ASSESSMENT OF STUDENT LEARNING OUTCOMES IN THE MAJOR

SUMMARY REPORT

Use this form to provide a summary report on campus-based assessment of student learning outcomes in undergraduate degree majors

Note: Campuses may wish to include the assessment of student learning outcomes in their undergraduate majors as part of a broader cyclical program review process. The Provost's Advisory Task Force on the Assessment of Student Learning Outcomes recommends that campuses consider engaging in this process within the broader framework of the University Faculty Senate's *Guide for the Evaluation of Undergraduate Academic Programs*.

Name of Institution: State University of New York College of Technology at Canton
{Specify name of branch campus, if relevant }

Registered program title: Veterinary Science Technology
{ See: www.nysed.gov/heds/irpsl1.html *}*

Registered award: A.A.S._____ (A.A., B.S., etc.) **HEGIS:** 5402.00

Date of Previous Assessment: 10/ 13-15/2010 **Date of Current Assessment:** 9/14-16/ 2016

External Reviewers (name, institution, title):

American Veterinary Medical Association Committee on Veterinary Technician Education and Activities (CVTEA)
Debbie Danforth, LVT, CVTEA; Kenneth A. Clever, DVM, AVMA; Don Russell, DVM, NYSVMS; Janet Collier, LVT, NYSAVT; David Patterson, Public Member

Note: The report of the external reviewers should be attached to this summary report.

Campus contact person for this assessment: Mary O'Horo Loomis, DVM

Program improvements made as a result of the previous assessment of this major:

All critical and major recommendations made at the 2010 accreditation visit have been met. The program ha adopted a legally defensible pregnancy policy as well as a "whistleblower" policy for animal welfare. We have instituted MOU's with all critical providers of animal resources. Proper signage and seats have been installed in all labs. Our controlled substance logs were reviewed by both USDA & NYSDOH inspectors and were found to be in accordance with state & federal regulations. The ventilation issues in the Newell building have been adjusted and are acceptable.

Major learning outcomes for this program:

The major Student Learning Outcomes for this program are the Essential and Recommended Skills List published by the AVMA-CVTEA as Appendix I in the Accreditation Policies and Procedures Manual. This list has been submitted as an attachment To this report.

Measures used to assess these learning outcomes:

As stated in the Report of Evaluation, 2016 (page 29), the successful completion of the required skills are evaluated and documented by the program personnel who use standard criteria that reflect contemporary veterinary practice.

Major findings of this assessment:

The major findings of this assessment can be found in the "AVMA Report of Evaluation" submitted with this report (pages 35-37)

Action to be taken in addressing these assessment findings:

The actions taken in addressing these findings are found in the attachment titled "Responses to Accreditation Report".

What has been learned that could be helpful to others as they conduct assessment of their majors:

Now that we have implemented assessing the essential, required skills using standard criteria (which are documented in the course laboratory manuals) we feel that we can assess the hands-on (psychomotor) skills much more objectively. The didactic skills have always been able to be objectively evaluated using standard testing procedures

Chief Academic Officer: _____ **Date:** _____

APPENDIX I

VETERINARY TECHNOLOGY STUDENT ESSENTIAL AND RECOMMENDED SKILLS LIST

The Essential and Recommended Skills List (Skills List) is a resource for veterinary technology programs to utilize for curriculum development and instruction as well as an accreditation monitoring tool for CVTEA. The Skills List represents the complex role of the veterinary technician and encourages instruction in motor, critical thinking and clinical application skills at the entry veterinary technician level. A veterinary technician student, having completed the curriculum, will have gained the prerequisite knowledge and perspective to enable him/her to carry out the following decision making abilities.

The program must provide documentation of standard criteria for evaluating each student's completion of every essential skill. These criteria must be consistent with standards that reflect contemporary veterinary medicine.

Although the Skills List will serve as a foundation on which to build each program's curriculum, Veterinary Technology instructors are encouraged to expand the list with additional skills representing current trends in veterinary medicine including each observable step necessary for completion of skill.

Required tasks are denoted by an asterisk (*).
***Italicized* text denotes hands-on (psychomotor) skills; all other text denotes didactic (knowledge-based) skills. The term "demonstrate" along with a didactic (knowledge-based) skill means that the instructor is free to determine the best method(s) for the student to demonstrate mastery or understanding of that particular skill to the instructor. The term "demonstrate" is not synonymous with "hands-on".**

Skills indicated by the designation [GROUP] may be performed by a group of program students. The appropriate size of the group will be determined by the task being performed taking into account humane treatment of the subject animal. Each member of the group must play an active role in the completion of the task.

Students are expected to physically perform skills that are *italicized*. Skill assessment is expected to be performed on live animals.

1. OFFICE AND HOSPITAL PROCEDURES, CLIENT RELATIONS, and COMMUNICATION

Management

Skill: Participate in facility management utilizing traditional and electronic media and appropriate veterinary medical terminology and abbreviations.

Tasks:

- ❑ Schedule appointments, admit, discharge and triage according to client, patient and facility needs through phone and in-person contact*
    - o Recognize and respond to veterinary medical emergencies*
- ❑ Create and maintain individual client records, vaccination certificates, and other appropriate forms*:
    - o develop computer skills*
    - o be able to utilize veterinary practice management software *
    - o be familiar with veterinary on-line services* (e.g. laboratory submissions, client financing plans, continuing education, discussion groups)
- ❑ Perform basic filing of medical records, radiographs, lab reports, etc.*
- ❑ Create and maintain all appropriate facility records and logs in compliance with regulatory guidelines (e.g., radiography, surgery, anesthesia, laboratory, controlled substance)*
- ❑ Manage inventory control*
- ❑ Recognize roles of appropriate regulatory agencies*
- ❑ Maintain appropriate disposal protocols for hazardous materials*
- ❑ Establish and maintain appropriate sanitation and infection control protocols for a veterinary facility, including

patient and laboratory area*
- ❑ Handle daily client-based financial transactions*

Decision-making abilities: Taking into account the characteristics of the facility, patients and clients, the veterinary technician will effectively contribute to the professional and efficient operation of the facility in order to provide maximum benefits to clients, patients, and the facility.

Communication

Skill: Communicate in a professional manner in all formats – written, oral, non-verbal, and electronic.

Tasks:
- ❑ Demonstrate an understanding of interpersonal skills and team dynamics*
- ❑ Utilize interpersonal and public relations skills*
- ❑ Demonstrate telephone etiquette* (e.g through role playing, educational resources, etc.)
- ❑ Recognize the legality of the veterinary-client-patient relationship*
- ❑ Develop and provide client education in a clear and accurate manner at a level the client understands (i.e., oral and written form, including educational handouts) *
- ❑ Apply crisis intervention/grief management skills with clients*

Decision-making abilities: Taking into account the patient, client, staff and circumstances, the veterinary technician will effectively and accurately acquire and convey information utilizing an appropriate communication mode.

Laws and Ethics

Skill: Follow and uphold applicable laws and the veterinary technology profession's ethical codes to provide high quality care to patients.

Tasks:
- ❑ Understand and observe legal boundaries of veterinary health care team members*
- ❑ Interact professionally with clients and fellow staff members*
- ❑ Demonstrate a commitment to high quality patient care*
- ❑ Respect and protect the confidentiality of client and patient information*

Decision-making abilities: Given knowledge of legal limitations and applicable ethical standards, the veterinary technician will carry out her/his duties within appropriate legal boundaries and maintain high ethical standards to provide high quality service to clients, patients, employers and the veterinary profession.

2. PHARMACY and PHARMACOLOGY

Administration

Skill: Safely and effectively administer prescribed drugs to patients.

Tasks:
- ❑ Read and follow veterinarian's pharmacy orders*
- ❑ Recognize groups of drugs, their mechanisms, and clinically relevant side effects*
- ❑ Recognize the safe and effective manner in which vaccines must be administered; recognize and explain common side effects*
- ❑ Accurately perform appropriate calculations; use weights and measures correctly*
- ❑ Safely and effectively administer drugs by common parenteral and enteral routes; explain appropriate routes and

methods and when used*
- ❑ Monitor therapeutic responses*
- ❑ Demonstrate the ability to accurately record medical information*
- ❑ Demonstrate understanding of controlled substance regulations*
- ❑ Demonstrate compliance with all federal regulatory guidelines for drug purchase, storage, administration, withdrawal, dispensing, disposal, and inventory control (e.g., biologics and therapeutic agents, pesticides, and hazardous wastes)*

Decision-making abilities: Given the characteristics of the patient, the instructions of the veterinarian and the medication to be used, the veterinary technician will calculate the correct amount of medication in the prescribed form and administer it by the prescribed route to maximize therapeutic benefits and minimize the potential for adverse effects. The veterinary technician shall also be able to differentiate between abnormal and normal responses to medication.

Dispensing

Skill: Accurately dispense and explain prescribed drugs to clients.

Tasks:
- ❑ Given a drug order, properly prepare medications for dispensing, including performing accurate calculations*
- ❑ Demonstrate compliance with regulations governing prescription drugs versus over-the-counter drugs*
- ❑ Demonstrate understanding of regulations governing maintenance of controlled substances log book*
- ❑ Demonstrate compliance with all federal regulatory guidelines for drug purchase, storage, administration, withdrawal, dispensing, disposal, and inventory control (e.g., biologics and therapeutic agents, pesticides, and hazardous wastes)*
- ❑ Relay drug information to clients (e.g., handling, storage, administration, side-effects, drug interactions, safety, reasons for use of drug)*

Decision-making abilities: Given the characteristics of the patient, the instructions of the veterinarian and the medication to be used, the veterinary technician will (1) accurately calculate and dispense the correct form and dose of medication and (2) communicate necessary client information in order to maximize safety, compliance with prescribed therapy and successful treatment of the patient. The veterinary technician should also be proficient at performing inventory control procedures.

3. NURSING

Patient assessment

Skill: Demonstrate and perform patient assessment techniques in a variety of animal species.

Tasks:
- ❑ Recognize common domestic animal species and breeds*
- ❑ Describe and use common animal identification methods*
- ❑ Demonstrate effective and appropriate humane restraint techniques for various animal species:
  - o *properly restrain dogs and cats for procedures**
  - o *encage and remove small animals from cages**
  - o *apply dog muzzle safely**
  - o *apply Elizabethan collar**
  - o *use restraint pole and other restraint aids**[GROUP]
  - o *halter, tie, and lead horses**
  - o *restrain pocket pets and exotics*
  - o *restrain cattle and horses**

- ◊ *apply twitch (horses)* * [GROUP]
- ◊ *apply bovine tail restraint**
- ◊ *apply bovine halter**
- o *restrain sheep and pigs*
- o *load large animals*
- o *safely operate cattle chute** [GROUP]

- ❑ Obtain a thorough patient history*
- ❑ *Demonstrate the ability to obtain objective patient data:*
  - o *temperature (dog, cat, horse, cow)**
  - o *pulse (dog, cat, horse, cow)**
  - o *respiration (dog, cat, horse, cow)**
  - o *auscultate heart/lungs (dog, cat, horse, cow)**
  - o *assess hydration status*
- ❑ *Properly collect diagnostic specimens for analysis (ex: urine, blood, feces, specimens for cytology)**
  - *Perform venipuncture:*
    - o *cephalic (dog, cat)**
    - o *jugular (dog, cat, horse, ruminant)**
    - o *saphenous (dog, cat)**
    - o *sublingual (dog)*
    - o *ear (pig)*
    - o *coccygeal (cow)*
    - o *anterior vena cava (pig)*
  - *Collect urine sample:*
    - o *catheterize male dog**[GROUP]
    - o *catheterize female dog*
    - o *catheterize female cat*
    - o *catheterize male cat*
    - o *collect voided urine sample (small animal)**
    - o *perform cystocentesis (small animal)** [GROUP]
    - o *catheterize large animal*
- ❑ Prepare diagnostic specimens for shipment*

Decision-making abilities: Given the characteristics of the patient, the veterinary technician will safely and efficiently obtain subjective and objective patient data that will allow accurate evaluation of the patient's physical status with minimum stress and maximum safety.

Patient care

Skill: Understand and demonstrate husbandry, nutrition, therapeutic and dentistry techniques appropriate to various animal species.

Tasks: Husbandry

- ❑ Grooming:
  - o Demonstrate understanding of therapeutic bathing, basic grooming, and dipping of small animals*
  - o *trim nails (dog, cat)**
  - o trim hooves (ruminant, horse)
  - o *apply equine tail and leg wraps**
  - o *express canine anal sacs**
  - o *clean and medicate ears (dog, cat)**
  - o *clean sheath (horse)*
- ❑ *Perform microchip scanning and implantation*

- ❑ *Environmental conditions: implement sanitation procedures for animal holding and housing areas**
- ❑ Demonstrate understanding of permanent identification*
- ❑ Demonstrate understanding of breeding/reproduction techniques*
- ❑ Demonstrate understanding of care of orphan animals
- ❑ Demonstrate understanding of nursing care of newborns*

Decision-making abilities: Given the characteristics of the patient, the veterinary technician will implement appropriate husbandry techniques to enhance wellness and reduce risk of disease, injury and stress.

Tasks: Nutrition

- ❑ Understand life stage energy and nutrient requirements of well animals (dog, cat, horse, cow)*
- ❑ Identify common grains and forages
- ❑ Understand key nutritional factors in disease conditions*
    - o be familiar with therapeutic foods*
- ❑ Understand current developments in nutritional supplements and additives including benefits and potential toxicities*
- ❑ Understand and identify substances that when ingested result in toxicity:
    - o identify common poisonous plants*
    - o be familiar with substances (organic and inorganic) that cause toxicity*
- ❑ Develop and communicate hospital nutrition protocols*

Decision-making abilities: Given the characteristics of the patient, the veterinary technician will understand appropriate and inappropriate dietary components for various life stages and therapeutic regimens (e.g., therapeutic foods) in order to promote optimal health, enhance recovery and manage chronic disease conditions. The veterinary technician will also explain nutritional recommendations to clients and reinforce owner compliance.

