Assessment: Assessment Unit Planning

Program Review 2014-15

YC - Veterinary Technician Program Review

Year Under Review : 2014-15
Type of Review:
Program Description : 1. What progress has your program made in meeting its goals as recorded in your last Program Review? In no progress has been made, what obstacles prevented you from meeting these goals? Are there any updates or revisions to these goals? If so, explain.

Seven overarching Program Goals are mapped to Institutional Goals and discussed later in this report. The Program continues to meet these goals; below are the objectives reported in the last Program Review with corresponding progress statements.

A) Obtain increased release time for the Program Director: not met. Obstacles: This request was made to previous interim deans and interim presidents -- no response.

The Yuba College Veterinary Technology Program Advisory Board and the American Veterinary Medical Association (VT Program accrediting body) have marked this as an area for concern.

B) Obtain an additional 1 FTE faculty member: not met. Obstacles: request ranked low by staffing committee; funding not available.

The Yuba College Veterinary Technology Program Advisory Board and the American Veterinary Medical Association (VT Program accrediting body) have marked this as an area for concern.

C) Obtain a 0.5 FTE staff Registered Veterinary Technician: not met. Obstacles: request ranked low, funding not available.

The Yuba College Veterinary Technology Program Advisory Board and the American Veterinary Medical Association (VT Program accrediting body) have marked this as an area for concern.

D) Obtain dedicated clerical assistance: not met. Obstacles: all requests to discuss this goal have been met with no response.

This goal could be easily be revised should there be a dedicated clerical staff member shared among all CTE Programs, as has been discussed. The Yuba College Veterinary Technology Program Advisory Board and the American Veterinary Medical Association (VT Program accrediting body) have marked this as an area for concern.

E) Continued development of farm facilities for large animal instruction: met and ongoing. The Yuba College Veterinary Technology Program Advisory Board and the American Veterinary Medical Association (VT Program accrediting body) have marked this an area for growth and expansion.

F) Cross listing of Vett 6, Vett 18, Vett 54 with agriculture, manufacturing and nursing departments: not met. Obstacles: instructed by Curriculum Committee and college administration that Yuba College courses are no longer to be cross-listed.

The Yuba College Veterinary Technology Program Advisory Board supports the cross listing of these courses to enhance student learning and increase FTES.

G) List Vett 52 and Vett 57 as meeting graduation requirements for general education under Sociology category: in progress.

List Vett 6 as meeting graduation requirements for general education under General Science category: in progress

Courses were revised as to content, course number and GE request and sent to the curriculum committee for approval in Spring 2015.

H) Transitioning to an online admissions procedure: not met. Obstacles: current instructional load and animal supervisory duties preclude work on this goal at this time.

The Yuba College Veterinary Technology Program Advisory Board supports this move to streamline program administrative work.

I) Program personnel should be evaluated on a regular basis: Partially met:

Director last evaluated September 2014; classified staff member last evaluated in 2012. Prior to this neither had been evaluated since 2003 (per contract staff to be evaluated every two years; faculty every three years). Obstacles: Unknown

The Yuba College Veterinary Technology Program Advisory Board and the American Veterinary Medical Association have marked this lack as an area of concern.

Executive Summary (Include a list of team members): Scott Haskell, Kyle Mathis, Bonnie Loghry, Monica Kratochvil, Nikki Rochin, and Daren Otten

01IP. Department Goals (Click '?' for Prompt): Department Goals: How do your program or department goals align with stated Yuba College goals? Is your program or department achieving its goals? Explain.

Goals are mapped below, from District to College to Program. Comments after each goal indicate achievement level:

(Note: YCCD = District goals; YC = College goals; YCVTP = Vet Tech Program goals)

YCCD Goal 1: Increase student success and maximize the student experience through learner-centered programs and services designed to enhance student learning and completion

YC Goal 1: Foster a culture of evidence-informed decision making, including SLO development/assessment and other measures of student success.

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.

Comments: The YCVTP has created Program SLOs that align with Institutional SLOs. The YCVTP has revised Course level SLOs for all courses currently under revision; mapping of course SLOs to Program and subsequently Institutional SLOs is an ongoing process.

YCCD Goal 2: Integrate planning and institutional effectiveness processes within a culture of evidence

YC Goal 2: Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs.

YCVTP Goal 2: Teach technical skills relevant to modern veterinary medical practice including but not limited to private practice, research, public health and academia.

Comments: Working with the advisory board and industry partners involved in the YCVTP internship courses, the Program evaluates workforce needs and refines coursework to align with these needs.

YCCD Goal 3: Strengthen our CORE* as a 21st-century, learning-centered organization; employ, develop and sustain highly professional, qualified faculty and staff

YC Goal 3: Steward our institutional resources with increasing effectiveness and efficiency.

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.

Comments: Faculty and staff maintain currency of knowledge and applied skill set in line with 21st century medicine and science. Faculty and staff self-fund continuing education and regularly donate time working within the community and abroad through a variety of organizations. Knowledge exchange resulting from these educational and experiential opportunities is translated from faculty to student within the YCVTP coursework.

YCCD Goal 4: Complete multi-college district transition in structure, roles, responsibilities, and processes NOT APPLICABLE

YC Goal 4: Research and utilize effective modes of delivery for our courses and services.

YCVTP Goal 4: Encourage student development in personal integrity and the powers of self-guidance and self-discipline.

Comments: In utilizing a variety of modes of delivery for YCVTP courses (F2F, online, laboratory, internship, and field work), a diverse student population is exposed to a broad spectrum of experiential opportunities designed to cultivate a strong work ethic, effective collaboration skills, personal integrity, safe work practices, professional comportment, and scholastic achievement.

YCCD Goal 5: Assert regional educational, economic and workforce leadership; prioritize Economic and Workforce Development Programs based on regional, state and national imperatives

YC Goal 5: Design our programs in such a way as to allow students to complete their educational goals in a timely manner.

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.

Comments: The YCVTP revises curriculum every two years, per CTE requirements. Curriculum is evaluated by the AVMA as a part of ongoing accreditation requirements. Students are regularly asked to provide the Program Director with feedback as to how courses might be improved. Facilities utilized by the YCVTP remain below industry standards due to space limitations and lack of custodial/maintenance care.

