

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

Report of Evaluation Pima Community College

*Veterinary Technology
Program 8181 E. Irvington
Rd Tucson, AZ 85709*

Date of Evaluation February 27-28, 2019

Date of Previous Evaluation October 23 – 25, 2013

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2019

Presented herein is the report of the evaluation committee for the Pima Community College Veterinary Technology Program (Program). The evaluation is based on the eleven standards of accreditation established by the American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA) as published in the *Accreditation Policies and Procedures of the CVTEA, January 2019*. Compliance with the standards is described on the following pages. Deficiencies and recommendations intended to assist the Program in fulfilling the standards or improving Program quality are presented in the conclusion of this report.

Introduction

Pima Community College, established in 1970, is comprised of six campuses in Tucson. The Program is

located on the East Campus that was built in 1981. The attractive campus is located on a 58-acre site.

The Program was provisionally accredited by the CVTEA in 2003 and fully accredited in 2005. The

Program has maintained full accreditation since that time. In 2009, a Veterinary Practice Assistant

Program was added as a certificate degree.

In 2013, the Veterinary Technology program increased enrollments and an additional full-time faculty

position was added at that time .

Executive Summary

The 72 semester-credit hour curriculum leads to an Associate of Science in Veterinary Technology.

Students complete a 400-hour externship. The primary focus of the curriculum is companion animal

medicine. Admission to the Program is open.

Identified Program strengths
include:

- Articulate and engaged student
body
- Dedicated and hard-working Program personnel and Program

director

- Excellent student support and advising services
- Exceptional library resources and library facilities
- Requirement for students to perform animal care and husbandry
- Stability and financial support for program and equipment acquisition
- Affordable tuition

Challenges/areas for improvement identified include:

- United States Department of Agriculture (USDA) Animal Welfare Act (AWA) noncompliance
issue
s
- Lack of evidence that all essential skills are completed using standardized criteria
- Insufficient staffing for laboratory teaching and learning activities
- Lack of evidence that the Program surveys graduates and employers

All critical and major deficiencies from the 2013 site visit have been previously addressed; however,

concerns with proper functioning of the Institutional Animal Care and Use Committee (IACUC) and

completion of all essential skills appear to be ongoing concerns.

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Standard 1 Institutional Accreditation

1) Institutional Accreditation

An accredited veterinary technology program in the United States must be part of an institution of higher education accredited by an agency recognized by the U.S. Department of Education. Non-U.S. programs must be part of an institution of higher learning recognized by the appropriate national, provincial, or regional agency with that authority.

Indicate the information evaluated to assess the standard in this section Document(s) verifying institutional accreditation Report of any deficiencies from institutional accreditor Review of institutional accrediting agency website

1. Is the program part of an institution of higher education accredited by an agency recognized by the US Department of Education? If a non-US program, is the institution recognized by the appropriate national, provincial, or regional agency with that authority?

3 Yes No

Agency that accredits the parent institution:

Date of last review:

December 3, 2018

Next review:

Higher (HLC)

Learning Commission

2024-2025

2. Is the college/university in good standing with the institutional

accrediting agency? Yes No

Standard 2 Finances

2) Finances

Sustainable financial support must be adequate for the program to attain the educational goals and support its mission. Indicate the information evaluated to assess the standard in this section

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

FY 2017 FY 2018 FY 2019

(Budgeted) TOTAL INSTITUTIONAL OPERATING BUDGET: \$ 247,829,000 \$ 246,100,000 \$ 300,560,000

PROGRAM REVENUE:

State appropriated funds Federal funds \$3,770 0 0 Student tuition and fees 185,300 \$218,868 \$220,000 Grants 0 0 0 Veterinary Technology course fees 9,450 16,744 20,000 **Total Revenue of Program \$ 198,520 \$ 235,612 \$ 240,000**

PROGRAM EXPENDITURES:

Personnel (include numbers for each column in each category)

Veterinarians (3) \$147,428 \$150,166 \$150,166 Credentialed Veterinary Technicians (6)¹ 117,597 119,827 112,162 Other Technical Personnel (0) 0 0 0 Other Instructional Personnel (0) 0 0 0 Non-academic Personnel () 3,770 0 0 Benefits on salaries (3) 69,138 70,395 62,573 Equipment 6,799 41,736 31,000 Supplies 19,116 20,324 20,000 Travel 715 3,468 0 Contractual Services 8,910 4,730 0 **Total**

Expenditures of Program \$ 373,473 \$ 410,647 \$ 375,901 ¹Includes staff salaries, adjunct, substitute

faculty, overload, and temporary assignments.

2. Is the institutional budget adequate to meet the program's current

Yes No needs? Comments: The Institutional budget provides consistent fiscal support to the Program. An example is acquisition of new equipment including new digital radiographic equipment.

Does the institution have provisions to meet any unexpected financial needs of the program? Yes No

4

What is the theoretical total cost for a student who is a resident of the state (if applicable) to complete the program, based on current tuition, fees, and equipment, books, and related costs?

5 \$7,997

Comments: The cost to complete the Program is considered affordable.

Are program-specific scholarships or grants available to students? Yes No

Comments:

Program students would benefit from creation of program-specific scholarships or grants.

Commentary:

Efforts should be made to develop program specific veterinary technology scholarships.

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Standard 3 Organization and Communications

3) Organization and Communications

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

3b. There must be clearly defined lines of communication between the institution and the program director, program director and faculty/adjuncts, between program personnel, and between program personnel and students.

3c. Program relationships with students, faculty, administrators, and the public must be conducted with integrity. Policies and available educational services for veterinary technology students must be clearly defined.