Tasks: Therapeutics

- ❑ *Administer parenteral medications:*
    - o *subcutaneous (dog, cat, ruminant)**
    - o *intramuscular (dog, cat, horse)**
    - o *intradermal (ruminant, dog)*
    - o *intramammary (mastitis therapy only) (ruminant)*
    - o *intravenous (dog, cat, ruminant, equine)**
- ❑ *Administer enteral medications:*
    - o *balling gun (ruminant)**
    - o *dose syringe (ruminant, horse)**
    - o *gastric intubation (small animal)** [GROUP]
    - o *hand pilling (dog, cat)**
    - o *gastric lavage (dog)*
    - o *dose syringe (pig)*
    - o *oral speculum and stomach tube (ruminant)*
    - o *nasogastric intubation (small animal, horse)*
- ❑ *Administer topical medications (including ophthalmic)**
- ❑ *Perform ocular diagnostic tests (including tonometry, fluorescein staining and Schirmer tear test)**
- ❑ *Administer enemas** [GROUP]
- ❑ *Collect/evaluate skin scrapings**
- ❑ Fluid therapy:
    - o *administer subcutaneous fluids**
    - o *place intravenous catheters (cephalic*, saphenous*, jugular)*
    - o *maintain and care for catheters**
    - o determine/maintain fluid infusion rate*
    - o monitor patient hydration status*

- develop familiarity with fluid delivery systems*

- ❑ *Apply and remove bandages and splints**
- ❑ *Remove casts*
- ❑ Develop understanding of wound management and abscess care*
- ❑ Perform physical therapy:
  - hydrotherapy
  - post-operative
  - orthopedic
  - neurological
  - explain care of recumbent patient*
- ❑ Perform critical care:
  - maintain chest, tracheostomy, esophagostomy tubes
  - *collect and crossmatch blood for transfusion**[GROUP]
  - *blood typing*
  - *perform blood transfusions (autotransfusions may be considered)*
- ❑ Apply established emergency protocols *(simulation acceptable)*:
  - maintain emergency medical supplies/crash cart*
  - *perform first aid and cardiopulmonary resuscitation **
  - *use resuscitation bag**
  - *apply emergency splints and bandages**

Decision-making abilities: Given the directions of the veterinarian and the characteristics of the patient, the veterinary technician will carry out appropriate therapeutic techniques in order to achieve maximum health benefits for the patient.

Tasks: Dentistry

- ❑ *Perform routine dental prophylaxis (manual and machine)**
- ❑ Understand client education regarding home care*
- ❑ Float teeth
- ❑ Clip teeth

Decision-making abilities: Given the characteristics of the patient, the veterinary technician will recognize a patient's dental health status and perform techniques, as prescribed by a veterinarian, appropriate to the species and its condition in order to promote and maintain dental health.

4. ANESTHESIA

Patient management

Skill: Safely and effectively manage and maintain patients in all phases of anesthesia.

Tasks:

- ❑ Calculate dosages of appropriate anesthetic-related drugs*
- ❑ *Administer anesthetic-related drugs (injection, endotracheal tube, mask)**
- ❑ *Place endotracheal tubes in patients**
- ❑ *Utilize clinical signs and appropriate equipment to monitor patient status during anesthetic procedures* (e.g., esophageal stethoscope, blood pressure monitor, capnometer, electrocardiogram, pulse oximeter)**
- ❑ Evaluate patient and implement pain management protocols as directed*
- ❑ Recognize and respond appropriately to patients in compromised states*
- ❑ Perform appropriate resuscitation procedures as needed (e.g., calculate and administer appropriate anesthetic antagonists and emergency drugs as directed)*
- ❑ *Complete controlled substance log** (does not need to be official controlled substance log; mock logs may be utilized)

Decision-making abilities: Given the characteristics of the anesthetized patient and the procedure being performed, the veterinary technician will work with the veterinarian to:

1. Assess the patient's risk status and determine appropriate anesthetic and peri-anesthetic protocols to provide effective pain management and maximum anesthetic safety and effectiveness.
2. Choose and utilize appropriate techniques and equipment to accurately and effectively monitor the patient's ongoing status before, during and after anesthesia to provide for adequate anesthesia, analgesia and a safe recovery.

Equipment/facility management

Skill: Safely and effectively select, utilize and maintain anesthetic delivery and monitoring instruments and equipment.

Tasks:

- ❑ *Maintain and operate anesthetic delivery and monitoring equipment:*
  - o *pulse oximeter**
  - o *capnometer**
  - o *esophageal stethoscope**
  - o *electrocardiograph (e.g., recognize abnormal rhythms/audible sounds, properly apply leads)**
  - o *anesthetic machines, including rebreathing systems, non-rebreathing systems and masks**
  - o *endotracheal tubes**
  - o *resuscitation bag**
  - o *scavenging systems**
  - o *oxygen sources**
  - o *blood pressure monitoring devices**
  - o *laryngoscopes**
  - o *ventilator*
  - o *defibrillator*
  - o *temperature monitoring device* (e.g. thermometer, etc.)*

Decision-making abilities:

1. Given the characteristics of the anesthetic instruments and equipment being used, the veterinary technician will recognize and respond appropriately to equipment malfunctions or inappropriate equipment setup to ensure proper function and provide maximum benefit to ensure safety of the patient and staff.
2. Given the requirements of the anesthetic protocol, the veterinary technician will select, evaluate and adjust equipment to ensure proper function and provide maximum benefit to ensure safety of the patient and staff.

5. SURGICAL NURSING

It is essential that technicians have knowledge of routine surgical procedures and related equipment, including surgeries in these categories:

- o ovariohysterectomy – (dog, cat)*
- o cesarean section – all common species*
- o orthopedic procedures*
- o orchiectomy – all common species*
- o tail docking*
- o onychectomy – (dog, cat)*
- o laparotomies – all common species*
- o dystocias in common species*
- o dehorning – (cattle, goats)*
- o prolapsed organs – common types, species, and incidence*

Students must have participated in surgeries in these categories:

- *ovariohysterectomy – (dog, cat)**
- *orchiectomy – (dog*, cat*, other common species)*

Patient management

Skill: Understand and integrate all aspects of patient management for common surgical procedures in a variety of animal species.

Task:

- ❑ Properly identify patients and surgical procedures*

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will use medical records and patient identification methods to assure that the patient and scheduled procedures are correct.

Task:

- ❑ Patient assessment:
  - organize medical records/consent forms*
  - review pre-operative evaluation*
  - evaluate current patient status*
  - organize and implement anesthesia*

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will obtain the patient's vital signs, note any specific physical abnormalities, ensure pre-surgical tests have been completed and report the patient assessment to the veterinarian.

Task:

- ❑ *Palpate the urinary bladder and express it as needed**
- ❑ *Prepare surgical site using aseptic techniques**

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will identify the appropriate area of hair to be removed and select appropriate methods to reduce microbial flora on the skin in the area of surgical site in order to decrease the chance of surgical wound contamination.

Task:

- ❑ *Position patient for common procedures**

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will position the patient appropriately to provide maximum convenience for the surgeon and maximum safety and benefit for the patient.

Task:

- ❑ Provide surgical assistance:
  - *demonstrate proper operating room conduct and asepsis**
  - *assist with care of exposed tissues and organs**
  - *properly handle and pass instruments and supplies**
  - operate and maintain suction and cautery machines*
  - understand the principles of operation and maintenance of fiber optic equipment*
  - *record and maintain operative/surgical records**
  - *perform basic suturing techniques*

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will understand and utilize appropriate aseptic techniques to assist operative personnel in order to provide maximum safety and benefit to the patient.

Task:

- ❑ Coordinate pain management with the anesthesia/surgical team*

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will assure that anesthetic and post-operative pain management protocols are appropriate to provide maximum safety and benefit to the patient.

Task:

- ❑ Provide post-operative care:
  - o pain management*
  - o fluid therapy*
  - o adequate nutrition*
  - o wound management*
  - o bandaging*
  - o discharge instructions*
  - o *suture removal**

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will understand and administer the appropriate methods of post-operative care to assure maximum safety and benefit to the patient.

Procedural management

Skill: Understand and provide the appropriate instruments, supplies and environment to maintain asepsis during surgical procedures.

Tasks:

- ❑ *Prepare surgical instruments and supplies**
- ❑ *Prepare gowns, masks, gloves, and drapes**
- ❑ *Operate and maintain autoclaves**
- ❑ *Sterilize instruments and supplies using appropriate methods**
- ❑ *Perform pre-surgical set-up**
- ❑ Identify and know proper use for instruments*
- ❑ Identify common suture materials, types, and sizes*
- ❑ *Provide operating room sanitation and care**
- ❑ Maintain proper operating room conduct and asepsis*
- ❑ *Perform post-surgical clean-up (e.g., equipment, instruments, room, proper disposal of hazardous medical waste)**

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will properly select, wrap and sterilize appropriate instruments and supplies and prepare and maintain the surgical environment to ensure maximum safety and benefit to the patient.

6. LABORATORY PROCEDURES

Specimen management

Skill: Demonstrate knowledge of proper handling, packaging and storage of specimens for laboratory analysis to ensure safety of patients, clients, and staff.

Tasks:

- ❑ *Select and maintain laboratory equipment**
- ❑ *Implement quality control measures** [GROUP]
- ❑ Understand how to ensure safety of patients, clients and staff in the collection and handling of samples*
- ❑ *Prepare, label, package, and store specimens for laboratory analysis**

Decision-making abilities:

1. Given the characteristics of the patient and the requested analysis, the veterinary technician will properly prepare, handle and submit appropriate samples for diagnostic analysis in order to ensure maximum accuracy of results.
2. Given the characteristics of laboratory instruments and equipment, the veterinary technician will determine proper maintenance and quality control procedures necessary to ensure accurate results.

Specimen analysis

Skill: Properly perform analysis of laboratory specimens.

Tasks:

- ❑ *Perform urinalysis:*
  - o *determine physical properties (e.g., color, clarity, specific gravity)**
  - o *test chemical properties**
  - o *examine and identify sediment**
- ❑ Perform CBC to include:
  - o hemoglobin*
  - o *packed cell volume**
  - o *total protein**
  - o *white cell count**
  - o *red cell count**
- ❑ *Perform microscopic exam of blood film:*
  - o *prepare film and stain using a variety of techniques**
  - o *perform leukocyte differential – normal vs abnormal**
  - o *evaluate erythrocyte morphology – normal vs abnormal**
  - o *estimate platelet numbers**
  - o *calculate absolute values**
  - o *correct white blood cell counts for nucleated cells**
- ❑ Calculate hematologic indices*
- ❑ *Coagulation tests – perform one of the following*:* [GROUP]
  - o *buccal mucosal bleeding time*
  - o *activated clotting time (ACT)*
  - o *prothrombin time (PT)*
  - o *partial thromboplastin time (PTT)*
  - o *fibrinogen assay*

- ❑ *Perform blood chemistry tests (BUN, glucose, common enzymes)**
- ❑ *Perform serologic test (ELISA, slide/card agglutinations)**
- ❑ Identify blood parasites:
    - o Dirofilaria sp/Acanthocheilonema sp (formerly Dipetalonema sp)*
    - o Hemotropic Mycoplasma sp (Hemoplasmas)* (formerly Haemobartonella sp and Eperythrozoon sp)
    - o Anaplasma sp
    - o Babesia sp
    - o Trypanosoma sp
    - o Eperythrozoan sp
    - o Ehrlichia sp
- ❑ Perform parasitologic procedures for external parasites and identify:
    - o mites*
    - o lice*
    - o ticks*
    - o fleas*
    - o flies*
- ❑ *Perform diagnostics procedures for parasites:*
    - o *Antigen kit*, direct*, filter, Knotts**[GROUP]
    - o *flotation solution preparation*
    - o *fecal flotation**
    - o *fecal sedimentation**
    - o *direct smear**
    - o *centrifugation with flotation**
    - o *adhesive tape retrieval of pinworm ova*
    - o *perform fecal egg count using McMaster method*
- ❑ Identify common parasitic forms:
    - o nematodes*
    - o trematodes*
    - o cestodes*
    - o protozoa *
- ❑ Perform coprologic tests
- ❑ *Perform microbiologic procedures/evaluations:*
    - o *collect representative samples**
    - o *culture bacteria and perform sensitivity tests**
    - o *identify common animal pathogens using commercially available media and reagents** [GROUP]
    - o *collect milk samples and conduct mastitis testing (e.g., CMT, bacterial culture)** [GROUP]
    - o *perform common biochemical tests** [GROUP]
    - o *perform staining procedures**
    - o *culture and identify common dermatophytes**
- ❑ *Perform cytologic evaluation:*
    - o *assist in collecting, preparing and evaluating transudate, exudate and cytologic specimens (joint, cerebrospinal, airway, body cavity)*
    - o *perform fine needle tissue aspirates and impression smear preparation (differentiate benign vs. malignant)*
    - o *prepare and stain bone marrow specimens*
    - o *collect, prepare, and evaluate ear cytology**
    - o *collect, prepare, and evaluate canine vaginal smears** [GROUP]
    - o *evaluate semen*
    - o *understand timing and types of pregnancy testing*
    - o *assist with artificial insemination*

- ❑ Perform necropsy procedures:
  - o *perform a postmortem examination or dissection on non-preserved animal** [GROUP]
  - o *collect samples, store and ship according to laboratory protocols** [GROUP]
  - o explain how to handle rabies suspects and samples safely*
  - o *handle disposal of dead animals*
  - o *perform humane euthanasia procedures*

Decision-making abilities:

1. Given the characteristics of the patient, the specimen submitted and the results of the analysis, the veterinary technician will be able to recognize accurate vs. erroneous results in order to provide maximum diagnostic benefit.
2. Given the laboratory specimen collected and characteristics of the patient, the veterinary technician will determine appropriate methodology and carry out analytical procedures necessary to provide accurate and precise diagnostic information.
3. Having determined the accuracy of analytical results, the veterinary technician will work with the veterinarian to determine if a need exists for additional laboratory tests that will provide useful diagnostic information.

7. IMAGING

Skill: Safely and effectively produce diagnostic radiographic and non-radiographic images.

Tasks:

- ❑ *Implement and observe recommended radiation safety measures**
- ❑ Implement radiographic quality control measures*
- ❑ Develop and properly utilize radiographic technique charts* [GROUP]
- ❑ *Position dogs*, cats*, horses*, and birds to create diagnostic radiographic images*
- ❑ Demonstrate an understanding of the modifications of diagnostic imaging techniques as they apply to mice, rats, guinea pigs, lizards, and amphibians*
- ❑ *Utilize radiographic equipment to properly radiograph live animals (fixed and portable)**
- ❑ *Create diagnostic dental radiographic images**
- ❑ *Appropriately label, file, and store images**
- ❑ *Complete radiographic logs, reports, files and records**
- ❑ *Perform radiographic contrast studies – perform one of the following*:* [GROUP]
  - o *GI Series*
  - o *Pneumocystogram*
  - o *Intravenous pyelogram*
  - o *Other*
- ❑ *Perform on a sedated canine radiographic techniques utilized in screening for canine hip dysplasia** [GROUP]
- ❑ Demonstrate proper maintenance of radiographic equipment, including recognition of faulty equipment operation*
- ❑ *Use and care of ultrasonography equipment*
- ❑ *Use and care of endoscopic equipment*

Decision-making abilities:

1. Given the characteristic of the patient and the radiographic study that has been requested, the veterinary technician will properly (1) prepare radiographic and darkroom equipment, (2) measure and position animals using topographic landmarks, (3) choose an appropriate radiographic technique to minimize the need for repeat exposures (4) produce the latent image, (5) process the exposed film, (6) analyze the final radiograph for quality in order to provide maximum diagnostic benefit.
2. Given a radiograph, the veterinary technician will be able to determine if the image is of diagnostic quality. If the image is not diagnostic, the veterinary technician will be able to offer options to correct deficiencies in order to provide maximum diagnostic benefit and minimize personnel radiation exposure from unnecessary repeat

exposures.

