

**AVMA CVTEA ACCREDITATION
REPORT OF EVALUATION**

VENTURA COLLEGE

VETERINARY TECHNOLOGY PROGRAM

2022



**AMERICAN VETERINARY MEDICAL ASSOCIATION
COMMITTEE ON VETERINARY TECHNICIAN EDUCATION AND ACTIVITIES
(AVMA CVTEA)**

<i>Report of Evaluation</i>	<i>Ventura College Veterinary Technology Program 957 Faulkner Road, Unit 106 Santa Paula, CA 93060</i>
<i>Date of Initial Evaluation</i>	<i>August 24-25, 2022</i>
<i>Evaluation Committee</i>	<i>Ms. Michelle Smith, CVTEA Dr. Meredith Kennedy, California Veterinary Medical Association Ms. Rebecca Hand, RVT Ms. Sarah Reynolds, public</i>
<i>AVMA Staff</i>	<i>Ms. Rachel A. Valentine, RVT, BS</i>

PRINCIPAL ADMINISTRATIVE OFFICERS

<i>College President</i>	<i>Dr. Kimberly Hoffmans</i>
<i>Vice President of Academic Affairs</i>	<i>Dr. Jennifer Kalfsbeek-Goetz</i>
<i>Dean of Career Education II</i>	<i>Ms. Felicia Duenas</i>
<i>Vice President of Business & Administrative Services</i>	<i>Ms. Catherine Bojorquez</i>
<i>Vice President of Student Affairs</i>	<i>Dr. Damien Pena</i>
<i>Dean of Student Affairs, East Campus</i>	<i>Dr. Jesus Vega</i>
<i>Program Director</i>	<i>Dr. Mckenzie Rasmussen-Hagerty</i>

Presented herein is the report of the evaluation committee for the Ventura 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, August 2022*. 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 program was created to meet the local community's demand for educated veterinary assistants and veterinary technicians. The community has many openings and opportunities for veterinary technicians in all facets of veterinary medicine including general practice, specialty practice, shelter and rescue facilities, biomedical research, wildlife rehabilitation facilities, working dog programs, and education. The addition of a veterinary technology program was timely due to high local interest in a campus-based veterinary technology program as well as expansion of Ventura College's agriculture department offerings.

Executive Summary

The 81-semester credit-hour curriculum leads to an Associate of Science in Veterinary Technology. Students complete a 300-hour externship. The primary focus of the curriculum is equine and companion animal medicine. Admission to the Program is open.

Identified Program strengths include:

- Dedicated, knowledgeable faculty and staff who are focused on student success
- Supportive administration
- Affordability of the Program
- Library information support
- Veterinary community partnerships
- Diversity of student services
- Supportive student body

Challenges/areas for improvement identified include:

- Occupational Safety and Health Administration (OSHA) and other safety considerations that need to be addressed
- Rabies mitigation protocol not yet completed
- Absence of institutional animal care and use committee (IACUC) approved protocols for some species and activities

- Lack of evidence that applicant qualifications include an aptitude, interest, and understanding of a career in veterinary technology
- Facilities used in primary instruction do not emulate contemporary veterinary facilities or provide an environment conducive to learning and in the achievement of the educational goals
- Controlled substance logbooks do not identify personnel making entries and there is an absence of a unique bottle numbering system
- Inadequate storage space
- Incomplete animal use protocols
- Providers of cat resources need to be expanded
- Absence of a job description for the director (lead instructor) position
- Issues inherent in new programs without graduates: students have not completed the curriculum, all skills have not been completed, outcomes cannot be assessed, and lack of Veterinary Technician National Examination (VTNE) data needed to meet reporting requirements

This is the Program's initial application for AVMA CVTEA accreditation.

Standard 1 Institutional Accreditation

<p>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, and in good standing with, the U.S. Department of Education. Non-U.S. programs must be part of an institution of higher learning recognized by, and in good standing with, the appropriate national, provincial, or regional agency with that authority.</p>	
<p>Indicate the information evaluated to assess the standard in this section</p> <p><input checked="" type="checkbox"/> Document(s) verifying institutional accreditation</p> <p><input type="checkbox"/> Report of any deficiencies from institutional accreditor</p> <p><input checked="" type="checkbox"/> Review of institutional accrediting agency website</p>	
<p>1. Is the program part of an institution of higher education accredited by an agency recognized by the US Department of Education? If a non-US program, is the institution recognized by the appropriate national, provincial, or regional agency with that authority?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Agency that accredits the parent institution:</p> <p>Date of last review: Next review:</p> <p>2017 2023</p>	<p>Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC)</p>
<p>2. Is the college/university in good standing with the institutional accrediting agency?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

Standard 2 Finances

2) Finances

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

Indicate the information evaluated to assess the standard in this section

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

	Two Years Past	Prior Year	Current Year (Budgeted)
JULY 1 – JUNE 30	2020/2021	2021/2022	2022/2023
TOTAL INSTITUTIONAL OPERATING BUDGET:	55,131,556	55,563,181	55,563,181
<i>PROGRAM REVENUE:</i>			
State appropriated funds	19,505	29,758	112,741
Federal funds			
Student tuition and fees (includes federal financial aid)			
Grants (**Strong Workforce Grant, Perkins)	207,328	208,909	514,002
Other (Ventura County Community fund through the College Foundation)		173,300	143,466
Total Revenue of Program	\$226,833	\$411,967	\$770,209
<i>PROGRAM EXPENDITURES:</i>			
Personnel:			
Full-time Veterinarians (1)	48,461	45,371	83,332
Full-time Credentialed Veterinary Technicians (1)	32,898	58,278	61,523
Other Technical Personnel			
Other Instructional Personnel			
Non-academic Personnel		48,813	28,325
Benefits on salaries (2/4/)	21,599	54,903	94,990
Equipment	0	19,512	
Supplies	4,781	9,290	\$55,369
Other (accreditation fees)	0	2,500	
Total Expenditures of Program	\$108,039	\$238,667	\$323,539

* Note: the program revenue and expenditures do not include appropriations for part-time personnel as it is budgeted from a separate college-wide fund.

