Assessment Report

Yuba Community College District

YC - Veterinary Technician Program Recommendations

Year of Review: 2013-2014

Type of Review: Self-Study (4-year review)

Executive Summary (Include a list of team members): Executive Summary:
Program review conducted immediately after an intensive three day site visit by the VT Program's accrediting body: American Veterinary Medical Association, Committee on Veterinary Technician Education and Activities. This inspection process following submission , earlier this summer, of an in-depth self-study that incorporated feedback from program faculty, staff, advisory committee members, industry representatives and students.

Program Review Team Members: Scott Haskell DVM, PhD, Bonnie Loghry MPH, RVT, Glenn Jackson DVM, Karen Brandt DVM, Jay Lucheco public member, Suzanne Hanson DVM, Marni McChesney RVT, Robert Glynn DVM, Monica Kratochvil RVT, Tanya Harbison RVT, NIkki Rochin RVT, Morgan Rieboldt and Jennifer Stage (student members)

Program Description : A1. Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why.

Students have access to curriculum-specific and program-specific support services via the college counseling department as well as Vet Tech Program faculty and staff.
Vet Tech students also attend mandatory orientation trainings at the beginning of each of the two years within the VT Program.

A2. If services are available, how do they demonstrate an increase in student success?

Anecdotal student reports consistently demonstrate that the counseling services are not adequate. Students comment to VT Program faculty and staff, as well as to the members of the VT accreditation committee this past September, 2013, that they are routinely provided with incorrect information relevant to VT Program courses and requirements. Students have also reported that counselors have attempted to dissuade them from pursing veterinary technology as a career.
The annual mandatory orientations provide a broad overview of the coming year and serve as a launching ground to stimulate questions by the students. VT Program faculty and staff, ensure that each student is met with on a one-on-one basis, each semester, to answer any questions and assist in curriculum guidance.

B3. How is current and previous program review data used to refine and improve program or department practices?
Previous program review data, (i.e.: FTES, WSCH, FTEF, etc) has proven helpful to track over time, Program enrollment, retention and success. Additionally, demographic data has proven helpful in monitoring progress in outreach to underserved and minority populations. The VT Program has seen an increase in enrollment in male students (the underserved population for the veterinary profession). The VT Program has seen a tripling in enrollment of students of African-American descent, a doubling in enrollment of students of Asian descent and a near doubling (1.7) in enrollment of students of Hispanic descent.

VT Program relies heavily on direct feedback from students, internship site supervisors, GE faculty involved in teaching VT students, employers, the VT Program Advisory Board and lastly, the American Veterinary Medical Association (AVMA) which is the accrediting body for the VT Program.

Industry Trends and Program Data Analysis :

C4. How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities?
Workforce needs of the local veterinary community:
The National Research Council report on Workforce Needs in Veterinary Medicine (2012) states that provision of veterinary services in rural areas such as the communities served by Yuba College will be best served by increasing the use of registered veterinary technicians as a means of compensating for the shortfall in veterinarians serving these areas (http://dels.nas.edu/resources/static-assets/materials-based-on-reports/reports-in-brief/Vet-Med-Report-Brief-Final.pdf)

The goals of the VT Program serve industry goals as well as the needs of the local community by providing students trained in the highly technical skills of veterinary medical science. The graduates of the VT Program serve the local area as they enter the workforce not only in private veterinary practice but also in food safety, research, academic and public health jobs.

From Salary Surfer one can see that individuals 2 years prior to the AS degree in Veterinary Technology earn $12,258 while 2 years after earning the AS degree in Veterinary Technology individuals earn a median salary of $29,651.

Additionally, again from Salary Surfer, data indicate that individuals 2 years prior to earning a certificate in veterinary assisting earn $14,726 while 2 years after the median earnings are $26,998. The AS degree in Veterinary Technology provides almost 2.5 times the income for the graduate; the certificate in veterinary assisting provides slightly under a doubling of income for the completer.

