Academic Program Review

Veterinary Technician Program
Allied Health Department
Central Oregon Community College
2017

CENTRAL OREGON
community college

Academic Program Review (APR) KEY QUESTIONS

Introduction

1. **Discipline Overview**

Discipline: Veterinary Technician

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Participants:
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Programs included in this discipline:

- Program: Veterinary Technician
- Department: Allied Health

Date Program Review Submitted: 2-6-17

Accrediting Body: American Veterinary Medical Association's Committee for Veterinary Technician Education and Activities (AVMA-CVTEA). Initial accreditation in 2014.

The Central Oregon Community College (COCC) Associate of Applied Science (A.A.S.) in Veterinary Technician (VT) degree was started in 2013 and provides students with the education and skills needed to be successful in the VT career. The program enrolls one cohort (group) of students every two years.

Under the supervision of a veterinarian, veterinary technicians provide care for all species of animals including companion animals, exotics, livestock, laboratory animals, wildlife, and marine mammals. The COCC VT Program trains students in a wide variety of skills including surgical preparation and assistance, anesthesia, radiographic imaging, specialized animal nursing care, dentistry, physical rehabilitation, nutrition management, laboratory specimen collection and analysis, animal diseases and behavior, complex drug calculations, administration of medication, medical office procedures and communication. These varied duties allow the veterinary technician to have a profound impact on every aspect of patient care. Upon graduation with the A.A.S. degree in Veterinary Technician, our graduates are eligible to sit for the Veterinary Technician National Examination (VTNE) and a state exam to become a Certified Veterinary Technician (CVT).

2. Discipline Mission/Purpose and Goals

a. COCC recommends that every discipline have a mission/purpose statement. List your mission statement.

The COCC VT Program mission statement is:

> The Central Oregon Community College Veterinary Technician program will strive to provide high-quality veterinary technicians to our local, state and national veterinary medical, public, and research communities.

b. If you have previously defined goals for the discipline, list them here. What steps have you taken to achieve these goals?

The VT Program has established the following four goals.

Goal One: By 2020, obtain a pass rate of 95% for first-time Veterinary Technician National Exam (VTNE) test-takers.

For our students to become eligible to be licensed as a veterinary technician, the AVMA-CVTEA requires completion of the A.A.S. in VT degree and passage of the VTNE after graduation.

The following steps have been taken to achieve Goal One.

1. Assessed VTNE results for the Sept 2014 and Sept 2016 graduating classes.
    a. Passage rate of the VTNE in 2014 was 55%. Curriculum changes were made and the passage rate in 2016 rose to 80% (see Curricular Issues 4a and SLOs 3bii for details of curriculum changes).

2. Changed advisory committee meetings from annual to semi-annual to collaborate and receive feedback for improvement of the program (see Disciplines 5b for more information on the advisory committee).

3. Evaluation of the 2014 Graduate and Employer Surveys
    a. Student Survey Results: 31% (6/22)
        i. Six students had passed the VTNE.
        ii. Five students worked full-time, one worked part-time and one was not working as a veterinary technician.
        i. Five out of six students stated their overall academic experience prepared them for the workplace as a veterinary technician.
        ii. Student suggestions to further strengthen the VT program: more hands-on experience with animals, skills practice and communication skills prep.
        iii. Students felt insufficiently prepared in lab procedures, animal diseases, and radiographic positioning.

b. Employer Survey Results: 70% response rate (7/10)
    i. Four employers were satisfied with the student's communication, technical skills and knowledge, and stated that the graduate met employer expectations of an entry-level technician.
    ii. One employer stated their new graduate did not meet their expectations as an entry-level veterinary technician.
    iii. When asked what qualities or skills did you expect of the graduate upon employment that the graduates did not possess, employers said:
        1. Communication skills were lacking
        2. The ability to pass the VTNE
        3. Ability to perform drug calculations
        4. Ability to do blood draws on cats
        5. Basic set up for common procedures and knowledge of the reproductive system
    iv. When asked for suggestions that would help COCC's VT program better prepare future graduates to meet the needs of employers, they stated:
        1. Stability and continuity in the program
        2. More time in a clinical setting
        3. Better feline restraint
        4. Communication classes
        5. Client interaction in real-life situations
        6. Knowledge of handling for common procedures

4. Curriculum changes implemented as identified by VTNE results, advisory committee input, and student and employer surveys.
    a. After examining the results of student scores on the 2014 VTNE, advisory committee input, and 2014 student/employer surveys, significant curriculum changes were made to improve VTNE passage and student success (see Curricular Issues 4a)

Goal Two: By Fall 2017, have a selective admissions process in place for Fall 2018 enrollment into VT program.

The following steps have been taken to achieve Goal Two.

1. A selective admissions process was formulated in Fall 2016 and has been approved by the COCC Vice President for Instruction as a pilot selective admissions process for the Fall of 2018 cohort and will go to the COCC Curriculum Committee as an information item Spring 2017. Once the pilot process has been implemented and any necessary changes have been made, the selective admissions process will be brought back to the COCC Curriculum committee for permanent adoption.
    a. One half or 50% of the allotted seats will be reserved for students within the college's district.
    b. The applicants will be evaluated using a point system. Points will be earned in the following areas:
        i. The Assessment Technologies Institute Test of Essential Academic Skills (ATI- TEAS), a comprehensive assessment designed specifically to

measure academic preparedness of allied health program candidates. A minimum passage score of proficient is required (Up to 50 points earned).

ii. Documented animal handling experience – 500 or more hours (up to 10 points)
    1. Direct patient contact working as a veterinary assistant or kennel assistant or volunteering at a licensed humane society, animal shelter, wildlife rehabilitation center or zoo.
    2. Direct animal contact working in a boarding facility, animal daycare, grooming facility or large animal facility.

ii. Applicant Interview (Up to 40 points earned)
    1. Qualified applicants will be invited for an interview.
    2. The interview committee may consist of COCC VT Program faculty, COCC Allied Heath faculty and VT Program advisory committee members
    3. Each applicant will be asked a series of questions and a grading rubric will be used for evaluation.

b. Additional non-point based requirements include:
    i. Cumulative GPA of 3.0 in the required VT Program prerequisite courses
    ii. 40 hours of observation in a veterinary clinic
    iii. Official High School Diploma or proof of GED

The new selective admissions standards should result in admitting students who are more qualified which will reduce attrition rates and help produce graduates who are more likely to succeed in the veterinary technology field.

Goal Three: By Fall 2018 have adequate and permanent faculty members and staff to meet the VT program needs.

The following steps have been taken to achieve Goal Three.

1. Staffing needs were assessed in the Spring of 2016. Two open part-time faculty positions were identified and filled for the 2016-2017 academic year. The need for an additional adjunct faculty member was identified for the 2017-2018 academic year and a request was submitted to the COCC Budget Committee. Due to a large attrition rate (41%) fall 2016 term, the request was denied.

2. A pool of qualified veterinary professionals (veterinary technicians and veterinarians) have been identified to meet program staffing needs.

Goal Four: By 2021, or sooner if possible, enroll a new two-year cohort (group) of students each academic year.

The following planning steps have been determined by the faculty and staff to achieve Goal Four.