** The Strong Workforce grant provides for new annual recurring investment of \$248 million to spur career technical education (CTE) in the nation’s largest workforce development system of 115 colleges in California.

2. Is the institutional budget adequate to meet the program’s current needs?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
--	---

<p>Does the institution have provisions to meet any unexpected financial needs of the program?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Comments:</p> <p>The vast majority of resource requests are made through the annual program review process. However, there are cases in which resources are needed outside of the usual program review timeline. These include position replacements, as well as time-sensitive needs related to grants and external initiatives (e.g. state, accreditation, etc.). The out-of-cycle resource request process ensures that requests of this nature are reviewed in a consistent and transparent manner.</p>	
<p>What is the theoretical total cost for a student who is a resident of the state (if applicable) to complete the program, based on current tuition, fees, and equipment, books, and related costs?</p>	<p>\$4,028</p>
<p>Comments:</p> <p>Affordability of the program is of great benefit to students.</p>	
<p>Are program-specific scholarships or grants available to students?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Comments:</p> <p>Grey Dog Ranch Scholarship provided by Dr. Allison Jones provides a \$1000 annual scholarship to a Program student.</p>	

Standard 3 Organization and Communications

3) Organization and Communications

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

3b. There must be clearly defined lines of communication that are open and effective 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. It is expected that the program director or interim program director be included in all program reporting. (see *AVMA CVTEA Substantive Change Report*)

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, not currently affiliated with the program. Representation should include credentialed veterinary technicians, veterinary technician students, veterinary 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?

The Ventura College Veterinary Technology Program strives to provide a hands-on, practical, and comprehensive educational experience for students wishing to enter the field of veterinary technology with emphasis on the highest-quality medicine, communication, teamwork, and the compassionate and humane care of animals.

Does the program have an appropriate mission statement?

Yes No

What is the primary focus of the program?

Companion animal and equine medicine

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

<p>To whom does the program director report? Felicia Duenas, Dean of Career Education</p>	
<p>Comments: The administration continues to learn about the unique requirements of a veterinary technology program but overall, there is support for the program’s development and growth.</p>	
<p>Is there evidence that full-time and part-time program personnel participate in regularly scheduled faculty meetings?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>3c. Are policies and educational services for veterinary technology students clearly defined and available?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>3e. Does the program have an advisory committee?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Does the advisory committee meet at least annually?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Does the advisory committee contain veterinarians and veterinary technicians with diverse professional interests?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Does the advisory committee have representation from program students, the veterinary industry, and the public?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Comments: To date, there has been an absence of representation from students and a public member on the advisory committee.</p>	
<p>3f. Is there an agreement with two or more educational institutions to provide this veterinary technology program?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>If yes, is a certificate granted to program graduates by the parent institution?</p>	<p>Not applicable</p>

Commentary:
 The advisory committee should be expanded to include representation from the public and students.

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. All clinical facilities for primary learning must emulate contemporary veterinary facilities. Standard types of laboratory and clinical equipment, consistent with those used in contemporary veterinary facilities, shall be provided. Programs must have access to all items listed in the *Equipment and Instructional Resource List*, Appendix H over the sum total of all primary learning sites.
- 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. Students must be educated on rabies risk prior to working with animals. Prior to live animal use, students must be vaccinated against rabies or the program must implement a comprehensive rabies mitigation protocol as described in Appendix A. (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:

Facilities on campus include:

Current facilities on campus include two classrooms, each seating up to 30 students. These rooms are used for lecture courses and contain a computer, video, and audio delivery capabilities.

Comments:

The Ohana teaching lab is scheduled for completion by October 2022 based on a 10-month delay due to permitting and construction delays due to COVID. \$70,000 worth of cabinetry was purchased and delivered in the fall of 2021 and construction is in progress.

The Program reports that the lab (although it has a surgical suite) is not necessarily designed for students to complete their anesthesia / surgical labs because of the volume of live animals needed. The Program plans to work with both the local humane society and county shelter to conduct field trip labs to assist on spay / neuter surgery days at those facilities.

