



FOOTHILL COLLEGE
Veterinary Technology Program
Program Planning and Review
(650) 949-7240 | <http://www.foothill.edu/staff/irs/>

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I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Veterinary Technology Program Karl Peter, Program Director; Maureen MacDougall; Kathleen DePaolo; Katharine Terry; Sandra Gregory; Lisa Eshman.</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>The Mission of the Veterinary Technology Program is Vocational Education.</p> <p>The Primary Objectives of the Program Include:</p> <ul style="list-style-type: none"> • Provide approved coursework leading to a meaningful Associate in Science Degree. • Graduates meet the minimum eligibility requirements for the CA Veterinary Technician Licensing Examination and will earn a passing score to become Registered Veterinary Technicians. • To meet the locally high demand for well-trained, highly skilled registered veterinary technicians. • Maintain high standards for knowledge and performance; provide rigorous academic and practical training in veterinary technology; and produce graduate technicians with superior qualifications. • Instill in the students a strong sense of professionalism and demonstrate the value of personal accountability and integrity and a solid work ethic. • Provide the necessary knowledge, skills, and attitudes to enable immediate employability of graduates at an entry level in clinical practice, the biomedical industry, and other areas where veterinary technicians are in demand.

I. Department/Program Mission

3. Explain how the program/department mission is aligned with the [college mission](#)?

A well educated, highly skilled, and professional Registered Veterinary Technicians are essential to the well being of people and animals in our community. The VT Program is committed to providing access to outstanding educational opportunities for students from a wide range of socioeconomic, cultural, and ethnic backgrounds; by providing an excellent career preparation program and lifelong learning opportunities. Faculty of the VT Program are dedicated to the achievement of a rich and productive learning environment and to the success of each of our students.

The VT Program demonstrates student learning and achievement of educational goals assessed by standardized competencies, which are ultimately verified by State and National licensing examinations. Frequent and ongoing assessment of student performance by faculty; quality assurance, and continued curriculum improvement is an integral part of the program and supports the college by delivering a high quality, innovative program. Ongoing assessment of instructional effectiveness and communication with the veterinary community addresses the needs of both students and of the high employment veterinary community locally and in our State.

II. Department and Program Description & Data

<p>1. What are your hours of operation?</p>	<p>Our offices open at: 8:00am Closed for Lunch: No <input checked="" type="checkbox"/> or Yes <input type="checkbox"/> If yes, when: Our offices closed at: 5:00pm VT faculty available to students from 0800-2100hrs Monday–Friday via phone and/or Email and 24/7 365 days a year for Animal Care and Facility Emergencies.</p>		
<p>2. What types of classes do you offer, at what locations, and at what times?</p>	<p>Times offered: <input checked="" type="checkbox"/> Morning (6AM-12PM) <input checked="" type="checkbox"/> Afternoon (12PM-4PM) <input checked="" type="checkbox"/> Evening (4PM-10PM)</p>	<p>Locations offered: <input checked="" type="checkbox"/> FH Main Campus <input type="checkbox"/> Middlefield <input type="checkbox"/> Off campus</p>	<p>Types Offered: <input checked="" type="checkbox"/> In Person <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Distance</p> <p>Status Offered: <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Non-credit</p>
<p>3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).</p>			
Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of Duties
<p>Program Director & Full Time Faculty</p>	<p>1</p>	<p>–</p>	<p>Day-to-Day operation and management of the program and clinical teaching facility including: veterinary clinical facility maintenance and veterinary care for resident teaching animals; scheduling, budgets, curriculum, outreach & retention, fundraising, student mentoring and discipline.</p> <p>Teaches: VT 55, 56, 61, 70, 75A/B/C/D, 95, 91, 92, 93, 95L.</p>

Full Time Faculty Instructor	2	–	<p>1) Veterinarian on call for Animal Care, various responsibilities in Clinical Teaching Facility, Teaches: VT 53A, 53B 54A&B, 75A/B/C/D, 83, 84, 85, 87A/B/C/D.</p> <p>2) Registered Veterinary Technician responsible for Animal Care, various responsibilities in Clinical Teaching Facility, Program Outreach Teaches: VT 51, 52A&B, 55, 56, 75A/B/C/D, 81, 84, 85, 88A&B.</p>
Part Time Faculty Instructor	–	0.5800	<p>Various responsibilities in Clinical Teaching Facility. Teaches: VT 55, 56, 72, 89, 91, 92, 93</p>
Part Time Faculty Instructor	–	0.3017	<p>Various responsibilities in Clinical Teaching Facility. Teaches: VT50, 60, 70, 72.</p>
Part Time Faculty Instructor	–	0.6670	<p>Various responsibilities in Clinical Teaching Facility. Teaches: VT53C, 86.</p>
Management and Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of Duties
Program Assistant	–	1 [Shared: 40% Vet Tech & 60% Horticulture programs]	<p>Facility and equipment maintenance and supervision. Assists in maintaining a complex clinical medical facility, the program animals, and enclosures.</p>
Program Specialist	–	2 (Total = 16hrs/week)	<p>Part Time Hourly Program Specialists (Registered Veterinary Technicians) Maintenance of clinical facility and medical equipment; supply inventory and ordering, regulatory compliance. Set-up and take down of clinical albs</p>

			for other instructors. Assisting wherever needed.
Student Worker Positions	Hours per Week	Months per Year	Brief Description of Duties
Position Title	0.00	0	

<p>4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?</p>	<p>1st yr Class Avg. Size: 45 FT Students 2nd yr Class Avg. Size: 25 FT Students + ~10-15 PT Students. No. of Applications to Program: Avg. 60-90/year./ Three Year Average WSCH/Productivity numbers are relatively stable and are = ~6300 and ~625 respectively. Enrollment will remain stable due to high demand and limitations of clinical space and a safe student:teacher ratio for Clinical Skills Labs. Enrollment dipped slightly last year due to a larger than normal attrition rate from 1st to 2nd year due to both academic and personal reasons. Enrollment is up this year due to a large 1st year class. We expect enrolment to stay high due to the high demand for Registered Veterinary Technicians, the historically high number of applicants, the larger capacity of the new Vet Tech Clinical Facility and the new Full Time faculty awarded this year. The program also implemented the new Veterinary Anatomy & Physiology sequence, which increase program WSCH significantly.</p>
<p>5. Student Achievement: Given the data, describe the trends in overall success rates, retention rates, and degrees and certificates awarded. What are the implications for your department?</p>	<p>AS Degrees in Vet Tech awarded average 24/year. Non-Distance Student Retention Rate: ~97%. Success Rate: 92%. The program retains students who encounter academic or personal difficulties by allowing them to reduce their load, attend part time, and take additional time to earn their degree rather than losing them completely. There is expected attrition each year but the program is in line with similar programs nationwide in this regard: reasons for attrition vary each year but the two most common reasons are academics and personal reasons.</p>

	<p>Success on State and National Licensing Examinations:</p> <p>The program takes great pride in the graduates consistently earning 100% pass rate on the Veterinary Technician National Exam and a 95-100% pass rate on the CA Registered Veterinary Technician Licensing Exam for the past 15yrs.</p> <p>The program is highly respected by veterinarians and biomedical researchers in the surrounding communities, who recognize the quality of the student and the graduates. The student interns and graduates are in high demand for employment in these two industries.</p>
<p>6. Student Equity: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data?</p>	<p>The program has a high proportion of students who qualify for financial aid (including EOPS and BOGW) Historically, 60-75% of students are white with the other 25-40% representing Hispanic, Asian, Eastern European, Middle Eastern, and African American students. 90–95% are female and there is a wide age range from 18 to 50+ years of age. The program will continue outreach to attract a diverse student population.</p>
<p>7. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?</p>	<p>An additional FTEF was requested and awarded Fall 2009, which brings the FT Faculty number to three. This markedly relieves the burden on the other faculty and the program director as a FT Faculty member contributes significantly to “the work of the program.”</p> <p>There exists a critical need for a full time classified program assistant (currently one person is shared: 40% Vet Tech & 60% Horticulture programs) The Program operates a complex facility consisting of a clinical medical facility and the program animals, and enclosures. Faculty need help with maintaining medical equipment; supply inventory and ordering, and regulatory compliance with Cal-OSHA, USDA, DEA, FDA, EPA, and District HazMat.</p>
<p>8. Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.</p>	<p>The Online Veterinary Assisting Program (four courses = 16 units) enrolled 50 students last summer and is gaining steady in popularity since inception three years ago. There is a high demand for certification of Unregistered Veterinary Assistants currently working in veterinary hospitals and for those students who wish to earn a</p>

