered?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The curriculum is continually reviewed by program instructors, administrators, and the Advisory Committee. Program instructors continue to see areas where additional time in the classroom plus additional hands-on, practical application would benefit information retention for students. The program has reorganized the sequence of courses and course credit-hour load based on employer/graduate surveys and VTNE pass rates. Instructors would also like the program to eventually support regular clinical hours for increased client/patient load.</td>
<td></td>
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</table>

| Commentary:                                                             |     |    |     |
| Externship evaluations should be more task specific and criteria for evaluation better defined. | | | |
| The Program should update course pre-requisites.                       | | | |
### Standard 11 Outcomes Assessment

11) Outcomes Assessment

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.

11b. CVTEA expects the institution to encourage and support the program review and evaluation process for the outcomes of the educational program.

11c. Programs must comply with VTNE reporting requirements. (see Reporting to the Community, section VI)

11d. The Program’s three-year rolling average VTNE pass percentage for first time test takers must be 50% or higher. (*Compliance with 11d is expected by September 1, 2017. Programs not in compliance at this time may be subject to adverse accreditation status.)

Indicate the information evaluated to assess the standard in this section:

- ✔️ Veterinary Technician National Examination results
- ✔️ State credentialing examination results
- ✔️ Recent Graduate surveys and Employer surveys
- ✔️ Evaluations by preceptorship/internship/externship supervisors
- ✔️ Student evaluations of program
- ☐ Faculty evaluations of program
- ☐ Program goals and assessment plan
- ☐ Advisory committee minutes
- ☐ Job placement
- ✔️ Documentation of change resulting from program evaluation
- ☐ Other documentation or data that provides evidence of meeting the standard

<table>
<thead>
<tr>
<th>11a. Does the program utilize program-specific graduate and employer surveys?</th>
<th>✔️ Yes</th>
<th>☐ No</th>
<th>☐ n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the program provide results of graduate and employer surveys and are the results current?</td>
<td>✔️ Yes</td>
<td>☐ No</td>
<td>☐ n/a</td>
</tr>
<tr>
<td>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?</td>
<td>✔️ Yes</td>
<td>☐ No</td>
<td></td>
</tr>
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</table>

Describe other methods of outcome assessment:

As described under 8d, students participate in the Noel Levitz Student Satisfaction (SSI) survey which measures student satisfaction and priorities, and the Community College Survey of Student Engagement (CCSSE) which provides information on student engagement, a key indicator of learning.
Is there a credentialing requirement in the state?  ☒ No

Comments: Credentialing is available through the Kansas Board of Veterinary Examiners; however, credentialing is not required.

Is there a state credentialing examination?  ☒ Yes

Comments: An open book exam on regulations is required for licensure.

If yes, state credentialing examination results (first time candidates only):

Results are not released by the Board, but it is known that four graduates have been licensed.

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

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<tbody>
<tr>
<td>Number of first-time test takers passing VTNE (July 1 to June 30)</td>
<td>N/A</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Total number first-time test takers (July 1 to June 30)</td>
<td>N/A</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>VTNE pass rate (July 1 to June 30)</td>
<td>N/A %</td>
<td>20 %</td>
<td>0 %</td>
<td>57 %</td>
<td>0 %</td>
</tr>
</tbody>
</table>

Comments:
The Program’s 3-year first-time test taker pass percentage for 2013-2016 is calculated to be 24%.

11c. Has the program posted the three-year total number of eligible first-time test takers for the VTNE on its website?  ☒ Yes  ☐ No  ☐ n/a

How do domain scores on the VTNE relate to national averages for first-time candidates?
As would be expected with low passage rates, domain scores are mostly below average. However, surgical nursing scores have been above average.

Describe ways that outcomes assessment results are used in program improvement:
Extensive modifications were made to the curriculum in terms of sequencing of courses and course credit-hour load to provide more time for development of hands-on skills and ensuring adequate instruction time for domains tested by the VTNE. This occurred in response to graduate surveys regarding skills of graduates and to low VTNE scores. The Program Advisory Committee was fully supportive of the changes. Also, in response to low VTNE scores, the Program has taken measures to directly prepare students to succeed on the VTNE including: a) use of the Elsevier’s Nation Board Exam Test Preparation Package; b) weekly study groups for VTNE preparation conducted by the Director; and c) the incorporation of the IDEXX VTNE Preparation and Practice Test Course into the Clinical Pathology I and II classes.
Commentary:
The program’s three year rolling average VTNE pass rate for first time test takers must be 50% or higher. (As of September 1, 2017)
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:

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<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>The Program be compliant with Occupational Safety and Health Administration (OSHA) and other safety considerations with respect to: a) secondary labeling of repackaged materials b) need for appropriate identification of all personnel making radiographic exposures. (4e)</td>
</tr>
<tr>
<td>2.</td>
<td>All facilities used in Program instruction including the microbiology lab be compliant with Occupational Safety and Health Administration (OSHA) regulations with respect to: a) lack of use of appropriate OSHA labels; b) and lack of presence of Safety Data Sheets (SDS) in the lab. (4e)</td>
</tr>
<tr>
<td>3.</td>
<td>Membership of the institutional care and use committee (IACUC) be in accordance with Animal Welfare Act (AWA). (5a)</td>
</tr>
<tr>
<td>4.</td>
<td>Program staffing be sufficient to deliver the educational program and meet the instructional goals of the program. (9a,b)</td>
</tr>
<tr>
<td>5.</td>
<td>Sufficient time be allotted to the Program director for administrative and teaching responsibilities. (9d)</td>
</tr>
<tr>
<td>6.</td>
<td>Faculty members have sufficient time for development and delivery of instruction, curriculum development, student evaluation, student advisement and counseling, and professional development. (9f)</td>
</tr>
<tr>
<td>7.</td>
<td>Compensation, incentives, and employment security be sufficient to retain Program personnel and to attract qualified candidates for future needs. (9f)</td>
</tr>
<tr>
<td>8.</td>
<td>The program’s three year rolling average VTNE pass rate for first time test takers must be 50% or higher. (11d)</td>
</tr>
</tbody>
</table>
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. Program facilities emulate a contemporary facility with respect to appropriate labeling of drawer contents. (4b)

2. IACUC approved animal care and use protocols contain all information required by AWA guidelines (5a)

3. Written memoranda of understanding (MOUs) that include exit strategies be in place with frequently used providers of large animal resources. (5b)

4. Medical records emulate contemporary veterinary practice standards by being more complete. (5d)

5. Relevant library holdings, including texts and periodicals continue to be expanded. (6a)

6. Efforts (continue to) be made to admit the students most likely to succeed in the Program. (7c)
**RECOMMENDATION(S)**
Recommendations are suggestions for program improvement, but have no bearing on the program's accreditation status.

It is suggested that:

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>The Program acquire the following: a large animal articulated skeleton, an electronic stethoscope, additional clippers, a panoptic ophthalmoscope, a handheld dental x-ray system and a handheld ultrasound imaging system.</td>
</tr>
<tr>
<td>2.</td>
<td>The Program advisory committee have student representation.</td>
</tr>
<tr>
<td>3.</td>
<td>A signature legend page be included with the controlled drug log.</td>
</tr>
<tr>
<td>4.</td>
<td>The Program become an institutional member of AVTE.</td>
</tr>
<tr>
<td>5.</td>
<td>Program personnel be encouraged and financially supported to attend continuing education meetings and professional development meetings including the biennial symposia of the Association of Veterinary Technician Educators (AVTE).</td>
</tr>
<tr>
<td>6.</td>
<td>Externship evaluations be more task specific and criteria for evaluation better defined.</td>
</tr>
<tr>
<td>7.</td>
<td>The Program update course pre-requisites.</td>
</tr>
</tbody>
</table>
ACCREDITATION DECISION

INDEPENDENCE COMMUNITY COLLEGE
VETERINARY TECHNOLOGY PROGRAM

Is granted

PROBATIONARY ACCREDITATION
Effective: November 5, 2017

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

Independence Community College
Veterinary Technology Program
2017
Sent via email adutton@indycc.edu
November 15, 2017

Dr. Ann Dutton
Independence Community College
Veterinary Technology Program
2615 West Main Street
Independence, KS 67301

Dear Dr. Dutton:

At its November 2 – 5, 2017 meeting, the AVMA Committee on Veterinary Technician Education and Activities (CVTEA) reviewed the Report of Evaluation from the April 10 -12, 2017 accreditation site visit and the post site visit response to the critical and major deficiencies submitted by the Independence Community College veterinary technology program (Program). Based on the information received the CVTEA placed the Program on Probationary accreditation effective November 5, 2017.

The Committee action was based on the determination that the following Standards of Accreditation are not substantially met as outlined in the Accreditation Policies and Procedures of the AVMA CVTEA, July 2017:

1. Standard 4; Physical Resources and Equipment (4e)
2. Standard 9; Faculty and Staff (9a, 9b, 9d, 9f)
3. Standard 11; Outcomes Assessment (11d)

A final copy of the report of evaluation is included and a copy will be sent to college administration as indicated in the near future. Included is a summary of critical and major deficiencies with details regarding future reporting requirements.

The Committee considered the post site visit response to the critical and major deficiencies in its accreditation decision. After consideration of the documentation provided, the Committee has determined that continued reporting is required on the following deficiencies (see chart(s) below):

Critical deficiency(ies): Items 2,4,5,6,7,8 (noted below)
Major deficiency(ies): Items 4,5,6 (noted below)

The Committee has requested an interim report due spring 2018 (March 1, 2018) to address the above deficiencies. The report template will be sent out approximately 2 months prior to the due date. The Committee has requested that the report include the following:

1. Evidence that repackaged materials in the microbiology laboratory on main campus have been properly labeled
2. Report on any changes in staffing
On behalf of the evaluation committee, thank you for the courtesy and hospitality shown during the site visit. If you have any questions, or if we may be of assistance in the preparation of your next report, please do not hesitate to contact us at 800-248-2862 or Ms. Julie Horvath (horvath@avma.org; ext. 6624).