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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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)?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Comments:</p> <p>The radiology and treatment rooms at Santa Paula Animal Rescue Center (SPARC) are small and provide limited space for instructional activities. The numbers of students in a group have included as many as eight students which makes student engagement and learning very challenging. Facilities and equipment at this location are well-used and show the everyday wear and tear of treating and caring for a significant number of animals as evidenced by chipped paint, damaged or dirty flooring, and insufficient lighting noted by the site team.</p>	
<p>4b. Do on-campus clinical facilities emulate contemporary veterinary facilities?</p> <p>Do off-campus clinical facilities emulate contemporary veterinary facilities?</p>	<p>Not applicable</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
Did the site team have any concerns regarding the facilities?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Is all required equipment from the <i>Equipment and Instructional Resource List, Appendix H</i> owned or available to the Program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Comments:</p> <p>The site team identified several concerns at the SPARC including the absence of separation of dog and cat housing, blood analyzing equipment being maintained in a radiology room, poor lighting, restricted size of rooms, and insufficient space for organization and storage of supplies and equipment. Overall space, cleanliness, and maintenance of this facility do not emulate best veterinary practice standards which is required for student primary instruction.</p>	
Does the program desire any non-essential equipment?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
4c. Is there sufficient office space available for program personnel, including privacy of student counseling?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4d. Are animals housed overnight on campus?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is all animal housing consistent with accepted humane standards and state and federal regulations?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4e. Has the program established policies and procedures that ensure a safe and healthy environment for program students, personnel, and animals?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Did the site team note any safety or regulatory concerns? (Please reference the <i>Accreditation Policies and Procedures of the AVMA CVTEA</i> , Appendix A)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Is appropriate personal protective equipment available for students and is it appropriately utilized?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the program have a protocol in place for the handling and disposition of aggressive or dangerous animals?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the program have a bite/scratch protocol in place?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the program have an appropriate pregnancy policy in place?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4e. Does the program have a rabies vaccination policy in place?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are students required to be immunized for rabies prior to live animal interactions in the Program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the program allow waivers from students to decline immunizations?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If applicable, does the comprehensive rabies protocol address each element described in Appendix A; Statement on Student Safety?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>Comments:</p> <p>There is no systematic process to ensure that students are monitored for radiation exposure during externships.</p> <p>Clinical laboratory activities involving urine, fecal, and blood specimens are occurring in a classroom that contains a carpeted floor and fabric chairs which are not impervious to pathogens and cannot be appropriately sanitized. In addition, anatomical models stored in bins with preservative solutions are also being kept in the classroom.</p> <p>Students are permitted to have drinks in the dual-purpose classroom where laboratory activities are occurring. Students wear gloves and masks but are not required to wear protective lab coat or other covering when handling urine, microbiology, or fecal specimens.</p> <p>Several animals housed at the rescue facility did not display proper methods of identification.</p> <p>The Program highly encourages students to acquire rabies immunization; however, they are given the option to decline or waive vaccinations; most have waived due to the cost.</p> <p>The Program has drafted a rabies mitigation protocol for unvaccinated students; however, the protocol is considered incomplete. Documentation is required for the following key elements:</p> <ul style="list-style-type: none"> • Hold period for animals not vaccinated (per CDC-45 days) to include location and handling procedures during the hold. • Communication to external parties including animal sources providers, off-campus sites, and externship sites. • Personal protection requirements for unvaccinated students when working with live animals. 	

4f. Are all drugs, biologics, reagents, and other materials for use in animal care appropriately labeled and currently dated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are materials used for demonstration purposes appropriately labeled and stored?	Not applicable
Are controlled substances appropriately logged and stored?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Comments:</p> <p>Controlled substances are properly logged and stored; however, the logbooks indicate some inconsistencies in the personnel making entries into the books. In addition, there is an absence of a unique bottle numbering system to improve logging practices and emulate best veterinary practice standards.</p>	
4g. Does waste management meet the program’s needs and is it consistent with regulatory requirements?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Comments:</p> <p>Biohazardous waste material is disposed of by a contracted vendor of the college.</p>	
4h. Is the storage space available sufficient to meet the program’s needs?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>Comments:</p> <p>The Program is currently using one classroom for student instruction on campus which is used for both lecture and laboratory activities. There are equipment items being stored in a multitude of areas on campus including within the classroom and in another large room where other health programs are also storing equipment and supplies. In addition, teaching models maintained in preservative solution are being kept in the classroom on the carpeted flooring. Program personnel are required to move or bring in supplies and equipment on an as needed basis which is not the best utilization of their time.</p>	
<p>Commentary:</p> <p>All facilities used in Program instruction must be compliant with Occupational Safety and Health Administration (OSHA) and other safety considerations with respect to:</p> <ol style="list-style-type: none"> a. Documentation of radiation monitoring of students during externships b. Carpet and fabric chair surfaces which are not impervious to pathogens and cannot be sanitized in areas where laboratory activities are occurring c. Elimination of food and drinks in laboratory areas d. Protective lab coat requirements for students when handling urine, microbiology, or fecal specimens e. Proper identification of housed animals. <p>Evidence must be provided that the comprehensive rabies mitigation protocol addresses all required elements as described in the CVTEA <i>Statement on Safety</i>, Appendix A.</p> <p>All facilities used for primary learning must emulate contemporary veterinary facilities and provide an environment conducive to learning and in the achievement of the educational goals.</p>	

Identification of personnel making entries in logbooks and a unique bottle numbering system for controlled substance products must be implemented to emulate best veterinary practice standards.
The Program must have adequate space for storage.

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
- Documentation and/or description of requirements for off-campus providers of clinical instruction
- Other documentation or data that provides evidence of meeting the standard

5. Describe available animal resources:

Dogs, cats, and rabbits are provided by local animal shelters and rescue organizations. Horses, and cattle, and rats or mice are provided by off-campus sites or private owners. Poultry providers are currently being secured.

Comments:

The numbers of cats have been low and only minimally sufficient to complete educational requirements in the Programs. With increasing size of cohorts the program will need to secure additional resource providers of cats.