	<p>certificate rather than the AS Degree in Veterinary Technology. Veterinary Assisting Career Certificates awarded = 10-12/year. The retention/success rates for the Distance Students are slightly lower than for Non-distance students (~92% & ~86%) as is to be expected with online course offerings. Surveys indicate that student satisfaction is high. Faculty is diligent about ensuring regular and effective student contact and that the curriculum meets changing student needs.</p>
<p>9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>	<p>N/A</p>
<p>10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.</p>	<p>Employment Projections Employment of veterinary technologists and technicians is expected to grow 41 percent over the 2006-16 projection period, which is much faster than the average for all occupations <http://www.bls.gov/oco/oco20016.htm></p> <p>Job prospects. Excellent job opportunities are expected because of the relatively few Veterinary Tech graduates each yr. http://www.bls.gov/oco/oco20016.htm The number of 2-year programs has recently grown to 131, but due to small class sizes, fewer than 3,000 graduates are anticipated each year, which is not expected to meet demand. Additionally, many veterinary technicians remain in the field for only 7-8 years, so the need to replace workers who leave the occupation each year also will produce many job opportunities. Foothill College Vet Tech produces ~24 graduates for year. Students are in paid internship during the last four quarters of their six-quarter program and all graduate employed. Program Interns and graduates are in high demand in our service area and the need for qualified licensed registered Veterinary Technicians far exceeds the supply in all regions of California and the nation.</p> <p>Employment of veterinary technicians and technologists is relatively stable during periods of economic recession. Layoffs are less likely to occur among veterinary technologists and technicians than in some other occupations because animals will continue to require medical care.</p> <p>Wage Data: California and Greater SF Bay Area Salary and Benefits vary widely depending on the type of practice with the Biomedical and larger private practices providing the best benefits. Salary and Benefits in the Greater SF Bay Area are very attractive and competitive for this profession.</p> <p>National: The mean hourly wage for veterinary technicians in the US is ~ \$13.90, while the mean annual wages are ~\$28,920.</p> <p>California Annual Mean Wage: \$27,470 (Annual 90th percentile = \$39,710) Hourly Mean Wage: \$13.21 (Annual Mean 90th percentile = \$19.00)</p> <p>Greater SF Bay Area San Francisco-Oakland-Fremont: Annual Mean Wage: \$30,060 (Annual 90th percentile = \$45,500) Hourly Mean Wage: \$14.45 (Annual Mean 90th percentile = \$21.88)</p> <p>San Francisco-San Mateo-Redwood City: (HEAVY BIOMED RESEARCH)</p>

	<p>Annual Mean Wage: \$33,660 (Annual 90th percentile = \$50,260) Hourly Mean Wage: \$16.19 (Annual Mean 90th percentile = \$24.16)</p> <p>San Jose-Santa Clara-Sunnyvale: Annual Mean Wage: \$29,680 (Annual 90th percentile = \$44,930) Hourly Mean Wage: \$14.27 (Annual 90th percentile = \$21.60)</p>
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Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	College Strategic Initiatives			
Identify 3-6 Operational Goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Maintain Full AVMA Accreditation: Self Study and Site Visit February 2010.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maintain Current Student Numbers and Program Productivity.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Revise and update curriculum to better match the list of Essential Knowledge and Skills mandated by accreditation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Restructure the curriculum to better meet the needs of the working Unregistered Veterinary Assistant.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Promote & Sponsor Continuing Education.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add a Community Service component to the Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. What is your plan for accomplishing your goals?				
Department Operational Goals	Activities	Activities		
Maintain Full AVMA Accreditation: Self Study and Site Visit February 2010.	Faculty actively collaborates on Program Accreditation Self Study	Faculty actively participates in preparation for and conduct of successful Site Visit.		
Maintain Current Student Numbers and Program Productivity.	Make requests for restoration of adequate funding through the Program Planning Process.	Continue to cultivate other sources of funding for the program such as Grants and Private Donations.		
Revise and update curriculum to better match the list of Essential Knowledge and Skills mandated by accreditation.	Collaboratively re-work curriculum to better distribute the "Essentials" and eliminate duplication of material.	Revise all Course Outlines of Record to more accurately correlate with Essential Knowledge & Skills List and to redistribution of course material.		
Restructure the curriculum to better meet the needs of the working Unregistered	Reconfigure several existing course to "modularize" and make more available to	Program Director works with faculty to modify the schedule of courses to		

Veterinary Assistant seeking licensing by CA "Alternate Route" to Exam Eligibility.	part time students,	accommodate the needs of the working unregistered veterinary technician.
Promote & Sponsor Continuing Education.	Work with Anesthesiology colleagues to develop a weekend Anesthesia Workshop for Graduate Veterinary Technicians.	Sponsor innovative Anesthesia Workshop at Foothill College. Identify and develop several vendor co-sponsors.
Add a Community Service component to the Curriculum.	Meet with other Allied Health Program Directors to learn how their Community Service components are structured.	Implement at least one community service requirement into an existing course.
Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning.
'B' Budget Funding Restored to a minimum of 2008-09 Levels	Provide adequate funding for program and reduce the requirement for non State-Funds to meet needs and maintain current student numbers and productivity.	'B' Budget Funding Restored to a minimum of 2008-09 Levels
Lottery Budget Funding Restored to a minimum of 2008-09 Levels.	Provide adequate funding for program and reduce the requirement for non State-Funds to meet needs and maintain current student numbers and productivity.	Lottery Budget Funding Restored to a minimum of 2008-09 Levels.
Increased Release Time for the Program Director (Increase to 50%)	To provide adequate time for management of the VT Program that does not interfere with teaching assignments and does not lead to excessive stress and burn out. To provide the required time to prepare Annual Reports, Accreditation Self Study Document and Plan Site Visit.	Compliance with AVMA Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)
Funding for faculty development, curriculum revision & development, and department meetings.	The VT Faculty must regularly meet to review survey data, review curriculum & correlate student learning outcomes with accreditation standards to move forward with appropriate changes to the VT curriculum and program restructuring. Both part-time & full-time faculty	Compliance with AVMA Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars

	must be involved in this process, which requires a considerable amount of time outside of class assignments and ongoing program responsibilities.	(Student Success)	
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III. Curriculum	
<i>Curriculum Overview</i>	
<p>1. How does your curriculum address the needs of diverse learners?</p>	<p>Each course has detailed written course manuals for each student. Students receive information by formal lecture, use of multimedia, hands-on lab practice, use of realistic clinical simulators, manikins, models, posters, and live animal patients. In addition, online learning resources (Interactive websites, images, video, and sound resources) are provided in course websites and DVD/CD-ROM material and learning software are available to the student. All courses contain writing assignments that require the student to use higher orders of learning such as critical thinking and problem solving. Students with disabilities receive whatever accommodations are reasonable and necessary for success.</p>
<p>2. How does your curriculum respond to changing community, student, and employer needs?</p>	<p>VT Laboratory course are designed to teach and ensure competency in Essential Clinical Skills required by employers of entry-level technicians. All Faculty are active members of the Association of Veterinary Technician Educators—This association has an active List Serve and a Biennial Educational Symposium. Graduate and Employer Surveys are conducted annually collect feedback and determine if we need to change or adjust any courses to better prepare students for their career. Course Surveys are conducted regularly and courses are modified based on student comments throughout the year. The Program has an Advisory Board consisting of representatives from all types of veterinary practices and biomedical facilities as well as veterinary related industries. Faculty serves on two ROP Advisory Boards. Faculty attends local veterinary association meetings.</p>

