

Instructional Discipline Template

A. Program Information

Program Mission Statement

Please enter your mission statement here.

Mission Statement

To empower the future veterinary technician to be a progressive and compassionate member of the veterinary team and community.

Core values

The knowledge and skills to provide exemplary care to veterinary patients.

Compassion for animals, families, team members, and community.

Dedication to lifelong learning across all disciplines and species.

Embrace the connections among humans, animals and the environment.

Encourage and promote diversity.

"We recognize that within the veterinary field there is a lack of diversity. We also recognize that historically marginalized students have felt unsupported in traditional school settings. Our program strives to create a community where all students especially our marginalized students feel supported in their learning and their journey to become excellent veterinary nurses."

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

The program is in the process of updating the current PLOs and program objectives. The current ones are below :

- The student will demonstrate entry-level competency in the necessary knowledge, skills, and abilities required for the practice of veterinary technology in a wide range of practice settings.
- The graduates will demonstrate entry-level clinical skills competency in accordance with accreditation requirements.

Program Objectives:

- Provide approved coursework leading to a meaningful Associate in Science Degree.
- Graduates will meet the minimum eligibility requirements for the California Veterinary Technician Licensing Examination and will be equipped to earn a passing score and become Registered Veterinary Technicians.
- Maintain high standards for knowledge and performance, provide rigorous academic and practical training in veterinary technology, and produce graduate technicians with superior qualifications.
- Instill in the students a strong sense of professionalism and demonstrate the value of personal accountability and integrity and a solid work ethic.
- Provide the necessary knowledge, skill and ability to enable immediate employability of graduates at an entry level in clinical practice, the biomedical industry, and other areas where veterinary technicians are in demand. Specifically, to meet the locally high demand for well-trained, highly skilled registered veterinary technicians.

B. FTES - Enrollment Trends

Enrollment Variables and Trends

	2017-18	2018-19	2019-20	2020-21	2021-22	5-yr %Inc
Unduplicated Headcount	225	254	214	243	220	-2.2%
Enrollment	1,174	1,182	1,172	1,232	1,128	-3.9%
Sections	55	58	56	58	55	0.0%
WSCH	1,658	1,621	1,445	1,633	1,553	-6.3%
FTES (end of term)	110	107	95	107	102	-7.3%
FTEF (end of term)	5.7	6.0	5.3	5.3	6.1	6.3%
Productivity (WSCH/FTEF)	289	270	274	307	255	-11.9%

1. In the data table above, what does the FTES data trend indicate?

- the data trend shows an increase in FTES
- the data trend shows a decrease in FTES
- the data trend shows no change and/or is flat in FTES

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.

The Veterinary program consists of two separate programs and an Introduction class. Within our veterinary assisting program we can have a max enrollment of 81 students, our introduction course has a max enrollment of 35 students and our veterinary technology program has a max enrollment of 62 students (two cohorts of 31) As many other programs, Vet Tech encountered teaching challenges when moving to a virtual format during COVID. In addition to the virtual teaching challenges, laboratory sections were increased to protect human health. The combination of fewer accepted students and more laboratory sections resulted in the 7.3% drop in FTES. Because the hands-on experience is vital for the students to be successful in the program and veterinary field, the program directors decided that it would be better to admit fewer students to support and maintain student success, so that the program can provide appropriate support for enrolled students.

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the FTES.

The program has returned to admitting the maximum number of students allowed by our accreditation body for 2022-23 school year. The veterinary assisting program has expanded to teach classes at Elmwood correctional facility in Spring 2022 and Oakland Street Academy in Fall 2022.

C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

- the data trend shows an increase in sections
- the data trend shows a decrease in sections
- the data trend shows no change and/or is flat in sections

If the data trend shows no change/flat or an increase or decrease in sections, explain why the number of sections is flat, increased or decreased.