YC Goal 6: Evaluate our programs, services and processes to ensure continuous quality improvement.

YCVTP Goal 6: Evaluate coursework, internships, community partnerships and civic engagement to ensure a well rounded, high quality education in veterinary science.

Comments: All coursework is evaluated regularly through both formal and informal processes. Formal processes include Program accreditation and Program Review. Informal processes include advisory board, industry partner and student feedback as well as results of the state and national licensing exam results.

YC Goal 7: Improve the quality of the student experience at all our campuses and centers.

YCVTP Goal 7: Provide an educational, cultural and social environment that fosters civic leadership, outreach and stewardship within the college and greater local communities.
Comments: YCVTP students are all members of the very active Vet Tech Club. Club activities include both on-campus and off-campus outreach activities ranging from primary school through high school age students. Other activities include participation in 4-H and FFA events within the district service area, volunteering at vaccination clinics, during local emergency relief efforts, and fund raising for both poverty relief in developing regions of South America, Africa and South-East Asia.

YC Goal 8: Develop partnerships to enhance educational resources and student opportunities.

YCVTP Goal 6: Evaluate coursework, internships, community partnerships and civic engagement to ensure a well rounded, high quality education in veterinary science.

Comments: Industry partnerships with the YCVTP include small animal veterinary facilities, large animal (equine and livestock), humane shelters, laboratory animal institutions and research institutions. Students are therefore able to participate in a broad range of veterinary experiences that culminate in a well-rounded education and enhanced employment opportunities upon graduation. Yuba College is becoming a destination for those seeking an education in veterinary technology, as the YCVTP is the only community college program from Sacramento to Portland, OR. Additionally the YCVTP Farm is equally rare for its ability to facilitate instruction in equine, poultry and livestock medicine. There is no farm of this size and with such species diversity at any other community college within the state.

YC Goal 9: Exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region.

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

YCVTP Goal 4: Encourage student development in personal integrity and the powers of self-guidance and self-discipline.

Comments: Through the high number of classroom, internship, and field experiences the YCVTP students are exposed to a multitude of economic, industry, and cultural paradigms. The YCVTP has built a reputation within the community where Program graduates are now known for being highly prepared and able to function at a high level of competence immediately upon hire. The YCVTP internship coordinator regularly receives feedback from veterinary professionals in the community regarding the high quality of our Program graduates.

Overall, with the exception of the ability to provide facilities in keeping with current industry standards, which is beyond the control of Program faculty and staff, the YCVTP is achieving it's goals and these goals are well aligned with both college and district goals.

02IP. Access to Support Services (Click '?' for Prompt): -Office Hours, -Supplemental Instruction (In-class peer tutor), -DSPS, -EOPS, -Library Services, -Counseling Services, -Learning Communities, -First Year Experience

03IP. Follow up to question 02IP (Click '?' for Prompt): All students, including DE students have equitable access to instructor office hours (F2F, chat, phone where appropriate and accessible for DE students). Tutoring services are offered in the Learning Resource Center of the Marysville Campus and all students (regardless of course delivery method) are made aware of this. Workshops and Boot Camps held annually throughout the summer months.

Students are encouraged to function as peer-tutors and this behavior is facilitated through designated in-class group study time. All students are told of opportunities available through DSPS (and referred if indicated) and EOPS in addition to library services and campus tours. The Program Director meets with students each semester to inquire as to whether or not the students are seeing their counselor and if they have any questions that are not being inserted. Because the YCVTP functions under the cohort model learning communities are inherent; the second year cohort work actively with the first year cohort.

04IP. Degrees/Certificates (Click '?' for Prompt): Over the last four years, the YCVTP has awarded 48 Associate Degrees in Veterinary Technology. Between 12/19/12 and 4/16/15 the YCVTP awarded 32 Certificates of Achievement in Veterinary Assisting, 8 Certificates of Training in Shelter Medicine, and 1 Certificate of Training in Public Health. Please note that the data within TracDat regarding the number of certificates awarded is incorrect.Names and dates of students earning these certificates have been uploaded into the 2015-16 Program Review document repository within TracDat (Doc Title: Certificate Tally).

05IP. Improve Completion (Click '?' for Prompt): Degree completion rate for students who successfully complete the first year of the two-year VT Program is virtually 100%. The challenge then, is to improve success rates for students moving from first to second semester, and from second to third semester.

Analysis of individual class success rates for those relevant courses show five-year average success rates of less than 75% for both Vett 1 (73.14%) and Vett 2L (72.23%). It would appear that implementing study groups and provision of other study aids to improve comprehension and retention are warranted. These two courses are extremely different in both content and delivery therefore further analysis will be needed to determine how best to improve student success in each.

Relative to improving completion of degrees is enrolling highly prepared students. Implementing Program prerequisites, especially the Vett 91 (Veterinary Assisting) course has improved the overall readiness for Program entry. There is, however, a continued disconnect campus-wide regarding just how rigorous the coursework is as well as what opportunities are available in the career. This disconnect appears to be an ongoing problem with counseling of prospective students and support of current

students. It is vital that a deeper understanding of the career, the education, the physical and professional requirements be developed at multiple levels of the college system such as the counseling department, the EOPS department, DSPS department, the library/learning center, and other services areas of the college in which the prospective and current student can be engaged and supported.

06IP. Course Outlines (Click '?' for Prompt): All YCVTP courses were revised and submitted to the curriculum committee during the spring semester of 2015. All CORs within CurricUNet are dated within the requisite two-year time frame with the exception of those in the queue still awaiting approval from the curriculum committee.
07IP. Collaboration (Click '?' for Prompt): The Program would like to enjoy a productive collaboration with counseling, learning resources, DSPS, financial aid, and division staff. Unfortunately relationship building has suffered greatly due to the overwhelming numbers of interim deans, directors, secretaries, and other changes in staff, processes and regulations that have affected the Program over the past five years.

A most recent example of this problem occurred during the fall semester, 2015 (two weeks prior to submission of this report) in the Vett 55 class: upon conference with the instructor an online student who was having difficulty with the material was referred to DSPS for assessment and assistance. This Lake County student approached college personnel there with questions regarding where/who to report for DSPS counseling and was told by college employees that they did not have those services and could not help her. Student and instructor derived a workable plan for student help and yet the student walked away from the experience with not only no immediate help for improvement in currently enrolled classes, but the expectation of no future assistance for any other courses.