3. How does your curriculum support the needs of other certificates or majors?	The VT and VA curriculums do not directly support any other Certificates or Majors. Graduates are prepared to continue on into BS Degree Programs in Veterinary Technology other majors related to their fields of interest, Veterinary School, Practice Management/MBA programs, Advanced degrees in Education, and various Vet Tech Specialty Certifications such as Emergency and Critical Care, Anesthesiology, Animal Behavior, etc.	
4. Do your courses for the major align with transfer institutions?	No. The terminal objective is the AS Degree in Veterinary Technology and Eligibility for State and National Licensing. Students who complete the rigorous program are highly motivated and excellent learners and are well prepared for advanced course work in any discipline or any career path they may choose to pursue.	
5. Do your courses have appropriate and necessary prerequisites ? Identify any challenges and plans to address the challenges.	Yes. The program Prerequisites serve to ensure that entering first year students are prepared to succeed in the challenging VT Animal Nursing Curriculum. Currently two Required Science courses (General Chemistry and Microbiology are) included as part of the First Year Curriculum. The curriculum is impacted and a small percentage of students cannot pass these courses and withdraw from the VT Program late in the first year—this is a frustrating waste of time for them and takes up spaces in the class that could be filled by students more likely to succeed. We will be moving these two courses out of the First Year Curriculum and making them Program Prerequisites.	
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V , course deactivation , updated prerequisites , cross-listed courses , measuring student learning outcomes , curriculum sheets , certificates and degrees).	Title V Updates are due for all VT Courses this year and will be completed by the deadline. All courses have SLOs completed. Each quarter starting Spring 2009, the courses taught that quarter would have Course Assessments and Reflections completed.	
7. Does your program offer distance education courses?	Yes. Online Veterinary Assisting Career Certificate (16 units) VT52A&B + VT88 A&B. Many VT Courses are web-enhanced using the Etudes Course Management System.	

<p>8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.</p>	<p>All courses provide for good communication and regular and effective contact between the faculty and students and have BHS Division Curriculum Committee approval for delivery as a distance education course. The faculty routinely incorporates the majority of the Academic Senate's Best Practices for Communication and for Regular, Timely, & Effective Student/Faculty Contact.</p>	
<p>9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.</p>	<p>VA Certificate Courses all include multiple required Interactive Discussions in the CMS Discussion Forums 2-3 Discussion Questions per week.) A Chat Room and a Private Messaging System are enabled to allow casual student interactions.</p>	
<p><i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i></p>		
<p>10. What college skills should a student have before entering your program?</p>	<p>Good work ethic and interpersonal skills. Good time management, high motivation, emotional maturity, and self-monitoring skills, Ability to read, write, and speak English at the college level. Ability to compute and reason at a college level. Ability to listen critically and take notes and to summarize and outline material effectively. Understanding of their Learning Style and possess good study habits. In addition, the successful student will have an affinity for animals and the desire and compassion required to be an animal nurse.</p>	
<p>11. Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only).</p>	<p>The program faculty judge these to be inconsistent and ineffective at ensuring that the student has college level skills in ESL (especially active listening and speaking); English (especially critical reading, effective writing including grammar, spelling, sentence writing, paragraph construction; summarizing and outlining.) Math (shocking lack of basic math knowledge and computational ability in many students...)</p>	

<p>12. In what ways are you addressing the needs of the college skills students in your program?</p>	<p>It is required that entering first year students have been assessed and placed appropriately in ESL, English and Math and that they have completed one year of college General Education prior to starting the program. First Year Students are administered the VARK Learning Inventory and encouraged to apply the knowledge of their Learning Styles to identify effective study habits. Basic math tutoring with faculty is available as needed concurrently with VT53B-Medical Calculations. All courses (including the Prerequisite course VT51-Introduction to Veterinary Technology) require many reading, writing, summarizing, outlining, and critical thinking assignments and assessments of various types.</p>	
<p>13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?</p>	<p>Faculty in Dental Hygiene and Diagnostic Ultrasound collaborate with VT Faculty in teaching related veterinary Topics. Directors to discuss common issues and problems solve together. All faculty work closely with the dedicated Program Counselor, ESL Faculty, DRC Faculty, and the faculty teaching our Required Sciences (Bio 10, General College Chemistry, Microbiology). Program Director meets regularly with other Allied Health Program D</p>	

<i>Program Mapping</i>	
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	All Prerequisite courses and one year of College General Education courses must be completed to be eligible for admission. All First Year VT and Required Science courses must be completed before matriculation into the second year is allowed. All Second Year courses are similarly sequenced and build upon the knowledge and skills acquired in the First Year and on each other. VT84–Veterinary Anesthesia and VT85–Emergency Medicine and Critical Care may not be taken until a student has completed a minimum of two quarters of Clinical Internship.
15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	Yes, they are. The courses are carefully designed based on Accreditation Standards. The student learning outcomes reflect the advancement of students through the program with a layering of knowledge and skills, which sequentially build in depth, scope, and medical sophistication; and in the requirement for the effective application of higher orders of thinking.
16. If applicable, describe any capstone course , signature assignment (project, service learning , portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?	VT95–Technician Proficiency is a capstone State and National Board Review course that may not be taken until all other 1 st and 2 nd year courses have been completed. All students must sit for and pass standardized State and National Practical Licensing Examinations to become a Registered Veterinary Technician (analogous to the Human Registered Nurse.) Plans to introduce a Portfolio of case studies in final Internship course (VT93)

<i>Course Scheduling & Consistency</i>	
<p>17. Given available data, describe the trends in the scheduling of morning, afternoon, and evening classes, as well as Friday, Weekend, and distance education classes. Comment on the feasibility of offering classes at non-standard times.</p>	<p>Currently, scheduling of program courses is during the day (8a–5p) Monday thru Thursday and may be completed on a full or part time basis to accommodate student need. The Prerequisite course VT51-<i>Introduction to Veterinary Technology</i> is scheduled at different times each quarter including late afternoon and early evening to accommodate working students. There is an increasing need emerging to provide courses at a time when working Unregistered Veterinary Assistants could attend. Currently the faculty is fully loaded and engaged in teaching the curriculum as scheduled and our program is fully enrolled. A survey will be conducted to assess the actual level of demand before considering any change. Several of the VT Courses are amenable to converting to an online course that would reduce the amount of time students would have to come to campus. These conversions will be made as faculty time permits and funds for curriculum redesign become available.</p>
<p>18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed length of time? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.</p>	<p>Block Scheduling is done carefully by the Program Director to ensure that first and second year students can enroll and complete all VT and Required Science courses over the course of two years of full time study. Rational for Course Sequencing is described in detail in #14, #15, and #16 above... There is no need to change the carefully constructed and workable scheduling pattern.</p>