3d. The CVTEA must be apprised of changes in administration, organization, association with the parent institution, and major changes in the curriculum, faculty, or stated objectives. All changes must be reported to the CVTEA and conform with substantive change reporting requirements and describe how the program will continue to comply with accreditation Standards. (Refer to *AVMA Substantive Change Report* Appendix K)

3e. The program must have an advisory committee that meets at least annually to provide counsel regarding equipment, curriculum, demographic trends and other matters pertaining to the veterinary technology profession. Membership must include veterinarians and veterinary technicians with diverse professional interests, and should include credentialed veterinary technicians, veterinary technician students, industry representatives, and public members.

3f. Programs with agreements between two or more institutions are recognized. The institution accredited by the CVTEA is declared the parent (home) institution and grants the degree or certificate.

3g. Communication and interactions with veterinary technician educator associations, veterinary medical associations, and veterinary technician associations should be maintained. Indicate the information

evaluated to assess the standard in this section Documentation of program's mission statement Organizational chart Course catalog, websites, handbooks Advisory committee roster Advisory committee minutes Description of the relationship between the administration and the program. Other documentation or data that provides evidence of meeting the standard

3a. What is the mission statement of the program?

We strive to provide the community with qualified, knowledgeable, compassionate and professional veterinary paraprofessionals. Veterinary technicians and assistants support veterinarians in providing quality medical care for companion and laboratory animals, raising the standards of care for the pet owning population and animal research.

Does the program have an appropriate mission statement? Yes No

What is the primary focus of the program?

The primary focus is companion animals.

3b. Is the relationship between the administration of the institution and the program open, efficient, and effective? 6

Yes No

Are there clearly defined lines of communication between the program director and program personnel? Yes No

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Who does the program director report to? Division Dean – Mr. Jim Craig

Is there evidence that full-time and part-time program personnel participate in regularly scheduled faculty meetings? Yes No

3c. Are policies and educational services for veterinary technology students clearly defined and available? Yes No

3e. Does the program have an advisory committee? Yes No

Does the advisory committee meet at least annually? Yes No

Does the advisory committee contain veterinarians and veterinary technicians with diverse professional interests? Yes No

Does the advisory committee have representation from program students, the veterinary industry, and the public? Yes No

Comments: Though the advisory committee has representation from program students and the veterinary industry; however, the committee would benefit from representation from the public.

3f. Is there an agreement with two or more educational institutions to provide this veterinary technology program? Yes No

If yes, is a certificate granted to program graduates by the parent institution?

7 Not applicable.

Commentary: The advisory committee should have representation from the public.

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Standard 4 Physical Facilities and Equipment

4) Physical Facilities and Equipment

4a. All aspects of the physical facilities must provide an environment conducive to learning and the achievement of the educational goals. Classrooms, teaching laboratories, and other teaching spaces shall be clean, maintained in good repair, adequate in number, appropriate in capacity, and provided with sufficient equipment to meet the instructional need and the number of students enrolled.

4b. All clinical facilities for primary learning must emulate contemporary veterinary facilities. Standard types of laboratory and clinical equipment, consistent with those used in contemporary veterinary facilities, shall be provided. Programs must have access to all items listed in the *Equipment and Instructional Resource List*, Appendix H over the sum total of all primary learning sites.

4c. Office space must be sufficient for the instructional, advisement, and administrative needs of the faculty, staff, and program.

4d. Animal housing must be consistent with accepted humane standards and federal and state regulations. See 5b.

4e. Safety of students, program personnel, and animals must be of prime consideration. (Refer to *Statement on*

Safety, Appendix A).

4f. All use of drugs, biologics, reagents, and other materials used in conjunction with animal care must be in compliance with state and federal regulations including current dating and appropriate labeling. Materials used for demonstration purposes must be appropriately identified and stored. Controlled substances shall be stored and logged in accordance with state and federal regulations.

4g. Waste management shall be appropriate for the needs of the program and consistent with regulatory agency requirements.

4h. Storage must be sufficient for program needs Indicate the information evaluated to assess the standard in this section Description of facilities and equipment Inspection of program facilities and equipment Inspection of off-campus clinical facilities Photographs/video of off-campus clinical facilities Review of controlled substance log Documentation of pregnancy policy and rabies policy Documentation of policy on aggressive animals and bite/scratch policy Documentation of emergency plan Other documentation or data that provides evidence of meeting the standard

4. Provide a brief description of program facilities: On-campus programmatic facilities include an anatomy and physiology classroom, live animal classroom and lab space, radiology lab, surgical suite, lab preparation and management areas, three general use classrooms, and a separate building for small animal holding.

4a. Are all program facilities appropriate in capacity and adequate in number for the number of students enrolled and the courses offered?

8 Yes No

Are all program facilities clean and maintained in good repair? Yes No

Is there sufficient equipment available to support the number of students enrolled and the courses offered at all locations (including off-campus clinical facilities)?

Yes No

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4b. Do on-campus clinical facilities emulate contemporary veterinary facilities?

Do off-campus clinical facilities emulate contemporary veterinary facilities?

9 Yes No N/A

Yes No N/A

Did the site team have any concerns regarding the facilities? Yes No

Is all required equipment from the *Equipment and Instructional Resource List, Appendix H* owned or available to the Program? Yes No

Does the program desire any non-essential equipment? Yes No

Comments:

The Program desires a designated animal transport vehicle. The Program would benefit from purchasing software to manage the recording of essential skills completion.

4c. Is there sufficient office space available for program personnel,

including privacy of student counseling? Yes No

4d. Are animals housed overnight on campus? Yes No

Is all animal housing consistent with accepted humane standards and state and federal regulations? Yes No

Comments:

The on-campus dog kennels provide the program with the ability to comingle and pair house dogs creating increased opportunities for socialization.