1. Identify annual class size by Spring 2018
2. Create a class schedule to accommodate both first and second year students by the end of Fall 2018
3. Identify housing, equipment, and facility needs for the required additional animals by Spring 2018
4. Identify additional faculty/staff needs and a budget for supplies by Spring 2018
5. Identify resources for obtaining additional animals needed per class by the end of Winter 2019
6. Obtain approval by the college by the end of Fall 2019
7. Hire additional faculty for Fall 2021

3. Student Learning Outcomes (SLO) Assessment

COCC is in the process of articulating an instructional assessment plan. Given the College is in transition, answer the following questions to the best of your ability:

a. **Course Level SLO:** The College has an expectation that course outcomes are assessable and assessed on a routine basis.

i. Review the **Course SLO Report** for courses in your discipline, considering both 1) the percentage of courses that have SLOs and 2) the quality and usefulness of the established SLOs. Describe the status of your course SLOs in these two areas.

1. There are 26 active courses, 100% have SLOs. SLOs were assessed and revised during a major curriculum revision in the fall of 2014 (see Curricular Issues 4a). The SLOs have been designed to meet program requirements to prepare our graduates to be fully capable of performing in a wide variety of professional roles within the veterinary field. Each course SLO has been developed to provide clear and assessable course outcomes.

ii. Describe the methodology for course SLO assessment in your discipline and if applicable, identify any goals or objectives you have for improvement.

The methodology for course SLO assessment is as follows.

1. In addition to the traditional examination format, student skills and learning are assessed using various methods within the VT curriculum. In lecture courses, students may be given oral and written presentation assignments, projects and/or case studies, or topics for small group discussion and presentation, all of which encourage critical thinking and communication skills. In clinical laboratories, students demonstrate proficiency with hands-on skills via skills competency check-offs and laboratory practicums which show the student's

ability to integrate academics with clinical scenarios. Lastly, the 360-hour clinical practicum hands-on veterinary experience expands the knowledge and skills learned in the VT program. The clinical practicums are assessed through clinical evaluation forms. These evaluation forms document areas of strengths and weaknesses and assist the student in building knowledge and proficiency of the acquired essential skills needed to be successful as a veterinary technician.

b. **Program Level SLO:** The College has an expectation that each academic program - any institutionally established combination of courses and/or requirements leading to a degree or certificate - have assessable and assessed outcomes. Disciplines are not expected to have SLOs.
   i. Review the Instructional Assessment Reports that lists COCC programs by discipline and department. Consider both 1) the percentage of programs that have individualized SLOs and 2) the quality and usefulness of the established SLOs. Describe the status of your program SLOs in these two areas.

1. Within the Allied Health department, all programs, including the VT Program, have program SLOs.

2. The VT Program level SLOs were assessed and revised in the fall of 2016 by the faculty, staff and VT advisory committee. These program level SLOs were designed to meet the requirements of the AVMA-CVTEA and are the guiding principles for the VT program. The revised SLOs ensure the VT program graduates will have the necessary skills and knowledge to perform proficiently as a certified veterinary technician upon graduation.

The VT program level SLOs are as follows:

1. Perform comprehensive veterinary technician medical processes and apply critical thinking skills for optimal patient care.
2. Utilize therapeutic and professional communication skills to achieve patient outcomes in collaboration with veterinary health care team members and clients.
3. Apply principles of professionalism and confidentiality within the veterinary client patient relationship.
4. Implement ethical and legal standards as they apply to veterinary medical practice.
5. Practice current concepts of infection control and occupational safety.
6. Utilize knowledge of facility policies and procedures.

ii. Describe the methodology for program SLO assessment in your discipline and if applicable, identify any goals or objectives you have for improvement.

1. Program SLOs are assessed using VTNE scores. After the students graduate and sit for the VTNE, the VT faculty and advisory committee analyze the nine VTNE domain scores. The nine VTNE domains are the major areas of responsibility deemed essential for entry-level veterinary technicians. In areas where the student's performance are lower than national averages or trends of consistently low scores in certain areas (i.e. pharmacology, anesthesia) are noted, we look at the course curriculum and faculty/staff factors and make changes as necessary.

2. Additionally program SLOs are assessed based on advisory committee input and student and employer survey results as described in 2.b. (Goal One).

3. The VT Program level SLOs will continue to be examined annually by the VT faculty, staff and advisory committee. Revisions will be made as needed.

iii. Identify and give examples of changes made to improve student's attainment of program-level outcomes, or if applicable, identify any goals or objectives you have for improvement, as a result of assessment efforts.

1. The VT Program has revised the course curriculum, course SLOs, and program SLOs by assessing the student VTNE data, consulting with the VT faculty and the VT advisory committee. Changes were made in course configuration to help build upon and reinforce concepts and skills as the student progresses through the program. The advisory committee meetings were changed from annually to semiannually. All changes have directly improved student attainment of program level outcomes. Increased student scores on VTNE are evidence of these improvements.

4. Curricular Issues

a. **Recent Curricular changes**

i. Identify and explain any recent significant curricular changes.

1. Data was assessed from the initial cohort of students:
    a. Data included the VTNE scores (scores are provided by domain), employer surveys, graduate surveys, and feedback from the program's advisory committee. Assessment of these items identified deficiencies throughout the COCC veterinary technician program curriculum. The

percentage of COCC veterinary technician students who passed the VTNE the first time they took it was 55% as compared to the national percentage of 74%. It was essential to improve the pass percentage to maintain our accreditation. The AVMA-CVTEA requires a 50% or higher pass rate for first time test takers for maintenance of VT program accreditation. Additionally, this pass rate indicated that 45% of the students who graduated in the first cohort were unable to be licensed to practice their chosen profession. Students are able to repeat the testing and can be licensed if they pass the exam with subsequent testing, however accreditation is based on first-time pass rate.

2. Learning outcomes were established and mapped to appropriate courses (current and new):
    a. Employing the following resources, learning outcomes were established and mapped to appropriate courses: 1) the Essential and Recommended Skills List from the AVMA- CVTEA, 2) employer expectations and 3) veterinary technician program curricula from Portland Community College and SUNY Delhi.
3. Developed and submitted curriculum proposals and program amendments of redesigned program:
    a. Curriculum proposals and program amendments were developed and presented to the Curriculum Committee. Curriculum and program amendments included:
        i. Revision of prerequisite course requirements
            1. 3 credits of HHP were removed as a requirement
            2. MTH 95, 111 or higher replaced MTH 60 as a requirement
            3. All prerequisite courses must be completed before entry into VT program courses
        ii. One course (VT 211 Animal Nursing IV) was removed from the program curricula
        iii. 22 courses were revised
        iv. Four courses were added
            1. VT 200 Radiation Safety
            2. VT 208 Animal Nutrition
            3. VT 209 Large Animal Diseases
            4. VT 281 Clinical Practicum II
        v. Learning outcomes were mapped to the individual courses
            1. Courses were mapped within the curriculum to build upon and reinforce concepts and skills as the student progresses through the program
        vi. Appropriate assessments for the learning outcomes were identified