Veterinary professionals were considered essential workers during the pandemic due to this we had all in person labs. With the pandemic restrictions to the number of people in one lab we were required to increase the number of sections. With the relaxation of pandemic

restrictions, we are able to return to the number of sections allowed per our accreditation body. The current number of sections remains flat. Veterinary Technology courses are restricted by the accreditor to specific ratios of students to animals and students to faculty, which prohibits the program from increasing the current number of sections. There are plans to increase the number of sections specifically in the veterinary assisting portion of our program.

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

As stated we are unable to increase our sections within the veterinary technology program it's self. With a increase of staffing over the next few years that is a hope to increase the veterinary assisting course.

D. Productivity - Enrollment Trends

1. In the data table above, what does the data trend indicate about the productivity number?

- the data trend shows the productivity number increased
- the data trend shows the productivity number decreased
- the data trend shows no change and/or flat in the productivity number

If the data trend shows no change/flat or an increase or decrease in productivity, explain why the productivity is flat, increased or decreased.

The program is structured so the classes build on each other. During the first year of the program students take foundational classes including anatomy and physiology, basic nursing skills and terminology. As they progress to their second year, we ask them to take the knowledge and skills they possess and apply it to the upper-level courses. The program utilizes lectures, hands-on, discussion, videos, and team teaching to address multiple learning styles. As a full time program that utilizes one lab, the veterinary technology program is limited to the current schedule of classes. Currently due to class requirements, space, and staffing issues we are unable to provide multiple options for class schedules. The program recognizes that this can be a barrier to enrollment but is currently not in a place to investigate these options. Our accreditation body has strict student to teacher ratios in lab at 1:8 which impacts productivity.

2. Does the data trend suggest changes are necessary to improve productivity?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

With the increase of admitted students and the expansion of the veterinary assisting program the goal is to increase productivity. We now offer two formats for our veterinary assisting program. One is our traditional online program and the other is within the Elmwood correctional facility. Because our veterinary assisting program is outside our accreditor's prevue, we have more flexibility with the number of students we admit. We have since increased the number of enrollments at Elmwood to a max of 42 students. Our online course has a max of 39. In winter 2023 Online winter 2023 census 38 max 39, Elmwood 2023 census 35.

E. Enrollment by Student Demographics

Enrollment Distribution

Student Headcounts by Gender

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent								
Female	1,065	91%	1,097	93%	1,105	94%	1,178	96%	1,010	90%
Male	90	8%	63	5%	65	6%	53	4%	117	10%
Unknown gender	19	2%	22	2%	2	0%	1	0%	1	0%
Total	1,174	100%	1,182	100%	1,172	100%	1,232	100%	1,128	100%

Student Headcounts by Race/Ethnicity

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent								
Asian	298	25%	344	29%	346	30%	258	21%	230	20%
Black	37	3%	14	1%	8	1%	24	2%	42	4%
Filipinx	6	1%	36	3%	48	4%	98	8%	103	9%
Latinx	247	21%	294	25%	356	30%	441	36%	346	31%
Native American	0	0%	0	0%	3	0%	3	0%	3	0%
Pacific Islander	1	0%	2	0%	0	0%	1	0%	5	0%
Unknown ethnicity	35	3%	51	4%	42	4%	1	0%	49	4%
White	550	47%	441	37%	369	31%	406	33%	350	31%
Total	1,174	100%	1,182	100%	1,172	100%	1,232	100%	1,128	100%

a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

- the data trend shows an increase in the female enrollment rates
- the data trend shows a decrease in the female enrollment rates
- the data trend shows no change and/or is flat in the female enrollment rates

Males

- the data trend shows an increase in the male enrollment rates
- the data trend shows a decrease in the male enrollment rates
- the data trend shows no change and/or is flat in the male enrollment rates

Non-Binary

- the data trend shows an increase in the non-binary enrollment rates
- the data trend shows a decrease in the non-binary enrollment rates
- the data trend shows no change and/or is flat in the non-binary enrollment rates

If the data trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain why the enrollment rates is flat, increased, or decreased.