Sincerely,

Rachel A. Valentine, RVT, BS
Assistant Director
rvalentine@avma.org; ext. 6676

Laura Lien, CVT, VTS (LAIM), MS
Assistant Director
lien@avma.org; ext. 5609

cc: Dr. Daniel Barwick, President
**Independence Community College ROE 2017**

**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. Program facilities emulate a contemporary facility with respect to appropriate labeling of drawer contents. (4b)  
   Met; 11/2017

2. IACUC approved animal care and use protocols contain all information required by AWA guidelines (5a)  
   Met; 11/2017

3. Written memoranda of understanding (MOUs) that include exit strategies be in place with frequently used providers of large animal resources. (5b)  
   Met; 11/2017

4. Medical records emulate contemporary veterinary practice standards by being more complete. (5d)  
   Unmet; submit copies of completed medical records to address noted deficiencies

5. Relevant library holdings, including texts and periodicals continue to be expanded. (5a)  
   Unmet; provide an update on new library acquisitions

6. Efforts (continue to) be made to admit the students most likely to succeed in the Program. (7c)  
   Unmet; provide an update on any changes to admissions policies
Sent via email adutton@indycc.edu
March 5, 2018

Dr. Ann Dutton  
Independence Community College  
Veterinary Technology Program  
2615 West Main Street  
Independence, KS 67301

Dear Dr. Dutton:

At its February 26, 2018 meeting, the AVMA Committee on Veterinary Technician Education and Activities (CVTEA) did not alter its decision to place the Program on Probationary accreditation following reconsideration of the amended Report of Evaluation for the Independence Community College veterinary technology program from the April 10 -12, 2017 accreditation site visit. The Committee also considered the post site visit response to critical and major deficiencies and the delay in implementation of Standard 11d in its accreditation decision. The effective date of accreditation remains at November 5, 2017.

The Committee action was based on the determination that the following Standards of Accreditation are not substantially met as outlined in the Accreditation Policies and Procedures of the AVMA CVTEA, July 2017:

1. Standard 4; Physical Resources and Equipment (4e)
2. Standard 9; Faculty and Staff (9a, 9b, 9d, 9f)

A final copy of the updated report of evaluation is included and a copy will be sent to college administration as indicated in the near future. Included is a summary of critical and major deficiencies with details regarding future reporting requirements.

After consideration of the documentation provided, the Committee has determined that continued reporting is required on the following deficiencies (see chart(s) below):

Critical deficiency(ies): Items 2,4,5,6,7 (noted below)
Major deficiency(ies): Items 4,5,6 (noted below)

Please note that the Committee removed critical deficiency 8 and added major deficiency 7.

The Committee has requested an interim report due spring 2018 (March 15, 2018) to address the above deficiencies. The report template will be sent out approximately 2 months prior to the due date. The Committee has requested that the report include the following:

1. Evidence that repackaged materials in the microbiology laboratory on main campus have been properly labeled
2. Report on any changes in staffing
<table>
<thead>
<tr>
<th>Independence Community College ROE 2017</th>
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<tbody>
<tr>
<td><strong>CRITICAL DEFICIENCY (IES)</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>It is critical that:</strong></td>
<td></td>
</tr>
<tr>
<td>1. The Program be compliant with Occupational Safety and Health Administration (OSHA) and other safety considerations with respect to: a) secondary labeling of repackaged materials; b) need for appropriate identification of all personnel making radiographic exposures. (4e)</td>
<td>Met; 11/2017</td>
</tr>
<tr>
<td>2. All facilities used in Program instruction including the microbiology lab be compliant with Occupational Safety and Health Administration (OSHA) regulations with respect to: a) lack of use of appropriate OSHA labels; b) eyewash station inappropriately connected to hot water supply; c) lack of presence of Safety Data Sheets (SDS) in the lab. (4e)</td>
<td>Unmet; submit evidence that repackaged materials in the microbiology laboratory on main campus have been properly labeled.</td>
</tr>
<tr>
<td>3. Membership of the institutional care and use committee (IACUC) be in accordance with Animal Welfare Act (AWA). (5a)</td>
<td>Met; 11/2017</td>
</tr>
<tr>
<td>4. Program staffing be sufficient to deliver the educational program and meet the instructional goals of the program. (9a, 9b)</td>
<td>Unmet: report on any changes in staffing</td>
</tr>
<tr>
<td>5. Sufficient time be allotted to the Program director for administrative and teaching responsibilities. (9d)</td>
<td>Unmet; provide an update on the allocation of time of administrative and teaching responsibilities of the Program director</td>
</tr>
<tr>
<td>6. Faculty members have sufficient time for development and delivery of instruction, curriculum development, student evaluation, student advisement and counseling, and professional development. (9f)</td>
<td>Unmet; report on any changes to faculty time or workloads</td>
</tr>
<tr>
<td>7. Compensation, incentives, and employment security be sufficient to retain Program personnel and to attract qualified candidates for future needs. (9f)</td>
<td>Unmet; report on any changes to compensation or employment incentives for Program personnel</td>
</tr>
</tbody>
</table>
4.3: OTHER

See Resource B for examples of external constituencies that may apply.