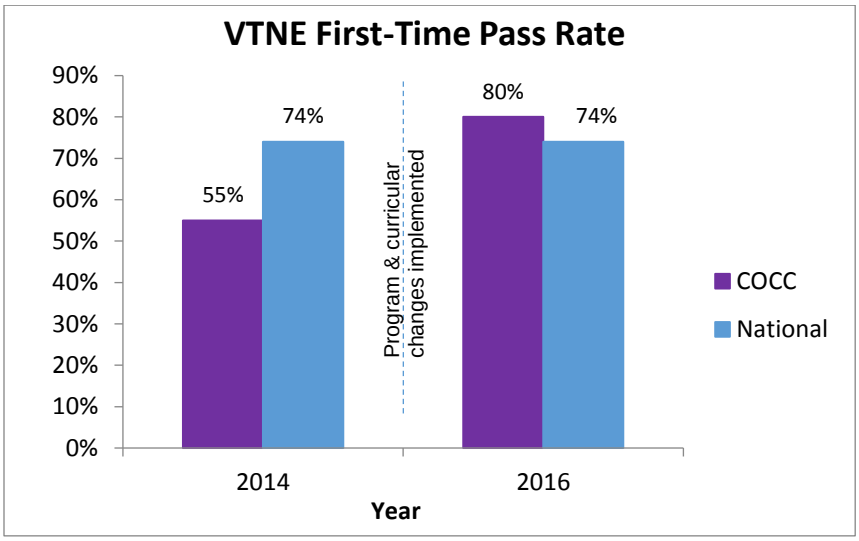
vii. Credit hours were assigned appropriately according to the amount and difficulty of the course content to ensure the appropriate level of instruction for student success

viii. Instructor to student ratio was determined in lab courses to ensure student success in learning essential skills as well as to ensure the safety of students and patients

b. All curricular and program changes were approved, allowing the improved curriculum to be implemented beginning Fall 2015.

4. Assessment of curricular changes:

a. The 2016 graduates from the veterinary technician program were the first cohort to graduate subsequent to the modified curriculum. This cohort had a first-time pass rate of 80% on the VTNE, compared to the national VTNE pass rate of 74%, a significant improvement from the first cohort.



b. **Partnerships**

i. Do you collaborate with area high schools to offer dual credit courses and, if yes, how do you maintain a strong relationship with K-12 partners in support of quality instruction?

1. We do not collaborate with area high schools. However, we do have two clinical practicum courses that are required during spring term of the second year (VT 280 and VT 281). Students are required to spend 360 hours in area veterinary clinics. We collaborate with and rely on 26 local as well as 8 distant veterinary clinics to provide clinical practicum experiences for our students (Appendix A). These practicum experiences expand the student's knowledge and help them build proficiency with hands-on skills in real-life clinical situations before graduation. Specific criteria are used to assist the on-site clinical practicum

supervisors in monitoring student progress. Constant communication and contact is maintained with the student and the practicum site to ensure student success. A VT program faculty member visits the practicum site while the student is attending to review the student performance evaluation with practicum site supervisor and the student. After the practicum rotations, the VT program director contacts all veterinary practicum sites to review the experiences they had with the students and VT staff to identify areas of improvement.

2. In addition to the area veterinary clinics, the VT Program collaborates with Brightside Animal Center, the Humane Society of Central Oregon, Three Rivers Humane Society, Equine Outreach, Robinson Cattle Ranch, Central Oregon Llama Association, Reptile Zone, and various community members. These valuable organizations provide the animals for the students to perform their essential hands-on training skills. Strong communication is needed to collaborate the animal use, needs and transportation.

ii. Do you have a program or courses that articulate with OSU-Cascades or another higher education partner? If yes, what successes and challenges have resulted? How do you maintain a strong partnership?
    1. No, we do not have courses that articulate with OSU-Cascades or another education partner.

c. **Online/Hybrid**

i. If you offer online courses, describe the process used to determine which faculty participate in COCC's Hybrid and Online Teaching (HOT) Course, which courses are offered online, and the frequency with which courses are offered online.

    1. We do not offer online courses.

ii. Evaluate data on discipline specific student success in online courses. Compare to discipline specific student success in traditional courses and COCC student success in online courses and traditional courses. Are student success rates similar regardless of the format, or are students more successful in one format than another? If so, what can you do to improve student success?

    1. We do not offer online courses.

iii. Evaluate data on discipline specific student success in hybrid courses. Compare to discipline specific student success in traditional courses and COCC student success in online courses and traditional courses. Are student success rates similar regardless of the format, or are they more successful in one format than another? If so, what can you do to improve student success?

1. We do not have hybrid courses.

iv. Do you have evidence of student need or demand to increase online courses or program offerings?

1. An informal in-class survey was performed to assess the need for online VT Program course offerings. 100% of the students answered they were not interested in online VT courses.

v. How do you determine which courses are offered on which campus?

1. All lecture and scientific lab courses are offered on the Redmond Campus. The VT program has a teaching lab facility for courses that involve instruction in animal handling skills. The veterinary technician lab facility is located within a five-minute drive of the Redmond Campus. By offering all lecture and scientific lab courses at the Redmond Campus, commuting between the veterinary technician lab facility and the lecture/scientific lab courses is minimized for the students and faculty.

vi. Do facilities meet your needs in those locations?

1. The veterinary technician lab facility is a well-equipped facility however building upgrades are needed. Additional impermeable flooring needs to be installed in the radiography room (Rm. 101), to allow for better sanitation of the room and prevent transmission of communicable diseases among patients. Impermeable flooring also needs to be installed in room 109 of the facility to allow for creation of an isolation room for separation of patients with communicable diseases. More student work spaces (cabinets) in the large-flex area, more power outlets in the flex area and staff office, interior paint, and remodel of the dental cleaning area are also needed.

2. On the Redmond campus, the veterinary technician program needs a lecture room that has sufficient storage that is dedicated for the program. Instruction of the veterinary technician program employs a large number of models, instruments and equipment which requires storage within the classroom. Having a dedicated classroom also allows the students to access the models and equipment between classes for study sessions.

3. Additionally, there is insufficient storage space within the science lab rooms on the Redmond campus for storing the instruments, lab supplies, and equipment that are required for instruction of the courses that are taught in the science lab rooms.

vii. Evaluate data on discipline specific student success in courses offered in Redmond, Madras and Prineville (RMP). Compare to discipline specific student success in all courses in RMP and discipline specific and all courses at Bend Campus. Are student success rates similar regardless of the location, or are they more successful in one location than another? If so, what can you do to improve student success?

1. The movement of the veterinary technician program to the Redmond Campus occurred in Fall 2016. From 2012-2014, the veterinary technician program courses were taught entirely on the Bend Campus. In 2014-2016, the veterinary technician program lecture courses were taught on the Bend Campus, the science lab courses on the Redmond Campus, and the animal handling labs were taught at the veterinary technician lab facility in Redmond. Therefore, the data for the Redmond Campus is limited to the science lab courses taught from 2014-2016.

2. The data shows a 100% pass rate for veterinary technician courses taught in Redmond compared to a 78.21% pass rate for all courses taught in Redmond for 2014-2016.
3. The data shows a 97.96%-100% pass rate for veterinary technician courses taught in Bend from 2012-2016 compared to a 78.53-82.29% pass rate for all courses taught in Bend.

4. No veterinary technician courses have been taught in Madras or Prineville.

5. In conclusion, the pass rate for veterinary technician courses is higher than the pass rate for all courses taught at COCC regardless of campus location.

6. While the data (Appendix B) indicates a 100% pass rate, there is significant attrition during the first term of the veterinary technician program (17% for the 2014-2016 cohort and 41% for the 2016-2018 cohort). Students who pass the first term of the program tend to be successful in all subsequent course of the two-year veterinary technician program. To reduce attrition during the first term, the veterinary technician program is instituting a selective admissions program.

d. Do you offer 50% or more of a program in any **location outside of Bend**? If yes, evaluate the support of faculty (especially part-time), student services support, facilities, library and technology resources.

1. Yes. As of Fall 2016, the entire veterinary technician program is delivered only at the Redmond campus and the veterinary teaching lab facility in Redmond.