The veterinary field is prominently a female profession and the program has struggled to attract male students. There has been an increased effort to do outreach to increase the number of males in the program. The Elmwood vet assisting program has also increased these numbers as it is extremely popular among the male students and these sections are at max enrollment. Outreach for the program currently primarily consists of school tours at Foothill as well as career events and workshops at various high schools in the Bay Area. With additional hiring of faculty members we will increase our targeted outreach. We are also working to contact high school and college programs that are predominantly to recruit more males in the program.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2021-22 = 51% Female, 47% Male, 2% Unknown)

- yes
- no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

Please see above

Data Table for Enrollment by Gender of Declared Majors

<https://foothill.edu/programreview/prg-rev-docs/22-23-enroll-by-gender-and-declared-major.pdf>

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

Females

- the data trend shows an increase in the female enrollment of the declared major
- the data trend shows a decrease in the female enrollment of the declared major
- the data trend shows no change and/or is flat in the female enrollment of the declared major

Males

- the data trend shows an increase in the male enrollment of the declared major
- the data trend shows a decrease in the male enrollment of the declared major
- the data trend shows no change and/or is flat in the male enrollment of the declared major

Non-Binary

- the data trend shows an increase in the non-binary enrollment rates
- the data trend shows a decrease in the non-binary enrollment rates
- the data trend shows no change and/or is flat in the non-binary enrollment rates

b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

- the data trend shows an increase in the African Americans enrollment rates
- the data trend shows a decrease in the African Americans enrollment rates
- the data trend shows no change and/or is flat in the African Americans enrollment rates

Asian

- the data trend shows an increase in the Asian enrollment rates
- the data trend shows a decrease in the Asian enrollment rates
- the data trend shows no change and/or is flat in the Asian enrollment rates

Filipinx

- the data trend shows an increase in the Filipinx enrollment rates
- the data trend shows a decrease in the Filipinx enrollment rates
- the data trend shows no change and/or is flat in the Filipinx enrollment rates

Latinx

- the data trend shows an increase in the Latinx enrollment rates
- the data trend shows a decrease in the Latinx enrollment rates
- the data trend shows no change and/or is flat in the Latinx enrollment rates

Native American

- the data trend shows an increase in the Native American enrollment rates
- the data trend shows a decrease in the Native American enrollment rates
- the data trend shows no change and/or is flat in the Native American enrollment rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander enrollment rates
- the data trend shows a decrease in the Pacific Islander enrollment rates
- the data trend shows no change and/or is flat in the Pacific Islander enrollment rates

White

- the data trend shows an increase in the White enrollment rates
- the data trend shows a decrease in the White enrollment rates
- the data trend shows no change and/or is flat in the White enrollment rates

Decline to State

- the data trend shows an increase in the Decline to State enrollment rates
- the data trend shows a decrease in the Decline to State enrollment rates
- the data trend shows no change and/or is flat in the Decline to State enrollment rates

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2021-22 = 5% African American, 27% Asian, 5% Filipinx, 30% Latinx, 1% Native American, 1% Pacific Islander, 28% White, 5% Unknown)

- yes
- no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

The veterinary field is a predominately white field. Foothill's Vet Tech and Vet Assisting classes in the 2021-22 school year showed the most diversity in the past 5 years. The program has implemented more outreach to communities of color and underrepresented potential students. This outreach includes high schools in Hayward, San Jose, East Palo Alto, Oakland and Elmwood Correctional facility. . The Elmwood program is usually split pretty evenly between men and women. Winter 2023 at census there were 22 women and 20 men enrolled, 18 women and 17 men completed the class.

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

- yes
- no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

We will continue to perform targeted outreach. The program director would like to expand the veterinary assisting program to include additional high schools and juvenile detention facilities but due to staffing challenges we are unable to expand at this time.