<p>19. How does the department determine that classes are taught consistently with the course outline of record?</p>	<p>The Program Director regularly and informally monitors all courses. The Tenure Review and Peer Review Evaluations also serve to periodically assess the instructor’s content as it relates to the Course Outline of record.</p> <p>Faculty meet regularly to review curriculum, content & student progress and success. We regularly review our SLO’s, our course outlines, and the textbooks/resources used in each course in the program. Generally, instructors teach the same courses for a number of years. This means that there is a great deal of expertise and consistency on the part of the instructor in each course. VT faculty performs Title V updates to all Course Outlines on the required schedule. Additional updates to courses occur on an as needed basis using data from graduate and employer surveys, quarterly course surveys, accreditation mandates, and advisory board suggestions.</p>	
<p>Summary of Planning Goals and Action Plans</p>		
<p>20. What are your goals with respect to curriculum and how will those goals be measured?</p>	<p>To meet student and employer needs and to adhere to all Accreditation Standards. Firstly, the goals of the program must meet the accreditation standards of the Committee on Veterinary Technician Education and Activities of the American Veterinary Medical Association. Earning and maintaining a “Fully Accredited” program status affirms that the program curriculum goals are met. Secondly, there are the obvious measurable outcomes of the State and National Licensing Examinations. Thirdly, the required SLOs each have objective and measurable outcomes for each course.</p>	
<p>21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
<p>Identified Resource</p>	<p>Purpose</p>	<p>If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.</p>

<p>Increased Release Time and/or Stipend.</p>	<p>Program Director needs release time or a stipend to write annual & biennial reports and the extremely time consuming comprehensive Program Self-Study and Site Visit every six years.</p>	<p>Compliance with AVMA Accreditation Standards. SI #2: Promote Collaborative Decision Making Environment and Community.</p>	
<p>Full Time Classified Program Assistant</p>	<p>To take over much of the daily, weekly and monthly routine maintenance and list of tasks required to maintain the Clinical Teaching Laboratory, the program teaching animals and animal housing, and regulatory compliance. This would free the faculty up focus more time and attention on student Learning and outcome assessment.</p>	<p>Supports Student Learning SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)</p>	

IV. Student Learning Outcomes

Student Learning Outcome Assessment

1. **Be sure and complete your student learning outcomes assessment for each course online through the C3MS system. When the program review form is online, the resources that you tie to your student learning outcomes will be included here on this form.**
2. Are additional resources needed to accomplish your student learning outcome goals that were not included in C3MS report? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.
Equipment, Materials, and Supplies	Keep VT Lab equipped with state-of-the-art medical equipment for students to train on. Expensive and resource intensive clinical skills labs. Specific and critical need for A/V resources to support the new Veterinary Anatomy and Physiology Courses (Manikins, Anatomic Models and Posters, Software.)	Compliance with AVMA Accreditation Standards. Supports Student Learning. SI #3: Build a Community of Scholars (Student Success)
Increased Release Time and/or Stipend.	Program Director needs release time or a stipend to write annual & biennial reports and the extremely time consuming comprehensive Program Self-Study and Site Visit every six years.	Compliance with AVMA Accreditation Standards. SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)

<p>Full Time Classified Program Assistant</p>	<p>To take over much of the daily, weekly and monthly routine maintenance and list of tasks required to maintain the Clinical Teaching Laboratory, the program teaching animals and animal housing, and regulatory compliance. This would free the faculty up focus more time and attention on curriculum development, updating and reorganization.</p>	<p>Compliance with AVMA Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)</p>
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V. Departmental Engagement

<p>1. What standing committees, if any, does your department maintain? What are the committee charges and membership?</p>	<p>Advisory Board: consisting of community veterinarians and veterinary technicians from a wide variety of areas (private practice, specialty practice, research, government, etc.) and representatives from animal related industry and institutions, graduates, and students.</p> <p>Student Status Committee: All VT Faculty, meet to review student progress, identify at-risk students, discuss interventions, and disciplinary matters,</p>
<p>2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?</p>	<p>The program director regularly attends BHS Division Program Director meetings to discuss issues of common concern and support each other in the routine operation of the programs (budget, outreach, etc.) Group collaboratively develops policies for student due process, discipline and dismissal; student policy manuals, student admissions, outreach, etc.</p>
<p>3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?</p>	<p>Work with Marketing and Public Relations and Outreach personnel to conduct tours, and to provide program information nights, and career fairs. Work with the Foundation to make connections with potential donors, Chamber of Commerce Members, and Foundation Advisory Board Members. Faculty and Director serve on Advisory Boards for two local Regional Occupation Center Veterinary Assisting Programs. Faculty attends monthly meetings of local veterinary and veterinary technology association meetings.</p>
<p>4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?</p>	<p>Faculty and Director serve on Advisory Boards for two local Regional Occupation Center Veterinary Assisting Programs. Articulation Agreements in place for Mission Valley ROP and CCOC Vet Assisting Programs. Conduct tours and Program Informational sessions when needed.</p>

5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation agreements ?	N/A.	
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to departmental engagement and how will those goals be measured?	The majority of the faculty of the Veterinary Technology Program has been teaching together for over 10 years and work together as a team. The program holds bi-monthly departmental meetings. All faculty participate in the "Work of the Program" in addition to their FT Teaching Assignments.	
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.
Increased Release Time and/or Stipend.	Program Director needs release time or a stipend to write annual & biennial reports and the extremely time consuming comprehensive Program Self-Study and Site Visit every six years.	Compliance with AVMA Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)
Full Time Classified Program Assistant	To take over much of the daily, weekly and monthly routine maintenance and list of tasks required to maintain the Clinical Teaching Laboratory, the program teaching animals and animal housing, and regulatory compliance. This would free the faculty up for additional collaboration and Departmental Engagement.	Compliance with AVMA Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)

VI. Professional Development

1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	Attendance at the Biennial Association of Veterinary Technician Educator's Symposium. Attendance at major Veterinary Profession CE Events: American Veterinary Medical Assn. Conference, California Veterinary Medical Assn. Conference, and Online CE Courses. Etudes Training, Curriculum/Course Outline training, SLO Training/Workshops. On-site training by vendor representatives on new medical and A/V Equipment and interactive teaching/learning software.
2. What opportunities does your department take to share professional development experiences with colleagues?	Close working relationship among faculty. Information is shared at regular Departmental Meetings and during the work week.
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	New medical information is integrated into all courses as it becomes available. New equipment or A/V Resources are purchased and the faculty get necessary training and integrate the new technology into the lecture and clinical laboratory curriculum.
4. <i>In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?</i>	[Partial Duplication of #3...] Needed are the funds for faculty to attend CE Meetings and Workshops. There is a continual need in veterinary medicine and veterinary technology to upgrade knowledge and clinical skills and learn new technology. Perkins Grant Funds have been awarded and provide for registration and travel for CE. Must continue to receive these funds.
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	There is a continual need in veterinary medicine and veterinary technology to upgrade knowledge and clinical skills and learn new technology. We request on going faculty development funds so that our faculty can continue to attend CE Courses and Professional Meetings. Veterinary professionals must attend continuing education to stay current with the changing dental field and to maintain licensure. Professional development assistance from

	<p>the college (\$1,000 per person per year) is vital and is the minimum needed each year. We will continue to fund raise and look for additional sources of funding (i.e. Perkins Grant, Private donations to VT Foundation, etc.)</p>	
<p>Summary of Planning Goals and Action Plans</p>		
<p>6. What are your goals with respect to professional development and how will those goals be measured?</p>	<p>The goal is to stay current in our field and to ensure that the students are provided with the most up to date information and training on state-of-the-art equipment. Student success has been discussed and ultimately is measured by the success rate on State and National Licensing Examinations and by full employment of graduates.</p>	
<p>Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
<p>Identified Resource</p>	<p>Purpose</p>	<p>If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.</p>
<p>Funding for faculty development.</p>	<p>Faculty Educational and Training to maintain currency.</p>	<p>Compliance with AVMA Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)</p>

VII. Support Services

Support Services

Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	No	All clerical work and administration falls on the Program Director to do. Faculty assists to some degree whenever possible.
2. Are there sufficient college and departmental computer labs available to support this program?	No	The VT Lab has five student computers and five more are needed to serve the number of enrolled students. Ethernet and Wireless access provided for student owned computers. Students may use computers at the Media Resource Center on Campus
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes	The Library and Media Resource faculty have been helpful in updating the collections. Program accreditation site visits have found the Library and Media Resources to be adequate and acceptable.
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	No	All the work of maintaining Regulatory Compliance falls on the program faculty with minimal support from the College or District. Required Compliance Mandated: Cal-OSHA-Health and Safety, USDA-Animal Welfare Act, EPA/HazMat, DEA-Controlled Drugs, FDA-Pharmaceuticals,. Drug Testing of all program students will be implemented this year.
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes	Students and faculty also required provided custodial services in animal holding and restricted areas.
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes	Clinical Teaching facility is ADA Compliant. Support of faculty by DRC Faculty and Staff.