As the Program has been moved to the Applied Academics Division, and a permanent dean has been hired, and as the many other organizational changes that have occurred over the past five years appear to be stabilizing, it is hoped that productive relationships can be formed that will ultimately improve student recruitment, support, and success.

08IP. Catalog Currency (Click '?' for Prompt): The catalog listings for the YCVTP are in need of being re-written. Most of the changes needed have been launched (COR, AS degree and Certificate of Achievement revision) within CurricUNet however much is still awaiting curriculum committee approval. The Program would like to convert many of the Certificates of Training to Certificates of Achievement however heavy workload has slowed this process. Program faculty are in the process of attempting to inactivate courses not taught for two years, CurricUNet doesn't always comply with the commands.

Relative to workload and clerical assistance needed, the Program Advisory committee has supported increases in personnel over several years duration. Advisory committee meeting minutes have been uploaded within the 2015-16 Program Review document repository in Trac Dat.
09IP. For CTE Programs Only (Click '?' for Prompt): Occupational Outlook:
Listings for the following counties using the search term "veterinary technician" (SimplyHired.com, 11/18/2015):
Colusa: 5 Sutter: 59 Yuba: 17
Total: 262**
Glenn: 12 Lake: 5 Yolo: 65
Nevada*: 11 Butte*: 18 Placer*: 70
*the Vet Tech Program has ROP articulation agreements with schools in these counties?**Note: many jobs suitable for veterinary technicians are found via use of alternate keyword searches such as research assistant, zookeeper, etc. The number of job openings listed here is, therefore, likely a low estimate.

?Labor market projections are specific for regional, state and national trends: Veterinary Technicians rank sixth on the list of fastest growing occupations for the greater Sacramento region (EDD, Labor Market Information Division). Veterinary Technology is within the top twenty of the fifty fastest growing occupations within California (EDD, Labor Market Information Division). The Bureau of Labor Statistics projects a 30% increase in need for veterinary technicians, nationwide. The state of California, EDD statistics, project a 21% increase in need for veterinary technicians state-wide.
10IP. DE Students (Click '?' for Prompt): All content is compliant with Section 508 of the Rehabilitation Act. Any student with a disability is encouraged to contact DSPS for evaluation. Once contact with DSPS is made all accommodations recommended are implemented. Relative to evaluating the effectiveness of instruction the following methods are used in online courses:

Online Syllabus: Students are required to pass a syllabus quiz during the first week of the course to assess comprehension of course policies and procedures.

Content Modules and Discussion Boards: Weekly content modules provide lecture material, power points, linked websites and

explanation of assignments. Assessment of effectiveness of content delivery is conducted through evaluation of student responses to weekly discussion prompts. Additionally response to classmates' posts demonstrated depth of comprehension of subject matter

Reading Lectures, Textbook Reading and Web-searches: Instructor supplies written material that summarizes the weekly lesson and draws the students' attention to the main points of that lesson.Students are assigned reading from the textbook on a weekly basis. Instructor links applicable web sites for student use on a weekly basis. Additionally, students are instructed to search out other relevant websites and share them with the class within the weekly discussion forums.

Online Assessments (Quizzes, Exams): Students will complete weekly quizzes and/or midterms and final exams for the purposes of evaluating student comprehension.

Regular effective instructor-initiated contact with students is conducted via email communication, announcements, bulletin boards and discussion boards.

Students are instructed to email the instructor with any questions they have. Instructor responds to student emails within 24 hours Monday-Friday in response to questions posed by students as well as to assist in improving their overall performance. Email communication is conducted on an as-needed basis relative to questions.

Instructor posts announcements to students on a weekly basis. Announcements are intended to answer general course questions that have arisen as well as to guide students on upcoming assignments and examinations.

Students are required to post their response to a weekly discussion topic posted by the instructor. Students are also required to respond to a minimum number of classmates. The instructor responds to student postings 2-3 times each week.

11IP.Disproportionate Impact(Click '?' for Prompt): Students enrolled in the YCVTP or VT courses are all subject to the same assessment instruments with no regard to gender, race, ethnicity or age. Individuals with disabilities are accommodated per DSPS issued recommendations. Access to resources such as placement testing and counseling services occur outside the realm of YCVTP authority although lists of resources available are made available to all students via Program handbook, website, course syllabi.

All students in the Program must attend a mandatory orientation session where requirements and guidelines for student success are explained. Students who self-identify as having a specific hardship are referred to the appropriate department on campus for assistance and the Program faculty are available and willing to collaborate on a viable solution for each individual student.

Computer/Internet access is the only potential area where disproportionate impact may occur within the Program and this area is addressed by ensuring all students are aware of location and availability of computers/internet at campuses and centers within the district. Additionally, it is strongly recommended (not required) that all VT students complete the MCOMM/EDUC 40 (Introduction to online learning) prior to entering the program.

DE students are strongly urged to complete online training in Canvas prior to beginning their coursework. Additionally, all faculty members ensure that the course syllabi for their online classes are open for student viewing prior to the start of the semester so that students have ample opportunity to review the requirements and ask questions about the workload well in advance of the first census date.

Data comparing Program students with overall school population points to the following differences:

Five-year average success rates for males, under 17 and over 50 are somewhat lower for Program students than the school population in those three categories. Male student enrollment in the Program is less than one third (average percentage) than the overall school population. Under 17 enrollment is less than half, and over 50 enrollment is about the same as that of the overall school population with both those age demographics.

Five-year average success rates for Asian, African American and Filipino students in the Program are somewhat lower than the school population self-identifying as belonging to those three racial groups. Enrollment in the Program within each of those three groups is less than half (average percentage) of the overall school population.

Observed achievement gaps within gender and age categories appear to be the result of decisions made by the student that the career choice is not what they had thought it to be. Solutions for this problem lie in needed improvements in outreach and

counselor education where more complete information can be imparted to the student regarding the true nature of the rigor of the coursework and the career.