F. Student Course Success

Student Population Areas of Focus

Limits: Course Credit Status Credit

Course Success
Health Sciences & Horticulture - Veterinary Technology-FH

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent								
Success	1,089	93%	1,065	90%	1,019	87%	1,173	95%	1,076	95%
Non Success	51	4%	75	6%	127	11%	39	3%	21	2%
Withdrew	34	3%	42	4%	26	2%	20	2%	31	3%
Total	1,174	100%	1,182	100%	1,172	100%	1,232	100%	1,128	100%

Course Success for Black, Latinx, and Filipinx Students

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent								
Success	239	82%	283	82%	352	85%	526	93%	431	96%
Non Success	31	11%	40	12%	49	12%	25	4%	10	2%
Withdrew	20	7%	21	6%	11	3%	12	2%	8	2%
Total	290	100%	344	100%	412	100%	563	100%	449	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent								
Success	850	96%	782	93%	667	88%	647	97%	645	95%
Non Success	20	2%	35	4%	78	10%	14	2%	11	2%
Withdrew	14	2%	21	3%	15	2%	8	1%	23	3%
Total	884	100%	838	100%	760	100%	669	100%	679	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

a. Student Course Success

1. In the data table above, what does the data trend indicate about overall course success?

- the data trend shows an increase in the students' course success percentage
- the data trend shows a decrease in the students' course success percentage
- the data trend shows no change and/or is flat in the students' course success percentage

If the data trend shows an increase, decrease, or no change and/or is flat in students' course success percentage, explain what programmatic factors led to such a trend.

The program has increased the amount/ hours of supplemental instruction and open labs. Supplemental can be groups of students working on specific skills or concepts as well as one-on-one opportunities. Open lab is a day in which students are provided with activities and questions from every class they are currently in. All availability faculty are present in the lab to support the students. Those struggling and those that are not struggling. The program has pivoted to not only support students the knowledge and hands on skills required, but the self and interpersonal skills they will need to work in an emotional, physically, and mentally demanding field. Students that are struggling are identified early and discussed at weekly staff meetings. Students in the Elmwood veterinary assisting program have a high rate of withdrawal due to being released, rehoused or reclassified which often prevents their ability to remain in the classes.

2. Do the data suggest changes are necessary to improve student course success?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

The program has also extended the program through summer to better support our students who struggle with the accelerated time frame as well as individual education plans if requested. The program is also instituting end of quarter surveys that will help evaluate the program and what additional support the students need in prior classes to be successful.

b. Student Course Success by Student Groups

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change and/or is flat in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Unknown student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change and/or is flat in the course success percentage

3. In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Unknown student groups?

- yes
- no

If the data trend shows an increase, decrease, or no change/flat in course success gap, explain why the course success gap is flat, increased, or decreased.

The rates success rates for African-American, Latinx, Filipinx student groups has increased from 82% to 96% and the success rates for Asian, Native American, Pacific Islander, White, Unknown student groups has decreased from 96% to 95%. The program has increased support for all students but especially students of color. This includes regular check-ins with students if they are struggling and to see how they are doing in general. In addition to regular check-ins with students that are struggling, all previous support offered individual supplemental is recommended or very highly encouraged.

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Unknown student groups?

- yes
- no

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Unknown student groups?

Recognize the feeling of not belonging within a classroom setting more our marginalized students. Because of this the program has created a new course that works to address this. The course includes discussions about implicit biases, privilege, mental wellness, compassion fatigue, burn out. The course recognizes the different lived experiences of students and encourages them to talk about them and reflect on how their experiences has shaped their schooling and sense of self.

G. Student Course Success by Demographics

a. Student Course Success by Gender

The following questions concern student success rates by gender.