Narrative:

The ICC Veterinary Technology Program aligns with the Higher Learning Commission’s Criterion for Accreditation categories for Ethical and Responsible Conduct and Teaching and Learning: Quality, Resources, and Support. Program students are introduced to veterinary medical ethics early on in the curriculum. The utilization of live patient case work allows students to uphold the Veterinary Patient Client Relationship. Within program curriculum, externships with external agencies enforce the role students have in conducting themselves within the boundaries of ethical behavior and within the Veterinary Kansas Practice Act. HLC Criterion 3 Teaching and Learning- Intellectual Learning and Acquisition and Application, applies directly to veterinary technology curriculum as well as the life long learning skills students carry with them post graduation. Credentialed veterinary technicians must complete annual recertification in the form of continuing education. Additionally, the ICC Veterinary Technology Program is licensed by the USDA and the Kansas Board of Veterinary Examiners. Blind inspections by these agencies occur annually.

Evidence:

- KS Board of Veterinary Examiners
- USDA Annual Inspection 2017
VETERINARY PREMISE COMPLIANCE AUDIT REPORT

Premise Name: Independence Community College  Premise Number: 1889

Premise Address: 2615 W Main St.

City, ST, Zip: Independence, KS 67301

Phone & Fax: 620-332-5451

Operating/Managing Veterinarian: Dr. Ann Pierce-Dutton

Associate Veterinarians:

Type of Premise: Mixed/Teaching

Date & Time of Audit: 10-11-17

Audit Conducted By: R. Coe

Possible Non-Compliances: Comments:

________________________________________________________________________

NOTES

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Signatures: Operating/Managing Veterinarian or Designee

By my signature above, I hereby acknowledge awareness of the audit findings.

KBVE Compliance Auditor

Date Signed: 10-11-17

Statutes and Regulations on site: Y N  CE File maintained: O N  Rx File Reviewed: Y N

(if applicable)

Attachments: photos narrative report(s)  diagram/s  other (specify)
I C C Veterinary Technology Program
2615 West Main
Independence, KS 67301

Customer ID: 322937
Certificate: 48-R-0115
Site: 001
Independence Community College

Type: ROUTINE INSPECTION
Date: 28-AUG-2017

No non-compliant items identified during this inspection.

This inspection and exit interview were conducted with the facility representative.

Additional Inspectors
Thornton Karl, Animal Care Inspector

Prepared By: MARGARET SHAVER
Title: VETERINARY MEDICAL OFFICER
Received By: DR. ANN DUTTON VIA ELECTRONIC MAIL.

Date: 28-AUG-2017
7.0: PROGRAM PLANNING AND DEVELOPMENT FOR STUDENT SUCCESS

7.1: NARRATIVE/REFLECTION ON QUALITATIVE AND QUANTITATIVE DATA AND TRENDS

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning. In this section program faculty should provide a narrative reflection on trends observed in the data from section 1.0. (See Resource C)

Narrative:

The Independence Community College Veterinary Technology Program offers graduates an AAS degree in an advancing field with employment opportunities and high salary potential. Recruitment of students academically capable of the workload presented to them during the program is essential for optimum program growth. Applicants with academic histories having letter grades of B or better in math and science coursework are more apt to successfully complete the program and be successful on the Veterinary Technician National Exam (VTNE). The program has consistently reviewed course curriculum and added classroom instruction time to those courses considered Domain areas on the VTNE. The program has implemented the AVMA Site Team's request for a commercial produced VTNE preparatory program. Program instructors are actively researching areas within the curriculum where additional clinical hours can be obtained for increased patient loads for students. These changes will be utilized to enhance student retention and improve success rate on the VTNE.

The community support for the program and the collaborative efforts offered from the Ralph Mitchell Zoo, Caney Zoological Park, and the ICC Fab Lab demonstrate how students can use their education to promote animal health and welfare, and be involved with servant leadership. Current program staff are interested in structuring the program to emulate other existing vet tech programs that utilize contact hours with students, enabling additional instructors to participate in lab/classroom course content. For example, it is common for other programs to utilize 3 instructors for a Clinical Pathology Lab course, even with a class size of 15-20 students. This ensures that the course maintains the preferred instructor to student ratio of 1:8 and allows for more individualized attention per student. Another advantage is that additional instructors often bring an increased level of expertise for subject matter; one instructor might cover the parasitology section, another the hematology section and so forth, allowing appropriate prep time for the course. Otherwise, a single instructor is left to research, prepare, collect/transport patients, and set up labs for each content area of a course which is incredibly time consuming. Information gathered from the AVTE Conference also suggests that national trends in the student populations most likely to be successful passing the VTNE include those students achieving a B or better average in College Algebra, Small Animal Health Care, and Pharmacology courses. Program staff see potential benefits to adding College Algebra as a pre requisite course, and having applicants take an entrance exam.
7.2: ACADEMIC PROGRAM VITALITY REFLECTION, GOALS, AND ACTION PLANS

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form. Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (See Resource D for detailed descriptions of the vitality recommendation categories.)