5a. Is the program registered with the USDA?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
What was the date of the last inspection?	Not applicable
Were any non-compliance issues noted at the last inspection?	Not applicable

<p>Does the program follow all applicable federal and state regulations and guidelines for the care and use of all animals utilized?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Is there an appropriately constituted and functioning institutional animal care and use committee (IACUC) in place?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Does the program have IACUC-approved animal care and use policies in place for all animal activities and are they complete?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Does the program have an IACUC-approved policy in place for investigating and responding to complaints of inappropriate animal care or use and is it publicized?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Comments:</p> <p>The site team noted an absence of IACUC-approved protocols for small animal surgeries, dentistry procedures, and activities involving rats and rabbits. The Program reports these protocols are currently being developed. In addition, a dedicated operating room has not been determined but options are being explored including nearby veterinary hospitals or at the Santa Paula Animal Rescue Center (SPARC).</p> <p>A review of IACUC approved animal use protocols indicated several required components were not consistently included in the protocols. Areas to address include a comprehensive description of each procedure, frequency and limitations on the numbers of procedures to be performed, and numbers of animals approved for use.</p>	
<p>5b. Are adequate numbers of common domestic and laboratory animal species available for use in teaching to meet the required quality and quantity of clinical instruction to meet curriculum requirements without overuse of animals or violation of humane standards of care?</p> <p>Are signed memoranda of understanding, with appropriate exit strategies for primary providers, in place for all animal resources?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>What is the student to animal ratio for?</p> <p>Small animals: 2:1</p> <p>Large animals: 3:1</p> <p>Laboratory animals: 2:1</p> <p>Avian: 2:1</p>	
<p>Comments:</p> <p>The Program has been challenged with finding sufficient numbers of cats needed for instruction; however, to date, all required essential skills have been completed on cats.</p>	

5c. Are there appropriate types and quantities of animal models available for program students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5d. Are all animal records and logs comprehensive and accurately maintained?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5e. Has the program set objective requirements for all off-campus providers of primary clinical instruction? Are signed memoranda of understanding, with appropriate exit strategies for primary providers, in place for all off-campus sites?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>If off-campus clinical sites for primary clinical instruction are used, briefly describe sites utilized.</p> <ul style="list-style-type: none"> • Alpaca at Windy Hill - a working alpaca ranch; students learn how to move the alpacas from their pens to working areas, to lead and halter, restraint, address husbandry needs, and shear fleece. • Norm Schieltz Ranch – privately-owned ranch with large separate pastures for cattle and horses, cattle chute, and working pen. Students learn how to use the cattle chute, give topical and oral medications to cattle, herd cattle from pasture to chute, perform physical exams including TPRs. On horses, students learn how to halter, lead, tie, move, groom, perform physical exams, observe behavior, pick feet, jugular blood draws, intra-muscular injections, tail wraps, leg bandages, and oral medications on the horses. • AB Ranch - horse boarding, riding, and breeding facility. Facilities include horse arenas, stalls, covered outer stalls, covered barn, pasture, and full-time staffing. Students work with horses, sheep, goats and alpacas. • Santa Paula Animal Rescue Center (SPARC) - provides sanctuary, shelter, medical care, and pet adoption services for the stray or surrendered animals in the Santa Paula community. The facilities include indoor and outdoor dog runs, a community cat room, separate cat cages, treatment room, radiology room, laboratory area, and surgical room. 	
<p>Comments: The Program benefits from its partnerships in the veterinary community.</p>	
5f. Are clinical veterinary services provided to the public?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, does the program clearly communicate that the services provided are utilized as a teaching resource and that student instruction is the primary purpose?	Not applicable

Commentary:

IACUC-approved protocols must be in place for all animal activities and evidence of access to a dedicated surgical facility must be provided.

IACUC approved animal care and use protocols must contain all information required by AWA guidelines including, but may not be limited to:

- a. Comprehensive description of procedures
- b. Frequency and limitations on the numbers of procedures to be performed
- c. Numbers of animals.

Resources for instruction with cats must be enhanced.

Standard 6 Library and Informational Resources

<p>6) Library and Informational Resources</p> <p>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.</p> <p>6b. Knowledge of quality information resources, library use and development and application of information retrieval skills must be included in the educational experience.</p>	
<p>Indicate the information evaluated to assess the standard in this section</p> <p><input checked="" type="checkbox"/> List of texts and periodicals, electronic and print, available to program personnel and students</p> <p><input checked="" type="checkbox"/> List of databases available to program personnel and students</p> <p><input checked="" type="checkbox"/> Tour of library facilities and relevant portions of the collection</p> <p><input checked="" type="checkbox"/> Description of the qualification of the librarian(s)</p> <p><input checked="" type="checkbox"/> Description of computer technology available to program personnel and students</p> <p><input checked="" type="checkbox"/> Description of courses/activities provided in which students learn about the educational resources available</p> <p><input checked="" type="checkbox"/> Description of remote access technologies and mechanisms that promote use of library information</p> <p><input checked="" type="checkbox"/> Description of funding available for library and educational resources</p> <p><input checked="" type="checkbox"/> Description of how use of library resources is encouraged</p>	
<p>6. How many hours per week is the library open?</p> <p>What is the seating capacity of the library?</p>	<p>48 hours/week</p> <p>441 seats</p>
<p>Location of the library:</p> <p>Library facilities are located on the main campus, approximately twelve miles away. There is a Learning Resource Center (LRC) located at the Santa Paula campus which features computer use for students that have access to library and online periodical catalog searches as those in the main campus library. The veterinary technology program also houses program specific reference books in the Santa Paula campus LRC.</p>	
<p>6a. Do program personnel and students have access to library and educational resources that are sufficient to meet the needs of the program?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>What is the number of veterinary technology related books and periodicals in the library?</p> <p>There are approximately 533 books and 154 electronic periodicals in the library collection pertaining to veterinary technology/veterinary medicine.</p>	
<p>Are the library and educational resources available to program personnel and students current?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Do library personnel have the appropriate credentials?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Describe the credentials of the resource specialist:</p> <p>Peter Sezzi serves as an associate librarian and department chair. He holds a Master of Library Information and Science (MLIS) degree.</p>	