3. Given knowledge of the health risks associated with radiographic procedures and effective safety procedures, the veterinary technician will exercise professional judgment to minimize risks to personnel and patients during radiographic procedures to ensure safety.
4. Given the characteristics of the patient and the non-radiographic imaging study that has been requested, the veterinary technician will properly (1) prepare the imaging site and equipment and (2) position patients appropriately for the study being conducted.

8. LABORATORY ANIMAL PROCEDURES

Skill: Safely and effectively handle common laboratory animals used in animal research.

Tasks: Mice, rats, and rabbits

- *Recognize and restrain (mouse, rat, rabbit)**
- *Determine sex* and understand reproduction *(mouse, rat, rabbit)**
- Perform and/or supervise basic care procedures:
    - *handling (mouse, rat, rabbit)**
    - nutritional needs/diet*
    - *provide food, water, and enrichment in a species-appropriate manner (mouse, rat, rabbit)**
    - *trim nails*
    - identification*
- *Perform methods of injection:*
    - *subcutaneous (mouse, rat, rabbit)**
    - *intramuscular (rabbit)*
    - *intradermal (rabbit)*
    - *intraperitoneal (mouse*)* [GROUP]
    - *intravenous*
- *Collect blood samples*
    - *Retro-orbital (mice, rats)* [GROUP]
    - *Intravenous (rat* [GROUP], *rabbit)**
- *Perform oral dosing (mouse, rat)** [GROUP]
- Have working knowledge of anesthetic and recovery procedures*
- Identify and describe clinical signs of common diseases*
- *Perform necropsy and collect specimens*
- *Clean and medicate ears (rabbit)*
- *Anesthetize mouse, rat, and rabbit*

Tasks: Non-human primates

- ☐ Understand restraint of non-human primates
- ☐ Demonstrate knowledge of zoonotic diseases and modes of transmission

Decision-making abilities: The veterinary technician will be familiar with the basic principles of animal research and understand the utilization of laboratory animals in animal research. The veterinary technician will also have knowledge of federal, state, and local animal welfare regulations.

9. AVIAN, EXOTIC & SMALL MAMMALS PROCEDURES

Skill: Understand the approach to providing safe and effective care for birds, reptiles, amphibians, guinea pigs, hamsters, gerbils, and ferrets.

Tasks:

- ☐ *Recognize, understand, and perform restraint techniques of birds*, reptiles, amphibians, and ferrets*
- ☐ Understand unique husbandry issues for each species (birds, reptiles, amphibians, guinea pigs, hamsters,

gerbils, and ferrets) and provide client education*:
    - nutritional needs/diet
    - watering
    - caging (temperature, humidity, light)
    - aquarium care
    - understand reproduction
    - basic grooming (beak, wing, and nail clipping)
    - appropriate transportation methods
- ❑ *Demonstrate the ability to obtain objective data: birds*, reptiles, amphibians, and ferrets*
- ❑ *Perform nail trim (bird*, exotic, small mammal)*
- ❑ *Perform injections using appropriate sites*
    - *subcutaneous*
    - *intramuscular*
    - *intradermal*
    - *intraperitoneal*
    - *intravenous*
- ❑ *Perform oral dosing*
- ❑ Administer drugs or medicaments using appropriate sites and routes
- ❑ Understand appropriate sites for intravenous catheter placement
- ❑ Understand tube feeding in birds
- ❑ Perform laboratory procedures
- ❑ *Anesthetize birds and exotic animals*
- ❑ Recognize normal and abnormal behavior patterns
- ❑ Explain inadvisability of keeping wildlife as pets
- ❑ *Collect blood samples*

Decision-making abilities: Given the unique requirements of these species, the veterinary technician will safely obtain subjective and objective data that will allow evaluation of the patient. The veterinary technician will be able to: 1) identify husbandry issues, 2) discern appropriate from inappropriate nutritional support, and 3) recognize normal from abnormal behavior patterns.

APPENDIX G

SELF-STUDY REPORT
Accreditation Information and Self-Evaluation

Report of Self-Evaluation For: Veterinary Science Technology

State University of New York at Canton
(name of college or school)
Cornell Drive Canton, NY 13617
(address)

Report by: Mary O'Horo Loomis, DVM Program Director
(name) (official position)

Signature of Author: _____

Date~~: June 15, 201~~6 Telephone Number _315-386-7187_ Email:Loomism@canton.edu_____

To save time for all concerned during the evaluation visit, and to ensure accuracy of the records of AVMA, see Appendix F for submission guidelines. If an index or table of contents can be provided with the material submitted, it will greatly enhance the review process.

Administration, faculty, and students should be fully involved in the self-study, and any active advisory committees should have an opportunity for input before the final report is sent to CVTEA. Self-evaluation should be an ongoing activity of the program. This form is offered as a general outline for the report. Discuss each major section in detail in narrative form.

Principal Administrative Officers (**if titles are not applicable, provide appropriate terms**)

A. President or Chief Executive Officer of College or School: Dr. Zvi Szafran

   Signature: _____

B. Provost/VP for Academic Affairs: Dr. Douglas Scheidt

C. Dean of Student Affairs: Ms. Courtney Bish

D. VP for Administration/Chief Financial Officer: Ms. Shawn Miller

E. Dean of School of Science, Health & Criminal Justice: Dr. Kenneth Erickson

F. Director of Program for Educating Veterinary Technicians: Dr. Mary O'Horo Loomis

Introduction

A. Provide a brief history of the program.

The State University of New York College of Technology at Canton (SUNY Canton) is one of 64 member campuses of the State University of New York system. The college is a public institution that was founded in 1906, originally offering associate degree programs. SUNY Canton has experienced tremendous growth over the last two decades and currently offers baccalaureate programs as well as one-year certificates and the original mission of associate degrees.

The AAS veterinary technology program was developed at Canton in 1971 and was approved by the campus in 1972. The program was certified by the New York State Education Department on January 28, 1975 and the first class in veterinary science technology was admitted in September 1975 and graduated in May 1977. It is the second oldest veterinary technology program in New York State. The program was first accredited by the American Veterinary Medical Association in 1979 and has been fully accredited since that time.

The Veterinary Science Department also offers two baccalaureate programs in addition to the AAS program. In 2003 a Bachelors of Technology degree program in Veterinary Services Management was approved by NYS. This is a 2+2 program in which students first complete the AAS degree and become licensed or license eligible veterinary technicians, they then enroll in this program which provides courses pertaining to veterinary hospital management. In 2015 this program was changed to a Bachelors in Business Administration (BBA) in Veterinary Service Administration; the curriculum, however, remained unchanged.

In 2011 the department received approval to offer a Bachelor's of Science degree in Veterinary Technology. This program offers the core veterinary science courses of the AAS degree in conjunction with sufficient liberal arts and elective courses to provide the requirements for a BS degree. The courses of the accredited AAS program are embedded in this curriculum throughout the first 3 years, so that after their third year, students are granted the AAS degree and are eligible to take the licensing exam. The first semester of both the AAS program and the BS program are identical. We feel that this affords students the greatest flexibility in that they have the entire first semester of study to decide which program best suits their academic goals.

B. Note the strengths and challenges of the program.

Program Strengths:

1. An extremely motivated, dedicated and enthusiastic student body
2. An excellent up-to-date and well maintained facility and equipment
3. A Strong curriculum with a high degree of administrative support
4. A highly supportive Advisory Board
5. A highly dedicated and student oriented faculty & staff
6. Excellent cooperation with local humane societies that provide animals for hands-on experiences and allows us to temporarily house animals in our facility
7. Good program outcomes including employer surveys and pass rates on the Veterinary Technology National Exam

Program Challenges:

1. We need to maintain an appropriate maximum enrollment number to ensure that student numbers don't increase to a point where resources become strained. (In regards to: animal numbers, classrooms & lab use, faculty loads)
2. Changes in accrediting agency requirements and/ or SUNY requirements that necessitate changes to the curriculum. For example: the AVMA doubled the minimum number of hours for the required preceptorship to 240 hrs. As a result of this we added two preceptorship courses to the curriculum and were forced to drop a course in animal behavior from the program. This was done in order to maintain total semester hours at 64, which is a recently mandated SUNY requirement for the maximum number of credits allowed in a 2 year program.
3. The essential tasks that the AVMA requires be taught in accredited veterinary technology programs does not align with the domains tested on the Veterinary Technology National Exam. Although there is certainly overlap in some areas, this challenge has caused difficulty when we make curriculum changes. (eg. should we design a course for Office and Hospital Procedures which is not a domain on the VTNE, or a course for Dentistry, which is)? In a two year program, we don't have the time or available credit hours to do both.
4. We have limited ability to simulate actual client interactions with our students and an inability to simulate medical emergencies.
5. Several faculty members are approaching retirement age, so we need to plan accordingly to maintain a seamless continuum as staffing needs change.

C Do any critical or major deficiencies from your last accreditation evaluation remain unmet? If yes, describe otherwise leave blank.

No critical and major deficiencies from the 2010 accreditation report remain unmet.

I. ***Institutional Accreditation***

A. Which agency recognized by the United States Department of Education accredits the parent institution?

SUNY Canton is accredited by the Middle States Commission on Higher Education, Philadelphia, PA. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the US Secretary of Education and the Council for Higher Education Accreditation.

1. Provide date of last institutional accreditation review. **June 27, 2013**
2. Provide date of next institutional accreditation review. **2022 - 2023**
3. Is the program in good standing with the institutional accreditor? **Yes**

II. ***Finances***

A. Fill out the following financial page. Be sure to include Total Institutional Operating budget. Insert the years and whether it is based on fiscal or calendar years.

	Two Years Past Year (s)	**Prior Year Year (s)**	**Current Year (Budgeted) Year (s)**
TOTAL INSTITUTIONAL OPERATING BUDGET:			
PROGRAM REVENUE:			
State appropriated funds	271,532	281,294	293,292
Federal funds			
Student tuition and fees			
Grants			
Other (specify)			
Total Revenue of Program			
PROGRAM EXPENDITURES:			
Personnel (include numbers/category)	257,457	269,337	278,796
Veterinarians ( )	159,200	164,738	171,978
Credentialed Veterinary Technicians ( )			
Other Technical Personnel ( )			
Other Instructional Personnel ( )	105,363	108,647	110,439
Non-academic Personnel ( )	12,896	18,947	17,985
Benefits on salaries ( )			
Equipment			
Supplies	12,892	9,995	9,321
Other (specify) mail, copies	1,182	1,962	2,328
Total Expenditures of Program			
FOR PROPRIETARY SCHOOLS:			
Total Assets of Institution			
Total Liabilities of Institution			

B. What would be the theoretical total cost for 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.

The theoretical total cost for tuition, fees and estimated books for two years is $19,587.20. This estimate also includes $750 which is the cost for the required rabies vaccination series.

C. Are program-specific scholarships or grants available? If yes, briefly describe including amount of funding.
See Appendix for list of scholarships available to veterinary technology students.

D. Is the present budget adequate for program needs?
The program budget is determined by the Program Director based on consultation with faculty and staff. This budget proposal is submitted to the dean who in turn submits this and all the School program budgets to the Provost and Vice-President for Administration. Our budget is adequate.

E. Are changes in the present budget needed? If yes, what changes?
Our present budget is adequate, since it is calculated based on the needs of the program. There have been situations where additional funds were needed. Most notably when additional sections of laboratory courses are required to maintain faculty: student ratios and student: animal ratios. In these cases, money was available to hire adjunct faculty and provide additional supplies for these sections.
The program has also applied for and been awarded grant money for the purchase of non-essential equipment. Most recently the program was awarded a federal Perkins grant to purchase a therapeutic laser unit that was suggested by our advisory board.

F. What provisions are made for emergency needs outside the established budget?
The Dean of the School of Science, Health and Criminal Justice maintains a contingency fund that can be used for emergency needs.

III. ***Organization and Communications***

A. Program Mission

1. Provide the mission statement for the program

MISSION STATEMENT:

The Veterinary Science Technology program at SUNY Canton provides quality education to all eligible students seeking a career in veterinary science technology.

VISION STATEMENT:

The Veterinary Science Technology program at SUNY Canton provides students with the skills and abilities to meet the demands and challenges of veterinary medicine; the professionalism to address ethical concerns and issues; and the tools to pursue a life-long path of professional growth and learning. Most importantly, SUNY Canton strives to deepen respect and compassion for animals, people, and society.

2. What is the primary focus of the program (companion animals, equine, food-producing animals, laboratory animal medicine)?

The primary focus of the program is on companion animals (which are temporarily housed on campus), equine and dairy cattle. We house a variety of laboratory animals for student training as well. Beef cattle, sheep, goats and a variety of birds and reptiles are covered to a lesser degree.

B. Communications

1. Indicate organizational placement of the program within the institution and describe the line of communication between the program and the institution's administration.

Academic programs at SUNY Canton are divided among three schools: The School of Business and Liberal Arts, The Canino School of Engineering Technology and The School of Science, Health and Criminal Justice. The Veterinary Science Department is housed in the latter school.

The line of communication between the program and the institution's administration is as follows: students- Program faculty & staff- Program Director- Dean of School of Science, Health & CJ- Provost- President.

2. Provide membership of the advisory committee and copies of the minutes of the last two advisory committee meetings. **See Appendix for advisory board membership & minutes**
3. Are improvements in communications needed? If so, what improvements are planned?

The chain of communication is open and effective. Members of the administration are very approachable and sensitive to the needs of this curriculum. The faculty and staff of the veterinary science program are encouraged to have an "open door" policy regarding students. The faculty serve as academic advisors for the students in the program and build a good rapport with them.