Course Success Rates by Group

Limits: Course Credit Status Credit

Success Rates by Gender
Health Sciences & Horticulture - Veterinary Technology-FH

2021-22

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	971	96%	19	2%	20	2%	1,010	100%
Male	104	89%	2	2%	11	9%	117	100%
Unknown gender	1	100%	0	0%	0	0%	1	100%
All	1,076	95%	21	2%	31	3%	1,128	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	1,125	96%	36	3%	17	1%	1,178	100%
Male	47	89%	3	6%	3	6%	53	100%
Unknown gender	1	100%	0	0%	0	0%	1	100%
All	1,173	95%	39	3%	20	2%	1,232	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	964	87%	121	11%	20	2%	1,105	100%
Male	53	82%	6	9%	6	9%	65	100%
Unknown gender	2	100%	0	0%	0	0%	2	100%
All	1,019	87%	127	11%	26	2%	1,172	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	996	91%	66	6%	35	3%	1,097	100%
Male	47	75%	9	14%	7	11%	63	100%
Unknown gender	22	100%	0	0%	0	0%	22	100%
All	1,065	90%	75	6%	42	4%	1,182	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	989	93%	45	4%	31	3%	1,065	100%
Male	82	91%	6	7%	2	2%	90	100%
Unknown gender	18	95%	0	0%	1	5%	19	100%
All	1,089	93%	51	4%	34	3%	1,174	100%

Success Rates by Ethnicity
Health Sciences & Horticulture - Veterinary Technology-FH

2021-22

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	216	94%	5	2%	9	4%	230	100%
Black	41	98%	1	2%	0	0%	42	100%
Filipinx	100	97%	3	3%	0	0%	103	100%
Latinx	331	96%	7	2%	8	2%	346	100%
Native American	3	100%	0	0%	0	0%	3	100%
Pacific Islander	5	100%	0	0%	0	0%	5	100%
Unknown ethnicity	36	73%	0	0%	13	27%	49	100%
White	344	98%	5	1%	1	0%	350	100%
All	1,076	95%	21	2%	31	3%	1,128	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	253	98%	2	1%	3	1%	258	100%
Black	20	83%	2	8%	2	8%	24	100%
Filipinx	92	94%	3	3%	3	3%	98	100%
Latinx	414	94%	20	5%	7	2%	441	100%
Native American	3	100%	0	0%	0	0%	3	100%
Pacific Islander	1	100%	0	0%	0	0%	1	100%
Unknown ethnicity	0	0%	1	100%	0	0%	1	100%
White	390	96%	11	3%	5	1%	406	100%
All	1,173	95%	39	3%	20	2%	1,232	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	300	87%	36	10%	10	3%	346	100%
Black	6	75%	2	25%	0	0%	8	100%
Filipinx	44	92%	3	6%	1	2%	48	100%
Latinx	302	85%	44	12%	10	3%	356	100%
Native American	2	67%	1	33%	0	0%	3	100%
Pacific Islander	0	N/A	0	N/A	0	N/A	0	100%
Unknown ethnicity	41	98%	1	2%	0	0%	42	100%
White	324	88%	40	11%	5	1%	369	100%
All	1,019	87%	127	11%	26	2%	1,172	100%

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	334	97%	5	1%	5	1%	344	100%
Black	8	57%	3	21%	3	21%	14	100%
Filipinx	28	78%	6	17%	2	6%	36	100%
Latinx	247	84%	31	11%	16	5%	294	100%
Native American	0	N/A	0	N/A	0	N/A	0	100%
Pacific Islander	0	0%	2	100%	0	0%	2	100%
Unknown ethnicity	51	100%	0	0%	0	0%	51	100%
White	397	90%	28	6%	16	4%	441	100%
All	1,065	90%	75	6%	42	4%	1,182	100%

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	289	97%	8	3%	1	0%	298	100%
Black	32	86%	3	8%	2	5%	37	100%
Filipinx	4	67%	2	33%	0	0%	6	100%
Latinx	203	82%	26	11%	18	7%	247	100%
Native American	0	N/A	0	N/A	0	N/A	0	100%
Pacific Islander	1	100%	0	0%	0	0%	1	100%
Unknown ethnicity	34	97%	1	3%	0	0%	35	100%
White	526	96%	11	2%	13	2%	550	100%
All	1,089	93%	51	4%	34	3%	1,174	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. In the data table above, what does the data indicate about program course success by gender?