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of honors, co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. (See Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)

Narrative:

Short Term Goals: Meeting the deficiencies noted by the AVMA-CVTEA, including hiring additional instructors and a full time Program Director, improving the VTNE pass rate, and addressing recruiting issues leading to acceptance of those students most likely to succeed in the program. Implementation Includes: development of the ICC Vet Tech Task Force to help address the Critical Deficiencies noted on the AVMA-CVTEA Site Visit; hiring an adjunct instructor for the Board Review Course, and utilizing implementation of Navigators to advise students during the program. (See Documentation of AVMA-CVTEA Deficiencies)

Long Term Goals: Complete the build out for large animal facilities, address potential curriculum changes that may include establishing Clinical Hours as a lab course for student credit, look at offering veterinary/medical as a fee based revenue source.

The ICC Veterinary Technology Program is diligently working at specific areas for revitalization initiatives. Addressing the AVMA-CVTEA Site Visit deficiencies, ICC administration has created the Vet Tech Task Force. This committee is dedicated to fulfilling the goals of accreditation deficiencies. Specific revitalization areas addressed include improving student success on the Veterinary Technician National Exam by means of adding an adjunct instructor to facilitate the VetTechPrep study program. Program staff will increase by 50% as a stand alone director position will be filled for the upcoming 2018-2019 academic year.

The program’s recruiting efforts have been enhanced with the institutional application of Navigators to guide students through recruiting, prerequisite coursework, application, and program completion. The program also continues to have maintain valuable support from industry leaders as individual veterinarians offer time and resources towards revitalization efforts.

Continual reporting of revitalization efforts is overseen by the AVMA-CVTEA and the Veterinary Technology Program Advisory Board.

Evidence:
• tk20 Academic Program Vitality Descriptions
• tk20 2+2 articulation
• tk20 AVMA-CVTEA Def
## Academic Program Vitality Descriptions

<table>
<thead>
<tr>
<th>Demand:</th>
<th>Response:</th>
<th>Quality:</th>
<th>Resource Utilization:</th>
<th>Resource Utilization:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student credit hours:</strong></td>
<td>81 hrs. Students receive a terminal AAS degree upon completion of 81 credit hours. Extent of material covered requires this amount of time</td>
<td><strong>Student Course Completion:</strong> Students receive a well-rounded education in line with the mandated AVMA-CVTEA curriculum</td>
<td><strong>Cost per credit hour:</strong> comparable to other vet tech/med-tech programs within the state</td>
<td></td>
</tr>
<tr>
<td><strong>Average Class Size:</strong></td>
<td>10 students</td>
<td><strong>Student Course Attrition:</strong> Attrition runs approximately 40-50% per cohort. This is the national average for other programs as well</td>
<td><strong>Facility needed:</strong> Land is available for large animal buildout. This would be beneficial to have on ground facilities enhancing student education for equipment usage and maintenance and increased patient load</td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Job Placement:</strong></td>
<td>Majority of graduates working in the field. (See employer Surveys-Self Study)</td>
<td><strong>Formalized articulations with education and industry partners:</strong> 2+2 program with KSU (see evidence folder)</td>
<td><strong>Equipment/Technology Needed:</strong> Smart Classrooms, articulated large animal skeleton, dental radiography unit</td>
<td></td>
</tr>
<tr>
<td><strong>Career Job Projections:</strong></td>
<td>30% growth for vet tech profession forecast through 2024</td>
<td><strong>Graduate Satisfaction/Empl. Satisfaction:</strong> See Self Study Appendix</td>
<td><strong>Staff Assigned/Needed:</strong> Full Time Program Director, additional instructors</td>
<td></td>
</tr>
<tr>
<td><strong>No/minimal regional duplication:</strong></td>
<td>Only other Accredited Comm. College program is located in NW KS</td>
<td><strong>Wage Potential:</strong> Average is $30,000/yr. Can be $43-60,000 annual salary</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vitality Categories:</strong></td>
<td><strong>Demand Section:</strong> Category 1: Enhancement Opportunity</td>
<td><strong>Quality Section:</strong> Category 1: Enhancement Opportunity</td>
<td><strong>Resource Section:</strong> Category 1: Enhancement Opportunity</td>
<td></td>
</tr>
</tbody>
</table>
## Veterinary Technology and Technology Management

- Up to 62 hours, as outlined below, can be transferred from Independence Community College and applied to the bachelor's degree.
- All K-State courses can be obtained through distance education.
- The Independence Community College Transfer Equivalency Page is located at: www.k-state.edu/admit/dars/html_files/Independence_cc_ks.html