IV. *Physical Facilities and Equipment*

A. Provide photographic or video images of all facilities used for primary instruction in the program. This includes on-campus and off-campus facilities. (i.e. campus clinical and laboratory facilities, large animal facilities, etc.) List all facilities used by the program and give a third person narrative description of each site. [Distance Education Programs (DEP) only – describe any physical office space and where administrative offices reside]

The Program is housed in the13,000 sq. ft. Newell Veterinary Technology Building which opened in 2003. The program shares this stand-alone building with the offices and labs of the regional Quality Milk Production Service (QMPS) which is a division of Cornell University and NYS Agriculture and Markets.

The Newell building contains five offices for the faculty and staff of the program as well as space for adjunct faculty. The office area also includes a reception room and conference room. The building has three classrooms used exclusively for the program, one of which contains large animal stocks and was designed with the idea of using livestock in instruction. All three classrooms are equipped with networked hard drives, monitors, LCD projectors, document cameras and DVD players. The teaching labs consist of a prep room, surgery, radiology room and separate darkroom. The animal care facility has a large common area and separate kennel rooms for housing dogs, cats and laboratory animals. The laboratory animal room allows for the separation of species with individual rooms for each animal type. Although the classrooms may be shared with other programs on campus, the other rooms are designated for the veterinary science program and are used exclusively for the students in the program.

In addition to the Newell Building, the veterinary science program uses space in the campus science building, Cook Hall. The laboratory sections of Clinical Pathology I & II and Veterinary Microbiology are held in the biology labs in that building. These labs have microscope stations for 24 students.

A thumb drive of photographs of our facility is included in this report.

B. Classrooms, laboratories, animal holding areas, and clinical facilities:

1. Discuss the adequacy of rooms and areas, including adequacy of lighting and ventilation. [DEP only – are any campus labs used for student instructor or assessment of hands-on skills]

The Newell building was designed and built especially for the veterinary technology program and the architects worked with the veterinary technology faculty to make sure the needs of the program were met. All classrooms are up to standards required of academic spaces and are equipped with teaching consoles containing desktop computers and document cameras which are linked to an overhead projector. The rooms are open with adequate space for what the rooms were designed for. Lighting is a mixture of natural light and fluorescent fixtures and is appropriate. Ventilation is provided through air-conditioned and heated air with appropriate filters.

2. What changes are needed, if any?

The building vivarium and laboratories for the assessment of hands-on skills fit the needs of the program very well. However, we are limited in classroom space, in that our largest classroom seats 56 and our freshman class is typically 80 students. This requires us to use a lecture hall in another building on campus (which isn't really a problem). The veterinary technology building classrooms are utilized for smaller class sections, however.

3. Is the program registered with the U.S. Department of Agriculture (USDA)? If so, include a copy of the latest USDA inspection report and responses to deficiencies noted.

The program holds a Class R registration with the US Department of Agriculture.
See Appendix for USDA inspection report.

C. Equipment for classrooms, laboratories, and clinics: [DEP only – describe the types of software used to view hands-on skills received for assessment including bandwidth size, describe IT support available to instructors and students]

1. Complete the following table to identify if required equipment is owned by the program or available from other resources. If available from other resources, identify the resource.

Required Equipment	If equipment is owned, note how many in this column	If equipment is available at another resource, identify where in this column
INSTRUCTIONAL EQUIPMENT		
*Camera	2	
*Computer	26	
AUDIOVISUAL		
*Presentation system including software	3	

Required Equipment	If equipment is owned, note how many in this column	If equipment is available at another resource, identify where in this column
*Video recording and viewing equipment	4	
SPECIMENS, MODELS		
*Large animal skeleton/limbs	4+	
*Small animal skeleton	4+	
CLINICAL EQUIPMENT		
*Anesthesia machine – small animal	3	
*Isoflurane	3	
*Non-rebreathing system	3	
*Waste anesthetic gas exhaust system	1 with multiple ports	
*Animal gurney or stretcher	1	
*Autoclave	1	
*Bandaging/casting material	multiple	
*Bathing equipment	Multiple/ 1tub	
*Blood pressure monitoring equipment	2 sphygmomanometers & 1 Multiadvisor	
*Cages complying with federal regulations	12 runs, 23 cages	
*Capnometer	1	
*Cardiac monitor	1 pulse ox; 1 Advisor	
*Controlled drug cabinet	1	
*Dehorners	4 all types	
*Dental instruments – large animal—dental floats	4	
*Dental instruments – small animal—ultrasonic scaler and polisher including appropriate hand instruments	2 scaler/ polishers Multiple instruments	
*Electric clippers	4	
*Electrocardiograph (with printing capabilities as optional)	1	
*Emasculator	1	
*Emergency crash kit with accessible emergency drugs and dosages, supplies and equipment (including, but not limited to, endotracheal tubes and Ambu bag with adaptor for endotracheal tube and resuscitation mask)	1	
*Endotracheal tubes	multiple	
*Esophageal stethoscope	1	
*Examination tables	7	
*Fluid Pump	1	
*Hoof trimmers and picks	multiple	
*Microchip Scanner	1	
*Nail trimmers	6+	
*Ophthalmoscope	3	
*Oral dosing equipment		
*Laboratory Animal	4	
*Large animal	4	
*Small animal	12	
*Oral speculum-small animal (Mouth gag)	4	
*Orthopedic equipment	Assorted instruments	
*Otoscope	3	
*Pulse Oximeter	1	
*Scales, animal	3	

Required Equipment	If equipment is owned, note how many in this column	If equipment is available at another resource, identify where in this column
*Stethoscope	12+	
*Surgical instruments, basic	assorted	
*Surgical lights	5 sets	
*Surgical tables	2	
*Syringes, multiple dose	multiple	
*Temperature monitoring device (e.g. thermometer)	Multiple; mercury, digital & rectal probe	
*Tonometer	2 Shiotz & Tonopen	
*Tourniquet	2	
*Tubes – feeding and gavage	2	
*Vaginal speculum	2	
*Warming device (e.g. circulating warm water blanket, forced warm air blanket)	1	
RESTRAINT EQUIPMENT		
Laboratory Animal		
*rodent	3	
*rabbit	1	
Large animal		
*Cattle chute	1/ equine stocks	Squeeze chute available
*Twitch	3	
*Ropes	multiple	
*Halter	3	
Small animal		
*Elizabethan collar	multiple	
*Restraint pole	1	
*Muzzle	3 cat & 12+ dog	
LABORATORY EQUIPMENT		
*Centrifuge	5	
*Clinical chemistry analyzer	1	
*Manual (differential) blood cell counter	multiple	
*Electronic blood cell counter	1	
*Hand tally cell counter	multiple	
*Incubator	2	
*Microhematocrit centrifuge	3	
*Microscopes	20	
*Refractometer	7	
RADIOGRAPHIC IMAGING EQUIPMENT		
*Aprons & gloves, protective	2	
*Automatic film processor	1	
*Calipers	2	
*Cassette holders	1	
*Film	multiple	
*Film identification markers	2	
*High speed/rare earth screens	multiple	
Lead eyeglasses (if required by state law*)	0	
*Protective thyroid collar	2	
*Radiation safety badges	1 per student	
*Storage racks for gloves and aprons	1	
*Radiographic machine – fixed	2 regular & dental	
*Radiographic machine – portable	1	
*Radiographic viewer	8	

2. What non-essential equipment is desired**? This topic is reviewed every year with our Advisory Board and at this time we don't have any need for additional non-essential equipment.**

D. Office and program storage space:

1. Is office space adequate for needs, including privacy of student counseling? [DEP only – omit question if no office space is provided by the institution]

The building provides five faculty offices, three are private offices for veterinarians and the remaining two are meant to be shared offices. At this time only one of those two are shared by two staff members. Academic advisors have private offices (or access) for student counseling.

2. Discuss or describe storage space provided for program. [DEP only – describe storage and retrieval of electronic student files]

Storage was addressed when the veterinary technology building was constructed; the program has a 300 sq ft storage room as well as many cabinets and closets. A separate lockable closet is used to house the controlled substances safe.

3. What changes are needed, if any? **Office space and storage space are adequate.**

E. Off-campus clinical sites for primary instruction of student skills (other than externships/practicums), if used:

1. List and describe sites used. [DEP only - describe the criteria used for approval of clinical sites]
2. Are memoranda of understanding in place with off-campus providers of instructional support that clearly indicate the responsibilities of the sites, the program, and program students?
3. How are these sites used in the delivery of instruction?
4. How many students are at each site at a given time?
5. Who is responsible for validating the acquisition of requisite competencies at these sites, and how is that validation verified? [DEP only – include how does the program evaluate student's experience at the clinical site]
6. How are student learning activities at these sites monitored by program personnel?

The program does not use off-campus clinical sites for primary instruction.

F. Briefly describe any emergency preparedness or disaster plans in place for the program and the institution. (Appendix A)

SUNY Canton has implemented a campus wide emergency preparedness plan pursuant with the National Incident Management System. This plan is in place to ensure student, staff and faculty safety.
The Program Director of the veterinary science curriculum is the building administrator for the Newell building and therefore is a member of the SUNY Canton Emergency Response Resource Group. The Veterinary Technology Emergency Response Plan will be provided to the visiting team on campus.
The Veterinary Science Department also has an animal evacuation plan in place that has been approved by the University Police Department.
A copy of the evacuation plan for Newell building is included in the Appendix.

V. Resources for Clinical Instruction

A. List species of animals and numbers of each available for teaching purposes. [DEP only – do not fill out the species list]

*Species preceded by an asterisk are required. All others are recommended.

	NUMBERS OWNED BY THE PROGRAM	NUMBER OF ANIMALS USED IN MOST RECENT ACADEMIC YEAR
COMPANION ANIMALS		
*Cats	0	64
*Dogs	0	80
*Horses/ponies	0	10
FOOD ANIMALS		
*Cattle	0	8
Goats	0	4
Poultry	0	10
Sheep	0	20
Pigs	0	2
LABORATORY & EXOTIC ANIMALS		
Gerbils	0	
Guinea pigs	0	2
Hamsters	2	
*Mice	8	
Non-human primates	0	
*Rabbits	2	
*Rats	4	
*Birds	0	4
Fish	0	
Reptiles	0	3
Other – please specify		

B. How does the program ensure that adequate numbers of animals are available to provide sufficient hands-on experiences for each student?

Dogs and cats used in the clinical laboratories are procured through two local animal shelters. Approximately 4 -6 dogs and cats are obtained every two week period. These animals are used in the laboratories and in exchange the program provides vaccination, health care screening and spaying or neutering at no cost to the shelter. The senior students care for the animals on a rotational basis throughout the year. This partnership allows us to have an adequate supply of animals to use for hands-on experiences for the students.

Instruction on large animals takes place in our large animal classroom, with horses and cattle that are trucked in from local farms by the animal owners. Students also work with horses, cattle, sheep, llamas and goats at the local Cooperative Extension farm as well as private local farms.

The program procures mice, rats, hamsters & rabbits every year for student instruction. The number purchased correlates with the number of students in the laboratory animal class in order to insure that there are enough to provide hands-on experience for all students.

C. What is the student to animal ratio for laboratories with: [DEP only – omit questions D, E, G, and I below]

1. **Small animals- 10:1**
2. **Large animals-10:1**
3. **Laboratory animals- 10:1**
4. **Birds- 10:1**

D. From where are animals that are used in the program procured? If using sources such as animal shelters, do you have memoranda of understanding with these sources?

The program has arrangements with three local animal shelters; The North Country Animal Shelter in Malone, NY the Potsdam Humane Society Shelter in Potsdam, NY and Focus on Ferals in St. Regis Falls, NY. We have MOU's with all three shelters. Copies of these will be available to the visiting team. Large animal labs are conducted either at the Newell building or at area farms (as well as a local Cooperative Extension farm). All of the animals used are privately owned animals and the owner is usually in attendance during the lab. The laboratory animals are purchased from pet stores or are from St.

Lawrence University's vivarium.

E. How are animals transported from the sources to the program?

The program hires student workers from the veterinary technology program to transport the animals from the shelters. The vehicle used is owned by the college and the students must have driver approval (License Event Notification Service- LENS) through the University Police department. If large animals are transported to the school, it is done by their owners.

F. Provide membership of the required institutional animal care and use committee (IACUC) and copies of the minutes of the last two meetings. **IACUC membership and meeting minutes are included in the Appendix**.

G. Who is in charge of animal care?

Dr. Tony Beane (Professor, Veterinary Technology) is the attending veterinarian for the animals in the program, however, the other veterinarians share on- call duty. Robin Gittings, LVT and Raeleen Willard, LVT oversee the animal care on a daily basis also.

H. How are teaching models used in program instruction?

The program makes use of instructional videos and computer programs that are available for the initial introduction of tasks. The program also provides instruction utilizing several animal teaching models such as: Advanced Airway Jerry, Canine CPR Manikin, Canine IV Trainer, Critical Care Jerry, Canine Intubation Trainers, Canine Pulse Trainer, Koken Rat & Rabbit and Rescue Critters neonatal dog, cat and rat models.

I. If clinical services are provided to the public, how are these used to enhance program student educational experiences?

Clinical services are not provided to the public.

VI. ***Library and Informational Resources***

A. Library operations:

1. How many hours per week is the library open? Provide total and daily hours. [DEP only – describe informational resources available to students. Omit question A2]

In response to student need, the library has extended its hours of operation and is currently open 124.5 hours a week during the regular academic term. The daily hours are: Sunday: 8am- 2am; Monday – Thursday: 7:30 am- 2 am; Friday: 7:30 am- midnight; Saturday: 8am – midnight. The library also maintains 24 hour/ 7-day accessibility for the midterm & final exam periods.

2. What is the seating capacity? **Over 400**
3. How is the library staffed?
   a. What is the name and credentials of the lead librarian? What are the credentials of other library personnel?