<p>Are adequate funds allocated to the library to support library and educational resources?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>What is the amount of the library budget that is allocated to the program?</p> <p>There is no specific amount allocated to the Program for library acquisitions. The program dean can place a request with the librarian to acquire specific Vet Tech program resources and include them in the library budget.</p>	
<p>Comments:</p> <p>Library personnel and services provide excellent information support for students.</p>	
<p>6b. Does the program incorporate and use quality information resources, library, and other educational resources in the teaching and learning process?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Are students aware of and utilize the library and educational resources available?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Comments:</p> <p>Students gain knowledge of quality of library resources directly through program resources and instruction. In addition, students are required to complete projects, research papers and homework relating to each class.</p>	

Standard 7 Admissions

<p>7) Admissions</p> <p>7a. The institution and program admission policies must be well defined and documented.</p> <p>7b. Applicants must have a high school diploma or its equivalent. Consideration of the qualifications of applicants for admission must include aptitude for, an interest in, and an understanding of a career in veterinary technology.</p> <p>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.</p> <p>7d. Catalogs, website, or other official publications must contain the institutional and programmatic purposes and objectives, admission requirements and procedures, academic offerings, degree granted, and program requirements for completion of the degree, including the existence of any technical standards. This information must include the length of time necessary for completion; policies with respect to satisfactory academic progress; policies on transfer of credits; tuition, fees, and other program costs; refund policies; and national and state requirements for eligibility for credentialing or entry into the field of veterinary technology.</p> <p>7e. The institution and program must demonstrate integrity and responsibility in student recruitment practices. Admission must be non-discriminatory and in accordance with federal and state statutes, rules, and regulations. Personnel who are knowledgeable about the program and its requirements should conduct student recruitment.</p> <p>7f. The program director or director’s appointee should participate in the deliberations of the admissions committee and selection of students.</p>	
<p>Indicate the information evaluated to assess the standard in this section</p> <p><input checked="" type="checkbox"/> College catalog, brochures, website</p> <p><input checked="" type="checkbox"/> Program admission packet</p> <p><input checked="" type="checkbox"/> Description of admission policies and procedures</p> <p><input checked="" type="checkbox"/> Discussions with program students</p> <p><input type="checkbox"/> Other documentation or data that provides evidence of meeting the standard</p>	
<p>7a. Are the institutional and program admissions policies well defined and documented?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>7b. Is a high school diploma or its equivalent required for admission into the program?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>How frequently are students enrolled into the program?</p>	<p>Once yearly</p>
<p>What is the maximum number of students to be admitted into the program for each enrollment period?</p>	<p>24</p>
<p>7c. Describe requirements for admission into the program:</p> <p>Ventura College, as part of the State of California Community College system, is an open access institution. As such, selection for entry into the program is by random lottery until all open spots in the cohort are filled. In order to be eligible for entry into the Veterinary Technology Program, prospective students must be accepted into Ventura College, be 18 years of age at matriculation, have a high school degree or equivalent, and have completed a supplemental program application by the deadline. There are no scholastic requirements, standardized testing, interviews, or special criteria used for purposes of determining eligibility for admission.</p>	
<p>Comments:</p>	

<p>Given the open admission policy and random lottery procedures, the site team is concerned that there is an absence of methods to assess the aptitude, interest, and understanding of a career in veterinary technology for applicants to the Program. In addition, it would be beneficial to implement prerequisite courses to the admissions process in the Program.</p>	
<p>7d. Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>7f. Does the program director or director’s appointee participate in the selection of students admitted into the program?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Comments:</p> <p>Program personnel are responsible for collecting applications and making sure they are complete. The department administration and/or program personnel performs the random lottery. Program faculty then inform all candidates of their admissions status as admitted or waitlisted.</p>	

Commentary:

Documentation must be provided that qualifications of applicants include an aptitude, interest, and understanding of a career in veterinary technology.

Prerequisites should be implemented in the admissions process of the Program.

Standard 8 Students

<p>8) Students</p> <p>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 program personnel-to-student ratio must be maintained to ensure student safety and adequate delivery of instruction in a variety of teaching environments. Program personnel to student ratios shall not exceed 1:12 for laboratory courses without animals present and 1:8 for laboratory courses with animals present. Programs not in compliance at this time may be subject to a change in accreditation status).</p> <p>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.</p> <p>8c. Throughout the curriculum, students must be exposed to veterinary team concepts and appropriate modeling of ethical and professional behavior.</p> <p>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.</p>		
<p>Indicate the information evaluated to assess the standard in this section</p> <p><input checked="" type="checkbox"/> Description of student support services available</p> <p><input checked="" type="checkbox"/> Documentation of numbers of students admitted into the program</p> <p><input checked="" type="checkbox"/> Review of student handbook</p> <p><input checked="" type="checkbox"/> Discussions with program personnel and students</p> <p><input type="checkbox"/> Other documentation or data that provides evidence of meeting the standard</p>		
<p>8. Total institutional enrollment:</p>	<p>Total #</p>	<p>FTE</p>
	<p>10,825</p>	<p>3558.0</p>
<p>Total Program enrollment:</p>	<p>Total #</p>	<p>FTE</p>
	<p>41</p>	<p>44.3</p>
<p>Comments:</p> <p>The full-time equivalency is higher than the actual number due to some students taking more than the 12 credits which is defined as full-time enrollment.</p>		
<p>Does the program offer more than one veterinary technology degree/certificate option for program students?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	
<p>Number of students currently at each stage of the curriculum (if applicable):</p>	<p>25</p>	<p>First year</p>
	<p>16</p>	<p>Second year</p>
<p>Maximum capacity of the program per incoming class:</p>	<p>24</p>	
<p>Comments:</p> <p>There were 30 students admitted into the second cohort, but faculty report that this number was beyond the capacity of resources needed to sufficiently support the program delivery. As a result, the maximum class size has been reduced to 24 students.</p>		