### Independence Community College

**Associate of Applied Science in Veterinary Technology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1115 Biology I</td>
<td>5</td>
</tr>
<tr>
<td>BIO 1116 Biology II</td>
<td>5</td>
</tr>
<tr>
<td>COM 1203 Speech</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1003 English Comp I</td>
<td>3</td>
</tr>
<tr>
<td>HEA 1432 Math for Health Professionals^</td>
<td>2</td>
</tr>
<tr>
<td>VET 1023 Vet Tech Office Practices^</td>
<td>3</td>
</tr>
<tr>
<td>PHS 1015 General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>SOC 1073 Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>VET 1002 Intro to Vet Technology</td>
<td>2</td>
</tr>
<tr>
<td>VET 1003 Large Animal Health Care</td>
<td>3</td>
</tr>
<tr>
<td>VET 1004 Anatomy and Physiology of Domestic Animals</td>
<td>4</td>
</tr>
<tr>
<td>VET 1102 Animal Facility Mgmt I</td>
<td>2</td>
</tr>
<tr>
<td>VET 1012 Animal Facility Mgmt II</td>
<td>2</td>
</tr>
<tr>
<td>VET 1013 Principles of Anesthesiology and Radiology</td>
<td>3</td>
</tr>
<tr>
<td>VET 1103 Small Animal Health Care</td>
<td>3</td>
</tr>
<tr>
<td>VET 1112 Clinical Internship</td>
<td>4</td>
</tr>
<tr>
<td>VET 2001 Board Review for Vet Techs</td>
<td>1</td>
</tr>
<tr>
<td>VET 2003 Clinical Pathology I</td>
<td>3</td>
</tr>
<tr>
<td>VET 2004 Veterinary Microbiology**</td>
<td>4</td>
</tr>
<tr>
<td>VET 2013 Large Animal Tech</td>
<td>3</td>
</tr>
<tr>
<td>VET 2103 Veterinary Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>VET 2113 Veterinary Surgical Nursing and Clinical Skills**</td>
<td>5</td>
</tr>
<tr>
<td>VET 2203 Clinical Pathology II**</td>
<td>3</td>
</tr>
<tr>
<td>VET 2213 Lab, Wild, and Exotic Animal Tech</td>
<td>3</td>
</tr>
<tr>
<td>VET 2223 Zoo Internship**</td>
<td>1</td>
</tr>
</tbody>
</table>

**A.A.S. Total Hours** 81

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1013 English Comp II*</td>
<td>3</td>
</tr>
<tr>
<td>MAT 1023 College Algebra*</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 87

* Courses required for the B.S. degree, but not for A.A.S. degree.
^ Courses required for A.A.S. degree, but not for B.S. degree.
** Classes will transfer as upper level credit to K-State.

### Kansas State University

**Bachelor of Science in Technology Management**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCTG 231 Acctg for Business Operation</td>
<td>3</td>
</tr>
<tr>
<td>ACCTG 241 Acctg for Invest and Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 315 Supervisory Management</td>
<td>3</td>
</tr>
<tr>
<td>COMM 322 Interpersonal Comm</td>
<td>3</td>
</tr>
<tr>
<td>CMST 108 PC Desktop Software</td>
<td>3</td>
</tr>
<tr>
<td>ECON 110 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 120 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 302 Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>MANGT 366 Info Tech for Business</td>
<td>3</td>
</tr>
<tr>
<td>MANGT 420 Management Concepts</td>
<td>3</td>
</tr>
<tr>
<td>MATH 205 General Calc and Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>STAT 325 Intro to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Computer Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>300+ Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>300+ Restricted Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose Four Classes (12 credit hours) from the following Business and Management Courses 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINAN 450 Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>MANGT 390 Business Law</td>
<td>3</td>
</tr>
<tr>
<td>MANGT 421 Intro to Operations Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>MANGT 530 Industrial and Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>MANGT 531 Human Resources Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 400 Intro to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 542 Professional Selling</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 63

* Choose a class that will satisfy the K-State B general education requirements. See advisor for details.

**Total Credit Hours Taken:** 150

**Total Credit Hours Applied to TechMgmt Degree:** 124

Visit www.dce.k-state.edu/affiliations/2+2/
Veterinary Technology and Technology Management

Your Degree Option
K-State offers a Bachelor of Science degree in Technology Management through distance education. This degree completion program is designed primarily for students who have completed the Veterinary Technology Program at Independence Community College. The Technology Management degree provides a solid understanding of the fundamental areas in management: finance, accounting, business, and marketing. The curriculum is designed to prepare the student for the diverse environment of the business world as it relates to the veterinary profession. Applications for admission to this program are accepted through K-State Salina.

Your Career
K-State Salina’s technology management graduates find jobs with large corporations and small businesses, government agencies, academia, research laboratories, and nonprofit organizations. You’ll find them involved with supervisory and management positions in private and corporate veterinary practices, industry, research laboratories, universities, and governmental agencies. They can also be found using their management and business skills to advance as veterinary technicians. Our graduates also hire and supervise employees, train new managers, plan budgets, and manage inventory.

Get started!
The degree map on the reverse page will show you a listing of classes you need to take from Independence Community College and K-State to complete the Veterinary Technology and Technology Management 2+2. This degree map has been reviewed and accepted by both schools as an illustration, which is subject to change. Many other combinations of courses may be possible, so students should contact a K-State representative or their community college advisor before committing to a particular transfer program.

To get started, contact the K-State 2+2 representative by calling 620-786-1188 or e-mail jdunn@k-state.edu.