Michelle Currier- Director of Southworth Library Learning Commons- BA, BA, MLIS
Cori Wilhelm- Assistant Director SLLC- BA, MST, MLIS
Jess Spooner- Senior Assistant Librarian- BA, MSEd, MLIS
Rachel Santose- Assistant Librarian – BA, MA, MLS

4. Where is the library located in relation to the Program facilities**? The library is located in the center of campus a few hundred feet from the veterinary technology building.**

B. Library veterinary technology-specific holdings:

1. How many books specifically relate to veterinary technology and veterinary medicine? **230**
2. How many periodicals specifically relate to veterinary technology and veterinary medicine? **109**
3. What databases are available that pertain to veterinary technology? **Specifically: Veterinary Education in Video. However other databases have useful information related to the topic, such as: Academic Search Complete, Academic OnFile and Science Direct.**
4. What types of auto tutorial and/or other learning resources are available to the veterinary technology students, including space, materials, personnel, computers and other equipment? **Southworth Library supports students through many resources, notable but not limited to: space for group discussion & private study, tutoring labs, computer labs, ebooks, DVD and video- streaming technology and participates in an interlibrary loan program. Additional information will be available to the visiting team.**

C. How much money is allocated to veterinary technology-related acquisitions**? There is no certain amount of money allocated to veterinary technology acquisitions. Requests are made to the library and these requests are made as the budget allows. Historically, the Program has never had requests turned down.**

D. Evaluation:

1. Are library facilities adequate? **Yes, our library facilities are excellent.**
2. Are library holdings of reference books and periodicals current and adequate? **Yes**

a. How often are books and periodicals reviewed and purged? **A weeding process takes place as needed.**

3. What changes in library services would benefit the program? **None at this point.**
4. What methods are used to encourage students to use the library? **The curriculum requires a course FYEP 101: First Year Experience. In this course, students are introduced to the library facilities. Throughout other courses, research papers are assigned and students are encouraged to use the library for these papers. Video databases are assigned as well and the tutoring services are strongly encouraged.**

VII. ***Admissions***

A. Maximum number of students to be admitted to program in each enrollment period.

The enrollment goal for the program each fall is 80 students, this represents a combination of AAS and BS degree seeking students.

B. Number of times students are enrolled in the program per year.

We admit to the veterinary science program once per year in the fall semester only.

C. Number of qualified applicants for each enrollment period for the current first year of the program.

For the Fall 2015 admission cycle, veterinary science had a total of 462 applicants, of which 176 had met the admission requirements and were qualified. All 176 were offered admission and a total of 81 enrolled and attended SUNY Canton.

D. Number of students entering each enrollment period for the present first-year class.

A total of 81 students entered the first year class. 36 students enrolled in the AAS program and 45 in the BS program.

E. Describe procedure for selecting first-year students:

1. Minimal scholastic requirements, tests used, interview system, documentation required, and special provisions for out-of-state students, if applicable.

The academic admissions requirements for the program are:

Proof of high school graduation or GED

Biology- NYS Regents exam score of 75 or higher

Chemistry- NYS Regents exam score of 65 or higher

Math- NYS Regents Algebra and Geometry exam score of 75 or better on the second course.

SAT's or ACT's are not required but are recommended. All new, non-transfer students are required to take the ACCUPLACER placement test, unless they qualify for exemption (based on HS English grades). This placement test is developed by the American College Testing Service and is used primarily for placement in college versus preparatory level English.

Special consideration is made for out-of-state applicants by the admissions committee since they do not possess NYS Regents exam scores. Strength in biology, chemistry, algebra and geometry must be demonstrated.

Transfer students must have a minimum GPA of 2.5 in their previous college course work as well as meet the math and science requirements.

2. How are program personnel involved in the admissions process for program students?

The veterinary science program is one of several health profession programs that utilize a selective admissions process. The records of qualified applicants are scored by admissions staff based on a rubric designed by the veterinary science department. The Program Director and another faculty member review all the rubrics and the student files and offer admission based on the academic preparedness of the candidate. Typically applicants who score the highest on the ranking rubric are offered admission. The selection process is ongoing until the class is filled. The department converted to the selective admissions process three years ago. It seems to have improved retention and graduation rates, but because of limited data, at this point accurate conclusions can't be drawn.

3. What changes in admission requirements would benefit the program?

We believe the newly adopted selective admissions process will allow us to select applicants with the greatest chance of being successful.

VIII. *Students*

A. Institutional enrollment: **Based on Fall 2015 semester.**
   1. Total head count: **3183**
   2. Full-time equivalent: **2821**

B. Number of students presently at each stage of the curriculum: (If the program offers more than one option, provide numbers for each program option separately)
   1. **First year: 81 (36 enrolled in AAS program and 45 enrolled in BS program)**
   2. **Second year: 59 (35 enrolled in AAS program and 24 enrolled in BS program)**
   3. **Third Year (if applicable): 22 (these represent students in the BS program who will receive their AAS)**
   4. **Fourth Year (if applicable): NA**

C. Enrollment options:
   1. What enrollment options do students have? (i.e. full-time only; part-time; evening, etc.)
      Students have the option of enrolling on a full time or part time basis. No evening classes are offered.
   2. Full-time equivalent enrollment in the program.
      FTE for AAS program = 69
      FTE for BS program = 99
      Total Program FTE = 167

D. Do you anticipate enrollment numbers changing in the next two years? If yes, what is the anticipated maximum number in the next two years?
   We don't anticipate any changes in enrollment numbers in the next two years.

E. If enrollment takes place at more frequent intervals, please show current enrollment in each academic term. **NA**

F. Provide retention information for the last three complete academic years by completing the table below. (Use data based on a July 1st to June 30th year. Beginning enrollment is the total number of students enrolled in the program on July 1; Graduates is the number of graduates between July 1st to June 30th; New Starts is the number of students enrolling in the program between July 1st to June 30th; Re-entries is the number of students who re-entered the program between July 1st to June 30th; and Ending enrollment is the total number of students enrolled in the program on June 30th.)

	Two Years Past (2012-2013)	Prior Year (2013-2014)	Current Year (2014-2015)
E = Enrollment (as of July 1)	46	79	94
NS = New Starts (July 1 to June 30)	95	88	70
RE = Re-entries (July 1 to June 30)	9	2	11
G = Graduates (July 1 to June 30)	36	37	65
EE = Ending Enrollment (as of June 30)	93	111	94
Retention % = (EE + G) / (E + NS + RE)	86.00%	87.57%	90.86%

G. Provide number of graduates for each of the past five years including, the current year based on a July 1st to June 30th year. (If graduation occurs several times each year, show numbers of graduates in each academic term.) (Provide numbers for each program option separately)

Academic Term (e.g. spring 2011)	Four years past 2010-11	Three years past 2011-12	Two years past 2012-13	Prior year 2013-14	Current year 2014-15
AAS Fall	3	1	2	0	0
AAS Spring	34	42	36	37	65
BS Fall	0	0	0	0	0
BS Spring	0	1	0	6	7
Total graduates	37	44	38	43	72

H. For new programs, when will the first class graduate and with how many students?

I. Student safety issues. (see *Statement on Safety*, Appendix A) **All Program policies are provided in the**

appendix

1. Provide program policy for student pregnancy. **A student pregnancy policy approved by the department and the SUNY Canton health office is provided to all students in their program manual. A copy is provided in the appendix.**
2. Provide program student rabies prevention/vaccination policy**. Rabies vaccination is required prior to the student performing their first preceptorship. The rabies vaccination policy is provided in the appendix.**
3. Have any student injuries or accidents occurred that required medical assistance beyond first aid?
No accidents of that nature have occurred.

J. Briefly describe student support services, including academic and personal counseling.

At SUNY Canton, students have a wide variety of services available. These services are listed in the Student Handbook and are referred to by the veterinary technology faculty and staff.
The Office of Accommodative Services provides students with documented disabilities the appropriate assistance they need to participate fully in college life. It is up to the student to register and follow the procedures for obtaining their accommodations. The program faculty members are informed of all students in the curriculum who require accommodations and of the specific accommodations. This office provides tutoring services to registered students as well as supporting various tutoring offices on campus that are open to all students. The Science Tutoring Lab employs peer tutors for the veterinary science courses.
The Counseling Center provides personal counseling services for students with personal, social or emotional concerns. Frequently, faculty and staff are the first members of the college community to notice a troubled student and make referrals to the center on an individual basis. All referrals are made in confidence.
Health services are available during the academic year to all currently registered students who pay the student health fee.
Students have access to career counseling through the college's Career Services Office. This Office provides help with job search skills, resume writing, etiquette, dressing professionally and personal finances. They also maintain an online job posting site.
SUNY Canton provides technical support to students during normal institutional working hours for hardware, software and course management issues through the Help Desk.
Financial aid information in regards to government loans as well as information on grants, scholarships and part time employment may be found at the Financial Aid office and the Canton College Foundation.

K. Describe the activities of the student veterinary technician organization.

1. How do the organization's activities contribute to the quality of the program**?**

The following report was written by the student president of the Veterinary Technician Association, Alexander Simmons.

The SUNY Canton Veterinary Technology Program consists of a wealth of different students from many different areas of New York, all of who come together with different levels of skills and interests pertaining to this field of study. We have students who are interested in equine studies, bovine studies, exotics, and small animal studies as well as cats and dogs. As the SUNY Canton Veterinary Technician Association (VTA), we aim to provide students access to come together as students within the curriculum, as well as outside the curriculum, who all share interests of helping out the animal loving community. We attempt to provide a professional establishment that can augment their learning experience at SUNY Canton, as well as provide a fun filled organization for developing social and professional skills as an aspiring veterinary technician. There are always programs hosted by the VTA to not only help accelerate students' learning experiences and knowledge as a veterinary technician, but also to help the students create a relationship with different members of organizations in the field of veterinary technology such as shelters, zoos, veterinary educational speakers, and others with a passion for the betterment of animals' quality of life.

The VTA also helps with development of skills to help succeed as part of a professional organization as well. Those who have the opportunity to become an officer in this organization will learn a variety of different skills on how to operate as an elected official in the organization. Not only do the officers get great experience, but also the members, by participating in the organization, are exposed to a professionally structured meeting allowing them to experience a little of what to expect when they enter the field as a career. This also gives students the opportunity for their ideas and voices to be heard, and lets them, as an organization, develop different programs that they would like to be a part of as a vet tech student.

There are many different programs that we offer as the SUNY Canton VTA, most of which are ideas that come from the students participating at these meetings. A list of these include:

- **Trips to local shelters to practice skills they have learned in the curriculum, as well as helping out their local shelters.**
- **Trips to wildlife reserves and zoos to learn more about animals that are outside of the standard**

structure of the curriculum such as intricate details about wild animals and exotics.

- **Opportunities to work with local shelters to help raise money to provide the shelters with means of income in order to develop a strong bond with these non-profit organizations as well as lending a helping hand.**
- **Fundraising a variety of ways in order to help generate income for the club itself and fund the different programs that are being hosted by the VTA.**
- **Hosting guest speakers that present on different topics pertaining to the field of veterinary science in further depth than what can be fit into the curriculum.**
- **A major end of the year trip to a different location in the country to visit different veterinary technology establishments to further students' knowledge of different types of establishments and careers offered in their field of study.**
- **Hosting student get-togethers that allow students in the curriculum to get to know their peers and socialize with groups of people with common interests.**

These are only a handful of the many opportunities the VTA offers students within the program and we believe it is very beneficial for students to come and enjoy the community we have created together.

2. Is the student organization an institutional member of the National Association of Veterinary Technicians in America (NAVTA) and the state veterinary technician organization?

The SUNY Canton Veterinary Technology Association (VTA) is a member of NAVTA. Students may join the NYS Association of Veterinary Technicians (NYSAVT) on an individual basis if they wish but the institutional membership rate is prohibitive and therefore is not done.

L. Through what channels do students have input to the program's policies and curriculum?

Students have constant input to program policies and curricula. Much of this is done informally since faculty and students communicate constantly. This occurs both during and after school hours. Formal input is achieved as well. After students complete their preceptorship, they are required to fill out a questionnaire where suggestions are requested concerning policies and curricula. Suggestions are taken very seriously and many changes that have been made have been in response to student suggestions. Students are very aware of this and feel they play a significant role in the success of the program.

In March 2015 the SUNY Canton Veterinary Technology program established Tau Phi Zeta (TPZ), the first veterinary technician academic honor society. The purpose of this organization is to provide recognition for high scholarship standards among students in Veterinary Science Technology. Membership is offered to students who have an overall GPA of 3.5 or above, who have demonstrated a love for animals and possess desirable qualities of character, work ethic and professional behavior. Twenty-six students were inducted in the inaugural class, followed by 13 in the fall of 2015.

IX. *Faculty and Staff*

A. Number of faculty/staff and full-time equivalents (FTE) devoted to the veterinary technology program and salary information. Only include faculty/staff from other departments who teach veterinary technology courses to program students:

RANK	HEAD COUNT	FTE	MAXIMUM SALARY	MINIMUM SALARY	AVERAGE PAID CURRENT YEAR	LENGTH OF CONTRACT (9-month, 10-month, 12-month)
Program Director	1	1	150,937	57,517	87,853	10 mo
Veterinarian Instructor	1 1	1 1	150,937 113,707	57,517 46,410	84,127 76,442	10 mo 10 mo
Credentialed Veterinary Technician Instructor	1 1	1 1	71,863 71,863	37,351 37,351	52,948 57,491	10 mo 10 mo
Non-Veterinary Instructor						
Other Program Staff - LVT Adjuncts	1 1	.17 .17	1000 1000	9000 9000	2081.60 2081.60	No contract Adjuncts are paid $1000/ credit hr for laboratory assistance.

B. Provide the following information for each faculty/staff member assigned one-quarter time or more to the veterinary technology program:

Name **Indicate state(s) person is licensed or credentialed**	**Education** **Indicate degree(s), name(s) of institutions, and each year of degree conferment.**	**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**
Example: Dr. Jane Smith Licensed in the states of Illinois and Michigan	DVM, ABC University, 1908	Instructor	January 1, 1909	Part-time	Student contact hours= total of lecture plus lab hours per week and any office/advising hours engaged with students	American Veterinary Medical Association (AVMA)
Mary O'Horo Loomis Licensed in New York State	DVM NYS College of Veterinary Medicine at Cornell 1982	Program Director	January 1994	Full Time	10 hrs/week plus 4 office hrs. Additional hours are compensated as extra service.	AVMA, AAEP. NYSVMS, Northern NYVMS, AVTE, Central Canada Vet Assoc.
D. Anthony Beane Licensed in NYS	DVM NYS College of Veterinary Medicine at Cornell 1988	Professor	September 1999	Full Time	17 hrs/week plus 4 office hours. Additional hours are compensated as extra service	AVMA, NYSVMS, Northern NYVMS, Central NY Academy of CE, AABP, Central Canada Vet Assoc, AVTE

Sophia Theodore Licensed in NYS	DVM University of Illinois, 2001	Associate Professor	September 2005	Full Time	15 hrs./week plus 4 office hours. Additional hrs are compensated as extra service.	AVMA, NYSVMS, Northern NYVMS
Raeleen M. Willard Licensed in NYS	LVT AAS-SUNY Canton, 1995 BA- Biology-SUNY Potsdam MST- SUNY Potsdam 2010	Instructional Support Technician	August 1997	Full Time	17 hrs/week plus 4 office hrs. Additional hrs are compensated as extra service.	AVTE, NYSAVT, NEVTEA
Robin I. Gittings Licensed in NYS	LVT AAS- SUNY Canton, 2009 BS- Southern Connecticut State University 1975 M.Ed- Univ. of So Carolina 1977	Instructional Support Technician	August 2008	Full Time	13 hrs./wk plus 4 office hrs. Additional hrs are compensated as extra service.	NAVTA, AVTE, IAAHPC, NYSAVT

C. Is the program instructional staffing adequate for program needs? If not, what are those needs?
Yes, staffing is adequate at this time.