7. Are general tutorial services adequate?	No	The Tutorial Center does not support the program and the program does not have the funding to hire tutors. Additional funds for PT Hourly Program Specialists to tutor would be productive and improve student success.
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes	The program has a dedicated counseling faculty member that supports the students. The VT Faculty does a considerable amount of outreach advising and mentoring, and advising of program students.
9. Do students have access to and can they effectively use appropriate information resources ?	Yes	Library skills, media use, and Internet training are integrated throughout the curriculum.
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes	Etudes Learning Management System training is readily available and highly effective. Support from the Distance Learning Dean, Faculty, and Staff are excellent.
Marketing & Outreach		
11. What impact do you feel the college catalog , class schedule , and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?		The printed College Catalog has limited effectiveness. The Online College Catalog and the Online Schedule of Classes is heavily used and relied upon by Faculty and Students. In general, marketing accurately reflects the program, requirements, and services available. Program Director must update the website and program collaterals annually.
12. What impact does the college or departmental website have on marketing your program?		Both are essential and indispensable Marketing/Outreach and Informational Resource tools.

<p>13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.</p>	<p>Make the program website more easy to find from the Foothill Home Page!</p> <p>Competing Private schools (i.e. Western Career College) are attracting students away from Foothill with their large advertising campaigns.</p> <p>Increase the marketing of the Vet Tech Program and other Allied Health Programs as well. The public is generally unaware of what outstanding education and training we have to offer and how excellent and affordable our programs are. It is important that Marketing emphasize the difference between our programs and the competing private, for profit programs.</p>
<p>14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?</p>	<p>Career Fairs directed at High School Graduates and College age students. On-Campus Outreach to new students with undeclared majors. Program Information Nights to disseminate information to groups rather to individuals.</p>
<p>Programs, clubs, organizations, and special activities for students</p>	
<p>15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.</p>	<p>Students do not have time for club activities on top of the rigors of the curriculum and internship requirements. Many students are members of the Silicon Valley Registered Veterinary Technician Association (SRVTA), California Registered Veterinary Technician Association (CaRVTA), and the National Association for Veterinary Technicians in America (NAVTA).</p> <p>Each year there is a Student Fundraising Committee that raises funds for a specified piece of equipment for the VT Lab. Student funds have purchased: an anesthesia machine, patient warmers, an ultrasound machine, dental equipment.)</p>

16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	Regular recipients of: Kaider Scholarships awards (one Presidential Kaider Award recipient), Reynen Memorial Vet Tech Scholarship awards. Three winners of the prestigious Animal Medical Center of NY Internship. An average of 1-2 graduates from each year continue on to Veterinary School and earn a DVM Degree. Many graduates have risen to positions of leadership in the profession such as: Head Technicians, Practice Managers, Director of the Marine Mammal Center of Monterey, Founding President of CaRVTA.	
Summary of Planning Goals and Action Plans		
17. What are your goals with respect to support services and how will those goals be measured?	Continue to shift the burden of counseling and mentoring from the faculty in effective ways that maintain the quality and accessibility. A designated academic counselor is ideal. Brenda Johnson has provided our students and applicants with the highest level of counseling advice and mentoring. Continuing a Division Program Coordinator, Kerry West, is also invaluable for potential applicants to all the allied health programs. The best measurement of success is the number of students who have counseling appointments and the number of applicants to programs.	
18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.
Time	11-month contract for Program Director.	Access: For applicants who apply for the program over the summer months and to care for the facility and the needs of the resident program teaching animals.
Outreach Specialist Dedicated to Programs	Outreach is too fractured, inconsistent, unfocused, and less effective that it could be.	Access.

VIII. Career and Technical Education Programs	
<i>Response to Labor Market Demand</i>	
<p>1. How does your program meet labor market demand? Cite specific examples and sources.</p>	<p>The region is expected to provide 146 annual job openings from 2008-2013 in the San Francisco larger MSA 6-county area. Meanwhile, in 2007-09, Foothill Vet Tech produced 47 graduates (area schools produce a total of ~ The numbers indicate a high and unmet demand for registered Veterinary Technicians. [Source: EMSI Regional Program Demand Report and FHC-VT Program Review]</p> <p>Program students are employed part time (15-20hrs/wk) in their required internships during the last four quarters of traing. Student nearly always “graduate employed.”</p> <hr/> <p>Sources for #1, 2, and 3...: Bureau of Labor Statistics: Occupational Outlook Handbook: Veterinary Technicians <http://www.bls.gov/oco/ocos183.htm> National Employment Matrix, employment by industry, occupation, and percent distribution, 2006 and projected into 2016: Veterinary Technologists and Technicians <ftp://ftp.bls.gov/pub/special.requests/ep/ind-occ.matrix/occ_pdf/occ_29-2056.pdf> Bureau of Labor Statistics: Occupational Employment and Wages: Veterinary Technologists and Technicians <http://www.bls.gov/oes/current/oes292056.htm> National Estimates are FAR LOWER than CA and the Greater SF Bay Area!</p>
<p>2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?</p>	<p>Yes. The demand Locally, Statewide and Nationally historically, and presently exceeds the number of graduates.</p> <p>Job prospects. Excellent job opportunities are expected because of the relatively few veterinary technology graduates each year. <http://www.bls.gov/oco/oco20016.htm> The number of 2-year programs has recently grown to 131, but due to small class sizes, fewer than 3,000 graduates are anticipated each year, which is not expected to meet demand. Additionally, many veterinary technicians remain in the field for only 7-8 years, so the need to replace workers who leave the occupation each year also will produce many job opportunities.</p> <p>Foothill College Vet Tech produces approx. 24 graduates for year. Students are in paid internship during the last four quarters of their six-quarter program and all graduate employed. Program Interns and graduates are in high demand in our service area and the need for qualified licensed registered Veterinary Technicians far exceeds the supply in all regions of California and the nation.</p> <p>Employment of veterinary technicians and technologists is relatively stable during periods of economic recession. Layoffs are less likely to occur among veterinary technologists and technicians than in some other occupations because animals will continue to require medical care.</p>