To learn more about the Veterinary Technology and Technology Management degree:
- Dr. Don Von Bergen
- 2310 Centennial Road, Salina, KS 67401
- Phone: 785-826-2696
- E-mail: dvb@k-state.edu
- Website: www.dce.k-state.edu/technology/management/

Note: Kansas Board of Regents requirements have been incorporated into this degree plan, including the following rules governing bachelor’s degrees:
- A bachelor’s degree must include at least 124 credit hours;
- It must have at least 60 credit hours earned from an institution where the majority of degrees granted are at the bachelor’s degree level or higher;
- It must include at least 45 credit hours at the junior level (numbered 300) or higher;
- Each student must successfully complete credit-bearing courses/experiences to cover all of the K-State 8 areas.

Kansas State University will accept up to one-half of the required credit hours from the two-year institution toward the bachelor’s degree.

Disability Support Services
A student with a disability who wishes to request accommodations for a credit course should contact the course instructor or contact the Disability Support Services Office.

Kansas State University is committed to nondiscrimination on the basis of race, color, religion, national origin, sex, age, ancestry, disability, marital status, veteran status, or other factors as required by applicable law and regulations. Reasonable accommodation requests should be submitted in a timely manner.

Notice of Nondiscrimination
Kansas State University is committed to nondiscrimination on the basis of race, color, religion, national origin, sex, age, ancestry, disability, marital status, veteran status, or other factors as required by applicable law and regulations. Reasonable accommodation requests should be submitted in a timely manner.

Title IX of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1968, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990 have been delegated to the director of Affirmative Action, Kansas State University, 214 Anderson Hall, Manhattan, KS 66506-0144, 785-532-6226 or TTY 785-532-4857; May 2011.
**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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Program be compliant with Occupational Safety and Health Administration (OSHA) and other safety considerations with respect to: a) secondary labeling of repackaged materials b) need for appropriate identification of all personnel making radiographic exposures. (4e)</td>
</tr>
<tr>
<td>2.</td>
<td>All facilities used in Program instruction including the microbiology lab be compliant with Occupational Safety and Health Administration (OSHA) regulations with respect to: a) lack of use of appropriate OSHA labels; b) and lack of presence of Safety Data Sheets (SDS) in the lab. (4e)</td>
</tr>
<tr>
<td>3.</td>
<td>Membership of the institutional care and use committee (IACUC) be in accordance with Animal Welfare Act (AWA). (5a)</td>
</tr>
<tr>
<td>4.</td>
<td>Program staffing be sufficient to deliver the educational program and meet the instructional goals of the program. (9a,b)</td>
</tr>
<tr>
<td>5.</td>
<td>Sufficient time be allotted to the Program director for administrative and teaching responsibilities. (9d)</td>
</tr>
<tr>
<td>6.</td>
<td>Faculty members have sufficient time for development and delivery of instruction, curriculum development, student evaluation, student advisement and counseling, and professional development. (9f)</td>
</tr>
<tr>
<td>7.</td>
<td>Compensation, incentives, and employment security be sufficient to retain Program personnel and to attract qualified candidates for future needs. (9f)</td>
</tr>
<tr>
<td>8.</td>
<td>The program's three year rolling average VTNE pass rate for first time test takers must be 50% or higher. (11d)</td>
</tr>
</tbody>
</table>
**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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Program facilities emulate a contemporary facility with respect to appropriate labeling of drawer contents. (4b)</td>
</tr>
<tr>
<td>2.</td>
<td>IACUC approved animal care and use protocols contain all information required by AWA guidelines (5a)</td>
</tr>
<tr>
<td>3.</td>
<td>Written memoranda of understanding (MOUs) that include exit strategies be in place with frequently used providers of large animal resources. (5b)</td>
</tr>
<tr>
<td>4.</td>
<td>Medical records emulate contemporary veterinary practice standards by being more complete. (5d)</td>
</tr>
<tr>
<td>5.</td>
<td>Relevant library holdings, including texts and periodicals continue to be expanded. (6a)</td>
</tr>
<tr>
<td>6.</td>
<td>Efforts (continue to) be made to admit the students most likely to succeed in the Program. (7c)</td>
</tr>
</tbody>
</table>
**RECOMMENDATION(S)**

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

It is suggested that:

1. The Program acquire the following: a large animal articulated skeleton, an electronic stethoscope, additional clippers, a panoptic ophthalmoscope, a handheld dental x-ray system and a handheld ultrasound imaging system.

2. The Program advisory committee have student representation.

3. A signature legend page be included with the controlled drug log.

4. The Program become an institutional member of AVTE.

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

6. Externship evaluations be more task specific and criteria for evaluation better defined.

7. The Program update course pre-requisites.
8.0: FISCAL RESOURCE REQUESTS/ADJUSTMENTS

8.1: BUDGET REQUESTS/ADJUSTMENTS

Based on program data review, planning and development for student success, programs will complete the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available in October. (See Resource G for more details on possible items to include.)