2. Support systems:
    1. For faculty, there is a very supportive community at the Redmond Campus. However, there is insufficient office space for both full-time and part-time faculty. Additionally, it is challenging for full-time faculty to fulfill campus service obligations. The majority of committee meetings, peer team review activities, etc., occur on the Bend campus. Commuting between the Redmond and Bend campuses to fulfill campus service obligations is difficult, at best, when faculty have a full teaching schedule and must take into account the time to commute to and from the Bend campus.

    2. For students, there is a significant amount of support for administrative tasks, library book access, bookstore provisions and access, and computer lab access. Tutoring is limited, as is study space. Food and drink options are also limited. The Testing Center has been very supportive in scheduling times for test-taking, however it places a significant burden on the limited staff that they have and requires significant coordination between the instructor and the Testing Center staff.

    3. For technology resources, IT staff are readily available by phone if a problem is encountered with technology. Since the IT staff are primarily based on the Bend campus, there is a delay for addressing technology problems that must be remedied in person by IT staff.

e. Do you incorporate educational initiatives such as learning communities, service learning, developmental education redesign, or grants? If so, explain the purpose of any initiative and how you have measured your success accomplishing these goals.

    1. We do not incorporate educational initiatives.

5. Disciplines with CTE Programs

a. Program Entrance and Progression

i. Review the Catalog "Program Preparation and Prerequisites" entry for each program in your discipline. Is the information accurate?

    1. Yes, the information is accurate.

ii. Related to the above question, reflect on prerequisites/program entrance and sequencing within each academic program. Explain how the current process of sequencing courses in

each program supports students' success, or identify changes that might improve student success.

1. The current program prerequisite requirements for the VT program have not proven to be adequate for student success. The pilot selective admissions process for the fall of 2018 has been designed to improve student success in the program (see 2b, Goal 2).

2. VT program courses follow a required sequence. The courses are carefully sequenced so that each student must master the SLOs in all courses each term in order to progress satisfactorily in the program. Mapping and sequencing of the VT program, for improving student success, is described in the curriculum changes (Curricular Issues 4a).

b. COCC expects all CTE Disciplines to have active **advisory boards** that provide a vital link from local industry to CTE academic programs. Evaluate the status of the discipline's advisory board in the following areas:
   i. Interaction and feedback about the curriculum and instructional content and/or outcomes.

      1. The VT advisory committee is considered an integral part of the VT program. These professionals provide feedback on the curriculum, course content, and have recently assisted in the revision of the VT program learning outcomes and the mission statement. Our advisory committee also evaluates the adequacy of the existing college facilities and equipment, recommends new equipment, promotes the COCC VT program, and identifies or provides VT students with external learning experiences and employment

   ii. Advisory board membership.

      1. Our advisory committee consists of six community veterinarians, five certified veterinary technicians, two veterinary practice managers, a COCC faculty member, and an industry representative.

   iii. Advisory board activity: meeting frequency, attendance, engagement.

      1. Our advisory committee meets semiannually with a 90% attendance rate (see Disciplines with CTE Programs 5.b.i. for engagement activities).

c. Review the demographic data on students declared for programs in your discipline. Summarize the demographic make-up of your students and describe whether this aligns with your target population (Explain).

1. Female vs. male per academic year (see Appendix C):
    a. 2012/13 – 93% female, 7% male
    b. 2013/14 – 96% female, 4% male
    c. 2014/15 – 90% female, 10% male
    d. 2015/16 – 91% female, 9% male
2. Ethnicity:
    a. Average of 80% white, 12% colored, 8% unknown
3. Summary:
    a. The demographic makeup of the students in the VT program is predominantly white female. This is in alignment with the demographic trends reported in the National Association of Veterinary Technicians in America (NAVTA) 2016 Demographic Survey. According to the NAVTA 2016 Demographic Survey of the veterinary technician profession, 95% of veterinary technicians are female. Ethnicity was not included in the NAVTA survey. Anecdotally, ethnicity within the profession is predominantly white.
    b. The target population for the VT program would be a more gender and ethnically diverse population. Efforts for recruitment include high school visitations and attendance at apprenticeship fairs, COCC open houses, and Science Technology Engineering and Mathematics (STEM) Hub career fairs.

d. Refer to **completion data** for the programs in your discipline. Do your individual programs and/or discipline have a benchmark or goal completion rate? Can you identify barriers to completion or common reasons that students may leave your program?

1. Our goal completion rate is 85%.
2. Barriers to completion/reasons why students have left the VT program include:
    a. Insufficient academic preparation
    b. Realization that the career is not what they thought it was
3. The selective admissions process approved for fall 2018 addresses the above two barriers and should greatly improve student success and retention.
4. Potential barriers to completion are listed below. At this point, no student has left the program for these reasons, but many students have encountered these challenges during the program. Therefore, it is possible that these barriers could result in a future student not completing the program:
    a. Personal issues (family, health)

b. Financial issues (insufficient financial aid, unexpected expenses such as car troubles and child care expenses, etc)

e. If your discipline includes board exams or a licensure option, and you have access to the results, attach a summary to the appendix. Evaluate this data and share your observations about strengths and areas for improvement.

1. As previously stated, the AVMA-CVTEA requires passage of the Veterinary Technician National Exam (VTNE) after graduation from an accredited veterinary technician program to eligible to become licensed as a veterinary technician. The VTNE results helps VT faculty evaluate our curriculum and our VT program outcomes.

2. The VTNE provides data that includes pass or fail data for COCC VT graduates, average COCC VT graduate performance on each domain of the exam, and an average overall performance of COCC VT graduates on the examination (Appendix D). The data also includes the same information for all exam takers nationwide. This data allows comparison of COCC graduate performance to graduates of other accredited veterinary technology programs. Review of this data allows the VT faculty to evaluate our curriculum and modify it as needed to meet VT program outcomes

3. VTNE results from September 2016 show that the COCC VT graduates scored above the average scores for all first-time test takers in the following domains: surgical nursing, dentistry, laboratory procedures, animal care and nursing, diagnostic imaging, anesthesia, and emergency medicine/critical care indicating that the VT program is performing very well in these areas of instruction. The COCC VT graduates scored below the average scores for all first-time test takers in the domains of Pharmacy/Pharmacology and Pain Management/Analgesia. These two domains are areas for improvement for the VT program.

4. Satisfactory passage of the VTNE allows the student to apply for and take the state of Oregon exam. All COCC VT graduates who passed the VTNE also passed the state of Oregon exam. The state of Oregon does not offer exam data, however, granting of the veterinary technician license is evidence of passage of the exam.

f. Does your discipline collect any information on job placement rates for program completers? If yes, how do you collect this information and what are your findings?

1. The VT Program Director collects data on job placement rates. She receives this information directly from the students.
2. Job placement rate for the 2014 graduates:
    a. 22 graduates; 15 passed VTNE and obtained licensure
    b. 87% (13/15) employed in veterinary clinic/hospital
    c. 13% (2/15) elected employment in a field other than veterinary medicine
    d. Of the 7 graduates who did not obtain licensure, 5 obtained employment as a veterinary assistant
    e. Job placement rate for the 2016 graduates: 20 graduates; 18 passed VTNE and obtained licensure
    f. 89% (16/18) employed in veterinary clinic/hospital
    g. 11% (2/18) elected employment in a field other than veterinary medicine
    h. Of the 2 graduates who did not obtain licensure, 1 obtained employment as a veterinary assistant

6. Enrollment and Completion

Please address the student and community demand for your discipline and the programs in your discipline. In doing so, please consider the following questions:

a. What is the community **demand** for your discipline/programs? What is the impact of your discipline/programs on the community?