Using only one job search engine (www.indeed.com) yielded active recruiting ads for 200 veterinary tech/assistant jobs in northern California as of late October 2013. There are also jobs listed on several other search engines (usajobs.gov, ihireveterinary.com, ucdavis.edu, monster.com).

It is important that the college understand that graduates of the veterinary technology program are prepared for jobs within a broad range of industries. Use of animals is prevalent in areas not always obviously associated with veterinary medicine. Jobs currently (within the last 90 days) listed on the search engines named above include the following:

Small animal private practice, large animal private practice, academia, research, shelter medicine, food safety, meat inspection, public health (vector control), border patrol (canine unit), zoological institutions, wildlife management, cattle brand inspection, dairy quality assurance, horse racing industry (equine drug testing/health evaluation), military, veterinary equipment sales, veterinary pharmaceutical representative, pet insurance representative.

C5. How is your program or department direction driven by empirical data?
The Vet Tech Program must undergo biennial reporting to the American Veterinary Medical Association in order to maintain its industry accreditation. These reports require submission of data on course completion, program success (graduation rates), passing of national and state licensing exams and employment statistics. It is in the regular review of this data that the VT Program maintains and refines its direction.

For example, the state licensing exam pass rates dipped from 2009 to 2010. Program faculty and staff met to discuss the situation and decided to begin a course alignment project that encourages linkages between all veterinary courses within the Program. The board pass rate increased the following year and has continued to increase each year. The board pass rate in 2013 is 100% (www.vmb.ca.gov)

As referenced above (Item B3), the demographic data reported by the college has helped identify underserved and minority populations that might benefit from increased outreach efforts. The VT Program and students make regular visits to high school career fairs and such data has served to better direct messaging on the careers available with a veterinary technology degree.

Curriculum & SLO Assessment Summary : D6. What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans?
The VT Program has an Associate Degree and 5 certificate programs. These certificate programs were created to provide a pathway for students unable to withstand the academic rigor of the AS and are growing.

The AS degree VT Program, after seeing a small decline in recent years has begun to see increases in enrollment. In the fall, 2013 the students entering the Program exceeded the 24 student cap for the first time.

As counseling continues to be a large part of how students find their way into the Vet Tech Program it is hoped that the recommendation of the AVMA accrediting team submitted to the Chancellor this past September, 2013 will be implemented: "All academic counselors should be more knowledgeable regarding the expectations and the rigor of the Program and should be more available" (Report of Evaluation, AVMA-CVTEA, September 2013).

Improving course and program completion rates is an ongoing part of program efforts. Student/employer surveys (conducted annually), recommendations from the VT Program advisory board (meetings held twice annually) and continued contact with local industry (contacted each semester) provide feedback upon which refinement of pedagogy, and updates in curriculum delivery are derived.

D7. Do you have any courses, certificates, or degrees that should be in-activated or expanded? If yes, please identify and justify your recommendations with data.
No courses need inactivation at this time.

Student success rates have climbed steadily. In 2008-2009 the VT Program student success rate was 67.5%. In 2012-2013 the success rate was 83.2%. Student retention rates have also increased over the same time period but more modestly and are in keeping with the student retention rates college-wide.

Cross listing several of the VT courses should be investigated. Courses that apply across two or more educational or vocational disciplines would increase the effectiveness and efficiency of district instructional offerings and is in keeping with both Yuba College goals (Goals 3, 6, 7, 8) as well as the District Vision Statement (VS 3, 4).

The VT Program will pursue cross-listing as well as general education status for the following courses:

Vett 6: Occupational Health and Safety (cross list with Agriculture)
Vett 14: Equine Reproduction (cross list with Agriculture)
Vett 52: Human-Animal Bond (general education, graduation requirement Area B)
Vett 54: Public Health & Infectious Disease (cross list with Nursing, Psych Tech, Agriculture, Environmental health)
Vett 57: Animals in Society (general education, graduation requirement Area B)

D8. Do all of your courses have current CORs? If not, what steps are you taking to ensure compliance?
All courses within the VT Program have course outlines on record with the MESH Division as well as within CurricUNet

D9. If applicable, how are teaching methodologies in your program or department assessed?
Teaching methodologies in the VT program are assessed by the regular review necessitated by the AVMA accreditation process which occurs, at minimum, every two years.