Does the program anticipate the number of students entering the program to change in the next 2 years? If yes, what is the anticipated change in numbers	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Not applicable
When is the first cohort of students expected to graduate? How many students are in the first graduating cohort?	December 15, 2022 16 students
8a. Is the number of students enrolled appropriate for the available resources, including faculty and staff, to meet the educational goals of the program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Is there an appropriate program personnel-to-student ratio present for? Animal handling laboratories? 1:8 Program laboratories? 1:12 Lecture classes? 1:24	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8b. Are academic and personal support services available to program students from the institution?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Comments: Students benefit from a diversity of support services provided by the college.	
8c. Does the program model veterinary team concepts and appropriate ethical and professional behavior?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8d. Does the program have a student veterinary technician organization?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, is the student organization a student chapter of the National Association of Veterinary Technicians in America (NAVTA)?	Not applicable
If yes, is the student organization affiliated with the state veterinary technician organization?	Not applicable
Do students have opportunities to provide input to the program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Comments: Students may provide feedback at the end of each course. There are also plans to include students from both first and second-year cohorts to attend advisory committee meetings. Program personnel also maintain open door policies for communication with students. Students interviewed during the site visit were very supportive of the Program.	

Commentary:

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

Standard 9 Faculty and Staff

9) Faculty and Staff

- 9a. Faculty and staff numbers must be sufficient to deliver the educational program and meet the instructional goals of the program.
- 9b. Instructors in the program must have knowledge and expertise in the topics they teach and promote the appropriate role of the veterinary technician in the veterinary health care team. Instructional duties must not violate local, state, or federal laws regarding the practice of veterinary medicine.
- 9c. The program director must be a licensed veterinarian or a credentialed veterinary technician who must be a graduate of an AVMA-accredited program. The program director must have the educational background and occupational experience appropriate to understand and fulfill program goals. The position of the program director should be full time with the institution.
- 9d. The director must have the responsibility, authority, and support necessary to manage the program successfully. This shall be documented in a written job description that also shall clearly define the position of the director within the institutional hierarchy. The program director must be responsible for organizing continuous program review and development processes that assure program effectiveness. The program director’s appointment must include sufficient time for administrative and teaching responsibilities as well as opportunities and support for professional development.
- 9e. Each program must have a minimum equivalent of one full-time licensed veterinarian and a minimum equivalent of one full-time credentialed veterinary technician who must be a graduate of an AVMA 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

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

9b. Are the program instructors’ qualifications academically and experientially appropriate to the subject matter they teach?

Yes No

Comments:

Program faculty are collaborative, clinically experienced, and focused on student success.

9c. Who is responsible for the management of the program?

Dr. Mckenzie Rasmussen-Hagerty

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?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Comments:</p> <p>During the initial phases of the Program the department chair was very involved with its development and oversight; however, Dr. Rasmussen, as the new lead instructor, appears to be very capable and enthusiastic about managing the Program into the future.</p>	
Is there a written job description for the program director?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>Comments:</p> <p>There is an absence of job description for the program director or lead instructor. The document reviewed by the site team appeared to be a general job description for an instructor in the agriculture department. CVTEA requires that responsibility, authority, and support necessary for the program director to manage the program successfully be documented in a written job description that also defines the position of the director within the institutional hierarchy.</p>	
Are the time and resources devoted to the administration of the educational program sufficient?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9e. Does the program have a minimum equivalent of one full-time licensed veterinarian on staff?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>9e. Total number of veterinarians employed?</p> <p>Total full-time equivalent (FTE) veterinarians?</p> <p>Total number of credentialed veterinary technicians employed?</p> <p>Total FTE credentialed veterinary technicians?</p> <p>Total other instructors employed by program?</p> <p>FTE other instructors?</p>	<p>2</p> <p>1.2</p> <p>3</p> <p>1.8</p> <p>1</p> <p>0.2</p>
9f. Are program personnel salaries and benefits sufficient to attract and retain qualified personnel?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9g. Is there evidence that program personnel are evaluated regularly, and the institution assists and provides opportunities for professional growth?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Are all program personnel members of appropriate local, state, and national professional organizations?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
---	------------------------------	--