1. What is the program personnel to student ratio for:
   a. Animal handling laboratories? 1:10
   b. Program laboratories without animals? 1:20
   c. Lecture classes? Typically 1:60, however some first year classes may be higher.

D. Describe clerical support available to program.
The program is supported by the clerical staff of the School of Science, Health and Criminal Justice. One staff member is assigned 15% of her time to veterinary science and the other 7% of her time.

E. Are institutional policies for retirement, consultation or outside work by faculty, etc. adequate? If not, explain: (*Do not include the faculty handbook*) **Institutional HR policies are adequate.**

1. Are program personnel supported, either financially or otherwise, to attend scientific meetings? If yes, describe how.

Funding for faculty professional development is available from a number of sources. These include: funding through the department and school budgets, the Vice President for Academics, the SUNY Canton College Foundation and IDAP funds from the joint labor/management agreement.
Program personnel are encouraged to attend at least two continuing education events per year. NYS requires at least 45 hrs of continuing education of veterinarians for every 3 year re-registration period and at least 24 hrs for LVT's over the same period. All personnel maintain current New York State licenses.

2. Briefly describe College support and requirements for professional development of instructors.

All faculty members at SUNY Canton are encouraged to pursue activities that will enhance their professional development and the College's educational programs. Academic advancement and promotions require that candidates address efforts paid to continuing growth and scholarly activities. As stated above, the college provides generous financial support for professional development.

F. Personnel issues:

1. Are salaries adequate? **Yes, the salaries are adequate at this time.**
2. Discuss faculty and staffing continuity and stability.

As you can tell from the above original dates of appointment, most of the personnel have a long history with the college. We do not have a high turnover in our personnel; everyone seems to be quite content in working here. The continuity of our faculty may be considered strength of the program.

3. Describe the policy and financial provision for part-time faculty, the number currently used in the program, and how they are used in the program.

Adjunct faculty are hired primarily as assistants in the laboratories teaching required hand-on skills. These

individuals must be a graduate veterinary technician and possess a current license from the New York State Education Department. Adjunct faculty who work as instructional support in a laboratory setting are paid $1000/lab. Currently the program utilizes two LVT's in this capacity. One assists in the laboratory portion of
VSCT 204, Large Animal Medicine and Therapeutic Techniques and the other is in VSCT 211, Animal Hospital Practices & Procedures. These adjuncts assist in the instruction of essential tasks but the evaluation of tasks is left to the primary instructor for the course.

4. Who is responsible for hiring and dismissal of program faculty members and support personnel?

Although the Program Director and School Dean have a great amount of input in hiring and dismissal of personnel, the President of the college is ultimately responsible for both.

5. How is teaching effectiveness evaluated?

All teaching faculty members undergo an annual evaluation. Each member submits a Faculty Information Form (FIF) in the fall semester. This report addresses the previous year's activities and consists of a detailed account of courses taught, formal coursework, completed publications, presentations and continuing education programs attended. It also includes a discussion of the faculty member's goals and plan for professional development. This is submitted to the dean's office and a conference is scheduled between the employee and the dean to review it.
Employees requesting a personnel decision, such as promotion or continuing appointment, must submit a Faculty Evaluation File. This portfolio includes documents and materials collected when the employee was hired as well as evidence related to the criteria above. The criteria addressed is set by the SUNY Board of Trustees and includes evidence of mastery of subject matter, effectiveness of teaching, scholarly ability, effectiveness of college service and continuing growth.
Student evaluations are given at the end of each semester for every teaching faculty in every course. These evaluations are distributed to the faculty member, department chair, school dean and the provost. Additionally, the VTNE passage rate and annual employer surveys indirectly evaluate teaching effectiveness.

6. Describe any changes needed in personnel policies.

Personnel policies are adequate and complete.

X. *Curriculum*

A. Total number of credit hours:
   a. Based on quarters or semesters? **The curriculum consists of 64 total semester credit hours.**

B. What degree(s) (or certificate) is/are granted? **Associates in Applied Science**

C. Provide the program curriculum showing suggested course sequencing. **See Appendix for curriculum check sheets.**

D. Student time involved in classes:
   1. Hours per week: **1st semester= 19 hrs. 2nd semester= 23 hrs. 3rd semester =21 hrs. 4th semester=16 hrs.**
   2. Weeks per term: **14**
   3. Terms per year: **2**
   4. Number of externship/internship/preceptorship hours in the curriculum (honing skills). Do not include hours at off-campus sites where primary learning occurs. **240 hours**
   5. If applicable, number of hours during the externship/internship/preceptorship spent in primary learning (completing essential skills including assessment). **NA**
   6. Length of time to complete the program (based on full-time enrollment). **Students enrolled in the AAS program should complete it in two years (4 semesters).**

E. College calendar:
   1. Date present academic year began: **August 24, 2016**
   2. Date present academic year will end: **May 6, 2017**

F. Provide a brief catalog-style (outline) description for each core veterinary technology course. (Do not repeat student attendance, honesty, grading, conduct policies). **See Appendix for catalog descriptions.**

G. Provide two examples of standardized criteria used for evaluating student acquisition of skills.
   1. Describe how standardized criteria are used to ensure that all students have completed all required tasks and have been assessed using the defined criteria.

A bound booklet entitled "Program Handbook and Essential Task List" has been assembled by the Program faculty. Students purchase this booklet as a required book for the first semester course VSCT 101 and are instructed to retain it throughout their four semesters in the program.

The task section of the book lists the essential skills outlined by the AVMA-CVTEA. The tasks are arranged by courses in which they are included. As students complete the requirement there is space for the instructor to sign and date, thus indicating that the task was successfully completed. A section of this booklet is provided in the appendix.

Additionally, most clinical courses have a laboratory practical exam given with the final exam of the course. These practical exams further help with assessment of student's acquisition of skills.

See Appendix for copies of pages from Program Handbook.

   2. Who is responsible for evaluating skills acquisition in the program? [DEP only – also describe how hands-on skills are evaluated including feedback, turn-around time, and how exams are proctored.]

Learned skills are evaluated by the instructor(s) of the course who witness the student performing the skills.

H. Describe off-campus assignments for the practical veterinary experience (preceptorships, internships, externships, affiliations, practicums, field trips).
   1. Are memoranda of understanding used that delineate the expectations of all parties?
   2. Are there criteria in place for onsite supervisors to assess student performances?
   3. How are student learning activities at these sites monitored by program personnel?

Students are required take two preceptorship courses, each requiring 120 hours of practical veterinary experience, for a total of 240 hours. The first course (VSCT 201) is taken during the summer between the first and second semester and the second course (VSCT 209) is taken over the winter break (Winterterm) between the third and fourth semester. The basic workings of both courses is the same, however, our expectation is that the tasks performed during each course will differ.

The preceptorship experience may be completed at one practice or divided between two or more practices. Some students want to work at two totally different types of practices in order to obtain a better overview of the job opportunities available to them after graduation. The guidelines that the students are given is that they can work in any type of practice they desire as long as they are supervised by either a licensed veterinarian or a licensed veterinary technician.

The courses are administered online through the Blackboard Course Management System. Students are first instructed on ways to contact practices and request the ability to perform volunteer hours with them. Once the student has information about potential sites (we usually ask that a student identifies more than one site, so that there is an alternate site if needed), the instructor of the course sends the practice a contact letter. This letter delineates what the preceptorship is for and what courses the student has been exposed to thus far in their educational process. The letter also contains the list of essential tasks with suggestions for what we hope the student will be exposed to at the site. We ask that the practice verifies their understanding by

sending back an official signed reply indicating their willingness to accept and evaluate the student. The student sets up a mutually agreed upon tentative schedule with the practice. SUNY Canton then prepares an Affiliation Agreement between the State University of New York and the site. This document is signed by the Vice President for Administration and the preceptorship site and returned to SUNY Canton's Human Resource Department. This document lets the site know that the student is covered by SUNY's liability insurance.
While performing the preceptorship, students are required to carry a small notebook to keep track of their day-to-day activities. These notebooks are collected at the end of the experience. Students are also required to submit weekly reports to the class instructor via the Blackboard site. This site is used for all communication between the student and faculty. Site mentors are given contact information with program faculty so that they can contact the program if any issues arise.
After the preceptorship is completed the students write a reflective paper on their experience, which is graded as part of the final grade for the course. The practice also returns an evaluation of the student, this does not enter into their grade but the evaluations are shared with the student so that they are aware of how their performance was perceived.

I. What changes in the curriculum, if any, are being considered? **No changes are being considered.**
   1. Describe process for curricular review.

Any changes in curriculum are initiated at the department level. The faculty member involved in the changes complete a campus form describing the curricular item. The change then undergoes department review and if approved it is forwarded to the Dean of the School. Once the School Dean approves the change it is forwarded to the other School Deans. If they don't have any comments or questions, the change then goes to the Curriculum Committee (a faculty governance committee). The Curriculum Committee then forwards the item to Faculty Assembly to be approved by the campus. The change is finalized when the President approves the resolutions of the Faculty Assembly.

J. Describe use of distance learning (if any) or any anticipated use (if not a DLP). (See *Off-Campus Clinical Instruction*, Appendix C.)

SUNY Canton utilizes the Blackboard Course Management System. Currently the program administers only the two preceptorship courses (VSCT 201 & 209) online. Many of the campus based classes, however, include supplements that are provided to students through the Blackboard system.

K. Describe efforts to instill habits of life-long learning, including continuing education offerings.

Freshmen students are required to complete at least three hours of continuing education credits and 10 hours of community service in their first year.
In 2012 the Program was certified by NYS Education Department to provide continuing education programs for veterinarians and veterinary technicians. This certification is required if CE programs are to be used for the mandatory CE required for re-licensing. Typically 3-4 CE events have been held on campus each year. Students are welcome at these programs and encouraged to attend. These programs are historically very well attended by both students and area veterinarians and LVT's.

L. Does the program accept high school veterinary technology courses for college credit? If yes, what is accepted?

The program has accepted some high school agriculture related classes for the program course, VSCT 103, Introduction to Animal Agriculture. This is a lecture based course and no skills are taught in it. High schools who request credit transfer first submit appropriate documentation of the course (description, content, textbook used, etc) These documents are reviewed by the Program Director (who also teaches VSCT 103) and if the course is deemed acceptable an articulation agreement is drawn up by the Special Projects Director of the college.

M. Does the program accept credits from non-accredited veterinary technology programs? If yes, explain how the program assesses the rigor of transfer.

No veterinary science credits are accepted from non-accredited veterinary technology programs.

XI. ***Outcomes Assessment***

A. Submit copies of Official CVTEA School Report as provided by PES for the last five years (summary sheets and domain scores of VTNE may be provided if the Official CVTEA School Report is not available). **These are provided on the included thumb drive.**

Complete the following table:

	2010 – 2011	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015
Number of first-time test takers passing VTNE (July 1 to June 30)	29	38	25	33	54
Total number first-time test takers (July 1 to June 30)	31	45	30	35	64
VTNE pass rate (July 1 to June 30)	94 %	85 %	85 %	94 %	84 %

B. If a state veterinary technician examination is used, report data for the past five years, including current year to date. **New York State does not administer a state veterinary technology exam.**

C. Is there a credentialing requirement in the state? If yes, who is responsible for the credentialing of veterinary technicians? **Veterinary Technician licensing is required in New York. Veterinary Technicians are credentialed by the New York State Education Department Office of Professions.**

D. Provide summaries of assessments of:

1. Surveys of graduates indicating educational preparedness and employment satisfaction.

See Appendix for graduate survey results.

2. Surveys of employers of graduates indicating satisfaction with graduates.

See Appendix for employer survey results.

3. Evaluations by faculty and staff related to adequacy of clinical resources, facilities and equipment, library resources, and preparedness of graduates. (e.g. describe feedback provided by your faculty and staff regarding current program resources)

All members of the staff were asked to comment on the adequacy of clinical and institutional resources and preparedness of graduates and the consensus was that these items were adequate.

4. Any other method of assessment used.

E. Provide numbers of surveys sent out and numbers received. **See surveys included in Appendix.**

F. Have representative samples of surveys available for site team perusal at the site visit.

G. How is collected data from graduates and employers used to improve the program?

Graduate and employer surveys are reviewed by all staff. We look for suggestions on equipment purchases, techniques that should be taught or areas where student performance needs improvement. From there, we consider making appropriate changes to the curriculum. For example, in the past we received comments from employers that our students lacked front office and reception skills which prompted us to institute the course in veterinary office practices. Subsequently, employer comments on these skills have greatly improved.

H. How is feedback from the advisory committee used for program improvement?

Our advisory board is a dynamic group of professionals and their input regarding the program is highly valued. They have supported curriculum changes and the implementation of new classes. They were instrumental in the development of the required rabies vaccination policy. They have also commented on equipment needs and supported those purchases. Conversely they have suggested not purchasing certain equipment that they felt would not be necessary. Many of them either employ our graduates or work with them and because of this, they offer valuable suggestions on improving graduate performance.

I. How is data from VTNE results and applicable state examinations used for program improvement?

The VTNE results are also reviewed by all faculty and staff. We compare our passage rates as well as our domain averages with the national scores. When individual domain scores trend downward we attempt to troubleshoot why this occurs and make adjustments for it. Sometimes these lower scores are a factor of an individual class and the domain score improves the next year and sometimes the trend continues. In the case of the latter, more emphasis is placed on that topic in the appropriate subject and more tutorials and assessments are developed.

J. Are Program graduates prepared with entry-level skills?

Yes. All of the graduates of the program have been evaluated and have successfully completed the entry level skills required by the AVMA-CVTEA. The evaluators have been involved in veterinary technology education

for many years. Both graduate surveys and employer surveys seem to support the fact that these graduates are prepared.

K. Provide the link to the webpage where VTNE results are reported.

http://www.canton.edu/sci_health/vet_tech/reporting.html

The following table is an EXAMPLE of what is required to be posted on program's webpage.