The VT Program has an advisory board comprised of faculty, staff, industry representatives and public members. Teaching

methodologies are routinely assessed within this venue.

Essential task attainment is assessed through a computerized tracking system which includes student, faculty and internship site supervisor feedback. Gaps in task attainment point the direction to areas where teaching methodology need refinement.

Additionally, VT staff attend the industry specific conference for veterinary technology educators. This conference provides valuable training on teaching methodologies used in veterinary technology programs at other colleges both within California as well as throughout the United States.

Finally, all adjunct faculty are evaluated by the Program Director.

D10. If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies?
The three methods of assessment listed in D9: accreditation/advisory board reporting, task attainment reporting and attendance at industry specific educational conference are used as data for regularly held VT program faculty/staff meetings. Changes made in teaching methodology within the VT program are a collegiate effort in which full-time and adjunct faculty, as well as program staff all contribute. This provides a uniformity within VT courses that is carried across the VT program curriculum that has been well received by the students (resulting in higher board pass rates – see C5). Student success is improving, over time, without compromising the academic or technical rigor needed by the veterinary industry.

D11. If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction?
The DE courses required within the program are evaluated by the Program Director as per the adjunct faculty review process implemented by Yuba College. Additionally, in meetings with students (mentioned in A1) the Director queries all students regarding both successes and possible problems within the DE offerings.

D12. If your department offers DE courses, what support services does it provide for DE students? What can be done to improve support services for these students?
Support services offered for DE courses within the VT program consist of those offered by the DE department. The VT program faculty and staff work with DE staff as well as with students to overcome obstacles to learning (such as those encountered with recent Blackboard failures).

Improvement of support services for these students would include an improvement in the learning management system used to deliver DE classes (planned for spring 2014) as well as increased staffing for direct student contact with the DE Help desk.

Tutoring services would be helpful for distance students however the VT Program has not been able to pursue these services at this time.

D13. How is your program or department applying sound principles of learning and teaching theory to its curriculum?
VT Program have recently adopted Chickering and Gamsons' compilation of research on good teaching practices, "The Seven Principles for Good Practice in Undergraduate Education" for use in course development and refinement. The Seven Principles are as follows:

1-Encourage contact between students and faculty
2-Develop reciprocity and cooperation among students
3-Encourage active learning
4-Give prompt feedback
5-Emphasize time on task
6-Communicate high expectations
7-Respect diverse talents and ways of learning

These principles are applied within each VT course through a variety of means including, but not limited to: thorough and complete syllabi, regular student meetings, group projects, assignment of “hands-on” tasks through both in-person and online classes, established times for assignment/exam feedback/grading, open communication among students of diverse backgrounds.

D14. Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year?
Two CSLOs were assessed last year. Program learning outcomes have not yet been formally developed. Informal assessment of Program learning outcomes occurs via examination of results of state licensing board pass rates; these have climbed steadily over the past three years. Formal Program Learning Outcomes will be developed in concert with VT Program accreditation requirements during this academic year.

D15. For each of the above, how did the assessment data influence program, department and/or course improvement?
From our assessment all faculty have developed specific grading rubrics not only for written work but also for hands-on tasks and discussion postings (DE courses).

Future Goals and Program Direction:

K27. Based on Program Review, what are your plans for future department/program improvements?