4e. Has the program established policies and procedures that ensure a safe and healthy environment for program students, personnel, and animals?

Yes No

Did the site team note any safety or regulatory concerns? (Please reference the *Accreditation Policies and Procedures of the AVMA CVTEA*, Appendix A)

Yes No

Is appropriate personal protective equipment available for students and is it appropriately utilized? Yes No

Does the program have a protocol in place for the handling and disposition of aggressive or dangerous animals? Yes No

Does the program have a bite/scratch protocol in place? Yes No

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Does the program have an appropriate pregnancy policy in

Yes No place?

Does the program have an appropriate rabies vaccination policy

Yes No in place?

4f. Are all drugs, biologics, reagents, and other materials for use in

animal care appropriately labeled and currently dated? Yes No

Are materials used for demonstration purposes appropriately labeled and stored?

Yes No

Are controlled substances appropriately logged and stored? Yes No

4g. Does waste management meet the program's needs and is it

Yes No consistent with regulatory requirements? Comments: The Institution

contracts with Stericycle to manage bio hazardous waste disposal.

4h. Is the storage space available sufficient to meet the program's

needs?

10 Yes No

Commentary: The Program should acquire a designated animal transport vehicle and acquire software to manage the recording of essential skills completion.

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Standard 5 Resources for Clinical

Instruction

5) Resources for Clinical Instruction 5a. Programs must follow all applicable federal and state regulations and guidelines for the care and use of animals utilized by the program. The CVTEA endorses the principles of humane care and use of animals as codified in the Animal Welfare Act (AWA) and requires programs to follow AWA regulations and policies with respect to all animal use. All animal activities conducted by a program must be reviewed and approved by an animal care and use committee whose structure and functions are in accord with AWA requirements.

5b. Adequate numbers of common domestic and laboratory animal species are required to provide the necessary quantity and quality of clinical instruction to meet curriculum requirements without overuse of the animals or violation of AWA requirements for humane use and care (see *Use of Animals in Veterinary Technology Teaching Programs*, Appendix B).

5c. Models and other alternate methods of teaching that are consistent with the goals of the curriculum must be considered to replace, reduce or refine animal use.

5d. Records and logs for animals used by the program must be comprehensive and accurately maintained.

5e. Off-campus providers of instructional support must meet objective requirements set by the program with respect to the physical facilities, staff, and available equipment. A memorandum of understanding or contractual arrangement must be established with all off-campus sites including, but not limited to, externship, preceptorship, and distance learning sites. (See *Off-Campus Clinical Instruction*, Appendix C.)

5f. If program staffed clinical veterinary services are offered, documented evidence must exist that clients are informed that student instruction is a major component of patient care. The primary purpose of such clinical veterinary services, regardless of animal ownership, must be teaching, not revenue generation. Indicate the information evaluated to assess the standard in this section Description of resources available Inspection of program facilities and clinical resources Review of animal medical records Review of medical logs (to include, but not limited to, surgical and radiology logs) Documentation of institutional animal care and use (IACUC) committee minutes Documentation of IACUC-approved animal care and use protocols Documentation of IACUC-approved complaint policy Documentation of signed memoranda of understanding with off-campus providers of clinical

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

5. Describe available animal

resources:

Dog and cat resources are provided from local shelters. Rats and mice are purchased from a local dealer. Cattle are provided by the University of Arizona. Horses are provided by a therapeutic riding stable. Bird resources are provided by a local sanctuary.

5a. Is the program registered with the USDA? Yes No

What was the date of the last inspection? February 11, 2019

Were any non-compliance issues noted at the last inspection? Yes No N/A

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Does the program follow all applicable federal and state regulations and guidelines for the care and use of all animals utilized?

12 Yes No

Is there an appropriately constituted and functioning institutional animal care and use committee (IACUC) in place? Yes No

Does the program have IACUC-approved animal care and use policies in place for all animal activities and are they complete? Yes No

Does the program have an IACUC-approved policy in place for investigating and responding to complaints of inappropriate animal care or use and is it publicized?

Yes No

Comments: The IACUC appears to be properly constituted; however, meeting minutes do not record that the Principal Investigator recuses from voting during the protocol approval process. In addition, there does not appear to be approved protocols for all animal activities conducted by the Program. **Missing protocols include but are not limited to:**

- Small animal dental radiographs
- All equine procedures
- Gastric intubation

• Procedures for rats, rabbits, and mice The approved protocols reviewed by the site team did not consistently contain all AWA required information including but not limited to:

- Rationale for animal use
- Numbers of animals used
- Literature search for alternatives

5b. Are adequate numbers of common domestic and laboratory animal species available for use in teaching to meet the required quality and quantity of clinical instruction to meet curriculum requirements without overuse of animals or violation of humane standards of care? Are signed memoranda of understanding, with appropriate exit strategies for primary providers, in place for all animal resources?

Yes No

Yes No

What is the student to animal ratio for:

Small animals: 5:1 Large animals: 3:1

Laboratory animals: 1-4:1 Avian: 1-3:1

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5c. Are there appropriate types and quantities of animal models

available for program students? Yes No

5d. Are all animal records and logs comprehensive and accurately maintained? Yes No

5e. Has the program set objective requirements for all off-campus providers of primary clinical instruction?

Are signed memoranda of understanding, with appropriate exit strategies for primary providers, in place for all off-campus sites?

13 Yes No N/A

Yes No

If off-campus clinical sites for primary clinical instruction are used, briefly describe sites utilized.

Hermitage Cat Shelter, a private, non-profit organization providing cats and medical and surgical facilities

Oasis Avian Sanctuary, private, non-profit organization providing birds and facilities

University of Arizona, providing cattle resources and a cattle chute

Therapeutic Ranch for Animals and Kids (TRAK), a private, non-profit organization providing horses and facilities

5f. Are clinical veterinary services provided to the public? Yes No

If yes, does the program clearly communicate that the services provided are utilized as

a teaching resource and that student instruction is the primary purpose?