	July 1, 201X - June 30, 201X
Number of eligible first-time candidates	#
Number of first-time candidates that have taken the VTNE	#
Three-year VTNE pass percentage	#%

Third Draft
10/5/2016

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

Report of Evaluation	*State University of New York (SUNY)-Canton* *Veterinary Technology Program* *34 Cornell Drive* *Canton, NY 13617*
Date of Evaluation	*September 14 – 16, 2016*
Date of Previous Evaluation	*October 13-15,2010*
Evaluation Committee	*Ms. Debbie Danforth, LVT, CVTEA* *Dr. Don Russell, NYSVMS* *Ms. Janet Collier, LVT* *Mr. David Patterson, Public*
AVMA Staff	*Dr. Kenneth A. Clever*

PRINCIPAL ADMINISTRATIVE OFFICERS

President	*Dr. Zvi Szafran*
Provost/Vice President of Academic Affairs	*Dr. Douglas Scheidt*
VP for Administration/Chief Financial Officer	*Ms. Shawn Miller*
Director of Veterinary Technology Program	*Mary O'Horo Loomis*
Dean of Student Affairs	*Ms. Courtney Bish*
Dean of School of Science, Health & Criminal Justice	*Dr. Kenneth Erickson*

Presented herein is the report of the evaluation committee for the State University of New York College of Technology – Canton (SUNY-C) 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, July 2016*. 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 at the conclusion of this report.

Introduction

SUNY-C, one of 64 campuses of the SUNY system, is located in Canton in northern New York State. The college was founded in 1906. The college, along with SUNY Potsdam, Clarkson University, and St. Lawrence University, make up the Associated Colleges of the St. Lawrence Valley. The Program graduated its first class in 1977. The Program has been fully accredited by the AVMA since 1979.

Executive Summary

The 64 semester-credit curriculum leads to an Associate in Applied Science (AAS) degree. Students must complete two preceptorships, each requiring 120 clock hours. The primary focus of the curriculum is small companion animal medicine followed by equine, dairy cattle and laboratory animals. Students may also complete a Bachelors of Business Administration in Veterinary Services Administration or a Bachelor of Science in Veterinary Technology. The Program also has an articulation with Adirondack Community College for a 1+1 program, whereby the first year can be completed at the community college.

Identified Program strengths include:

- Experienced Program Director who provides effective leadership to the Program
- Highly collegial faculty who demonstrate a team approach to providing quality instruction; most have longevity with the Program
- Leadership provided by the faculty to develop a program of continuing education for the local veterinary community and the honor society Tau Phi Zeta for students
- Contemporary well-maintained facility; good signage and secondary labeling throughout
- Supportive administration that is very familiar with the Program
- Excellent library resources
- Improved admissions process that involves greater selectivity
- Very active student chapter of NAVTA
- Actively involved Program Advisory Committee and a supportive local veterinary community

- Cooperation within the Associated Colleges of the St. Lawrence Valley
- Mature and enthusiastic students who are very supportive of the Program and the faculty

Challenges/areas for improvement identified include:

- OSHA and general safety issues:
    - Need for "no food or drink" signage at entrances to veterinary technology labs
    - Student's packs and bags inappropriately stored during some labs
    - More appropriate personal protective clothing needed for certain laboratories
    - Shoe covers need to be used during sterile surgeries
    - Lack of a written protocol for management of animals requiring isolation
- System for labeling controlled substance vials for inventory control needs to be improved
- Student-to-instructor ratios for animal-use laboratories are too high
- Ventilation in the darkroom needs to be improved to lessen the chemical odor from the automatic processor

No critical and major deficiencies from the 2010 accreditation report remain unmet.

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?	☒ Yes ☐ No
Agency that accredits the parent institution: Date of last review: 2013 Next review: 2022	Middle States Commission on Higher Education
2. Is the college/university in good standing with the institutional accrediting agency?	☒ Yes ☐ No
Commentary: This standard is met.	

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

	Two Years Past 2013-14	**Prior Year** 2014-15	**Current Year (Budgeted)** 2015-16
TOTAL INSTITUTIONAL OPERATING BUDGET:	24,091,200	24,994,300	25,162.685
PROGRAM REVENUE:			
State appropriated funds	347,829	374,185	379,075
Federal funds			
Student tuition and fees			
Grants			
Other			
Total Revenue of Program	347,289	374,189	379,075
PROGRAM EXPENDITURES:			
Personnel (all salary figs. include benefits)	316,518	326,439	337,698
Veterinarians (3)	211,676	217,276	227,259
Credentialed Technicians (2)	104,436	106,163	110,439
Other Technical Personnel			
Other Instructional Personnel	105,363	108,647	110,439
Non-academic Personnel	13,298	29,519	21,400
Benefits on salaries			
Equipment			
Supplies + contract services	17,219	17,904	17,093
Other (mail, copying)	1,197	3,323	2,884
Total Expenditures of Program	769,707	809,271	716,773
FOR PROPRIETARY SCHOOLS:			
Total Assets of Institution			
Total Liabilities of Institution			

2. Is the institutional budget adequate to meet the program's current needs?	☒ Yes ☐ No

Comments: The program budget is determined by the Program Director based on consultation with faculty and staff. This budget proposal is submitted to the dean who in turn submits all School program budgets to the Provost and Vice-President for Administration. The budget is adequate.	
Does the institution have provisions to meet any unexpected financial needs of the program?	☒ Yes ☐ No
Comments: The College has a reserve fund of about $1.5 million that is available for emergency expenditures. Also, Perkins funding can be used for unplanned equipment purchases.	
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?	$19,587.20
Comments: The theoretical total cost for tuition, fees and estimated books for two years is $19,587.20. This estimate also includes $750 which is the cost for the required rabies vaccination series.	
Are program-specific scholarships or grants available to students?	☒ Yes ☐ No
If yes, describe: There are ten scholarships available to students for a total of approximately $20,660. Also, any student at the College is potentially eligible for some level of tuition assistance (up to 100%) through the state of New York's Tuition Assistance Plan (TAP). This is strictly need-based tuition reduction.	
Comments:	

Commentary:

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 within sixty (60) days of implementation with an explanation of 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?

To provide quality education to all eligible students seeking a career in veterinary science technology.

The Program also has a vision statement as follows: the Program provides students with the skills and abilities to meet the demands and challenges of veterinary medicine; the professionalism to address ethical concerns and issues; and the tools to pursue a life-long path of professional growth and learning. Most importantly, SUNY Canton strives to deepen respect and compassion for animals, people, and society.

Does the program have an appropriate mission statement?	☒ Yes ☐ No

What is the primary focus of the program?

The primary focus of the program is on companion animals.

3b. Is the relationship between the administration of the institution and the program open, efficient and effective? Are there clearly defined lines of communication between the program director and program personnel?	☒ Yes ☐ No ☒ Yes ☐ No
Who does the program director report to? Dr. Kenneth Erickson, Dean	
Comments: The line of communication between the program and the institution's administration is as follows: Program faculty and staff → Program Director → Dean of School of Science, Health and Criminal Justice → Provost → President.	
Is there evidence that full-time and part-time program personnel participate in regularly scheduled faculty meetings?	☒ Yes ☐ No
Comments: The Program faculty meet every 1st and 3rd Thursday of the month.	
3c. Are policies and educational services for veterinary technology students clearly defined and available?	☒ Yes ☐ No
3e. Does the program have an advisory committee? Does the advisory committee meet at least annually? Does the advisory committee contain veterinarians and veterinary technicians with diverse professional interests? Does the advisory committee have representation from program students, the veterinary industry, and the public?	☒ Yes ☐ No ☒ Yes ☐ No ☒ Yes ☐ No ☐ Yes ☒ No
Comments: Currently, there is no public member on the advisory committee. The PAC meets once per year during a college-wide advisory committee event. The PAC members actively participate and seem eager to provide input to the Program. The site team felt that adding an additional meeting per year, in-person or by teleconferencing, would provide members more opportunities for useful communication with the Program.	
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?	☒ Yes ☐ No ☐ n/a
Comments: The Program has a 1+1 agreement with Adirondack Community College whereby students can take the first year of the Program at the community college.	

Commentary: The Program advisory committee should include a public member. The Program Advisory Committee should meet more frequently in order to be more fully utilized in providing input to the Program.

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. Clinical facilities must emulate contemporary veterinary facilities. Standard types of laboratory and clinical equipment, consistent with those used in contemporary veterinary facilities, shall be provided and shall comply with the *Equipment and Instructional Resource List*, Appendix H.

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:

The Program is housed in the 13,000 sq. ft. Newell Veterinary Technology Building which opened in 2003; it contains five offices for faculty and staff. The office area includes a reception room and a conference room. The building has three classrooms used exclusively for the program.

The teaching labs consist of a prep room, surgery, radiology room with a separate darkroom, and a clinical skills classroom/laboratory. The skills room includes a stocks for restraining a horse that is adjacent to an outside entrance that allows easy access. The animal-care facility has a large common area and separate kennel rooms for housing dogs, cats, and laboratory animals.

4a. Are all program facilities appropriate in capacity and adequate in number for the number of students enrolled and the courses offered?	☒ 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
Comments: There is currently sufficient lab space and equipment for the number of students, but the Program appears to be at full capacity. Additional enrollment would require additional resources, especially animal resources, and additional faculty required to split labs.	
4b. Do on-campus clinical facilities emulate contemporary veterinary facilities?	☒ Yes ☐ No ☐ n/a
Do off-campus clinical facilities emulate contemporary veterinary facilities?	☒ Yes ☐ No ☐ n/a
Did the site team have any concerns regarding the facilities?	☐ Yes ☒ No
Is there any required equipment from the *Equipment and Instructional Resource List*, Appendix H that is not owned or available to the Program?	☐ Yes ☒ No
Comments: The site team had no concerns in terms of capacity and quality of the facilities. However, some safety concerns are listed under 4e.	
Does the program desire any non-essential equipment?	☐ Yes ☒ No
Comments: Currently the Program does not have a need for any additional non-essential equipment.	
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
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
Does the program have an appropriate pregnancy policy in place?	☒ Yes	☐ No
Does the program have an appropriate rabies vaccination policy in place?	☒ Yes	☐ No

Comments:

The following OSHA and safety concerns were noted: a) lack of "no food or drink" signage at entrances to veterinary technology labs; b) inappropriate storage of students' packs and bags during laboratories; c) lab coats are not being used for labs such as chemistry, microbiology, and parasitology where contamination is of greater concern; and coveralls are not being used during large animal labs; d) shoe covers are not being used for sterile surgical procedures; e) and a lack of a written protocol for management of animals requiring isolation.

The site team note a strong chemical odor associated with the automatic processor in the darkroom, even with the doors open. Apparently the air turnover needs to be increased to reduce the build-up of odor in the room, especially when the doors are closed.

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

Comments:

The current system for numbering vials to track controlled drug inventory is ineffective in that labels used for marking the inventory number are peeling off. The vials need to be marked directly on the bottle.

4g. Does waste management meet the program's needs and is it consistent with regulatory requirements?	☒ Yes	☐ No

Comments: The College contracts with Stericyle, a licensed waste management company, to handle all hazardous waste produced at the college.	
4h. Is the storage space available sufficient to meet the program's needs?	☒ Yes ☐ No
Comments: The facility has a large storage room that is well-organized, and there is more than adequate cabinetry throughout.	

Commentary:

The Program must be compliant with Occupational Safety and Health Administration (OSHA) and other safety considerations with respect to: a) lack of "no food or drink" signage at entrances to veterinary technology labs; b) inappropriate storage of students' packs and bags during laboratories; c) adequate use of personal protective equipment in labs d) need for use of shoe covers in the surgery room; e) lack of a written protocol for management of animals requiring isolation.

Controlled substances must be stored according to state and federal regulations with regard to effective labeling of individual vials with inventory numbers.

Ventilation in the darkroom must be improved.

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:

The Program procures animals from three local shelters including the *North Country Animal Shelter, Potsdam Humane Society*, and the *Focus on Ferals* shelter. A nearby Cooperative Extension farm provides cattle and other large animal species. Horses are provided through the Program Director's equine facility. Occasionally, her horses are brought to campus and at other times students are taken on field trips to the Director's farm. Poultry are provided by the Cooperative Extension farm and a private owner brings in some pet birds. Laboratory animals species are purchased as needed.

5a. Is the Program registered with the USDA? The Program holds a Class R registration with the USDA	☒ Yes ☐ No

What was the date of the last inspection?	June 25, 2015
Were any non-compliance issues noted at the last inspection?	☐ Yes ☒ No ☐ n/a
Does the program follow all applicable federal and state regulations and guidelines for the care and use of all animals utilized?	☒ 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:

Animals are transported to the Program by student workers in a college vehicle. Dr. Tony Beane is the attending veterinarian on record.

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?	☒ Yes ☐ No
Are signed memoranda of understanding, with appropriate exit strategies for primary providers, in place for all animal resources?	☒ Yes ☐ No

What is the student to animal ratio for:

Small animals 10:1

Large animals 10:1

Laboratory animals 5:1; rabbits 10:1

Avian 10:1

Comments: Although ratios seem high, all essential skills are being completed and IACUC rules are being followed. Students confirmed that this was the case and noted that upon occasion opportunities for skill sign-offs might be appropriately delayed until more animal resources are available. They also noted that instructors did a good job of tracking animal use and students who needed to complete certain skills.	
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?	☒ Yes ☐ No ☐ n/a ☒ Yes ☐ No
If off-campus clinical sites for primary clinical instruction are used, briefly describe sites utilized. The Cooperative Extension farm is a short distance from the campus. In fact the facility at one time belonged to the College when programs were more agriculturally related. Extension service personnel cooperate with the Program in acquiring cattle, other large animal species, and poultry as needed by the program. The Program Director's equine facility is occasionally used for primary instruction off-campus. At times, horses from her farm are hauled to campus to be used for instruction.	
5f. Are clinical veterinary services provided to the public? 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?	☐ Yes ☒ No ☐ Yes ☐ No X N/A

Commentary:

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?	124.5 hours 400 plus
Where is the library located: The library is located in the center of campus, a few hundred feet from 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? Approximately 230 print books and 109 print and e-periodicals are available.	
How often are books and periodicals reviewed and purged? A review and purging process takes place as needed.	
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: Michelle Currier – Director of Southworth Library Learning Commons - BA, BA, MLIS Cori Wilhelm – Assistant Director SLLC – BA, MST, MLIS Jess Spooner – Senior Assistant Librarian – BA, MSed, MLIS Rachel Santose – Assistant Librarian – BA, MA, MLS	
Are adequate funds allocated to the library to support library and educational resources?	☒ Yes ☐ No
What is the amount of the library budget that is allocated to the program? There is no certain amount of money allocated to veterinary technology acquisitions. Requests are made to the library and these requests are made as the budget allows.	
6b. Does the program incorporate and use quality information resources, library, and other educational resources in the teaching and learning process?	☒ Yes ☐ No
Are students aware of and utilize the library and educational resources available?	☒ Yes ☐ No
Comments: The curriculum requires a first-year experience course. In the course students are introduced to library facilities. Throughout other courses, research papers are assigned and students are encouraged to use the library for these papers. Video databases are assigned as well and tutoring services are strongly encouraged.	