Name Indicate state(s) person is licensed or credentialed	Education Indicate degree(s), name(s) of institutions, and each year of degree conferment	Title or Rank	Date of Original Appointment	Full- or Part-Time or Adjunct	Average Teaching Load in Student Contact Hours Per Week	Professional Association Memberships
Dr. Mckenzie Rasmussen-Hagerty Licensed in California	DVM, St. George’s University, 2005	Lead Instructor (Program director)	July 2022	Full-time	9 hours/week	American Veterinary Medical Association (AVMA) California Veterinary Medical Association (CVMR) Santa Barbara Veterinary Medical Association (SBVVMA)
Dr. Jill Muraoka Lim Licensed in California	DVM, University of California at Davis, 2002	Adjunct (former lead instructor)	November 2020	Part-time	varies	AVMA CVMA SBVVMA American Animal Hospital Association (AAHA)
Ms. Karen Ashcraft, RVT Credentialed in California	AS, Los Angeles Pierce College, 2000 BA – Business and Fashion Merchandising, Los Angeles California State University, Long Beach	Instructional Laboratory Technician		Full-time	Not applicable	California Registered Veterinary Technician Association (CaRVTA)
Ms. Sharon Schieltz, RVT Credentialed in California (alternate route)	Los Angeles Pierce College, 2000	Adjunct	October 2020	Part-time	13 hours/week	American Association of Equine Veterinary Technicians (AAEVT) CVMA CaRVTA

Name Indicate state(s) person is licensed or credentialed	Education Indicate degree(s), name(s) of institutions, and each year of degree conferment	Title or Rank	Date of Original Appointment	Full- or Part-Time or Adjunct	Average Teaching Load in Student Contact Hours Per Week	Professional Association Memberships
Ms. Michelle Anderson, RVT Credentialed in California	AS, San Joaquin Valley College - Fresno, 2001	Adjunct	May 2021	Part-time	3 hours/week	CVMA Fear Free Certification

Commentary:

The responsibility, authority, and support necessary for the program director to manage the program successfully must be documented in a written job description that also defines the position of the director within the institutional hierarchy.

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

RVT personnel should be members of NAVTA.

Standard 10 Curriculum

10) Curriculum

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

10. The total number of credit hours for the program is:	81 semester credits
Number of externship/internship/preceptorship hours in the curriculum (honing skills).	300 hours
If applicable, number of hours during the externship/internship/preceptorship spent in primary learning (completing essential skills including assessment).	Not applicable
Length of consecutive time to complete the curriculum?	2.5 years
Total number of contact hours to complete the program (including lecture and laboratories)	2,128.75 hours
Curriculum is based on what type of a delivery system? (i.e. quarters/semesters)	Semester credits
What degree(s) (or certificates) is/are granted?	Associate of Science in Veterinary Technology
10a. Are the curriculum and length of the program appropriate to meet the educational objectives of the program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the curriculum provide a reasonable opportunity for a student to attain knowledge and contemporary veterinary skills consistent with the needs of an entry-level veterinary technician?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10b. Are basic medical sciences, communication, critical thinking, decision-making and clinical application skills included within the curriculum?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10c. Are course prerequisites clearly communicated, are they identified in the catalog and on the course syllabi, and are they being followed?	Not applicable
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?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are the individual courses and the curriculum as a whole reviewed and systematically evaluated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Do program personnel participate in curriculum review and revision?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Is there evidence that feedback from the evaluation process has resulted in implemented changes? Groups/micro	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
As a new and developing program, curriculum review is currently done by personnel on a mostly informal basis.	

Does the curriculum include the required general education and specific veterinary technology course content?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Comments:</p> <p>The Program’s curriculum currently includes an elementary statistics course. The site team believes it would be more beneficial to require students to complete a medical calculations course. In addition, there is an absence of a dedicated pharmacology course as the content and concept is reported to be included across the entire curriculum. The site team also suggests the addition of a pharmacology class to the Program’s curriculum.</p>	
10d. For the practical veterinary experience, does the program have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Is the practical veterinary experience monitored by the program director or the director’s appointee, who is appropriately qualified?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10e. Do program students complete all essential skills?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are essential skills evaluated using standardized criteria?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Do program personnel evaluate students’ acquisition of essential skills?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Comments:</p> <p>As a new Program, no student has completed the curriculum; therefore, no student has completed all essential skills. However based on California requirements for career and technical programs, individual courses and curriculum as a whole will be reviewed by discipline faculty on a regular basis and will be brought to the advisory committee for review at least every two years.</p>	
10g. Does the program ensure that credits accepted in transfer from non AVMA-accredited programs meet CVTEA standards?	Not applicable
10h. Does the program accept credit for high school courses?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, are students required to demonstrate competency comparable to program students who have completed the required course successfully?	Not applicable
<p>Are any changes to the curriculum being considered?</p> <p>None at this time.</p>	

Commentary:

Students must complete the curriculum.

Evidence must exist that all required skills have been performed by all students and have been evaluated by Program personnel using standardized criteria.

The elementary statistics course should be replaced with a medical calculations course and a dedicated pharmacology course should be added to the curriculum.