Future improvements for the VT Program must begin with meeting faculty/staff needs in order to improve efficacy of instruction and increase compliance with the myriads of state and federal regulations:

Obtain increased release time for the Program Director
Obtain an additional 1 FTE faculty member
Obtain a 0.5 FTE staff Registered Veterinary Technician
Obtain 10% dedicated clerical assistance from the division secretary

Other plans for future improvement beyond staffing include the following:
• Continued development of farm facilities to support large animal veterinary instruction (per AVMA accreditation recommendations)
• Cross listing of Vett 6, Vett 14, Vett 54
• Listing of Vett 52, Vett 57 as meeting graduation requirement Area B
• Transitioning to an online admissions process

Course Content and Statistical Analysis:

Course Content and Statistical Analysis:
VETT 1 Introduction to Veterinary Technology (3 units) CSU
This course introduces the first year Veterinary Technology student to the diverse field of veterinary technology. Emphasis on

careers and career paths, legal applications, ethical responsibilities, professional attitudes, animal breeds, physical restraint, medical terminology, and occupational safety issues. Prerequisite: Admission to the Veterinary Technology Program. (L)

VETT 2 Veterinary Physiology and Anatomy (3 units) CSU

Gross anatomy and physiology of domestic animals. Includes the study of body systems such as skeletal, muscular, integumentary, special sense organs, circulatory and digestive. Also includes principles of certain pathological problems and surgical conditions. Prerequisite: VETT 1 or equivalent. (LM)

VETT 2L Veterinary Anatomy Laboratory (2 units) CSU

Gross anatomy laboratory of domestic animals. Includes the study of body systems such as skeletal, muscular, integumentary, special sense organs, circulatory and digestive. The structure and function of the animal body with emphasis on the similarities and differences among domestic animals. Prerequisite: Concurrent enrollment in VETT 2. (L)

VETT 3 Pharmacology for Veterinary Technicians (3 units) CSU

Concepts of veterinary pharmacology. Appropriate pharmacological agents are discussed including classification, dosage, method of action, method of administration, dispensing procedures, legal requirements and pharmacy management. (LM)

VETT 4 Clinical Laboratory Techniques (3 units) CSU

Studies of the techniques and procedures employed in evaluating clinical diagnostic samples. Emphasis will be on procedures common to veterinary medicine including hematology, serum chemistry, urinalysis, cytology, immunology and microbiology. Topics include: the safe and proper collection of diverse samples, microbial culturing, methods of sample analysis, and the significance of normal and abnormal results. Prerequisite: VETT 1 or equivalent. (LM)

VETT 5 Veterinary Technology Internship (1-4 units) CSU

Formal, structured off-campus clinical experience in licensed veterinary facilities, which serve as a means of instructing the student in practical, hands-on, clinical skills in all aspects of veterinary assisting. The student is under the direct supervision of one or more licensed veterinarians and/or credentialed veterinary technicians. The site of the preceptorship is approved by the veterinary technology program in consultation with the student and the veterinary professionals. Opportunity for learning and practical application of the knowledge, skills and attitudes required of a veterinary assistant. Exposure to varied methodologies and practice philosophies in a variety of clinical settings. Rotation through various facilities is required. Prerequisite: VETT 91 or equivalent. (LM)

VETT 7 Veterinary Business Applications (3 units) CSU

Introduction for the first year Veterinary Technology student to veterinary practice management. Standard office procedures with an emphasis in client relations, education, practice management and computer skills. Ethics in veterinary medicine as well as state and federal regulations governing veterinary practice. (LM)

VETT 11 Veterinary Emergency and Critical Care (3 units) CSU

This lecture course emphasizes the theoretical and practical aspects of assisting the veterinarian in the management of medical and traumatic emergencies. Recognition and assessment of cardiovascular shock, respiratory crisis, gastrointestinal emergency and musculoskeletal trauma.(LM)

VETT 12 Introduction to Veterinary Medical Math (2 units) CSU

Essential mathematical concepts and calculations, conversions, and proper articulation of fractions/decimals in healthcare applications, measurements, drug orders, and dose calculations.
(LM)

VETT 16 Professional Development Seminar (1 unit) CSU

Introduction to the various skills necessary for biomedical research and veterinary practice. This seminar course combines independent study, selected clinical experiences and seminar discussions to enhance critical thinking in the veterinary technology field. Prerequisite: VETT 1 or equivalent. (L)