Females

- the data trend shows an increase in the female course success rates
- the data trend shows a decrease in the female course success rates
- the data trend shows no change and/or is flat in the female course success rates

Males

- the data trend shows an increase in the male course success rates
- the data trend shows a decrease in the male course success rates
- the data trend shows no change and/or is flat in the male course success rates

Non-Binary

- the data trend shows an increase in the non-binary course success rates
- the data trend shows a decrease in the non-binary course success rates
- the data trend shows no change and/or is flat in the non-binary course success rates

If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased, or decreased.

The program recognizes that during the years illustrated in program review the number of male faculty often zero. We also recognize that the lack of representation often affects students' success rate. As stated, we are excited to have additional male instructors in the program. To obtain individual course specifics, we must go class by class. For Winter 2023 in all courses within the program which includes all veterinary assisting courses, our program courses, and the introduction to veterinary medicine we had a total of 29 men. Of those 29 men 2 failed a course which puts our success rate at 94%. We recognize that this is a snapshot within this year and not a full example, but we do feel that this in a good indication that the support previously mentioned is having a positive affect on the success of our male students.

2. Do the data suggest changes are necessary to improve female, male, or non-binary student course success percentage rates?

- yes
- no

If yes, describe proposed actions to stabilize/increase the course success rates for male, female, or non-binary.

Along with the above actions the program will continue to offer tailored support to marginalized groups as needed to ensure and maintain student success.

b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

1. In the data table above, what does the data trend indicate about program student course success by ethnicity?

African Americans

- the data trend shows an increase in the African Americans course success rates
- the data trend shows a decrease in the African Americans course success rates
- the data trend shows no change and/or is flat in the African Americans course success rates

Asian

- the data trend shows an increase in the Asian course success rates
- the data trend shows a decrease in the Asian course success rates
- the data trend shows no change and/or is flat in the Asian course success rates

Filipinx

- the data trend shows an increase in the Filipinx course success rates
- the data trend shows a decrease in the Filipinx course success rates
- the data trend shows no change and/or is flat in the Filipinx course success rates

Latinx

- the data trend shows an increase in the Latinx course success rates
- the data trend shows a decrease in the Latinx course success rates
- the data trend shows no change and/or is flat in the Latinx course success rates

Native American

- the data trend shows an increase in the Native American course success rates
- the data trend shows a decrease in the Native American course success rates
- the data trend shows no change and/or is flat in the Native American course success rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander course success rates
- the data trend shows a decrease in the Pacific Islander course success rates
- the data trend shows no change and/or is flat in the Pacific Islander course success rates

White

- the data trend shows an increase in the White course success rates
- the data trend shows a decrease in the White course success rates
- the data trend shows no change and/or is flat in the White course success rates

Decline to State

- the data trend shows an increase in the Decline to State course success rates
- the data trend shows a decrease in the Decline to State course success rates
- the data trend shows no change and/or is flat in the Decline to State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

The program is pleased to see that much of the work instituted in the past few years has improved the success rate of not only our students of color but all our students. We see a huge improvement in our African American students from 86% to 98%, our Filipinx students from 67% to 100% and Latinx students from 82% to 96%. We do see quite a drop in the success of our decline to state from 97% to 73%; we also do see a decrease in the non-success percentage from 3% to 0% with an increase in the withdrawal percentage to 13%. This is suspected to be due to Elmwood's high withdrawal rate.

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

- yes
- no

If yes, describe the reasons for the gap in course success.

The program is unsure of the reason for the decrease in success rate for decline to state students. The program does feel like it needs to increase the support for students across all ethnic backgrounds to increase the success of this demographic. The program feels that the expansion of the program over the summer will support this targeted increase.