Narrative:

The greatest need for the program is for the budget to include salaries appropriate for a Program Director and additional instructors. These requests follow the recommendations of the site visit team as well. AVMA-CVTEA Critical Deficiencies: 4. "Program staffing be sufficient to deliver the educational program and meet the instructional goals of the Program." 5. "Sufficient time be allotted to the Program director for administrative and teaching responsibilities." 6. Faculty members have sufficient time for development and delivery of instruction, curriculum development, student evaluation, student advisement and counseling, and professional development."

Evidence:

- tk20 Annual Program Review 2018- Budget Worksheet-Fiscal Resource Requests
- tk20 Copy of 1220 Budget Activity Report 16-17
### Annual Program Review 2017-18

#### Veterinary Technology Program

#### Budget Worksheet

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Response:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget Projections (personnel &amp; operation)</strong></td>
<td>The 2017-18 budget for the Veterinary Technology Program has sufficiently covered costs for surgical/medical supplies, animal food, equipment maintenance, dues/memberships, and instructional supplies. Carl D. Perkins money provided instructors professional development opportunities addressing specific program needs and requirements of the AVMA-CVTEA Site Team. The program budget did not include sufficient funding for additional personnel as a dictated AVMA-CVTEA Site Team.</td>
</tr>
<tr>
<td><strong>Position Change Requests:</strong></td>
<td>A national search for a full time program director will take place spring of 2018. This additional staffing position will help meet critical deficiency 4,5 from AVMA-CVTEA Site Visit. Budgetary considerations include salary commensurate with education and work load. As per AVMA-CTEA Site Visit Deficiencies, budgetary considerations should include additional full time instructor or adjunct equivalency.</td>
</tr>
<tr>
<td><strong>Educational Technology Support:</strong></td>
<td>Program budget has been sufficient to continue subscription with <em>Animal Care Technologies</em> video series. These videos enhance classroom instruction showing technician duties demonstrated for multiples species and disciplines. The videos are utilized in all core VET courses.</td>
</tr>
<tr>
<td><strong>Instructional Technology Planning Requests:</strong></td>
<td>Program staff have requested smart classroom technology (replacing projector and screen with flat screen TV for improved visualization and definition.</td>
</tr>
<tr>
<td><strong>Facilities/Remodeling Requests:</strong></td>
<td>Request updates on the progress of build out plans for the Large Animal Facilities.</td>
</tr>
<tr>
<td><strong>Capital Equipment:</strong></td>
<td>Needed capital equipment includes an articulated large animal skeleton and repair of the digital radiograph machine. As per AVMA-CVTEA directives, library resources specific for program use continue to need expansion; an additional bookcase will be needed. The average cost for non-capital equipment and consumables continues to rise, future budget projections will need to account for price increases in surgical and medical supplies in conjunction with the number of Essential Skills students are required to perform.</td>
</tr>
<tr>
<td><strong>Other:</strong></td>
<td>The program incurs several annual fees: <em>Annual Accreditation Fee, Premise License Fee, KDHE Radiograph Equipment License, AVTE membership, AVMA membership, KVMA membership, KVTA membership, SCNAVTA membership, Liability Insurance, LVT Licensure. Site visit expenses every 5 years.</em></td>
</tr>
<tr>
<td>Published Budget</td>
<td>Operating Budget</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>12-510:550</td>
<td></td>
</tr>
<tr>
<td>12-591:598</td>
<td></td>
</tr>
<tr>
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9.0 PROGRAM PLANNING AND DEVELOPMENT PARTICIPATION

9.1: FACULTY AND STAFF

In this section programs will provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

Program staff consisting of Program Director, full time RVT, and hourly part time lab instructor conduct monthly staff meetings; discussions include student progress, curriculum needs, patient caseloads, budgetary considerations, needed supplies and program improvements. Program staff talked with AVMA-CVTEA Site Team members April 2017 and shared ideas for student retention rates, admitting students most likely to succeed in the program, and the need for additional instructors in the classroom and labs. Program staff included the need for administrative office support as well. Recommendations from the Site Team have already been implemented with revamping of the Board Review Course. A new adjunct instructor for the Board Review Course will provide an improved course evaluation for students enrolled with the online Vettech Prep Package. This will help identify weak VTNE (Veterinary Technician National Exam) domain areas where improved course instruction needs to occur.

Current Program Staff include: 1 Program Director (Ann Dutton, DVM), 1 Full Time Registered Veterinary Technician (Linda Benning, RVT), 1 Adjunct Registered Veterinary Technician (Amanda McCormick, RVT), 1 part-time hourly assistant (Cortney Moore, RVT).
9.2: DEAN AND/OR ADMINISTRATIVE DESIGNEE RESPONSE

After review and reflection of the program review, planning and development, the Division Dean will complete Dean’s Summative Assessment form. The Dean’s response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

Division Chair- I agree with the findings in this program review. I do believe there is room for growth and improvement. Restructuring and hiring a Director should help with retention and enrollment in their program. I think Vet Tech needs reach into other aspects of Veterinary services. Such as massage therapy for different types of animals and animal grooming. Possibly implementing and developing a course on long and short term animal care, such as boarding and day care.