Not applicable

Commentary:

The Program must have an appropriately functioning institutional animal care and use committee (IACUC) and IACUC-approved protocols be in place for all animals.

IACUC approved animal care and use protocols must contain all information required by AWA guidelines Areas to address include, but are not limited to:

a) Rationale for animal use b) Numbers of animals used c) Search for alternatives

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Standard 6 Library and Informational Resources

6) Library and Informational Resources

6a. Libraries and information retrieval are essential to veterinary technician education and continuing education. Timely access to current information resources pertaining to veterinary technology through print, electronic media, and/or other means must be available to students, faculty, and staff. Students must have access to a qualified resource specialist.

6b. Knowledge of quality information resources, library use and development and application of information retrieval skills must be included in the educational experience. Indicate the information evaluated to assess the standard in this section List of texts and periodicals, electronic and print, available to program personnel and students. List of databases available to program personnel and students Tour of library facilities and relevant portions of the collection Description of the qualification of the librarian(s). Description of computer technology available to program personnel and students. Description of courses/activities provided in which students learn about the educational resources available. Description of remote access technologies and mechanisms that promote use of library information. Description of funding available for library and educational resources. Description of how use of library resources is encouraged.

6. How many hours per week is the library open? What is the seating capacity of the library?

14 58

205

Where is the library located:

The East Campus Library is located adjacent to the Veterinary Technology Building.

6a. Do program personnel and students have access to library and educational resources that are sufficient to meet the needs of the program?

Yes No

What is the number of veterinary technology related books and periodicals in the library? 600 books and five periodicals

How often are books and periodicals reviewed and purged? Collections are reviewed every year. Items may be purged within 7 to 10 years of acquisition or when a new edition is purchased.

Are the library and educational resources available to program personnel and students current? Yes No

Do library personnel have the appropriate credentials? Yes No

Describe the credentials of the resource specialist:

The Head Librarian is Mr. Charles Becker who possesses a master's degree in Library in Science.

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Are adequate funds allocated to the library to support library and

Yes No educational resources? What is the amount of the library budget that is allocated to the program? The Program reports that \$5,914 was spent on program specific titles and resources.

6b. Does the program incorporate and use quality information resources, library, and other educational resources in the teaching and learning process?

15 Yes No

Are students aware of and utilize the library and educational resources available?

Yes No

Comments: Library resources and facilities are considered exceptional. In addition, the Program director conducts office hours in the library space, specifically the study spaces whereby groups of students can interact and have readily available resources for their learning activities.

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Standard 7 Admissions

7) **Admissions** 7a. The institution and program admission policies must be well defined and documented.

7b. Applicants must have a high school diploma or its equivalent. Consideration of the qualifications of applicants for admission must include aptitude for, an interest in, and an understanding of a career in veterinary technology.

7c. The CVTEA recognizes that some institutions must perform under open admissions policies that prohibit selective entry into veterinary technician education programs. However, the development and consistent application of selective admissions standards may be helpful in admitting more qualified students, reducing attrition, and producing graduates who are most likely to succeed, and therefore should be implemented.

7d. Catalogs, website, or other official publications must contain the institutional and programmatic purposes and objectives, admission requirements and procedures, academic offerings, degree granted, and program requirements for completion of the degree, including the existence of any technical standards. This information must include the length of time necessary for completion; policies with respect to satisfactory academic progress; policies on transfer of credits; tuition, fees, and other program costs; refund policies; and national and state requirements for eligibility for credentialing or entry into the field of veterinary technology.

7e. The institution and program must demonstrate integrity and responsibility in student recruitment practices. Admission must be non- discriminatory and in accordance with federal and state statutes, rules, and regulations. Personnel who are knowledgeable about the program and its requirements should conduct student recruitment.

7f. The program director or director's appointee should participate in the deliberations of the admissions committee and selection of students. Indicate the information evaluated to assess the standard in this

section College catalog, brochures, website Program admission packet
Description of admission policies and procedures Discussions with program students
 Other documentation or data that provides evidence of meeting the standard

7a. Are the institutional and program admissions policies well defined and documented? Yes No

7b. Is a high school diploma or its equivalent required for admission into the program? Yes No

7c. Describe requirements for admission into the program:

- Application to the program and admission to the college
- Self-declaration of health and physical abilities
- Proof of health insurance
- Proof of tetanus toxoid vaccine
- Scholastic requirements:
 - Grade of C or better or testing beyond the following preparatory coursework Math to meet Chemistry requirements, Reading at college level or taking 112HA, Biology 156 or higher, Chemistry 130 or higher. These courses need to be completed prior to the August start date in the program

How frequently are students enrolled into the program? Once a year for fall semester

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What is the maximum number of students to be admitted into the 48 program for each enrollment period?

7d. Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives? Yes No

7f. Does the program director or director's appointee participate in the selection of students admitted into the program? Yes No

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Standard 8 Students

8)

Students

8a. The number of students must be consistent with the mission of the program and must not exceed the available resources or the number of faculty and support staff needed to meet the educational goals of the curriculum. An appropriate program personnel-to-student ratio must be maintained to ensure student safety and adequate delivery of instruction in a

variety of teaching environments. Program personnel to student ratios shall not exceed 1:12 for laboratory courses without animals present and 1:8 for laboratory courses with animals present. (*Compliance with indicated ratios (final sentence of 8a) is required by September 1, 2020. Programs not in compliance at this time may be subject to adverse accreditation status).