<p>3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?</p>	<p>The job market is steadily increasing and is growing rapidly.</p> <p>Employment Projections Employment of veterinary technologists and technicians is expected to grow 41 percent over the 2006-16 projection period, which is much faster than the average for all occupations <http://www.bls.gov/oco/oco20016.htm>. Pet owners are becoming more affluent and more willing to pay for advanced veterinary care because many of them consider their pet to be part of the family. This growing affluence and view of pets will continue to increase the demand for veterinary care. The vast majority of veterinary technicians work at private clinical practice under Veterinarians. As the number of Veterinarians grows to meet the demand for veterinary care, so will the number of veterinary technicians needed to assist them.</p>
<p>4. What is the average starting salary a student can expect to make after completing a certificate or degree?</p>	<p>Wage Data: California and Greater SF Bay Area Salary and Benefits vary widely depending on the type of practice with the Biomedical and larger private practices providing the best benefits.</p> <p>National: The mean hourly wage for veterinary technicians in the US is ~ \$13.90, while the mean annual wages are ~\$28,920.</p> <p>California Annual Mean Wage: \$27,470 (Annual 90th percentile = \$39,710) Hourly Mean Wage: \$13.21 (Annual Mean 90th percentile = \$19.00)</p> <p>Greater SF Bay Area</p> <p>San Francisco-Oakland-Fremont: Annual Mean Wage: \$30,060 (Annual 90th percentile = \$45,500) Hourly Mean Wage: \$14.45 (Annual Mean 90th percentile = \$21.88)</p> <p>San Francisco-San Mateo-Redwood City: (HEAVY BIOMEDICAL RESEARCH AREA) Annual Mean Wage: \$33,660 (Annual 90th percentile = \$50,260) Hourly Mean Wage: \$16.19 (Annual Mean 90th percentile = \$24.16)</p> <p>San Jose-Santa Clara-Sunnyvale: Annual Mean Wage: \$29,680 (Annual 90th percentile = \$44,930) Hourly Mean Wage: \$14.27 (Annual Mean 90th percentile = \$21.60)</p>
<p>5. What is the projected average percentage of salary increase in 2 years? 4 years?</p>	<p>Indeterminate. Variable depending on type of practice. Most students receive a raise when they get their licenses and are reviewed bi-annually for step increases. The range of starting salary to maximum salary is listed above. Most RVTs reach the top of the pay scale in 3-5 yrs after graduation.</p>
<p><i>Response to Program Credibility/Viability</i></p>	
<p>6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?</p>	<p>Advanced degrees are not typically needed for advancement. RVTs are rewarded and compensated for additional years of practical experience and contribution to the practice. Building on the AS Degree: a BS Degree in Veterinary Technology can be earned and Specialty Credentials can be obtained in numerous areas with additional education and experience.</p>
<p>7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.</p>	<p>Yes. Four year BS Degree Veterinary Technology Programs accept our AS Degree and transfer of our students into their programs.</p>

<p>8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?</p>	<p>Yes. The program is current and highly rigorous. The education the students receive provide them with many opportunities within the veterinary profession and the animal industry.</p> <p>The need for lifelong learning is emphasized throughout the curriculum. The curriculum provides a solid foundation of knowledge (basic principles and theory), clinical skills, and professional attitudes that enable the student to build upon them. One of the program goals is to instill an understanding of the need for lifelong learning to stay current in the Veterinary Profession.</p> <p>Many students continue with their education for advancement. Since the field is continually evolving and changing with new knowledge, technology, and equipment emerging continually. The students are taught and understand the need to take continuing education to stay current and employable in their profession.</p>
<p>9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?</p>	<p>No. The terminal objective is the AS Degree in Veterinary Technology and eligibility for State and National licensing. The program does provide a career path for working Unregistered Veterinary Assistants but is not an upgrade program for working Registered Veterinary Technicians</p>
<p>10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?</p>	<p>There are two nearby High School Regional Occupational Programs in Veterinary Assisting (Mission Valley ROP and CCOC.) The VT Program has Articulation Agreements with both programs.</p>
<p>11. How does this program prepare students for competitive employment?</p>	<p>The reputation of the VT Program and the program interns and graduates in the Greater Bay Area is outstanding due to the rigorous education and training the students receive. This ensures that they are highly competitive and that they are clearly distinguished from other private program graduates.</p>
<p><i>Advisory Board</i></p>	

<p>12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.</p>	<table border="1"> <thead> <tr> <th>Last</th> <th>First</th> <th>Title</th> <th>Affiliation</th> </tr> </thead> <tbody> <tr> <td>Baumgardner</td> <td>Wendy</td> <td>RVT, LATg</td> <td>Stanford University</td> </tr> <tr> <td>Benninger</td> <td>Christine</td> <td>MBA</td> <td>President, Humane Society of Silicon Valley</td> </tr> <tr> <td>Brodbeck</td> <td>Sue</td> <td>RVT</td> <td>Industry-Butler Animal Health</td> </tr> <tr> <td>Burling</td> <td>Tina</td> <td>DVM, ACVO</td> <td>Veterinary Specialist, SCVMA-South Bay</td> </tr> <tr> <td>Collinson</td> <td>R. L.</td> <td>DVM</td> <td>Private Practice Owner - PVMA-Peninsula</td> </tr> <tr> <td>Ehrlich</td> <td>Nancy</td> <td>RVT</td> <td>CA RVT Committee of Vet Med Board</td> </tr> <tr> <td>Ellis</td> <td>Liz</td> <td>DVM</td> <td>Private Practice-South Bay</td> </tr> <tr> <td>Eshman</td> <td>Lisa</td> <td>DVM</td> <td>Small Animal Practice-North Coast</td> </tr> <tr> <td>Floyd</td> <td>Micheal</td> <td>DVM, ACVD</td> <td>Vetereinary Specialist -East Bay</td> </tr> <tr> <td>Galope</td> <td>Richard</td> <td>Ph.D.</td> <td>Vice President of Workforce Deveopment</td> </tr> <tr> <td>Gregory</td> <td>Sandy</td> <td>RVT</td> <td>SA Practice, Alumnus</td> </tr> <tr> <td>Klingler</td> <td>Elizabeth</td> <td>RVT, AALAT</td> <td>Biomedical Industry</td> </tr> <tr> <td>Morrow</td> <td>Gary</td> <td>PhD, AALAT</td> <td>Genentech</td> </tr> <tr> <td>Murphy</td> <td>Juli</td> <td>DVM</td> <td>SA Practice, PT Faculty-North Bay</td> </tr> <tr> <td>Orrell</td> <td>Eloise</td> <td>RT, MS</td> <td>Dean Biology & Health Sciences Division</td> </tr> <tr> <td>Peter</td> <td>Karl</td> <td>DVM</td> <td>Program Director, FT Faculty</td> </tr> <tr> <td>Rich</td> <td>Sigmund</td> <td>DVM,</td> <td>Laboratoy Animal Consultant, Retired</td> </tr> <tr> <td>Rutherford</td> <td>John</td> <td>DVM</td> <td>Private Practice, PVMA-Central Coast</td> </tr> <tr> <td>Rutherford</td> <td>Patty</td> <td>RVT</td> <td>MVROP Vet Assistant Program-East Bay</td> </tr> <tr> <td>Saclolo-Meza</td> <td>Eliza</td> <td>RVT</td> <td>Alza Corp</td> </tr> <tr> <td>Schumaker</td> <td>Carol</td> <td>RVT</td> <td>Mid-Peninsula Veterinary Hospital</td> </tr> <tr> <td>Terry</td> <td>Kathy</td> <td>RVT</td> <td>SA Practice, Alumnus</td> </tr> <tr> <td>Thelen</td> <td>Marilyn</td> <td>CVPM</td> <td>Veterinary Practice Consultant</td> </tr> </tbody> </table>	Last	First	Title	Affiliation	Baumgardner	Wendy	RVT, LATg	Stanford University	Benninger	Christine	MBA	President, Humane Society of Silicon Valley	Brodbeck	Sue	RVT	Industry-Butler Animal Health	Burling	Tina	DVM, ACVO	Veterinary Specialist, SCVMA-South Bay	Collinson	R. L.	DVM	Private Practice Owner - PVMA-Peninsula	Ehrlich	Nancy	RVT	CA RVT Committee of Vet Med Board	Ellis	Liz	DVM	Private Practice-South Bay	Eshman	Lisa	DVM	Small Animal Practice-North Coast	Floyd	Micheal	DVM, ACVD	Vetereinary Specialist -East Bay	Galope	Richard	Ph.D.	Vice President of Workforce Deveopment	Gregory	Sandy	RVT	SA Practice, Alumnus	Klingler	Elizabeth	RVT, AALAT	Biomedical Industry	Morrow	Gary	PhD, AALAT	Genentech	Murphy	Juli	DVM	SA Practice, PT Faculty-North Bay	Orrell	Eloise	RT, MS	Dean Biology & Health Sciences Division	Peter	Karl	DVM	Program Director, FT Faculty	Rich	Sigmund	DVM,	Laboratoy Animal Consultant, Retired	Rutherford	John	DVM	Private Practice, PVMA-Central Coast	Rutherford	Patty	RVT	MVROP Vet Assistant Program-East Bay	Saclolo-Meza	Eliza	RVT	Alza Corp	Schumaker	Carol	RVT	Mid-Peninsula Veterinary Hospital	Terry	Kathy	RVT	SA Practice, Alumnus	Thelen	Marilyn	CVPM	Veterinary Practice Consultant
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<p>13. List the dates and number of members attending of your most recent advisory board meetings.</p>	<p>Last Advisory Board Meeting was June 26, 2009. 14 members attended. Meetings are held annually in the spring quarter.</p>																																																																																																