Achievement gaps within racial categories are not easily understood and have not been directly observed by Program faculty. It is suspected that the variations in success along racial categories indicated by the data may correlate with the success of students in face- to-face courses (face-to-face and DE combined) versus those enrolled only in distributive education courses. Methods in place to address this problem are described above.

12IP. Mapping (Click '?' for Prompt): Yes
13IP. Course SLOs (Click '?' for Prompt): The Program has a total of 77 course SLOs with 52 separate assessment methods input thus far. 72.7% of assessments have results logged with 30% of those having actions listed. There has been no follow up to date on these actions. Analysis of these numbers indicates that all Program faculty need to be much more diligent in transferring course assessment data into TracDat.

Because the YCVTP has an external accrediting body, emphasis on data collection tends to be focused on addressing those standards. This does not mean that course effectiveness has not been assessed, it simply means that the assessments have not been transferred into TracDat. Obviously this is an area in which improvement is needed.

14IP. Program SLOs (Click '?' for Prompt): The YCVTP has three Program SLOs. Results of these SLOs meet or exceed expectations. No changes have been made at this time as a result of this assessment.

PSLO1: Scientific Awareness
Assessment Method: Veterinary Technician National Exam (licensing exam)
Criterion Set: 75% of graduates will pass this licensing exam
Results: 95.45% of graduates have passed this licensing exam
Exceeds Expectations

PSLO2: Critical Thinking
Assessment Method: Capstone Evaluation
Criterion Set: 75% of graduates will earn a minimum of 75% on capstone project
Results: 85.7% earned a minimum of 75% on capstone project
Exceeds Expectations

PSLO3: Personal and Social Responsibility
Assessment Method: Graduate performance on all CSLOs mapped to this PSLO
Criterion Set: 75% of graduates earn 75% or better on all CSLOs mapped to this PSLO
Results: 85.7% of CSLOs mapped to this PSLO have been assessed to date (see below) with 100% of the CSLOs assessed meeting or exceeding this criterion.
Exceeds Expectations

Notes:
Below are the CSLOs mapped to PSLO3, and their assessment results. Program faculty need to improve their data input of their course SLO results.

VETT 1 - YC - Introduction to Veterinary Technology
Professional Team - Students will demonstrate effective team-building behavior 77.78% - Meets

VETT 16 - YC - Professional Development Seminar
Work Ethic and Professionalism - Demonstrate an understanding of the meaning an importance of "soft skills" in the workplace. 100% - Exceeds

VETT 52 - YC - Human Animal Bond
Cultural and Social Awareness - Demonstrate an understanding of how cultural and social factors influence why humans bond more easily with some nonhuman animals over others. 84% - Exceeds

VETT 56 - YC - Shelter Medicine
Social Responsibility - Create an educational handout aimed at the general public that provides essential information about pet overpopulation. 90.9% - Exceeds

VETT 5A - YC - Veterinary Technology Internship A
SLO 3 - Demonstrate compassion to the clients and animals in situations that are stressful and frustrating. NOT ASSESSED

VETT 6 - YC - Veterinary Workplace Safety
Professional Ethics and Responsibility - Articulate and diagram the hierarchy of responsibility in safety management and evaluation. 80.7% - Exceeds

VETT 91 - YC - Veterinary Assisting
Professional Ethics and Responsibility - Demonstrate an understanding of the basics of responsible animal care and nursing. 81% - Meets

15IP. Professional Development (Click '?' for Prompt): Professional Development – Haskell

USAID: Improving Nutrition Through Agriculture July 2014 USAID: Education development in Nepal, July 2014
Faculty Summit, Santa Cruz, July 2014
Myanmar Veterinary Association Conference, Jan 2015
Myanmar Livestock Association -- Consulting with producers, Jan 2015
USAID Safeguarding Livestock Symposium Feb 2015
Butte County Public Health Department: Rabies prevention overview, Feb 2015
American Association for Laboratory Animal Science Conference on Animal Welfare Feb 2015
SVAALAS Meeting Lecture: Suturing laboratory animals, Feb 2015
SVAALAS Meeting Lab: Laboratory Animal Necropsy, Feb 2015
Oregon State University, Guest Lecturer -- small ruminant medicine and surgery; laboratory facilitator for surgical sections of the course; ambulatory medicine, March 2015
HACCP Alliance (Hazard Analysis and Critical Control Point) Certification Conference, Apr 2015
CBBB Presenter, April 2015
USAID: Improving Nutrition Through Agriculture, May 2015
USAID: Education development in Republic of Mali, May 2015.
Faculty Summit, Santa Cruz, July 2015

Professional Development – Loghry

Faculty Summit, Santa Cruz 7/27 -7/29/14
Supporting Victims with Complex Communication Needs, Webinar 8/20/14
Necropsy Lab, UC Davis 9/25/14
Wild West Veterinary Conference – Moderator Organizer, September 2014
Wild West Veterinary Conference – Presenter/Participant, Reno 10/8 – 10/11/14
American Public Health Association Conference, New Orleans 11/14 – 11/20/14
Collaboration with VT Professor St. Petersburg College, Baccalaureate degree program in Veterinary Technology, Phone conference 12/10/14
Sacramento Valley American Association of Laboratory Animal Science Meeting, Davis 2/5/15
SLO Workshop, Yuba City 2/20/15
Rabies Prevention Butte Co. Public Health, Chico 2/26/15
Crossing Borders, Building Bridges – Presenter, Marysville 3/19/15
HACCP Training, Visalia 4/20 – 4/21/15
American Association of University Women, STEM Conference for 8th Grade Girls – Presenter, Marysville 4/1/15
SVAALAS Meeting, Davis 4/3/15
CBBB – Presenter, Marysville 4/10/15
Guest Lecturer, MPH Program, UC Davis 5/5/15
Hiring Committee Service, Marysville April, May 2015
International public health work, Mali West Africa 6/8 – 7/2/15
Faculty Summit, Santa Cruz, July 2015

Professional Development – Rochin

Assistant Laboratory Animal Technician Course, Davis, September 2014

New information, including updates to federal regulations, regarding
treatment, care, and use of laboratory animals made available for students
in preparation for licensing exam and American Association of Laboratory Animal Science certification as a career path option.