1. The community demand for the veterinary technician professional is good in relation to the number of students enrolled in the program. Currently there are more than 35 veterinary hospitals in Bend and surrounding cities. The United States Bureau of Labor Statistic's Occupational Employment and Wages information averaged 110 veterinary technologist or technician jobs in the Bend/Redmond area based on data from May 2015[1]. A few other opportunities within the industry, non-profit organizations, and rescue organizations for veterinary technician professionals exist within the community as well. The projected job growth within the discipline is 19%, much faster than average[1].
2. The COCC VT program is one of two accredited programs within the state of Oregon that provides the education required for a student to become licensed veterinary technicians within the state of Oregon.
    a. The COCC VT program garners interest from across the state of Oregon as well as by out-of-state applicants.
    b. The only other accredited VT program in the state of Oregon is located at Portland Community College (PCC). The PCC VT program graduates approximately 30 students annually, an insufficient number of graduates to meet the need for veterinary technicians within the Portland area much less beyond Portland.

3. The COCC VT program provides 24 seats biannually for future students. Graduates of the COCC Vet Tech program who successfully become licensed through the state are expected to be in high demand within the community based on projected growth rates for the profession and available jobs within the area provided above.

b. Evaluate the **Full-Time Equivalent (FTE**) and headcount for students taking courses in your discipline. Is your discipline at your desired enrollment level, given community demand and impacts above?

1. The COCC VT program's desired enrollment level is 24 students biannually. Two previous cohorts totaling 44 graduates have successfully completed this program since 2012.

2. This 24 student headcount is the maximum for the resources available to the program. Based on community demand, there is a need for graduates on an annual basis.

3. While 24 students is the desired enrollment for the VT program, as discussed previously, the VT program has experienced significant attrition in the last two cohorts (4 students in 2014-2016 and 10 students so far in the 2016-2018 cohort), such that the program is graduating fewer than 24 students. This reduction in headcount results in fewer graduates than desired to fill the employment needs of the veterinary community. A selective admissions process is being instituted to reduce the attrition rate and maintain the desired headcount (see 2b, Goal Two).

c. Describe opportunities that exist or are in development for graduates of this program to continue their education (articulation agreements, etc.)

1. Multiple opportunities exist beyond graduation for students of the COCC VT program. Successful graduates from the program will be qualified to sit for the VTNE as required by the AVMA. Higher educational opportunities include enrollment into an undergraduate Bachelor's degree program in the field of veterinary technology, pursuit of a Veterinary Technician Specialty (VTS) in a desired area of interest, as well as a variety of certification programs. Internship opportunities exist at teaching hospitals, universities, non-profit organizations, and other private organizations nationally; some internship opportunities require applicants be graduates from American Veterinary Medical Association (AVMA) accredited programs such as the COCC Vet Tech program.

7. Faculty – Composition, Qualifications and Development

a. Refer to the list of faculty teaching courses in your discipline. Describe the current quantity and qualifications of your discipline faculty

We currently have two full time tenure track faculty members and two part-time faculty members. They are listed below.

1. Beth Palmer serves as the VT Program Director and a full-time, tenure-track faculty member. She obtained her A.A.S. in Veterinary Technology at Portland Community College (PCC) in 2004 and is currently attending St. Petersburg College Veterinary Technology Program online to obtain her Bachelor's degree in Veterinary Technology. After graduating from PCC, she obtained a job in a large veterinary hospital in Salem, OR. She advanced to the Lead Certified Veterinary Technician Management position and oversaw the entire veterinary support team. In 2010, she was hired to help design a high volume, high quality spay and neuter veterinary clinic at the Willamette Humane Society (WHS). In addition to the facility design, she created clinic training manuals, implemented clinic protocols, managed the budget, hired staff, trained and mentored new employees and volunteers. She received specialty training in Asheville, North Carolina in the areas of anesthesia and spay and neuter procedures, and worked as the clinic's certified veterinary technician. She came to COCC in 2013 and, as Interim Program Director, attained accreditation for the COCC VT program in January of 2014. She was appointed Program Director and Assistant Professor I in September of 2014. She continues to keep her veterinary technician skills current by volunteering in the local veterinary community.

2. Cindy Elston serves as the VT Program Medical Director and a full-time, tenure-track faculty member. Cindy was hired by COCC at the rank of Assistant Professor II in September of 2014. Cindy obtained a Doctor of Veterinary Medicine (DVM) degree from the Ohio State University in 1995 and a Master's of Public Health (MPH) degree from the University of Louisville in 2013. She practiced small animal veterinary medicine in private practice for ten years. During her time in practice, Cindy increased the clientele and profit margins of each hospital through building client trust, leadership, strategic planning, training, and teamwork. Ready for a new challenge, Cindy transitioned to teaching in 2005. Cindy has eleven years of experience teaching at the community college level. She has garnered valuable experience from the variety of institutions at which she has worked, which include a for-profit institution and several public institutions. Cindy has extensive experience in veterinary technician curriculum development, instructional methods, program development, faculty mentoring, assessment, and student advising.

3. Kelsey Penn serves as part-time faculty within the VT program. Kelsey obtained a Bachelor of Science (BS) in Food Science and Dietetics from Central Washington University in 2011. Shortly following completion of her degree, Kelsey relocated to Bend, Oregon once hearing about the Veterinary Technician program at COCC and for a change of scenery. Kelsey became involved in a local veterinary non-profit organization and quickly fell in love with veterinary medicine. She graduated from the COCC VT program in 2016 with highest honors. In addition to being a COCC part-time faculty member, she works as a CVT at the Humane Society of Central Oregon.

4. Sarah Bird serves as part-time faculty within the VT program. She graduated in 2005 from the University of California Davis School of Veterinary Medicine with an emphasis in food animal medicine, equine medicine and surgery. After graduation, she did a Large Animal Ambulatory internship at the University of Georgia. Since then she has practiced both large and small animal medicine in California and in Atlanta, Georgia. In addition to being a part-time faculty member, Sarah works at Cinder Rock Veterinary Clinic in Redmond, Oregon.

5. Ashley Portmann serves as part-time faculty within the VT program. Ashley obtained her undergraduate degree from Colorado College. After college, she spent a year working in an immunology lab at the UC Davis School of Veterinary Medicine, reinforcing her desire to become a veterinarian. She completed her DVM at the University of Tennessee College of Veterinary Medicine in 2010. For the last seven years, Ashley has practiced small animal veterinary medicine. In addition to being a COCC part-time faculty member, Ashley works at Brookswood Animal Clinic in Bend, Oregon.

b. **COCC's 2010-15 Diversity Plan** has an outcome that states, "The staff and faculty ethnic demographics reflect the diversity of our students." For 2015-16, the ethnic demographics of COCC credit students were 17% Students of Color, 70% White and 13% Unknown. Discuss the diversity goal given your current faculty composition, any challenges of achieving an equal ethnic diversity, and identify any strategies that could support achievement of this goal. In addition, discuss any way in which discipline faculty is trying to become more culturally competent and informed about the needs of other groups.