3. Do the data suggest that changes are necessary to improve program course success equality?

- Yes
- No

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

As the gap is with students who decline to state their ethnicity the program struggles to identify specific actions for this demographic. The program does feel that continuing the additional support provided over the past year as stated in the document will help decrease the gap.

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

N/A

Self-Study Checklist

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- Attended the Writer Orientation/Training in November
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- Engaged in discussion with IR Coach
- The Self-Study Report was written collaboratively with other program stakeholders
- The Self-Study Report was proofread by a collaborator

This form is completed and ready for acceptance.



Career and Technical Education Programs Addendum 2022

A. Re-Accreditation Information

1. When was your last re-accreditation visit?

November 30-December 1st 2022

2. Did the program maintain accreditation?

yes

no

3. Were there any commendations/special mentions identified? If yes, please elaborate.

Our VTNE pass rate, the diversity of our program animals, our experienced and dedicated faculty are focused on student success. We see communication and self care as critical skills that we heavily promote.

4. What were the major citations of the last re-accreditation report (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?

We need to increase the number of veterinarians in our advisory board. There are two pieces of required equipment that we did not have. We need to document that protocol writers recuse themselves from evaluation of protocol review in our IACUC. We need to remove non-essential equipment from our surgery suite. We need to ensure we have hearing protection for the students to use in the dog barn. We need to change one of the door locks and have the ability to change the door codes as needed. We need to include an MOU for the cattle that we use. We need to better document our quality control for our lab equipment.

5. What actions has the program taken to address the accreditation citations/recommendations? What barriers has the program faced in implementing improvements?

All required equipment including hearing protection have been purchased and have been implemented. We have made changes to both our advisory board and IACUC, and documented them within meeting notes this school year. Non essential equipment has been removed from our surgery suite. We are in the process of obtaining the MOU for cattle use. A new quality control procedure has been implemented. We have been able to change the code on our lab doors, a work order has been put in to obtain new locks which should be completed by August 2023. We now have a clear understanding of protocols to get codes changed moving forward.

6. If applicable, what areas of concern were noted during the annual accreditation report?

N/A

B. Advisory Board

1. Did the program hold an annual advisory meeting each year of the five-year cycle?

yes

no

2. Did the program submit advisory board meeting minutes each year of the five-year cycle?

yes

no

3. Web link to meeting minutes?

[Vet Tech Advisory Board Minutes 2018-2022](#)

4. Were there any advisory board commendations/special mentions identified?

The most recent Advisory Board minutes reflect this conversation: "Question from directors to AB: What can we do better? AB comments: "You cannot do more." You are appreciated and "doing the Lord's work." "Way to go!" Overall very impressed with program, especially with the challenges of COVID."

5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board?

Some members of the Advisory Board requested using the term "critical skills," instead of "soft skills" to better explain the value of teaching communication and self care to our students. A few members also opened a discussion about creating a slower path through the program, based on comments from employees who felt they would learn the material better if they were not so overloaded with content.

6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?

The program has implemented the term "critical skills" in its language pertaining to teaching communication, client education, interpersonal growth and self care. The program directors have created a slower path to completion through the Guided Pathways program. The program directors also offer individualized educational plans to students who request it.

C. Regional Labor Demand

Visit <https://foothill.edu/programreview/prg-rev-docs/cte-labor-demand-22-23.pdf> to view your program data.

1. In the data table, what does the regional labor demand data trend indicate?

- the data trend shows an increase in labor demand
- the data trend shows a decrease in labor demand
- the data trend shows no change and/or is flat in labor demand

2. Describe the regional demand for labor in this sector. If the projected data trend shows no change/flat, an increase, or decrease in labor demand, explain why.

Although the data on the chart indicates a decrease in the labor demand we are finding the exact opposite not just in our region but nation wide. There is a nation wide shortage of veterinary technicians which has been brought up during our accreditation visit, our advisory board meetings and our IACUC meetings. All of our students graduate with a job if they desire. According to the Bureau of Labor Statistics the demand for veterinary technicians and assistants is projected to grow 20% from 2021-2031 with ~15,500 openings annually.