Professional Development – Kratochvil

July 28-29, 2014 – Yuba College Veterinary Technology Summit
September 17, 2014 – SVAALAS Suture Workshop
February 6, 2015 – SVAALAS Awards Banquet and Key Note Speaker
February 15-19, 2015 – Western Veterinary Conference
March 26, 2015 – SVVTA Continuing Education Lecture – Basic Nutrition
May 21, 2015 – SVVTA Continuing Education Lecture – Vomiting Pathways
June 18, 2015 – SVVTA Continuing Education Lecture – Wound Management
July 16, 2015 – SVVTA Continuing Education Lecture – Creating the Ultimate Surgery Experience for Your Clients
July 26-27 – Yuba College Veterinary Technology Summit
September 10, 2015 – SVVTA Continuing Education Lecture – Multi-Modal Treatment of Degenerative Joint Disease

How was this information shared?
In many cases two or more members of Program faculty attended the listed professional development activities together. Where this was not appropriate or possible, the individuals in attendance shared activities conducted and lessons learned at department meetings and the annual faculty retreat.

How did this training affect student success?

The professional development activities enhanced instructional capacity in both subject matter as well as pedagogy. The activities themselves, as well as the sharing of information and techniques learned built and reinforced a collaborative team approach within Program faculty that continues to lead to increased linkages of key elements of across Program curriculum.

In general, continuing education gives individuals a framework to build capacity in working as members of high-performing teams that focus on improving student learning. Revitalized clarity of purpose, within a collaborative culture, enables faculty to examine current reality and turn collective inquiry into a best practice. Professional development activities empower instructors to be action-oriented, committed to improvement, and demonstrate leadership behaviors to their career technical students.

16IP. Reflection (Click '?' for Prompt): This program review illustrated the need to improve performance in SLO assessment and follow-up action. Additionally, this program review has served to illustrate the need for improved communication between various service areas on campus and the YCVTP. Completion of this report has quantified the harm done by lack of administrative investment or support (a series of interim supervisors) that has occurred over the past five years. Growth cannot occur without adequate facilities care, equipment maintenance, outreach, timely curriculum updates, or supportive admissions/counseling services. As the YCVTP is the only AVMA (American Veterinary Medical Association) accredited community college program in veterinary technology between Sacramento and Portland, and the Bureau of Labor Statistics projects 30% growth in the need for veterinary technicians, even a small investment of time and resources has the potential to reap large rewards for the college in FTES and student success. These themes have been addressed with the Program Advisory Committee; minutes from these meetings can be found within the 2015-16 Program Review document repository within Trac Dat.

While the program faculty will continue to reflect upon the various topics discussed as a part of this review process, a preliminary list of action items going forward are presented here:

1) Publicize program outcomes on the Program website. While the performance on licensing exams is currently published, assessment results of the other two Program SLOs could easily be added to the website.

2) Refine course SLOs to incorporate action words and to better reflect Bloom's Taxonomy of learning behaviors.

3) Incorporate SLO assessment and follow-up activity more definitively into the end of the semester grading activities for all program faculty.

4) Continue to offer to attend counseling department meetings; continue to participate in college awareness days, Farm Bureau activities, etc.

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

Program Recommendation: Improve counseling services provided to VT students

Develop tracking system for student counseling: identify college counselor of record and number of meetings per semester between student and their counselor

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014, 2015-2016
Request Date: 10/30/2013
Supporting Evidence : Students reported to the AVMA accrediting body, September 2013, ineffective counseling services provided by college counselors. AVMA inspection team reported to and requested of the District Chancellor that "all academic counselors should be more knowledgeable regarding the expectations and the rigor of the Program and should be more available" (AVMA Yuba Report, 2013).
Evaluation Plan: Amend VT Program Application to collect data on college counselor assigned. All applicants have taken prerequisite courses prior to acceptance into VT Program therefore all should have been assigned counselors.
Update 10/15/15:
No progress at this time; AA Dean working with counseling department to designate CTE counselor. Program faculty/staff will need clerical assistance in order to implement this recommendation.

Plan of Action

Curriculum/SLO - Work with Division secretary to amend the VT Program application to capture data on counselor assignments. Work with Division secretary to create form/survey to be used at first and second year orientation to capture data on meeting dates with counselors for each student. (Active)

Budgetary Impact: Minimal
Timeline/Responsible Party: March 2014/Loghry-Page
Perkins Eligible: No
DE Related: No
HSI Related: Yes

Status

Reporting Year: 2014-2015 11/19/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
There has been no tracking system established for capture data on counselor assignments or student meetings with counselors.

Program Recommendation: Procure dedicated clerical assistance

The VT Program must have clerical assistance equivalent to 4 hours per week.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014, 2015-2016
Request Date: 10/30/2013
Supporting Evidence : In reviewing VT Program administrative needs with Interim President, May 2013, it was agreed that a 10% assignment of secretarial/clerical assistance was warranted to assist with VT Program duties of application processing, student tracking, data capture, and timely submission of state, federal and industry specific reporting.
Evaluation Plan: Meet with Division Dean to formalize this request for submission.
Update: 10/15/16: No progress at this time. Sharing the AA division secretary is a viable option now that the VT Program has been placed in a division with other CTE programs.

Plan of Action

Staffing - Technical/Clerical - Meet with Division Secretary and Dean to discuss 10% assignment. Make formal request through Division Dean. (Active)

Budgetary Impact: None
Timeline/Responsible Party: 2013/2014/Haskell/Masuda/Page

Perkins Eligible: No
DE Related: No
HSI Related: Yes

Status

Reporting Year: 2014-2015 11/19/2015
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
As of July, 2015 the VT Program does now have a shared division secretary. Reminder Bains has been extremely responsive to Program clerical needs.