1. The diversity goal for the VT program would be to have equal ethnic diversity on staff. Currently, the faculty is 100% white and does reflect the diversity of our VT students. Challenges to achieving this goal are due to the lack of diversity within the veterinary field in Central Oregon and Oregon as the majority of the veterinarians, and veterinary technicians in this area and the state of Oregon are white.
2. Strategies to support achievement of the goal to hire a diverse staff would include advertising nationally for future faculty recruitment and reaching out to organizations of different ethnicities.

3. The VT faculty will continue to work on being more culturally competent not only in education but in the career itself. The VT program has a goal of having faculty involved in more cultural training on campus and conferences outside of the campus. An additional goal is to have faculty attend the COCC Culturally Respectful Hiring Practices workshop within the next year.

c. Anticipate faculty turnover or changes in the next five years, and describe how you will use future faculty position requests to advance your discipline's goals and long-term plans.

1. As the VT Program moves to annual enrollment, our goal will be to maintain and continue to increase the ratio of full-time tenure track/adjunct faculty to part-time faculty to provide program stability and improve student retention and success (see 2b. Goal 4).

d. What professional development activities contribute to the strength of the discipline?

1. In addition to belonging to and participating in the professional activities of various veterinary associations (AVTE, NAVTA, AVMA, OVMEB, and COVMA), there are numerous professional development activities that the VT faculty undertake of every year. For instance, our staff and faculty have taken a course that qualifies them as a Fear Free Certified Professional so that they can educate our VT students in the proper handling of animals in a fear free method. Some faculty members attend the Association of Veterinary Technician Educators Symposium bi-annually where the latest teaching techniques are learned. All veterinary faculty and staff members must take minimum of 15- 30 hours of continuing education over two years to maintain license or certification. This continuing education ensures they are up to date on all aspects of veterinary medical care so they are able to properly educate the students.

e. Refer to the ratio of full-time/part-time faculty. How does the ratio of full-time tenure track to part-time faculty in your discipline compare to the institutional ratio, and how does this ratio support student success?

1. The full-time/part-time faculty ratio for the VT program is 40% full-time 60% part-time compared to the 31% full-time to 56% part-time faculty institutional ration. This ratio appears to be satisfactory for program staff and student needs.

f. What procedures are used to acquaint new faculty members with the program and its policies?

1. There is a new extensive onboarding process for all new faculty that is run by the COCC Huamn Resources department. Aslo, a new faculty orientation is provided by COCC to all new VT faculty members. Additionally, a VT program orientation is provided by the VT program director to review the VT student handbook, curriculum, and rules and regulations of the program. A VT OSHA safety training program is also provided to all new faculty members teaching the veterinary technician laboratory courses. Monthly Teaching Academies are offered to faculty as well. In fact, part-time and adjunct faculty member are compensated $50 to attend the sessions.

g. How well are part-time faculty in your discipline supported? Do they have needs that, if met, could result in greater student success and employee satisfaction?

1. Part-time faculty are supported well by the college, VT program director, full-time faculty, and administrative assistant. They are provided with the proper training on policies and procedures, needed supplies, and have assistance in finding off-campus lab sites and facilities. Full-time faculty take an active role in mentoring part-time faculty in course development and instructional methods. All of their known needs have met at this time.

8. Facilities, Instructional and Student Support, and Resources

a. In what ways do the physical facilities (classroom space, lab space, and equipment) encourage or limit the educational process? In what ways do they meet or fail to meet the program's needs?

1. The COCC VT program provides students with ample classroom and lab space in new and updated buildings on the Redmond campus. Students are offered the best laboratory equipment to enhance the learning experience and stay up to date with technology and the AVMA recommendations. The VT lab is designated to the program and provides students with a 10,000 square foot facility equipped with a diagnostic laboratory, a surgical suite, a radiography suite, and ample clinic space. New facilities and equipment encourage students to engage in the educational process and enjoy his or her experience using some of the best tools available. The students are also actively involved in the community as the program works together with local shelters allowing students to learn in the laboratory with live animals replicating the clinical setting in a veterinary hospital. The current physical facilities provide the practical learning environment for preparing students to enter the work force as well qualified veterinary

technicians, however improvements are needed (see 4.d.ii. for limitations of the physical facilities)

b. Are the following instructional support services sufficient to support the goals of your discipline: library/information resources, technology, elearning? Explain.

1. Not all the instructional support services are sufficient to support the goals of the program on the Redmond campus. The COCC library on the Bend campus is available to students daily during the academic year providing textbooks, computer labs and laptop checkout, internet access, private study rooms, and support services for students. COCC Redmond campus does not provide a library. If students wish to utilize the services available to them, they must travel to the Bend campus. Technology and eLearning are utilized in the classroom setting with active student use of Blackboard to administer assignments, exams, and to communicate among students and faculty. Technology and eLearning are utilized in the classroom setting with active student use of Blackboard to administer assignments, exams, and communicate amongst students and faculty.

c. Are student support services (admissions, advising, career services, financial aid, placement, student life, personal counseling, placement, recruiting, services for students with disabilities, testing, tutoring) sufficient to support the needs of students in this discipline? Explain.

1. Student support services are available to students part-time on the Redmond campus. Specifically the program actively utilizes the testing and tutoring centers when they are available. Faculty at COCC encourages students to utilize the resources available to them provided by the college and included in tuition.

9. Overall

a. Review the most current Academic Master Plan. Are there priorities or goals identified in this plan, that are not already addressed in this review, which relate to your discipline?

1. The VT Program is closely aligned with the most current Academic Master Plan. For instance, the VT program has recruited and retained highly qualified faculty and staff, serves as an anchor program at the Redmond campus, reviews and promotes processes to provide opportunities toward student retention and degree completion, and as a CTE program we deliver curriculum that currently aligns with industry

standards. Goals for the future would be to add appropriate academic support services at the Redmond campus such as new student orientation, financial aid, and an advising program. Adding these services would help provide student academic support where the programs are being delivered.

b. If you have other sources of data, evidence, or feedback that is helpful to you in evaluating discipline, program, or student needs (e.g. from advisory groups, graduates, etc.), explain your sources and summarize what needs they have identified.

    1. The advisory committee, Central Oregon Veterinary Medical Association, past graduates and employers of our graduates identified the need for establishing a selective admission policy for our program. The selective admission process has been approved as a pilot program for the fall of 2018.

c. What are the areas in which increased resources would allow the discipline to better meet its goals/objectives?

    1. Additional full-time, part-time or adjunct faculty and an increased budget for additional equipment, supplies and materials would allow the VT program to convert to annual enrollment to better meet community demand. A capital request approval to fund the needed updates to the Redmond Vet Tech Lab facility (see 4.c.vi.) would keep the VT program in compliance with our accrediting body (AVMA-CEVTA) and the United States Department of Agriculture (USDA) by providing an isolation ward for animal patients with contagious disease and providing our students with a contemporary veterinary training facility.

10. Conclusions: Goals and Needed Support

Given the previous narrative, identify the goals, plans, and improvements that your discipline is committing to for the next five years, and identify your biggest areas of need.

a. GOALS: Identify discipline goals for the period of the APR (suggested: four to six goals listed by priority). What is the discipline planning to do to improve teaching and learning, student success and degree or certificate completion? In answering, think about how the discipline's strengths and opportunities be used to address its areas of concern and mitigate challenges.

    1. Identify a permanent space at the Redmond campus for housing the VT program.
        a. Remodel space in Building 1 considering a 10-year outlook, including annual enrollment, faculty and staff office spaces, student study areas, etc.
    2. Annual enrollment by 2021- hire new faculty/staff, obtain budget for a two-year cohort/clinical practicum sites, curriculum changes as necessary.