8b. Student support services must be available within the institution for program students. Interactions between students and faculty/staff must be sufficient to communicate expectations for successful academic performance, provide feedback for improvement of skills or knowledge, and encourage professional growth and development.

8c. Throughout the curriculum, students must be exposed to veterinary team concepts and appropriate modeling of ethical and professional behavior.

8d. Students should be encouraged to form a student organization, and this organization should become an affiliate of the National Association of Veterinary Technicians in America (NAVTA) and appropriate state veterinary technology associations. Students should be encouraged to be active in local, state, and national veterinary technician organizations.

Indicate the information evaluated to assess the standard in this section Description of student support services available Documentation of numbers of students admitted into the program Review of student handbook Discussions with program personnel and students Other documentation or data that provides evidence of meeting the standard

8. Total institutional enrollment: Total # FTE

36,168 14,094

Total Program enrollment: Total # FTE

72 72

Does the program offer more than one veterinary technology degree/certificate option for program students? Yes No

Number of students currently at each stage of the curriculum (if applicable): 41 1st year

31 2nd year

Maximum capacity of the program per incoming class: 48

yes, what is the anticipated change in numbers

Does the program anticipate the number of students entering the program to change in the next 2 years? If 18 Yes No

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Student Retention: Retention percentage =

(Ending enrollment in the program as of June 30 + Graduates) / (Beginning enrollment as of July 1 + New Starts + Re-entries)

% Retention July 1, 2015 – June 30, 2016 66.2 %

% Retention July 1, 2016 – June 30, 2017 73.1 %

% Retention July 1, 2017 – June 30, 2018 53.3 %

Program Graduates for the past four years

Year 2015 2016 2017 2018

graduates 33 19 25 14

8a. Is the number of students enrolled appropriate for the available resources, including faculty and staff, to meet the educational goals of the program?

19 Yes No

Is there an appropriate program personnel-to-student ratio present for: Animal handling

laboratories? Yes No Program personnel to student ratio 1:4-10

Program laboratories? Yes No Program personnel to student ratio 1:8-24

Lecture classes? Yes No Program personnel to student ratio 1:20-45

Comments:

It does not appear that the current Program personnel to student ratios for laboratory activities conducted with animals and without animals will be compliant with changes to Standard 8a that will be implemented on September 1, 2020.

8b. Are academic and personal support services available to program

students from the institution? Yes No

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Comments: Program students are well served with academic and support services by the Institution. One Institutional staff member is assigned to provide support and advising services to the Program, creating seamless and consistent assistance to Program students.

8c. Does the program model veterinary team concepts and appropriate

ethical and professional behavior? Yes No

Comments:

Students interviewed at the site team are articulate and engaged in their success. In addition, students are required to complete animal care and husbandry duties twice a day, offering a unique hands-on opportunity to practice didactic curricular content presented in programmatic coursework.

8d. Does the program have a student veterinary technician

Yes No organization? If yes, is the student organization a student chapter of the

National Association of Veterinary Technicians in America (NAVTA)? Yes No

If yes, is the student organization affiliated with the state veterinary technician organization? Yes No N/A

Do students have opportunities to provide input to the program? Yes No

Comments: Students are provided an opportunity to provide input to the program through end of course surveys and from membership on the Program's advisory committee.

Commentary:

Program personnel to student ratios must not exceed 1:12 for laboratory courses without animals present and 1:8 for laboratory courses with animals present.

*Compliance with indicated ratios is required by September 1, 2020.

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Standard 9 Faculty and Staff

9) Faculty and Staff

9a. Faculty and staff numbers must be sufficient to deliver the educational program and meet the instructional goals of the program.

9b. Instructors in the program must have knowledge and expertise in the topics they teach and promote the appropriate role of the veterinary technician in the veterinary health care team. Instructional duties must not violate local, state, or federal laws regarding the practice of veterinary medicine.

9c. The program director must be a licensed veterinarian or a credentialed veterinary technician who must be a graduate of an AVMA- accredited program. The program director must have the educational background and occupational experience appropriate to understand and fulfill program goals. The position of the program director should be full time with the institution.

9d. The director must have the responsibility, authority, and support necessary to manage the program successfully. This shall be documented in a written job description that also shall clearly define the position of the director within the institutional hierarchy. The program director must be responsible for organizing continuous program review and development processes that assure program effectiveness. The program director's appointment must include sufficient time for administrative and teaching responsibilities as well as opportunities and support for professional development.

9e. Each program must have a minimum equivalent of one full-time licensed veterinarian and a minimum equivalent of one full-time credentialed veterinary technician who must be a graduate of an AVMA CVTEA-accredited program.

9f. Academic positions must offer sufficient compensation, incentives, and employment security to attract and retain qualified personnel in order to maintain program stability. Faculty and staff must have sufficient time for development and delivery of instruction, curriculum development, student evaluation, student advisement and counseling, and professional development. Programs should provide financial support for veterinary professional development activities.

9g. The institution must provide evidence that it evaluates program personnel regularly and assists and facilitates professional growth. Program personnel should be encouraged and financially supported to be participating members of local, state, and national veterinary professional associations. Indicate the information evaluated to

assess the standard in this section Documentation of program personnel workloads
 Description of program personnel workloads Documentation of program personnel credentials
 Description of program personnel credentials Job description of program director/coordinator Other documentation or data that provides evidence of meeting the standard

9a. Is there an adequate core of full-and/or part-time faculty to deliver the educational program, assure continuity of development of the educational program and meet the instructional goals of the program?

21 Yes No

9b. Are the program instructors' qualifications academically and experientially

Yes No appropriate to the subject matter they teach? 9c. Who is responsible for the management of the program?