Program Recommendation: Cross list VT Courses

Cross list Vett 6 with agriculture, Vett 14 with agriculture, Vett 54 with nursing, psych tech, agriculture and environmental health

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2014-2015, 2015-2016
Request Date: 10/30/2013
Supporting Evidence : Supports YC Goals 2, 3, 6, 7 and 8; YCCD VS 3 and 4. Meets with Program Advisory Committee recommendations as well as allied industry request (Yuba-Sutter Farm Bureau).
Evaluation Plan: Work with Program Advisory Committee, Division Dean and Curriculum Committee; report progress made.
Update 10/15/15: No progress as cross listing has been eliminated as an option at Yuba College at this time. This recommendation is still supported by the Program Advisory Committee

Plan of Action

Curriculum/SLO - Work within CurricuNet framework to request cross listing of three Vett courses. (Active)
Budgetary Impact: None
Timeline/Responsible Party: 2014-2015/Loghry
Perkins Eligible: No
DE Related: Yes
HSI Related: Yes

Status

Reporting Year: 2014-2015 11/19/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
Cross listing of courses has been denied by Curriculum committee. Dean Otten is currently working with curriculum committee to dual list the occupational safety class (Vett 6).

Program Recommendation: Pursue general education, graduation requirement classification.

Seek graduation requirement Area B listing for Vett 52 (Human-Animal Bond) and Vett 57 (Animals in Society).

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2014-2015, 2015-2016
Request Date: 10/30/2013
Supporting Evidence : Meets YC Goals 3, 6, 7, 8 and District VS 3, 4; complies with requested direction of Program Advisory Committee
Evaluation Plan: Work with Program Advisory Committee, Division Dean and Curriculum Committee
Update 10/15/15: Revised CORs for both Vett 52 and Vett 57 requesting General Education, Area B (Social Science) status have been launched in CurricUNet and wait committee approval. Additionally, a revised COR for Vett 6 (occupational health/safety) requesting General Education, Area A (Natural Science) status has also been launched in CurricUNet, also awaits committee approval.

Plan of Action

Curriculum/SLO - Work within CurricuNet framework to process request. (Active)
Budgetary Impact: None
Timeline/Responsible Party: 2014-2015/Loghry
Perkins Eligible: No
DE Related: Yes
HSI Related: Yes

Status

Reporting Year: 2014-2015 11/19/2015
Recommendation Progress: Recommendation Inactivated/Discontinued
General education status for Vett 52 and Vett 57 was requested and denied.

Program Recommendation: Provide sustainable source of funding for required large animal instruction.

Purchase large animal instructional and safety equipment.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2014-2015
Request Date: 10/30/2013
Supporting Evidence : VT Program accreditation requirements include instruction of essential skills on large animal/livestock species.

Evaluation Plan: Link essential skills required by VT Program's accrediting body with purchase of equipment needed for instruction of these skills.
Update 10/15/15: Additional money has been allocated into the Program instructional supply budget for this purpose. As funds allow, purchase of needed instructional and safety materials will be pursued.

Plan of Action

Equipment - Apply for funding for large animal instructional equipment. (Active)
Budgetary Impact: Estimate $32,000 at 2013 prices
Timeline/Responsible Party: 2014-2015/Haskell/Loghry
Perkins Eligible: Yes
DE Related: Yes
HSI Related: Yes
Related Documents:
LA Equipment

Status

Reporting Year: 2014-2015 11/19/2015
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
Large animal equipment will be sought via Perkins funding.

Program Recommendation: Update equipment

Replace old/failing equipment

Recommendation Priority: 3. High Priority
Year(s) Requested: 2014-2015, 2015-2016
Request Date: 10/30/2013
Supporting Evidence : YC Goal 6: evaluate programs, services and processes to ensure quality improvement. Requested equipment replaces equipment currently in danger of failing.
Evaluation Plan: Refer to accreditation recommendations as well as industry recommendations via Program Advisory Committee
Update 10/15/15: With Perkins funding, replacement of Program equipment is on schedule. The need for ongoing budget for

equipment maintenance is pressing, however. Four anesthetic machines need to be serviced annually and are not; although not broken or in need of service at this time, the autoclave, x-ray machine, automatic processor, washing machine/dryer and centrifuges are examples of other equipment that if broken, instruction can not continue.

Plan of Action

Equipment - Perkins Request: replace dissecting kits for anatomy lab. Purchase large animal care support equipment. (Active)

Budgetary Impact: 1) Intermediate Dissecting Set, Molded Plastic Case, 20 count at 17.05 each. Total 341.00 (w/o tax or shipping) Quote from Carolina Biological 10/2015
2) Cub Cadet XT1 Enduro Series Fab 54 in 24 HP V-Twin Hydrostatic riding mower for farm maintenance and fire protection, $2970.24 (w/o tax or shipping) Quote from Tractor Supply
3) Sundance TRS-700 Tuff Shed for housing of mower to protect from elements and theft/damage, Quote $4642.31 (w/o tax or shipping) Quote from Home Depot
4) Calf Creep Feeder, 750 lbs capacity for ensuring calves are able to receive appropriate nutrition, $679.99 (w/o tax or shipping) Quote from Tractor Supply
5) 3-Galvanized Bunk Feeder, 10 ft for adult cattle feeding $429.10 (w/o tax or shipping) Quote from Tractor Supply

Timeline/Responsible Party: 2015/16 Haskell
Perkins Eligible: Yes
DE Related: No
HSI Related: Yes
YC - Location: Yuba College - All
Related Documents:
Replacement Equipment

Status

Reporting Year: 2014-2015 11/19/2015
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
Anatomy models were purchased with prior Perkins funding. The materials listed above will be requested in the next round of Perkins funding.

Program Recommendation: Small Animal Facilities

Assess and quantity space needs in compliance with AVMA recommendations.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2014-2015, 2015-2016
Request Date: 10/30/2013
Supporting Evidence : AVMA accrediting team findings in Yuba Report, September 2013: “The institution in conjunction with the Program must evaluate Program facility needs and based on that needs assessment must develop and implement long range plans for facilities used in Program instruction in order to meet current and future Program needs and more fully emulate contemporary veterinary practice facilities. The Program must have adequate space for storage. In addition, the Program reported that there have been concerns expressed from nearby offices regarding animal noise.