VETT 18 Veterinary Food Safety and Security (3 units) CSU

An introduction to the essentials of veterinary food safety issues, food microbiology, procedures for cleaning and disinfection, optimal design principles for equipment and facilities, worker hygiene practices, food defense and security to maintain a food-safe environment. The fundamentals of assessing and managing the risk associated with intentional contamination in food manufacturing

facilities is also included. (L)
VETT 52 Human Animal Bond (3 units)
Special focus on human-companion animal interactions. Students will relate to animal-assisted therapy/activity, service animal and humane education programs. Students explore sociological, historical, economic, philosophical, and public policy issues regarding animals in world societies. (L)
VETT 53A Veterinary Surgical Nursing and Anesthesiology (4 units)
Principles and techniques involving surgery and anesthesia. Includes preparation and identification of surgical instruments and equipment, routine surgical procedures, anesthesia induction and monitoring, post surgical care, clean up and surgical record keeping. Prerequisite: VETT 1 or equivalent. (LM)
VETT 53B Veterinary Diagnostic Imaging (2 units)
Principles and techniques of radiographic imaging. Includes the production of X-rays, radiographic equipment, safety measurement, and radiographic quality. Also includes diagnostic radiographs and ultrasound, positioning of patients, darkroom techniques and X-ray processing. Prerequisite: VETT 1 or equivalent. (LM)
VETT 53C Advanced Veterinary Nursing Techniques (4 units)
Principles and techniques involving veterinary nursing. Emphasis on venipuncture, catheterization, fluid therapy preparation, nursing care and behavior of large and small animals, preventive medicine, nutrition, and medical procedures. Also includes mentoring techniques, teamwork, communications and health problem assessment involving kennel management. Prerequisite: VETT 1 or equivalent. (LM)
VETT 53D Principles of Veterinary Dentistry (2 units)
Principles and techniques involving veterinary dentistry. Includes preparation and identification of dental instruments and equipment, routine dental procedures, dental charting, the oral examination, oral radiography, orthodontics, pathophysiology and dental emergencies. Prerequisite: VETT 1 or equivalent. (LM)
VETT 54 Public Health and Infectious Disease (3 units)
This course introduces the core concepts of public health emphasizing zoonotic and infectious diseases important to both human and animal health. Collaborative efforts between human and veterinary medical professions through the 'One Health Initiative' will be discussed, including issues and developments in food safety, global health and the principles of epidemiology in risk assessment and effective public health interventions.(L)
VETT 55 Veterinary Medical Terminology (3 units)
A guided self-study of veterinary medical terminology. Students will employ a systematic, word building approach to master the terminology of the veterinary medical field. (L)
VETT 56 Shelter Medicine (3 units)
Overview of animal shelter medicine and issues. Includes: behavioral assessment, infectious disease prevention and control, population perspective on disease management, emergency care and triage. Pet and shelter population dynamics will be discussed.
VETT 57 Animals and Society (2 units)
An interdisciplinary approach to examining the diverse roles of animals in society, the evolution of human attitudes to animals, and the animals themselves. Emphasis will be placed on the role of animals in human society (anthrozoology), how animals implement social construction, the moral relationship of animals in human society; their biology, behavior, and culture. Students will design and complete an independent study project. (L)
VETT 59 Veterinary Technology Board Review (2 units)
Review of pertinent subject matter in preparation for the California State Veterinary Technician and National Board Examinations. Also includes test taking skills, test anxiety reduction techniques and practice board exams. (L)
VETT 91 Veterinary Assisting (3 units)
Concepts of veterinary medicine needed to function effectively as a veterinary assistant, veterinary receptionist, kennel staff or animal shelter worker. This course does not lead to the AS Degree in Veterinary Technology but can be used as a step towards entry into that program. VETT 91 partially fulfills the requirements of the Veterinary Receptionist/Assisting Certificate program. (L)