3. Redmond VT lab building improvements - impermeable flooring for storage/student lounge and radiology area, cabinets/student work areas installed in large flex area, remodel dental area, increase electrical outlets, interior paint.
4. Increase veterinary/community partnerships to change student clinical practicum to include summer, then bi-weekly during the second year; obtain budget for clinical practicum coordinator for the summer.
5. If available, seek grants for additional funding and program growth.

b. NEEDED SUPPORT: What support do you need from administration, financial or other, in order to carry out your planned improvements? For recommendations asking for financial resources, please present them in priority order.

1. Approve a permanent selective admission process for the VT program.
2. Ensure Redmond campus remodel funds are allocated to Redmond campus building one ($175,000.00).
3. Submit Capital requests for Redmond VT Lab building remodel ($ 20,000 - $30,000)
4. Approve annual enrollment (second VT cohort).
5. Approve new VT faculty/staff hires and additional course supplies that would be required for a second VT cohort.
6. Provide a way for VT faculty at the Redmond campus to participate in college-wide committee work.
7. Move new VT student advising to the Redmond campus.

APPENDICES

Appendix A – Veterinary Clinic Partners

BEND
Animal Emergency Center
Banfield Pet Hospital
Bend Equine Medical Center
Bend Animal Hospital
Bend Veterinary Clinic
Brookswood Animal Clinic
Broken Top Veterinary Clinic
Central Oregon Animal Hospital
Colorado Cat Clinic
East Bend Animal Hospital
Four Paws Wellness Center
Humane Society of Central Oregon
Riverside Animal Hospital
Sage Veterinary Alternatives
Bend Spay and Neuter Clinic
Westside Pet Hospital

REDMOND
Desert Valley Equine
Redmond Veterinary Clinic
Cinder Rock Veterinary Clinic
Highland Veterinary Hospital
Rimrock Veterinary Clinic

TERREBONNE
Terrebonne Veterinary Clinic

MADRAS
Cascade East Veterinary Clinic

PRINEVILLE
Prineville Veterinary Clinic
Crooked Tails Veterinary Clinic

SISTERS
Sisters Equine

CORVALLIS
Lois Bates Acheson Veterinary Teaching Hospital - Small Animal Division
Lois Bates Acheson Veterinary Teaching Hospital - Large Animal Division

PORTLAND/BEAVERTON
SW Animal Hospital
Tanasbourne Veterinary Emergency
VCA Southeast Portland Animal Hospital

SALEM
Four Corners Veterinary Clinic

CALIFORNIA
Marine Mammal Center (Sausilito, CA)
VCA Albany California

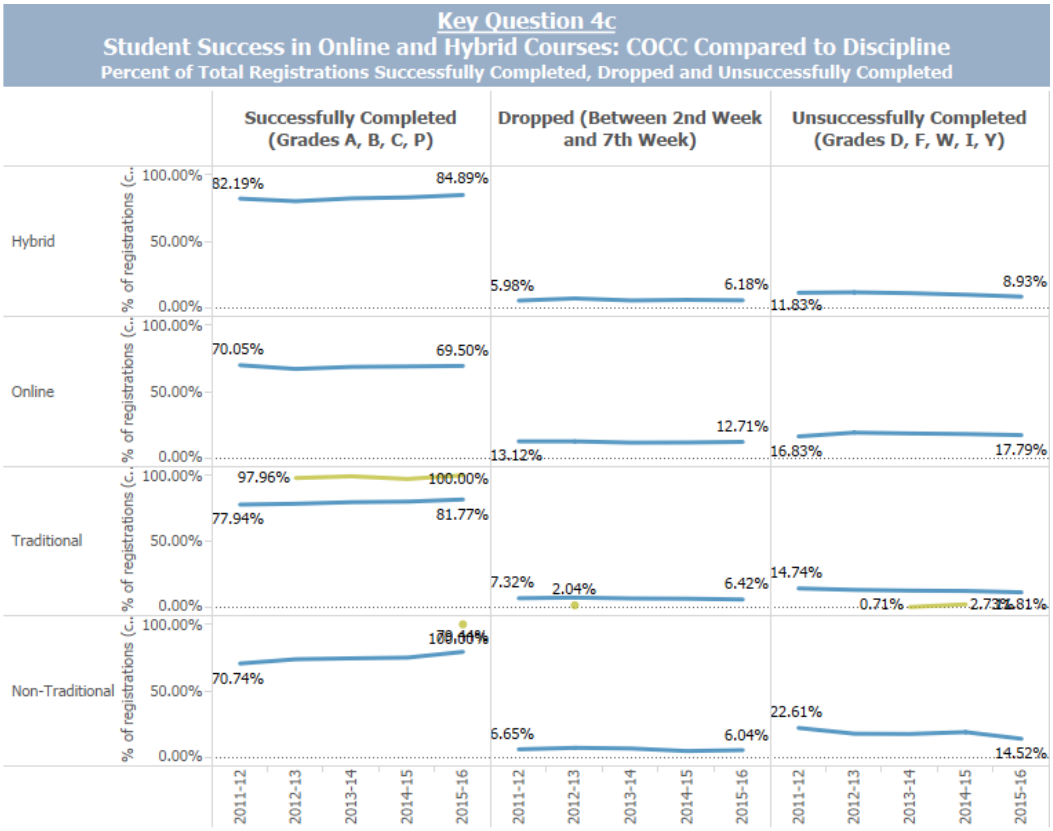
Appendix B – Student Success in VT Program Courses

Select Discipline:
VT

Tops calc
COCC
VT

Courses Taught in High Schools are excluded: College Now CTE and College Now Transfer Courses

Non-Traditional =
Alternative Format
Co-Op Work Experience
Challenge
Independent Study
Learning Communities
Open Entry - Open Exit
Private Lessons
Special Studies



Key Question 4c: Data Table

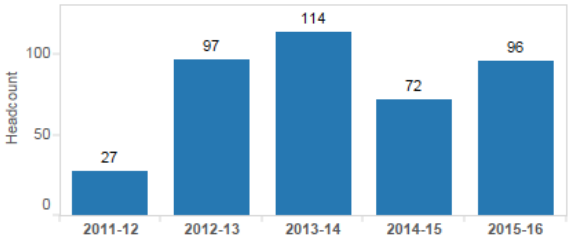
			Successfully Completed (Grades A, B, C, P)					Dropped (Between 2nd Week and 7th Week)					Unsuccessfully Completed (Grades D, F, W, I, Y)				
			2011-12	2012-13	2013-14	2014-15	2015-16	2011-12	2012-13	2013-14	2014-15	2015-16	2011-12	2012-13	2013-14	2014-15	2015-16
Hybrid	COCC	% of registra..	82.2%	80.2%	82.4%	83.1%	84.9%	6.0%	7.6%	6.1%	6.5%	6.2%	11.8%	12.2%	11.5%	10.4%	8.9%
		Registrations	1,278	1,674	1,593	1,503	1,511	93	158	118	118	110	184	254	223	188	159
Non-Tra..	COCC	% of registra..	70.7%	73.9%	74.6%	75.2%	79.4%	6.6%	7.8%	7.3%	5.4%	6.0%	22.6%	18.3%	18.1%	19.5%	14.5%
		Registrations	1,330	2,124	1,651	1,694	1,171	125	223	161	121	89	425	526	401	439	214
	VT	% of registra..					100.0%										
		Registrations					40										
Online	COCC	% of registra..	70.0%	67.2%	68.8%	69.1%	69.5%	13.1%	13.1%	12.2%	12.3%	12.7%	16.8%	19.7%	19.0%	18.6%	17.8%
		Registrations	2,909	3,488	3,828	3,914	3,888	545	681	677	696	711	699	1,020	1,060	1,054	995
Tradition..	COCC	% of registra..	77.9%	78.6%	79.8%	80.2%	81.8%	7.3%	7.8%	7.2%	7.0%	6.4%	14.7%	13.6%	13.1%	12.8%	11.8%
		Registrations	41,819	44,928	40,820	34,885	31,206	3,928	4,459	3,673	3,042	2,449	7,907	7,796	6,689	5,576	4,509
	VT	% of registra..		98.0%	99.3%	97.3%	100.0%		2.0%						0.7%	2.7%	
		Registrations		192	280	249	180		4						2	7	