The Program would like to explore alternative locations on campus that would allow for increased space available for the Program, allow the Program to move to a less centralized location on campus, minimize the impact of animal noise and smells on other members of the college community, provide easier access for large animals that are being utilized in courses, and potentially be located in closer proximity to the college farm.” (AVMA, 2013)

Evaluation Plan: Quantify teaching needs per student/task (lab)/square footage available. Quantify storage needs.
Update 10/15/15: As reported two years ago, the Program accrediting body, upon their last site visit (2013) deemed the small animal teaching facility too small to accommodate current needs. Space needs were listed as a major concern that must be addressed if the Program is to continue to be accredited. While there has been discussion of renovating the 1700 building for the purposes of moving the Program, there has been no timeline set.

Additionally, the current physical facilities in use (Room 810 complex) are deteriorating. Neither Program faculty, nor Program students have adequate time or the equipment to perform the in-depth janitorial services needed. Currently the facilities are not cleaned or maintained by anyone other than students and faculty. It should go on record that this situation has created some fairly serious problems with student attitudes regarding both the Vet Tech Program and Yuba College.

By definition, this facility must be exposed to a variety of animal species which create some special cleaning needs. These needs are not being met and the facilities are suffering as a result.

Plan of Action

Facilities - Quantify teaching needs per student/task (lab)/square footage available. Quantify storage needs. (Active)
Budgetary Impact: Unknown at this time
Timeline/Responsible Party: 2014-2015/Haskell
Perkins Eligible: Yes
DE Related: No
HSI Related: Yes

Status

Reporting Year: 2014-2015 11/19/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
Storage needs have been somewhat mitigated by use of cargo container located near 1700 building on campus. This is a temporary solution as the temperature/moisture exposure within this space is not ideal for equipment/materials storage. Per accreditation requirements the Program must have additional teaching space. The 1700 building was promised, pending money for remodel needed to meet industry regulations. Status of this project is unclear at this time.

Program Recommendation: Large Animal Facilities (Yuba College Farm)

Request purchase of motor for necessary water pump repair for pasture irrigation.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2014-2015, 2015-2016
Request Date: 10/30/2013
Supporting Evidence : During recent AVMA Accreditation site inspection the committee made the following recommendations: “Recently, the irrigation pump for the pastures broke down and subsequently there is inadequate grass in the pastures to support an appropriate level of nutrition for the animals housed there.” (AVMA, 2013) Additionally, repair of this pump will prevent animals not having reliable access to drinking water and keep college in compliance with the USDA Animal Welfare Act. USDA fines for failing to provide sufficient potable water are $10,000 per day, per animal.
Evaluation Plan: Initiate request, track progress of request, document changes made/not made. Reports to both AVMA and USDA will need to be filed and must reflect progress.
Update 10/15/15: There is no water pump specifically available for pasture irrigation; the college has a new water pump and M&O staff have been able to irrigate the pastures in recent weeks. What is now needed is a functional and reliable schedule for irrigation that serves both the farm and the college as a whole. Program faculty have been working with Bryan Epp to further this goal; Mr. Epp has been very helpful.

Plan of Action

Facilities - This recommendation no longer applies to the Vet Tech Program as the college has replaced the water pump using other funds; pasture irrigation is occurring on a minimal basis. Improvements to scheduling of irrigation will be discussed with Program Advisory committee. (Active)
Budgetary Impact: $0
Timeline/Responsible Party: Maintenance and Operation (specifically Bryan Epp) have been extremely helpful. They will continue to be the resource for all pasture irrigation needs.

YC - Veterinary Technician Program Review

Perkins Eligible: Yes
DE Related: No
HSI Related: Yes
YC - Location: Yuba College - All

Status

Reporting Year: 2014-2015 11/19/2015
Recommendation Progress: Recommendation Achieved/Completed
College water pump has been repaired/replaced and is currently working.

Program Recommendation: VT Program Director Release Time

Increase VT Program Director release time to more fully allow for Program planning needs and administrative tasks.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2014-2015, 2015-2016
Request Date: 10/30/2013
Supporting Evidence : During the recent AVMA Accreditation site inspection the committee made the following recommendations: "The Program directors teaching load is very heavy and is higher than the national average for the majority of Program directors. The Program director has a release time of 10% for administrative duties which does not appear to be consistent with the release time provided to other academic positions who also serve as coordinators of programs on the campus." Additionally: "Program staffing needs must be evaluated and a plan must be implemented to provide sufficient numbers of Program personnel to deliver the educational program and meet the educational goals of the program. RVT personnel should be added to provide for additional instructional and administrative assistance for the Program and enhance the educational experience of Program students. Sufficient time must be allotted to the Program director for administrative responsibilities."(AVMA, 2013)
Evaluation Plan: Communicate with Program Advisory Board, Division Dean and AVMA. Report of progress on this accreditation recommendation will be submitted in 2015 and progress must be demonstrated.
Update 10/15/15: No progress; prior requests remain unmet

Plan of Action

Staffing - Faculty - Communicate with Program Advisory Board, Division Dean and AVMA. Report of progress on this accreditation recommendation will be submitted in 2015 and progress must be demonstrated. (Active)
Budgetary Impact: Unknown
Timeline/Responsible Party: 2014-2015/Masuda
Perkins Eligible: No
DE Related: No
HSI Related: Yes

Status

Reporting Year: 2014-2015 11/19/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
Communication with Dean and Program advisory committee has occurred. This need remains unmet and no progress was documented in the last accreditation report. As a result the Program's accrediting body has requested an interim report due in 2016 (this is one year ahead of the next scheduled report).

Program Recommendation: Additional Faculty

Hire a second full time faculty member assigned to the VT Program.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2014-2015
Inactive Date: 10/30/2013
Supporting Evidence : . Our Veterinary Technology Program's WSCH / FTEF Ratio ('AKA' productivity/efficiency) is 761.82 indicating the need for an additional faculty member. The California State productivity and efficiency measure for which funding is

based is 525 WSCH/FTEF (Vet Tech is 761.8). The higher the number, the more students served by each FTEF, and the lower the cost to the district.

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. Each semester VT classes reach management cap and have a wait list. Having a second full time faculty member will allow better management of these students allowing increased student success and better retention. As discussed in B3, the VT Program has seen an increase in enrollment in minority and underserved populations. Reasons for the increases in minority populations enrolled in VT coursework are thought to be primarily due to the outreach efforts of program students. An additional faculty member will assist in ensuring that these outreach efforts occur consistently and are conducted by a Yuba College employee rather than by VT Program students.