Dr. Timothy Krone

Is the program director(s) a licensed veterinarian or a credentialed veterinary technician who is a graduate of an AVMA-accredited program? Yes No

Does the program director(s) have both the academic and experiential qualifications to fulfill the program goals? Yes No

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9d. Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program?

22 Yes No

Is there a written job description for the program director? Yes No

Are the time and resources devoted to the administration of the educational program sufficient? Yes No

Comments:

The Program director does have a job description; however, the job description presented for review does not outline any specific duties or tasks including but not limited to:

- Animal acquisition
- Animal medical and surgical duties including maintenance of patient medical records
- Programmatic accreditation
- Food and Drug Administration tasks including drug acquisition
- DEA licensing requirements
- IACUC management
- Facility maintenance, remodeling, or build-out
- Teaching activities
- Other faculty position responsibilities

9e. Does the program have a minimum equivalent of one full-time licensed veterinarian on staff? Yes No

Does the program have a minimum equivalent of one full-time credentialed veterinary

technician, who is a graduate of an AVMA-accredited program on staff?

Yes No

Comments:

Program personnel, including faculty, staff, and the Program director are hardworking and dedicated to student success.

9e. Total number of veterinarians employed? 3

Total full-time equivalent (FTE) veterinarians? 2.5

Total number of credentialed veterinary technicians employed? 6

Total FTE credentialed veterinary technicians? 3

Total other instructors employed by program? 0

FTE other instructors? 0

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Comments: Though current staffing appears minimally sufficient the Program would benefit from additional staffing to include:

- full-time credentialed veterinary technician position to support facility management, inventory control, and assist with laboratory teaching activities
- full-time faculty position to support teaching and learning and assessment of CVTEA essential skills The Program would benefit from an abrupt absence policy to address vacancies for key faculty and staff to ensure continuity of student teaching and learning activities.

9f. Are program personnel salaries and benefits sufficient to attract and retain qualified personnel? Yes No

Is the time of program personnel devoted to development and delivery of instruction, curriculum development, student evaluation, student advising and counseling, and professional development sufficient? Yes No

9g. Is there evidence that program personnel are evaluated regularly and the institution assists and provides opportunities for professional growth? Yes No

Are all program personnel members of appropriate local, state, and national professional organizations? Yes No

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Name

Education

Indicate

Indicate state(s) person

degree(s), is licensed or

name(s) of credentialed

institutions, and each year of degree conferment.

24 Title or Rank

Date of Original Appointment
Full- or Part- Time or Adjunct
Average Teaching Load in Student Contact Hours Per Week
Professional Association Memberships

Dr. Timothy Krone

Licensed in Arizona and Delaware

July 1, 2011 Full-

time ²² American Veterinary Medical Association (AVMA), American Association of Equine Practitioners (AAEP), Southern Arizona Veterinary Medical Association (SAzVMA), Evidence Based Veterinary Medical Association Dr. Erika Hartle-Schutte

Licensed in Arizona and Colorado

DVM, Michigan State University, 2001

MPH, University of Arizona, 2011

Program Director / Faculty

Full-time ³⁰ AVMA, SAzVMA, Arizona Veterinary Medical Association

Ms. Joyce Allinger

Credentialed in Arizona

DVM, Colorado State University, 2005

Faculty August 9,

2015

July 1, 2007 Full-

time ⁶

Dr. T. Luise King

Licensed in Arizona

AAS Pima Community College, 2003

Laboratory Specialist

Part-time ¹⁴

Ms. Jenaway Gallo

Credentialed in Arizona

DVM, University of Missouri, 2008

Adjunct Faculty

August 16, 2014

Part-time ⁴ Association of Veterinary

Technician Educators (AVTE)

Ms. Sarah Mackie

Credentialed in Arizona

AAS, Pima Community College, 2007

Adjunct Faculty

August 15, 2010

Part-time ¹⁴ AVTE, SAzVMA,

Ms. Joanna Kincaid

Credentialed in the State of Washington
AAS, Pima Community College, 2008
Adjunct Faculty
August 16, 2014
AAS, Pierce Community College, 1998
Adjunct Faculty
August 15, 2016

Part-time ⁹

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Name

Education

Indicate

**Indicate state(s) person
degree(s), is licensed or
name(s) of credentialed**

institutions, and each year of degree conferment.

25 Title or Rank

Date of Original Appointment

Full- or Part- Time or Adjunct

Average Teaching Load in Student Contact Hours Per Week

Professional Association Memberships

Ms. Elaine Corbus
Credentialed in Arizona

Part-time ^{2.5}

Ms. Rachel Barry
Credentialed in Arizona
AAS, Pima Community College, 2012
Adjunct Faculty
August 15, 2016

Part-time ¹⁰

Commentary:

The Program should create another full-time credentialed veterinary technician position to support facility management, inventory control, and assist with laboratory activities.

The Program should create an additional full-time faculty position.

The Program director's job description should be reviewed and updated to accurately reflect the responsibilities of the position.

An "abrupt absence" contingency plan should be developed for key Program personnel to ensure continuity.

All Program personnel should be members of appropriate state and national professional organizations.

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).

AAS, Pima Community College, 2015

Laboratory Technician

September 1, 2016

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

10b. The specific courses shall teach basic medical science, communication, critical thinking, decision-making and clinical application skills. Integration of nursing, technical, and medical skills within the curriculum must use live animals. Whenever possible, animal nursing skills should be developed in a setting and under conditions that are a reflection of the manner in which graduates will use these skills.

10c. The curriculum must include general education and specific veterinary technology course content. Required materials can be offered as complete course offerings or be integrated into courses involving more than one area of recommended material. Course objectives must be clearly communicated to the student through syllabi or other course documents. Course offerings to meet curriculum requirements must constitute a minimum of 60 semester credit hours (or equivalent).