14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	Members have been instrumental in securing both in-kind and monetary donations to the program and making contacts with vendors on behalf of the program to obtain special pricing. The advisory board members give the program valuable feedback concerning the quality of the student interns and graduates and any areas of excellence or apparent deficiencies. The program incorporates the advisory board feedback into the strategic planning and program review process.
<i>Program Accreditation</i>	
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	Yes-National Accreditation. Accreditation by the American Veterinary Medical Association Committee on Veterinary Technician Education and Activities (AVMA-CVTEA).
16. What is the program's accreditation status?	Full Accreditation.
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	Program is in year six of its accreditation cycle. All Critical, Major, and Minor Recommendations cited by the committee have been acted upon and addressed to their satisfaction. The program has been fully accredited for the past 30years. Program Review in process and is due December 15, 2009. Site Visit Scheduled for February 2010.
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	The program graduates have had a 95-100% 1 st Attempt Pass Rate on both the Veterinary Technician National Examination (VTNE) and the California Registered Veterinary Technician Examination (CaRVTE) for over 10yrs
19. What indicators does your program use to determine success of our students after completion?	The obvious measurable outcomes (Pass Rates and Scores) of the State and National Licensing Examinations. The employment statistics of Interns and graduates.
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	Yes. Graduate and Employer Surveys are conducted annually. Results indicate that the veterinarians or biomedical researchers are either "Very Satisfied" or "Satisfied" with their dental assistant. No veterinary or biomedical employer has indicated any dissatisfaction. Program Interns and Graduates enjoy a highly favorable reputation and are in high demand-This is largely due to the high level of satisfaction with previous interns and graduates.
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	Yes.

22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	Yes. The Program review is comprehensive and contains measurable objectives.	
Summary of Planning Goals and Action Plans		
23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?	Continue to educate, train and graduate high quality RVTs who are competitive in the labor market and prepared for lifelong learning or advanced education and training. Maintain the high standards required for continued Full Accreditation by the AVMA.	
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.
See Previous Sections	All needs have been identified and characterized above...	

IX. Resource Planning: Personnel, Technology, Facilities, and Budget

Faculty

1. How does your PT/FT ratio impact the program?	The FT/PT ratio is balanced and currently adequate. The recent addition of a new FTEF has made a significant positive difference in the stability of the program. It is a challenge to attract qualified RVTs into part time assignments.
2. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program)	<ul style="list-style-type: none"> • Will need qualified PT Faculty (DVM or RVT) to cover assignments during the PDL of Dr. Peter and Dr. Mac Dougall. • Retirements or turnover of FT and PT faculty is not expected. • Director requires additional reassigned time to provide the time required to run the VT Program. Currently the Release Time = 0.0833, which is vastly inadequate time to manage such a complex program and clinical facility that includes the husbandry and veterinary care of live animals year-around. • Need additional PT Hourly Program Specialists for Assisting in program, helping run the Clinical Lab, and Tutoring students.

Classified Staff

3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	Need a Full Time Classified Program Assistant. Currently sharing an assistant with Horticulture (40% VT and 60% Hort). Loss of this existing position would be catastrophic as it is essential to the continued maintenance and operation of the two complex facilities. The current assistant has primarily Horticulture experience. The VT Program needs a full time Licensed RVT Classified Assistant to help manage the medically and technologically sophisticated Clinical Teaching Laboratory and assist in the husbandry and veterinary care of resident teaching animals and the animal housing and enclosures.
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<i>Technology and Equipment</i>	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	<p>The medical and A/V equipment is currently state-of-the-art but technology advances rapidly in Veterinary Medicine and equipment will become outdated or even become obsolete over five years.</p> <p>There exists and continual need for maintenance, calibration and updating of medical equipment, computers and computer software applications.</p> <p>Material and Supply budgets have been reduced 50% and are inadequate to purchase required materials and supplies. To maintain our current student numbers and productivity, the program is supplementing the “B” budget and the Lottery Budget with Perkin’s Grant Funds, increased Materials Fees, and funds from the Vet Tech Foundation Account.</p>
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	Yes and there are no unmet ADA needs identified at this time.
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	The technology used is appropriate for the Distance Learning Courses. Using the Etudes Learning Management Systems with sophisticated media and Internet resources. This LMS has all the features necessary to provide a rich online learning experience and regular and effective communication with students.
<i>Technology & Equipment Definitions</i>	
<ul style="list-style-type: none"> • Non-instructional Equipment and Supplies: includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director. • Instructional Equipment and Supplies: includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director. • Durable Equipment and Furniture: includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department. • Note: It is recommended that divisions perform and maintain an inventory of all their technology and equipment. 	

<i>Facilities</i>

7. Are your facilities accessible to students with disabilities?	Yes. The Veterinary Technology facility is ADA compliant.
8. List needs for upgrades for existing spaces	<ul style="list-style-type: none"> •Additional built in and movable shelving and storage containers not provided in Measure 'C' or Measure 'E' are needed. •Additional Lab Stools for student seating are needed (approx 10 new lab stools) •Five new desktop computers for student (2 PC and 3 Mac). •Additional Tack Boards for wall posters. •Set of flat screen monitors to enhance projected viewing for students in the back 1/2 of the teaching space. •Additional horse and several more sheep and goats required.
9. List any new spaces that are needed	None.
10. Identify any long-term maintenance needs.	Animal Housing (Barn and Kennels) Barn needs to be painted! Ongoing and regular updating and calibration of medical analyzers and patient monitoring and support equipment. Routine maintenance of extensive inventory of medical equipment such as dental equipment, x-ray machines, anesthesia machines, ECG machines, etc. Computer Hardware and Software maintenance and upgrades and will be required. Maintenance of Washer/Dryer and Kennel Spray System.
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	Yes. Measure 'E': VT has new lecture and clinical laboratory facility, new animal enclosures and housing, and faculty offices. Program has access to other campus teaching rooms and instructional resources as well.
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Yes. Plant Services is helpful and timely in response to maintenance and repair requests and to emergency calls.
Budget	