Evaluation Plan: Submit request to Dean; track progress and report to Advisory Committee and AVMA.
Update 10/15/15: Requested; not fulfilled at this time.

Plan of Action

Staffing - Faculty - Submit request to Dean; track progress and report to Advisory Committee and AVMA. (Active)
Budgetary Impact: Estimate: $65,000 salary (benefits additional unknown)
Timeline/Responsible Party: 2014-2015 Haskell/Masuda
Perkins Eligible: No
DE Related: Yes
HSI Related: Yes

Status

Reporting Year: 2014-2015 11/19/2015
Recommendation Progress: Recommendation Inactivated/Discontinued
This request has not been filled; it is best to inactive the request at this time while other Program needs are addressed.

Program Recommendation: Hire part time veterinary technician

Hire part time veterinary technician (0.5 FTE)

Recommendation Priority: 3. High Priority
Year(s) Requested: 2014-2015, 2015-2016
Request Date: 10/30/2013
Supporting Evidence : The VT Program has only one full-time staff member. This individual is a licensed Veterinary Technologist and provides oversight on care and paperwork associated with all animals in the VT Program. In addition the veterinary technologist must also maintain Program equipment, schedule student labs, prep labs, manage inventory, perform all budgetary duties, counsel students, prepare reports, do all purchasing, assist veterinarian in all surgical procedures, over-see safety practices, ensure sanitation and sterilization in keeping with veterinary practice, direct student activities relevant to animal care and medical/surgical nursing. There is, therefore, a need for the additional technical assistance of an additional veterinary technician (half-time).

. The need for both an additional RVT staff member and clerical help has been described in previous Program Reviews as well as in minutes from meetings of the Yuba College Veterinary Technology Advisory Committee. ?Additionally, the recent inspection by the American Veterinary Medical Association resulted in the following recommendation for continued accreditation of the VT Program: “Program staffing needs must be evaluated and a plan must be implemented to provide sufficient numbers of Program personnel to deliver the educational program and meet the educational goals of the program. RVT personnel should be added to provide for additional instructional and administrative assistance for the Program and enhance the educational experience of Program students.” (AVMA, 2013)
Evaluation Plan: Submit request to Dean; track progress and report to Advisory Committee and AVMA.
Update 10/15/15: Requested; not fulfilled at this time

Plan of Action

Staffing - Technical/Clerical - Submit request to Dean; track progress and report to Advisory Committee and AVMA. (Active)

Budgetary Impact: Estimate: $18,000 annual salary (classified staff, 0.5 FTE -- step 1, range 26, instructional assistant)
Timeline/Responsible Party: 2014-2015/Haskell/Masuda
Perkins Eligible: No
DE Related: No
HSI Related: Yes

Status

Reporting Year: 2014-2015 11/19/2015
Recommendation Progress: Recommendation Inactivated/Discontinued
This request has not been made; Program director will consult with Dean as to feasibility once major accreditation issues have been addressed.

Program Recommendation: Provide material support for attendance at biennial AVTE meetings

Fund travel to the Association of Veterinary Technology Educator Conference held every other year for two staff members.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2014-2015, 2015-2016
Request Date: 10/30/2013
Supporting Evidence : "Program personnel should be encouraged and financially supported to attend continuing education meetings including the biennial symposia of the Association of Veterinary Technician Educators (AVTE)." (AVMA, 2013)

Networking with other educators is always of benefit but it is uniquely valuable when one is able to network and learn from those who teach in the same discipline. Veterinary technician educators are faced with teaching a very wide range of highly technical tasks and often with a very small budget. The Yuba College VT Program staff has learned much of practical use from attendance at the Association of Veterinary Technician Educators Conference. Grading rubrics specific to veterinary tasks, manufacture of "home-made" models for venipuncture or suture practice, best practices in setting up a facility ward class, and externship do's and don'ts are just a few examples of techniques that have been brought back from this conference and adapted for use in this VT Program.

Examples of application of knowledge gained from professional development activities contributing to student success include the following: use of the suture models made by the Program's veterinary technologist, implementation of best-practices in grading rubrics, refining course syllabi as a communication tool. All information has been disseminated to the rest of the VT Program faculty and implemented in all program courses, resulting in more clear-cut expectations for students and in some cases creation of teaching aids.

Evaluation Plan: Request direction on appropriate method to petition for travel funds.
Update 10/15/15: Faculty and staff in-service funds are requested however they are not always granted or available. This conference is the only one specifically for the professional development of those working in veterinary technology education. Regular attendance is considered a high priority by the Program's accrediting body.

Plan of Action

Request direction from Dean on appropriate avenue for funding of a biennial expense. (Active)
Budgetary Impact: This conference costs an estimated $1500 per person (flight, hotel, per diem, registration). The conference is held in different locations in the United States every two years and so costs will vary. 2013 conference held in Denver, CO -- 2015 conference schedule for Buffalo, NY.
Timeline/Responsible Party: 2014-2015/Masuda/Loghry
Perkins Eligible: Yes
DE Related: Yes
HSI Related: Yes

Status

YC - Veterinary Technician Program Review

Reporting Year: 2014-2015 11/19/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
There has been no progress made on this recommendation. Program advisory committee supports sustainable funding for this conference. The path to this sustainable funding is unclear.

Program Recommendation: Online Application

Design and implement VT Program online registration process.

Recommendation Priority: 1. Low Priority
Year(s) Requested: 2014-2015, 2015-2016
Request Date: 10/30/2013
Supporting Evidence : Recommendation of Program accrediting body, advisory committee and student feedback.
Evaluation Plan: Meet with admissions staff and division dean and advisory committee to discuss, plan and implement; document and report progress to advisory committee and dean.
Update 10/15/15: Not yet begun; while recommended by the Program's accrediting body this project is well beyond what current staffing levels can manage.

Plan of Action

Recommendation of Program accrediting body, advisory committee and student feedback. (Active)
Budgetary Impact: None
Timeline/Responsible Party: 2016/Haskell/Loghry/Masuda
Perkins Eligible: No
DE Related: No
HSI Related: Yes

Status

Reporting Year: 2014-2015 11/19/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
There has been no progress made on this recommendation.