<https://www.bls.gov/ooh/healthcare/veterinary-technologists-and-technicians.htm#tab-6>

D. Regional Labor Supply

Visit <https://foothill.edu/programreview/prg-rev-docs/cte-labor-supply-22-23.pdf> to view your program data.

1. In the data table, what does the regional labor supply data trend indicate?

- the data trend shows an increase in labor supply
- the data trend shows a decrease in labor supply
- the data trend shows no change and/or is flat in labor supply

2. Describe the regional supply for labor in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in labor supply, explain why.

Our profession in general has a high turn over rate due to burn out, low wages, chronic short staffed clinics and high stress within the profession. As many other fields COVID has increased these challenges and we are finding more individuals leaving the field.

E. Regional Wages

Visit <https://foothill.edu/programreview/prg-rev-docs/cte-regional-wages-22-23.pdf> to view your program data.

1. In the data table, what does the wage data trend indicate?

- the data trend shows an increase in wages
- the data trend shows a decrease in wages
- the data trend shows no change and/or is flat in wages

2. Describe the regional trend for wages in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in wages, explain why.

The decrease in the number of employees has increased the wages in many cases. Many clinics have to offer sign on bonuses and higher wages to be competitive and to retain current technicians.

F. Program 13.5 Course Completion

Program 13.5 Course Completion					
Unduplicated Headcount	2017-18	2018-19	2019-20	2020-21	2021-22
Accounting	660	677	726	619	483
Horticulture	50	57	44	44	26
Personal Trainer	6	11	5	8	8
Vet Tech / Assisting	58	54	61	66	61

CTE courses offered between 2017-18 and 2021-22 that were used to retrieve completion counts include the following:

Accounting: ACTG 1A, 1B(H), 1C(H), 51ABC, 52-54, 58-60, 64AB, 65-67, 68AB, 75, 76.

Horticulture: HORT 10, 15, 21-26, 30, 31, 40, 45, 52CEGH, 54ABCJKL, 55A, 60BCDFJ, 80ABCDI, 90CDGHIMPQSUVXYZ, 91AC.

Personal Trainer: KINS 8A, 8B, 9, 15, 48, 53, 81.

Vet Tech / Assisting: VT 50ABCDEF, 51, 51ABCDEF, 52AB, 53ABC, 54AB, 55, 56, 57L, 58L, 60, 61, 66, 70, 70R, 71R, 72, 72R, 73R, 75ABC, 81, 83, 84, 84L, 85, 86, 87AB, 88A, 89, 91-93, 95.

1. In the data table, what does the data trend indicate about the number of students completing the 13.5 CTE units each year in the last five years within your program?

- the data trend shows an increase in the number of students completing the 13.5 CTE units
- the data trend shows a decrease in the number of students completing the 13.5 CTE units
- the data trend shows no change and/or is flat in the number of students completing the 13.5 CTE units

2. If the data trend shows no change/flat, an increase, or decrease in the number of students completing the 13.5 CTE units, explain why.

Our program has refocused our vision to be fully student centered. We have increased the amount of supplemental instruction we provide our students. We are also focusing more on each individual student; working with those that are struggling to provide the support that they need to be successful .

G. Program Graduate Employment Rates

Visit <https://foothill.edu/programreview/prg-rev-docs/cte-graduate-employment-rates-22-23.pdf> to view your program data.

1. In the data table above, what does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?

- the data trend shows an increase in graduate employment
- the data trend shows a decrease in graduate employment
- the data trend shows no change and/or is flat in graduate employment

2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows no change/flat, an increase, or decrease, explain why.

All of our students both vet tech and vet assisting are required to intern in a clinic during their schooling. Many of our students are hired from these internship sites, all veterinary technology students graduate with employment if desired.

Self-Study Checklist

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