<p>13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department? 13.5 (added by Author) Are the Lottery Budget allocations sufficient to meet student needs in your department?</p>	<p>A-Budget: Need additional funds for hiring part time RVT Clinical Specialists and a full time Classified Program Assistant. B-Budget: Inadequate. Material and Supply budgets have been reduced 50% and are inadequate to purchase required materials and supplies. The program is supplementing the “B” budget and the Lottery Budget with increased Materials Fees and funds from the Vet Tech Foundation Account. Lottery Budget: Instructional Material budget has been reduced by 50% and are inadequate to purchase required materials and supplies.</p>
<p>14. Describe areas where your budget may be inadequate to fulfill program goals and mission.</p>	<p>Student Numbers: cannot be maintained with a deficient budget. Student Success: Inadequate Materials and Supplies and equipment for students to learn and practice essential clinical skills and procedures. Students cannot be successful if they aren’t afforded the opportunity to learn and to practice using expensive and expendable materials and supplies. The overall quality of students will decline as well as limiting the faculty’s ability to address the various needs of students with learning disabilities or different learning styles.</p>
<p>15. Are there ways to use existing funds differently within your department to meet changing needs?</p>	<p>Of course, there is...the faculty and program director are continually assessing and reevaluating the allocation and use of resources to maximize economy and effectiveness.</p>
<p>Summary of Planning Goals and Action Plans</p>	
<p>16. What are your goals with respect to resource planning and how will those goals be measured?</p>	<p>To be good stewards of the resources provided and remain student centered. To continuously monitor and critically analyze the expenditures of available funds and to maximize the effective use of resources to the benefit of students. To seek out and secure alternate sources of funding to augment the existing funds. The goals will be assessed and measured by the various outcomes assessments regularly administered to the students, graduates and employers, which have been exhaustively discussed elsewhere in this document!</p>

Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.
'B' Budget Funding Restored to a minimum of 2008-09 Levels	Provide adequate funding for program and reduce the requirement for non State-Funds to meet needs and maintain current student numbers and productivity.	Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)
Lottery Budget Funding Restored to a minimum of 2008-09 Levels.	Provide adequate funding for program and reduce the requirement for non State-Funds to meet needs and maintain current student numbers and productivity.	Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)
Fundraising Support and Funds to conduct Fundraising campaigns.	Develop donors and charitable sources of funding to add to the reserves in the Vet Tech Foundation Account,	Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)
Continue to receive Perkin's Grant Funds at the same or increased level.	This funding is essential to retain or increase. The intention for Perkins Grant Funds is to augment State provided budget funds and support Faculty Continuing Education for Professional Licensing,, Upgrading Equipment, and Student Tutoring.	Supports Student Learning. SI #1: Access Into Action (Outreach) SI #3: Build a Community of Scholars (Student Success)
Assistance identifying Grant Sources and help with grant writing/application, and administration.	Supplement under funded budgets to maintain current student numbers and productivity.	Supports Student Learning. SI #1: Access Into Action (Outreach) SI #3: Build a Community of Scholars (Student Success)

X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.

Operational Goals	Action Plan	Action Plan
Maintain current student numbers and sustain growth and productivity.	Must have adequate Funding to sustain current level.	
Maintain Full AVMA Accreditation: Self Study and Site Visit February 2010.	Faculty actively collaborates on Program Accreditation Self Study Document.	Faculty actively participates in preparation for and conduct of successful Accreditation Site Visit.
Revise and update curriculum to better match the list of Essential Knowledge and Skills mandated by accreditation.	Collaboratively re-work curriculum to better distribute the core material and “Essential Skills” and eliminate duplication of material.	Revise all Course Outlines of Record to update courses and redistribute course material to facilitate the most effective delivery.
Restructure the curriculum to better meet the needs of the working Unregistered Veterinary Assistant seeking licensing by the existing CA “Alternate Route” to Exam Eligibility.	Reconfigure several existing course to “modularize” and make more available to part time students. Put appropriate courses online and convert some to hybrid courses that would reduce the number of hours students would have to come to the campus.	Program Director works with faculty to modify the schedule of courses to accommodate the needs of the working unregistered veterinary technician.
Promote & Sponsor Continuing Education.	Work with anesthesiology specialist colleagues to develop an innovative weekend Anesthesia Workshop for graduate Veterinary Technicians.	Sponsor innovative Anesthesia Workshop at Foothill College. Identify and develop several vendor co-sponsors to fund the workshop.
Add a Community Service component to the Curriculum.	Meet with other Allied Health Program Directors to learn how their Community Service components are structured.	Implement at least one community service requirement into an existing course.
Provide Tutors for At-Risk Students	Find funding for additional PT Hourly Program Specialists for Tutoring students.	

<p>2. Final Resource Request Summary: When the program planning and review form is online – the section below will automatically fill in with your responses from each section.</p>			<p>Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.</p>
Resource	Purpose	Rationale	Estimated Cost
'B' Budget Funding Restored to a minimum of 2008-09 Levels	Provide adequate funding for program and reduce the requirement for non State-Funds to meet needs and maintain current student numbers and productivity.	Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)	'08-09 Original Budget= \$7850.00
Lottery Budget Funding Restored to a minimum of 2008-09 Levels.	Provide adequate funding for program and reduce the requirement for non State-Funds to meet needs and maintain current student numbers and productivity.	Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)	'08-09 Original Budget= \$12,420.00
Increase Release Time to 50% for Program Director	Program Director has insufficient release time to manage a complex program and the sophisticated clinical	Compliance with Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making	50% Release Time = 0.5 FTEF (increase of 0.25 FTEF)

	<p>teaching facility. Program Director does the following: program planning, manages budgets and grants, course & faculty scheduling, fundraising outreach, discipline, retention and mentoring students, fundraising, purchasing & ordering, maintain accreditation & regulatory compliance. Program Director needs additional release time of the program write required Annual & Biennial Reports Program Self-Study and Site Visit every six years.</p>	<p>Environment and Community. SI #3: Build a Community of Scholars (Student Success)</p>	
<p>Full Time Classified Program Assistant</p>	<p>To take over much of the daily, weekly, and monthly routine maintenance and list of tasks required to maintain the clinical teaching laboratory, the program teaching animals and animal housing, and regulatory compliance. This would free the faculty up focus more time and attention on student Learning and outcome assessment.</p>	<p>Compliance with Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)</p>	<p>Full Time Classified 1.0 FTE</p>

Equipment, Materials,	Keep VT Lab equipped with	Compliance with Accreditation Standards.	Total: \$47,500.00
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and Supplies.*	state-of-the-art medical equipment, materials, and supplies for students to learn from and train with. Expensive and resource intensive clinical skill labs using expendable materials and supplies.	Supports Student Learning. SI #3: Build a Community of Scholars (Student Success)	
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***List of Equipment, Materials, Supplies**

Instructional Equipment, Materials, & Supplies Requests

Item	Est. Cost
Anatomic models, manikins, posters, software	\$7,500.00
Computers for Student Use	\$10,000.00
Teaching/Learning Software Upgrades	\$1,000.00
Medical Equipment Maintenance, Repair, and Upgrades	\$5,000.00
Printing Cost: Program Student Manuals & Internship Materials	\$1,500.00

Non-Instructional Durable Equipment & Furniture Requests

Item	Est. Cost
Built in cabinets and works surfaces in VT Lab	\$15,000.00

TOTAL **\$47,500.00**

Funding for faculty development	Faculty Continuing Education and training to maintain currency in field and required for renewal of professional license.	Compliance with Accreditation Standards. Supports Student Learning. SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)	\$7500.00
Grant writing assistance and fundraising support and funds to conduct Fundraising Campaigns.	Apply for grants and develop donors and charitable sources of funding to add to the reserves in the Vet Tech Foundation Account,	Compliance with Accreditation Standards. Supports Student Learning. SI #1: Access Into Action (Outreach) SI #2: Promote Collaborative Decision Making Environment and Community. SI #3: Build a Community of Scholars (Student Success)	\$2500.00

Provide Tutors for At-Risk Students. Maintain retentions and success rates and program student number.	Find funding for additional PT Hourly Program Specialists for Tutoring students.	SI #3: Build a Community of Scholars (Student Success)	\$5000.00
<p>Total Time to Complete Self-Study = 20hrs.</p>			
<i>Supervising Administrator Signature</i>		<i>Completion Date</i>	