Appendix C – VT Program Demographics

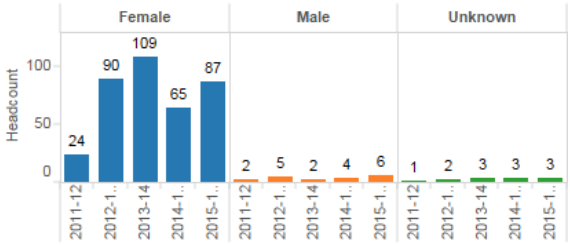
Key Question 5c
Students by declared major. A student's last major for the academic year is shown.

Major:
Veterinary Technician

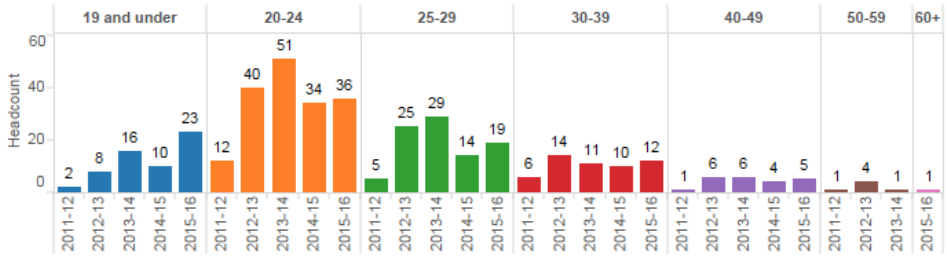
Students by Major



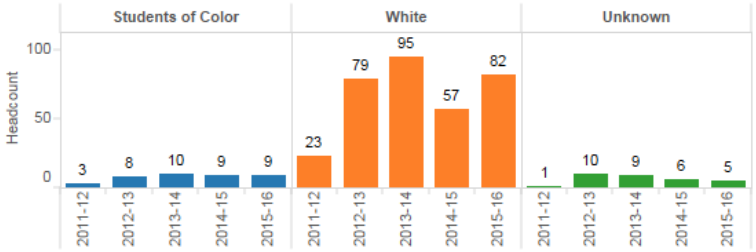
Students by Major by Gender



Students by Major by Age



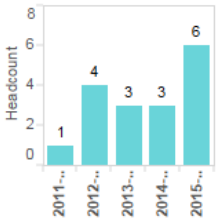
Students by Major by Race/Ethnicity



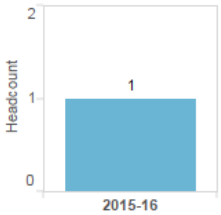
Students of Color Broken out by Race/Ethnicity

Students are unduplicated within a category, but could be duplicated between categories. Example, if a student is Hispanic and Native American, they are counted once in both categories.

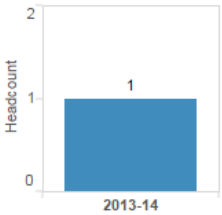
American Indian / Alaska Native



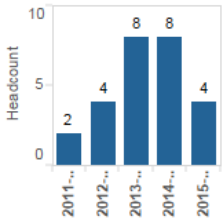
Asian



Black or African American



Hispanic



Native Hawaiian or Other Pacific Islander

Appendix D – VTNE Results

2014

PROFESSIONAL EXAMINATION SERVICE

Veterinary Technician National Examination
FORM == 0216030
PASS/FAIL RATES REPORT
SCHOOL 483 -- 'Central Oregon Community College, OR'
YOUR SCHOOL 1ST TIME CANDIDATES TESTED '07/15/14 - 08/15/14'

COUNT	PASS	FAIL
19	10	9

%PASS	%FAIL
52.63	47.37

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

COUNT	PASS	FAIL
3153	2327	826

%PASS	%FAIL
73.80	26.20

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

COUNT	PASS	FAIL
3592	2473	1119

%PASS	%FAIL
68.85	31.15

2014

PROFESSIONAL EXAMINATION SERVICE

Veterinary Technician National Examination
FORM == 0216040
PASS/FAIL RATES REPORT
SCHOOL 483 -- 'Central Oregon Community College, OR'
YOUR SCHOOL 1ST TIME CANDIDATES TESTED '11/15/14 - 12/15/14'

COUNT	PASS	FAIL
1	1	0

%PASS	%FAIL
100.00	0.00

ALL 1ST TIME CANDIDATES TESTED '11/15/14 - 12/15/14'

COUNT	PASS	FAIL
1784	1280	504

%PASS	%FAIL
71.75	28.25

ALL CANDIDATES TESTED '11/15/14 - 12/15/14'

COUNT	PASS	FAIL
2372	1573	799

%PASS	%FAIL
66.32	33.68

2016

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

VETERINARY TECHNICIAN NATIONAL EXAMINATION
School: 483 --- Central Oregon Community College, OR
Test Form: 0216090 Tested July 15 - August 15, 2016
PASS/FAIL RATES REPORT

483 SCHOOL 1ST TIME CANDIDATES

COUNT	PASS	FAIL
20	16	4
	% PASS	% FAIL
	80.00	20.00

ALL 1ST TIME CANDIDATES

COUNT	PASS	FAIL
3480	2580	900
	% PASS	% FAIL
	74.14	25.86

ALL CANDIDATES

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

Appendix D (cont)

COCC 2016 Student Results: July 15- August 15

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

VETERINARY TECHNICIAN NATIONAL EXAMINATION
School: 483 --- Central Oregon Community College, OR
Test Form: 0216090 Tested July 15 - August 15, 2016

YOUR SCHOOL FIRST TIMERS DATA BASED ON 20 CANDIDATES

	Maximum Scale Scores	Range of Scale Scores	Average Scale Scores	Standard Deviation
Total	800	382 - 727	531.60	103.04
Pharmacy & Pharmacology	800	245 - 749	449.05	125.06
Surgical Nursing	800	319 - 693	532.65	113.53
Dentistry	800	346 - 800	572.80	126.61
Laboratory Procedures	800	295 - 800	507.15	138.44
Animal Care and Nursing	800	332 - 772	608.60	108.77
Diagnostic Imaging	800	222 - 800	519.25	188.15
Anesthesia	800	270 - 724	521.60	146.89
Emergency Med./Critical Care	800	295 - 800	522.25	163.43
Pain Management/Analgesia	800	200 - 800	481.05	178.88

ALL VTNE 2016 All Candidate Results: July 15- August 15

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

VETERINARY TECHNICIAN NATIONAL EXAMINATION
School: 483 --- Central Oregon Community College, OR
Test Form: 0216090 Tested July 15 - August 15, 2016

FIRST TIMERS DATA BASED ON 3481 CANDIDATES

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