Standard 11 Outcomes Assessment

<p>11) Outcomes Assessment</p> <p>11a. The program must develop program-specific outcome assessment instruments that assist in determining attainment of the educational goals. Such instruments shall include, but are not limited to attrition rates, graduate and employer surveys, pass rates and domain scores of the Veterinary Technician National Examination (VTNE) as compared to the national average and applicable state examination pass rates. The results of all outcome assessments must be used to improve the program. In absence of significant data from peer reviewed examinations, programs must develop objective means to assess student competency.</p> <p>11b. CVTEA expects the institution to encourage and support the program review and evaluation process for the outcomes of the educational program.</p> <p>11c. Programs must comply with VTNE reporting requirements. (see Reporting to the Community, section VI)</p> <p>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 required by September 1, 2021. Programs not in compliance at this time may be subject a change in accreditation status.)</p>	
<p>Indicate the information evaluated to assess the standard in this section</p> <p><input type="checkbox"/> Veterinary Technician National Examination results</p> <p><input type="checkbox"/> State credentialing examination results</p> <p><input type="checkbox"/> Recent Graduate surveys and Employer surveys</p> <p><input type="checkbox"/> Evaluations by preceptorship/internship/externship supervisors</p> <p><input checked="" type="checkbox"/> Student evaluations of program</p> <p><input checked="" type="checkbox"/> Faculty evaluations of program</p> <p><input type="checkbox"/> Program goals and assessment plan</p> <p><input checked="" type="checkbox"/> Advisory committee minutes</p> <p><input type="checkbox"/> Job placement</p> <p><input type="checkbox"/> Documentation of change resulting from program evaluation</p> <p><input type="checkbox"/> Other documentation or data that provides evidence of meeting the standard</p>	
<p>11a. Does the program utilize program-specific graduate and employer surveys?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A</p>
<p>Did the program provide results of graduate and employer surveys and are the results current?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A</p>
<p>Comments:</p> <p>The Program has not yet produced graduates; therefore, no outcomes data is available. The Program intends to conduct graduate and employer surveys as well as analysis of performance on the Veterinary Technician National Exam (VTNE).</p>	
<p>Does the program utilize other methods to assess outcomes, other than the Veterinary Technician National Examination (VTNE) and state examination pass rates, graduate and employer surveys, and attrition rates?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Is there a credentialing requirement in the state?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Is there a state credentialing examination?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

11c. Has the program posted the three-year total number of first-time test takers and pass percentages for the VTNE on its website?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
How do domain scores on the VTNE relate to national averages for first-time candidates? No VTNE data is available at this time.	
Describe ways that outcomes assessment results are used in program improvement: Not applicable at this time.	
<p>Commentary:</p> <p>Outcomes must be assessed using performance of graduates on the Veterinary Technician National Examination (VTNE), Program-specific surveys of graduates and their employers, feedback from the advisory committee, and an analysis of the results of those assessments must be used for continued Program improvement.</p> <p>The Program must comply with VTNE reporting requirements as soon as three years of data is available.</p>	

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 regular report to CVTEA. Lack of compliance may be considered cause for change of the program's accreditation status.

It is critical that:

1.	All facilities used in Program instruction be compliant with Occupational Safety and Health Administration (OSHA) and other safety considerations with respect to: <ul style="list-style-type: none"> a. Documentation of radiation monitoring of students during externships b. Carpet and fabric chair surfaces which are not impervious to pathogens and cannot be sanitized in areas where laboratory activities are occurring c. Elimination of food and drinks in laboratory areas d. Protective lab coat requirements for students when handling urine, microbiology, or fecal specimens e. Proper identification of housed animals (4e, 5a)
2.	Evidence be provided that the comprehensive rabies mitigation protocol addresses all required elements as described in the Statement on Safety, Appendix A. (4e)
3.	IACUC-approved protocols be in place for all animal activities and evidence of access to a dedicated surgical facility be provided. (5a)
4.	Documentation be provided that qualifications of applicants include an aptitude, interest, and understanding of a career in veterinary technology. (7b)
5.	Students complete the curriculum. (10a)
6.	Evidence exist that all required skills have been performed by all students and have been evaluated by Program personnel using standardized criteria. (10e)
7.	Outcomes be assessed using performance of graduates on the Veterinary Technician National Examination (VTNE), Program-specific surveys of graduates and their employers, and feedback from the advisory committee, and an analysis of the results of those assessments be used for continued Program improvement. (11a, 11b)

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 change of the program's accreditation status.

It is required that:

1.	All facilities used for primary learning emulate contemporary veterinary facilities and provide an environment conducive to learning and in the achievement of the educational goals. (4a, 4b)
2.	Identification of personnel making entries in logbooks and a unique bottle numbering system for controlled substance products be implemented to emulate best veterinary practice standards. (4f)
3.	The Program have adequate space for storage (4h)
4.	IACUC approved animal care and use protocols contain all information required by AWA guidelines including, but may not limited to: <ul style="list-style-type: none"> a. Comprehensive description of procedures b. Frequency and limitations on the numbers of procedures to be performed c. Numbers of animals (5a)
5.	Resources for instruction with cats be enhanced. (5b)
6.	The responsibility, authority, and support necessary for the program director to manage the program successfully be documented in a written job description that also defines the position of the director within the institutional hierarchy. (9d)
7.	The Program comply with VTNE reporting requirements as soon as three years of data is available. (11c)

RECOMMENDATION(S)

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

It is suggested that:

1.	The advisory committee be expanded to include representation from the public and students.
2.	Prerequisites be implemented in the admissions process of the Program.
3.	A formal student organization be developed and become affiliated with the National Association of Veterinary Technicians in America (NAVTA) to encourage participation in professional associations and to promote interactions between classes.
4.	Program personnel be encouraged and financially supported to attend continuing education meetings including the annual convention of the Association of Veterinary Technician Educators (AVTE).
5.	RVT personnel be members of NAVTA.
6.	The elementary statistics course be replaced with a medical calculations course and a dedicated pharmacology course be added to the curriculum.

CLASSIFICATION OF ACCREDITATION

**VENTURA COLLEGE
VETERINARY TECHNOLOGY PROGRAM**

Is granted

INITIAL ACCREDITATION
Effective; August 25, 2022

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