Are you ready to submit your final program review?: Yes

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 1 - YCVTP Goal 4: Encourage student development in personal integrity and the powers of self-guidance and self-discipline. Example: The YCVTP Student Club is very active both on campus and in the local community. The Club is student-run and fosters a high degree of self-discipline and personal integrity in order to accomplish outreach and fund-raising activities. YCVTP Goal 5: Encourage student development in the ability to think, write and speak clearly, creatively, objectively and with clarity. Example: Vett 53A and Vett 53C require research projects on a topic related to veterinary science, create a power point presentation and deliver this presentation to an audience of their peers. These assignments develop skills in writing, public speaking, and self-discipline. Faculty assess performance according to established student learning outcomes.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 2 - YCVTP Goal 2: Teach technical skills relevant to modern veterinary medical practice including but not limited to private practice, research, public health and academia. Example: Vett 6 and Vett 54 teach				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
occupational safety and public health principles relevant to veterinary medicine and academia. Vett 53A – D series teaches technical skills applicable to private practice and research.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 3 - YCVTP Goal 3: Provide opportunities for students to achieve their maximum potential by applying veterinary science for the well being of the human, animal and environmental health Example: Vett 6 and Vett 54 teach occupational safety and public health principles relevant to veterinary medicine and academia. Vett 52 and Vett 57 explore the concepts and applications of the human animal bond and how animals are used in society.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 4 - YCVTP Goal 1: Provide vigorous, relevant coursework in combination with real-world experience to enable students to obtain a career in the field of veterinary medicine. Example: Vett 5 facilitates the connection between coursework and real world experience through the use of monitored internships at small animal, large animal, public and research facilities.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 5 - YCVTP Goal 5: Develop and maintain curriculum and facilities that best meet the needs of veterinary technology students as well as industry needs of those occupations that utilize veterinary science. Example: All coursework required for each VT certificate program is also required within the AS degree program.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 6 - YCVTP Goal 6: Evaluate coursework, internships, community partnerships and civic engagement to ensure a well-rounded, high quality education in veterinary science. Example: Community partnerships are cultivated with industry and Memorandums of Understanding signed and approved by all parties. Currency of coursework, internships and industry partnerships is evaluated annually by Program Director.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 8 - YCVTP Goal 6: Evaluate coursework, internships, community partnerships and civic engagement to ensure a well-rounded, high quality education in veterinary science. Example: Community partnerships are cultivated with industry and Memorandums of Understanding signed and approved by all parties. Currency of coursework, internships and industry				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
partnerships is evaluated annually by Program Director.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 9 - YCVTP Goal 7: Provide an educational, cultural and social environment that fosters civic leadership, outreach and stewardship within the college and greater local communities. Example: Students in the VT Program regularly make presentations at local community events. The VT Club is very active in fundraising for Heifer Project International and is responsive to local needs as well. The VT Program regularly host guests who come from disadvantaged backgrounds and have expressed an interest in veterinary science. Additionally, the VT Program Director and Veterinary Technology Specialist speak at a variety of functions including Rotary, AAUW Girls in Science, and Crossing Borders, Building Bridges.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YCCD VS 1 - YCVTP Goal 1: Provide vigorous, relevant coursework in combination with real-world experience sufficient to enable students to obtain a career in the field of veterinary medicine.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YCCD VS 2 - YCVTP Goal 4: Encourage student development in personal integrity and the powers of self -guidance and self-discipline.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YCCD VS 3 - YCVTP Goal 5: Develop and maintain curriculum and facilities that best meet the needs of veterinary technology students as well as industry needs of those occupations that utilize veterinary science.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YCCD VS 4 - YCVTP Goal 6: Evaluate coursework, internships, community partnerships and civic engagement to ensure a well-rounded, high quality education in veterinary science. YCVTP Goal 7: Provide an educational, cultural and social environment that fosters civic leadership, outreach and stewardship within the college and greater local communities.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YCCD VS 5 - YCVTP Goal 7: Provide an educational, cultural and social environment that fosters civic leadership, outreach and stewardship within the college and greater local communities.				