10d. Practical veterinary experience that expands student knowledge and builds proficiency of acquired skills through task-specific exercises is a required portion of the curriculum. These experiences are usually termed preceptorships, practicums, internships, or externships. Practical experiences are for the purpose of honing skills learned in formal instructional settings and should be scheduled to occur following completion of skills acquisition. These practical experiences should be a minimum of 240 cumulative contact hours and must be monitored by the program director or the director's appointee who must be a program faculty or staff member. Prior to the beginning of the practical experience, on-site supervisors must be contacted by the program. Students and faculty should seek progressive contemporary facilities that employ credentialed veterinary technicians to act as professional role models and mentors. During the practical experience, contact must be maintained with students and their on-site supervisors to monitor students' personal and educational experiences. It is highly recommended that such contact take place through personal visits and interviews by the program director or appointee. Specific criteria must be used to assist on-site supervisors in monitoring student progress. The program director or appointee shall review student performance evaluations by on-site supervisors, student evaluation of the experiences, and a final student performance evaluation.

10e. Successful completion of all required skills found in the *Veterinary Technology Student Essential and Recommended Skills List, Appendix I* must be evaluated and documented by program personnel who use standard criteria that reflect contemporary veterinary practice. Program personnel should be a credentialed veterinary technician or veterinarian. Program personnel must have a signed agreement with the parent institution, complete training in evaluating essential skills, and regularly communicate with the program director.

10f. The CVTEA recognizes that a program may wish to emphasize certain areas within the curriculum to capitalize on regional variation, institutional strengths, and available job markets. This emphasis should be clearly stated in the mission statement/objectives of the program, and the curriculum shall then reflect that emphasis. A choice to emphasize one aspect of the curriculum must not interfere with the acquisition of all skills listed on the *Veterinary Technology Student Essential and Recommended Skills* list (Appendix I).

10g. The CVTEA recognizes that academic institutions have the inherent right to accept credits from other colleges, universities,

recognized educational entities, or prior learning. However, if the program accepts veterinary technician-related course credit from institutions not accredited by AVMA CVTEA, the program must ensure that the rigor of transfer courses meets CVTEA Standards. Provision of prior learning must include documentation or critical evaluation of these experiences to award college credit or advanced standing. Documentation of the assurance may be requested for review during the program accreditation process.

10h. At times, accredited programs are requested to give credit for high school courses with titles similar to those required for graduation from a CVTEA-accredited program. If credit is to be given for such courses, the student must first be required to demonstrate to veterinary technology program faculty a level of competency comparable to that of students who complete the required course successfully. Indicate the information evaluated to assess the standard in this section
 College catalog, website Suggested course sequence Course syllabi Standardized criteria Documentation of student acquisition of essential skills Sample of course content e.g. unit of instruction with lecture and laboratory components Discussions with program personnel and students Schedule for curriculum review and revision Other documentation or data that provides evidence of meeting the standard

2
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10. The total number of credit hours for the program is: 72 for class of 2019;
74 for class of 2021

Number of externship/internship/preceptorship hours in the curriculum (honing skills).
27 400

If applicable, number of hours during the externship/internship/preceptorship spent in primary learning (completing essential skills including assessment).
0

Length of consecutive time to complete the curriculum? 21 calendar months

Total number of contact hours to complete the program (including lecture and laboratories)
1680 hours

Curriculum is based on what type of a delivery system? (i.e. quarters/semesters)
Semester credits

What degree(s) (or certificates) is/are granted? Associates in Applied Science Degree (AAS) in Veterinary Technology

10a. Are the curriculum and length of the program appropriate to meet the educational objectives of the program? Yes No

Does the curriculum provide a reasonable opportunity for a student to attain knowledge and contemporary veterinary skills consistent with the needs of an entry-level veterinary technician?
 Yes No

10b. Are basic medical sciences, communication, critical thinking, decision-making and clinical application skills included within the curriculum?

Yes No

10c. Are course prerequisites clearly communicated, are they identified in the catalog and on the course syllabi, and are they being followed?

Yes No

Are the courses available when needed by the student so that a student may complete the curriculum in the length of time stated in the program literature?

Yes No

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Are the individual courses and the curriculum as a whole reviewed and systematically evaluated?

Do program personnel participate in curriculum review and revision?

Is there evidence that feedback from the evaluation process has resulted in implemented changes?

28 Yes No

Yes No

Yes No

Does the curriculum include the required general education and specific veterinary technology course content? Yes No

10d. For the practical veterinary experience, does the program have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No

Is the practical veterinary experience monitored by the program director or the director's appointee, who is appropriately qualified? Yes No

10e. Do program students complete all essential skills? Yes No

Are essential skills evaluated using standardized criteria? Yes No

Do program personnel evaluate students' acquisition of essential

Yes No

skills? Comments: Review of student records for essential skills

completion shows combined sign off/signatures for skills required on multiple species or anatomical locations including but not limited to:

- Intravenous injection for ruminants and horses
- Cat and dog ovariohysterectomy and orchietomy
- Intravenous catheter placement for cephalic and saphenous veins
- Subcutaneous injection for mouse or rat and rabbit Bovine tail restraint was not

completed by all students. The Program did not provide a complete list of standardized criteria for essential skills.

10g. Does the program ensure that credits accepted in transfer from

Yes No N/A non AVMA-accredited programs meet CVTEA standards?

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10h. Does the program accept credit for high school courses? Yes No

If yes, are students required to demonstrate competency comparable to program students who have completed the required course successfully?

29 Yes No N/A

Are any changes to the curriculum being considered? No.

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

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Standard 11 Outcomes Assessment

11) Outcomes Assessment 11a. The program must develop program-specific outcome assessment instruments that assist in determining attainment of the educational goals. Such instruments shall include, but are not limited to attrition rates, graduate and employer surveys, pass rates and domain scores of the Veterinary Technician National Examination (VTNE) as compared to the national average and applicable state examination pass rates. The results of all outcome assessments must be used to improve the program. In absence of significant data from peer reviewed examinations, programs must develop objective means to assess student competency.

11b. CVTEA expects the institution to encourage and support the program review and evaluation process for the outcomes of the educational program.

11c. Programs must comply with VTNE reporting requirements. (see Reporting to the Community, section VI)

11d. The Program's three-year rolling average VTNE pass percentage for first time test takers must be 50% or higher. (*Compliance with 11d is required by September 1, 2020. Programs not in compliance at this time may be subject to adverse accreditation status.)

Indicate the information evaluated to assess the standard in this section Veterinary Technician National Examination results State credentialing examination results Recent Graduate surveys and Employer surveys Evaluations by preceptorship/internship/externship supervisors Student evaluations of program Faculty evaluations of program Program goals and assessment plan Advisory committee minutes Job placement Documentation of change resulting from program evaluation Other documentation or data that provides evidence of meeting the standard

11a. Does the program utilize program-specific graduate and

Yes No N/A employer surveys? Did the program provide results of graduate

and employer surveys and are the results current? Yes No N/A

Comments:

The Program has not completed the graduate or employer survey process for two years therefore no survey results were provided for site team review.

Does the program utilize other methods to assess outcomes, other than the Veterinary Technician National Examination (VTNE) and state examination pass rates, graduate and employer surveys, and attrition rates?

30 Yes No

Describe other methods of outcome assessment:

The Program utilizes VetTechPrep® to provide data for cross-analysis by faculty to improve the curriculum.

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Is there a credentialing requirement in the state? Yes No

Is there a state credentialing examination? Yes No

Veterinary Technician National Examination (VTNE) results (first time candidates only):

2014–2015 2015–2016 2016–2017 2017-2018 2018-2019

(to date)

Number of first-time test takers passing VTNE (July 1 to June 30)

31 11 18 16 16 13

Total number first-time test takers (July 1 to June 30)

11 27 19 21 16

VTNE pass rate (July 1 to June 30)

100 % 66.7 % 84.2 % 76.2 81.3

Comments:

The state of Arizona does not report state examination testing results to the candidate's school.

11c. Has the program posted the three-year total number of first-time test takers and

pass percentages for the VTNE on its website? Yes No N/A

Comments: The VTNE three-year pass percentage:

2014-2017: 78.95% 2015-2018: 74.63%

2016-2019: 80.36% (to date)

How do domain scores on the VTNE relate to averages for first-time candidates?

Domain results track near the average.

Describe ways that outcomes assessment results are used in program improvement: As previously mentioned, the Program uses VetTechPrep® for formative assessment to track student progress and provide data to improve the programmatic curriculum.

Commentary: Program graduates and their employers must be surveyed on a regular basis, and an analysis of the survey results be used for Program improvement.

CRITICAL DEFICIENCY (IES) Critical deficiencies apply to situations that clearly result in a program's inability to meet a Standard, and/or subject students, faculty, or others to unacceptable levels of risk. Documentation of significant progress toward compliance with each critical deficiency must be achieved by the time of the program's next report to CVTEA. Lack of compliance may be considered cause for reduction of the program's accreditation status.

It is critical
that:

1. The Program have an appropriately functioning institutional animal care and use committee

(IACUC) and IACUC-approved protocols be in place for all animals. (5a) 2.

Evidence exist that all required skills have been performed by all students and have been

evaluated by Program personnel using standardized criteria. (10e) 3. Program graduates and their employers be surveyed on a regular basis, and an analysis of the survey results be used for Program improvement.

(11a)

MAJOR DEFICIENCY (IES) Major deficiencies apply to situations that jeopardize the ability of the program to meet a Standard. Progress toward meeting each major deficiency must be demonstrated on an annual or biennial basis. Documentation of steps taken toward compliance with major deficiencies is required. Lack of compliance within the **assigned five- or six-year period, prior to the next scheduled complete evaluation**, may be considered cause for reduction of the program's accreditation status.

It is required

that:

1. IACUC approved animal care and use protocols contain all information required by AWA

guidelines Areas to address include, but are not limited to:

a) Rationale for animal use b) Numbers of animals used c) Search for alternatives (5a) 2. Program personnel to student ratios not exceed 1:12 for laboratory courses without animals present and 1:8 for laboratory courses with animals present. (8a) *Compliance with indicated ratios is required by September 1, 2020.

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

It is suggested
that:

1. Efforts be made to develop program specific veterinary technology scholarships. 2. The advisory committee have representation from the public. 3. The Program should acquire a designated animal transport vehicle and **acquire software to manage the recording of essential skills completion.** 4. The Program create another full-time credentialed veterinary technician position to support facility management, inventory control, and assist with laboratory activities. 5. The Program create an additional full-time faculty position. 6. The Program director's job description be reviewed and updated to accurately reflect the responsibilities of the position. 7. An "abrupt absence" contingency plan be developed for key Program personnel to ensure continuity. 8. All Program personnel be members of appropriate state and national professional organizations. 9. Program personnel be encouraged and financially supported to attend continuing education meetings including the biennial symposia of the Association of Veterinary Technician Educators (AVTE).

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2019

CLASSIFICATION OF
ACCREDITATION

PIMA COMMUNITY COLLEGE
VETERINARY TECHNOLOGY
PROGRAM

Is

granted

FULL
ACCREDITATION

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

AVMA CVTEA ACCREDITATION
REPORT OF EVALUATION

Pima Community College
Veterinary Technology
Program 2019