Commentary:

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, and interest in, 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 encouraged.

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: Proof of high school graduation or GED – Biology NYS Regents exam score of 75 or higher Chemistry NYS Regents exam score of 65 or higher, and a Math NYS Regents Algebra and Geometry exam score of 75 or better. Transfer students must have a minimum GPA of 2.5 in their previous college.	
How frequently are students enrolled into the program?	Once per year
What is the maximum number of students to be admitted into the program for each enrollment period?	80 students each fall

7d. Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?	☒ Yes ☐ No
7f. Does the program director or director's appointee participates in the selection of students admitted into the program?	☒ Yes ☐ No
Comments: The Program Director and another faculty member review the student files and all rubric totals, and offer admission based on the academic preparedness of the candidate. Typically applicants who score the highest on the ranking rubric are offered admission.	

Commentary:

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 instructor-to-student ratio must be maintained to ensure student safety and adequate delivery of instruction in a variety of teaching environments.

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
	3183	2821
Total Program enrollment: Dr. Loomis will update.	Total #	FTE
	184	182
Comments: Full Time Students for AAS Program = 50, Full Time Students – for BS Program = 131		
Does the program offer more than one veterinary technology degree/certificate option for program students?	☒ Yes ☒ No Two different baccalaureate options.	
Number of students currently at each stage of the curriculum (if applicable):	80	1st year
	67	2nd year
	23	3rd year
	14	4th year
Maximum capacity of the program per incoming class:	80	

Does the program anticipate the number of students entering the program to change in the next 2 years? If yes, what is the anticipated change in numbers	☐ Yes ☒ No

Comments:

In the recent past, enrollments were increased and as indicated previously, the Program appears to be at or near maximum capacity in terms of resources, especially animal resources. Therefore, there is no anticipated change in numbers in the near future.

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, 2012 – June 30, 2013	86 %
% Retention July 1, 2013 – June 30, 2014	87.57 %
% Retention July 1, 2014 – June 30, 2015	90.86 %

Comments:

Retention figures are excellent and indicative of greater student selectivity in the admissions process.

When will the first class graduate? (for new programs only)	n/a

Program Graduates for the past four years

Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
# graduates	37	44	38	43	72

Comments:

The increased number of graduates is a reflection of the previous increase in enrollment and improved retention figures.

8a. Is the number of students enrolled appropriate for the available resources, including faculty and staff, to meet the educational goals of the program?	☒ Yes ☐ No
Is there an appropriate instructor-to-student ratio present for:	

Animal handling laboratories?		☐ Yes ☒ No
Instructor to student ratio	1:10 generally; 1:5 for surgery labs	
Program laboratories?		☒ Yes ☐ No
Instructor to student ratio	1:20	
Lecture classes?		☒ Yes ☐ No
Instructor to student ratio	1:60	

Comments:

Instructor-to-student ratios are borderline high, especially for animal-use labs. Faculty are experienced and have become efficient in handling larger groups. However, greater safety for animals and students needs to be assured by having increased laboratory assistance. The hiring of part-time lab assistants could be a reasonable solution.

8b. Are academic and personal support services available to program students from the institution?	☒ Yes ☐ No
8c. Does the program model veterinary team concepts and appropriate ethical and professional behavior?	☒ Yes ☐ No

Comments:

The faculty is definitely professional and team-oriented in their approach. Students have recently been required to wear scrubs to class. This has enhanced their professional self-image.

8d. Does the program have a student veterinary technician organization?	☒ Yes ☐ No
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

Comments:

The Program has a requirement of 10 hours of community service. In addition, as a requirement of membership in the student chapter of NAVTA, students perform 5 hours of community service.

Students may join the NYS Association of Veterinary Technicians on an individual basis.

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

Comments:

Students have constant input to program policies and curricula. Much of this is done informally since faculty and students communicate constantly. This occurs during and after school hours. Formal input is achieved through course evaluations and preceptorship reviews.

Commentary:

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?	☒ Yes ☐ No
Comments: As mentioned previously, more instructional assistance is needed in some labs, especially animal-use labs.	
9b. Are the program instructors' qualifications academically and experientially appropriate to the subject matter they teach?	☒ Yes ☐ No
9c. Who is responsible for the management of the program? Mary O'Horo Loomis, DVM	

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
9d. Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program?	☒ 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
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
9e. Total number of veterinarians employed?	3
Total full-time equivalent (FTE) veterinarians?	3
Total number of credentialed veterinary technicians employed?	4
Total FTE credentialed veterinary technicians?	2.17
Total other instructors employed by program?	0
FTE other instructors?	.0
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
Comments: The number of student advisees assigned to each faculty member is quite high. This is primarily a burden during the two-week registration process each semester. Through efficiency related to experience, the faculty seem to be able to handle the advising burden in addition to their	

teaching obligations. As a result, there does not appear to be any deficiencies related to this. However, it is recommended that the Program seek additional help outside the department (e.g. the college advising center) to help with the advising load.	
9g. Is there evidence that program personnel are evaluated regularly and the institution assists and provides opportunities for professional growth? Are all program personnel members of appropriate local, state, and national professional organizations?	☒ Yes ☐ No ☒ Yes ☐ No
Comments: Faculty are members of an impressive number of professional organization. However one faculty member, who has been a member of AVTE, inadvertently allowed her membership to expire. It would be useful for the Program to obtain an institutional membership to ensure that lapses do not occur.	

Name **Indicate state(s) person is licensed or credentialed**	**Education** **Indicate degree(s), name(s) of institutions, and each year of degree conferment.**	**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**
Mary O'Horo Loomis Licensed in New York State	DVM NYS College of Veterinary Medicine at Cornell 1982	Program Director	January 1994	Full-time	10 hrs/week plus four office hours Additional hours are compensated as extra service	AVMA, AAEP, NYSVMS, Northern NYVMS, AVTE, Central Canada Vet Assoc.
D. Anthony Beane Licensed in NYS	DVM NYS College of Veterinary Medicine at Cornell 1988	Professor	September 1999	Full-time	17 hrs/week Plus four office hours. Additional hours are compensated as extra service.	AVMA NYSVMS Northern NYVMS Central NY Academy of CE, AABP, Central Canada Vet Assoc, AVTE
Sophia Theodore Lincensed in NYS	DVM University of Illinois, 2001	Associate Professor	September 2005	Full-time	15 hrs/week plus 4 office hours. Additional hrs are compensated as extra service.	AVMA NYSVMS Northern NYVMS

Name Indicate state(s) person is licensed or credentialed	Education Indicate degree(s), name(s) of institutions, and each year of degree conferment.	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
Raeleen M. Willard Licensed in NYS	LVT AAS-SUNY Canton, 1995 BA-Biology SUNY Potsdam MST -SUNY Potsdam 2010	Instructional Support Technician	August 1997	Full-time	13 hrs/wk Plus 4 office hrs. Additional hrs are compensated as extra service	AVTE, NYSAVT, NEVTEA
Robin I. Gittings Licensed in NYS	LVT AAS-SUNY Canton, 2009 BS-Southern Connecticut State University 1975 M.Ed-Univ. of So Carolina 1977	Instructional Support Technician	August 2008	Full-time	13 hrs/wk plus 4 office hrs. Additional hrs are compensated as extra service.	NAVTA, AVTE, IAAHPC, NYSAVT

Commentary:

Program staffing in animal-use laboratories must be sufficient to ensure safety of students and animals and to maximize engagement of learners.

The Program should become an institutional member of the Association of Veterinary Technician Educators (AVTE).

The Program should utilize resources outside the department to assist with student advisement.

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 typically take a minimum of 18 months to 2 years to accomplish.

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

10. The total number of credit hours for the program is:	64 semester credit hours
Number of externship/internship/preceptorship hours in the curriculum (honing skills).	240
If applicable, number of hours during the externship/internship/preceptorship spent in primary learning (completing essential skills including assessment).	N/A
Length of consecutive time to complete the curriculum?	4 semesters
Total number of contact hours to complete the program (including lecture and laboratories)	4,740
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 Bachelors in Bus. Administration in Veterinary Services Administration Bachelors of Science 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
Are the individual courses and the curriculum as a whole reviewed and systematically evaluated?	☒ Yes ☐ No
Do program personnel participate in curriculum review and revision?	☒ Yes ☐ No
Is there evidence that feedback from the evaluation process has resulted in implemented changes?	☒ Yes ☐ No
Comments: Review of VTNE domain scores have resulted in changes in course content. Also, employer surveys indicated a need for graduates to have more office skills. In the recent past, the course *Veterinary Office Procedures* was added to the curriculum in response to this need.	
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
Comments: Ms. Gittings is the designated coordinator of student preceptorships. Supervisors are contacted during the preceptorship and students are monitored through the *Blackboard* course management system. However, personal visits are not being made. Therefore, it is recommended that personal visits to preceptor sites be instituted, at least at those sites within a reasonable distance.	
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 skills?	☒ Yes ☐ No
10g. Does the program ensure that credits accepted in transfer from non AVMA-accredited programs meet CVTEA standards?	☐ Yes ☐ No ☒ n/a
Comments: Credits have not been accepted from non-AVMA accredited programs.	
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?	☐ Yes ☐ No ☒ n/a
Are any changes to the curriculum being considered? No changes are being considered at this time.	

Commentary: Personal visits by Program personnel should be made to preceptor sites during students' preceptorships.

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 expected by September 1, 2017. 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 employer surveys?	☒ Yes ☐ No ☐ n/a
Did the program provide results of graduate and employer surveys and are the results current?	☒ Yes ☐ No ☐ n/a
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?	☐ Yes ☒ No
Is there a credentialing requirement in the state?	☒ Yes ☐ No

Comments:

Veterinary Technician licensing is required in New York. Veterinary Technicians are credentialed by the New York State Education Department Office of Professions.

Is there a state credentialing examination?	☐ Yes ☒ No

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

	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016
Number of first-time test takers passing VTNE (July 1 to June 30)	29	38	25	33	54
Total number first-time test takers (July 1 to June 30)	31	45	30	35	64
VTNE pass rate (July 1 to June 30)	94 %	85 %	85 %	94 %	84 %

Comments:

VTNE scores are significantly above average.

11c. Has the program posted the three year total number of eligible first-time test takers for the VTNE on its website?	☒ Yes ☐ No ☐ n/a

Comments:

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

Domain score results can shift significantly from one group to another. However, scores in the domains of anesthesia and pain management/analgesia have been low in the past few cycles.

Describe ways that outcomes assessment results are used in program improvement:

The VTNE results are reviewed by all faculty and staff by comparing passage rates as well as domain averages with national scores. When individual domain scores trend downward faculty attempt to troubleshoot why this occurs and make adjustments for it. Sometimes lower scores are a factor of an individual class and the domain score improves the next year and sometimes the trend continues. In the case of the latter, more emphasis is placed on that topic in the appropriate subject and more tutorials and assessments are developed. This has been the approach to the low domain scores in anesthesia and pain management/analgesia.

As mentioned previously, the course *Veterinary Office Procedures* was added in response to employer surveys that indicated graduate weakness in this area.

Commentary:

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 be compliant with Occupational Safety and Health Administration (OSHA) and other safety considerations with respect to: a) lack of "no food or drink" signage at entrances to veterinary technology labs; b) inappropriate storage of students' packs and bags during laboratories; c) adequate use of personal protective equipment in labs; d) need for use of shoe covers in the surgery room; e) lack of a written protocol for management of animals requiring isolation. (4e)
2.	Controlled substances must be stored according to state and federal regulations with regard to effective labeling of individual vials with inventory numbers. (4f)
3.	Program staffing in animal-use laboratories be sufficient to ensure safety of students and animals and to maximize engagement of learners. (9a)

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.	Ventilation in the darkroom be improved. (4b)

RECOMMENDATION(S)

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

It is suggested that**:**

1.	The Program Advisory Committee include a public member.
2.	The Program Advisory Committee meet more frequently in order to be more fully utilized in providing input to the Program.
3.	The Program become an institutional member of the Association of Veterinary Technician Educators (AVTE).
4.	The Program utilize outside resources to assist with student advisement.
5.	Personal visits by Program personnel be made to preceptor sites during students' preceptorships.

CLASSIFICATION OF ACCREDITATION

State University of New York
College of Technology
Canton

VETERINARY TECHNOLOGY PROGRAM

FULL ACCREDITATION

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

AVMA CVTEA ACCREDITATION
REPORT OF EVALUATION

State University of New York - Canton
Veterinary Technology Program
2016

SUNY CANTON

State University of New York • 34 Cornell Dr. • Canton, NY 13617-1096 • www.canton.edu

October 21, 2016

American Veterinary Medical Assoc.
Committee on Veterinary Technician Education
and Activities
1931 N. Meacham Rd.
Schaumburg, IL 60173-4360

Dear Members of the CVTEA:

Thank you for the opportunity to address the critical and major deficiencies found in our most recent accreditation evaluation. We have taken steps to rectify most of these entirely and are working towards compliance with another. I have listed the deficiencies below and the measures we have taken. I have also included the appropriate picture or documents to illustrate our progress.

Critical Deficiencies:

1. The Program be compliant with Occupational Safety and Health Administration (OSHA) and other safety considerations with respect to: a) lack of "no food or drink" signage at entrances to veterinary technology labs; b) inappropriate storage of students' packs and bags during laboratories; c) adequate use of personal protective equipment in labs; d) need for use of shoe covers in the surgery room; e) lack of a written protocol for management of animals requiring isolation. (4e)

Results:

a) All labs have "no food or drink" signage on the entrances. Exhibit 1a illustrates the sign that has been placed on all laboratory rooms as well as the animal care facility.

b) Backpack storage shelves were placed in an unused corner of the prep room. Exhibit 1b illustrates the storage shelves in use.

c) Students in the large animal handling labs are now wearing coveralls. We have asked students to purchase their own and we have had many pairs donated to the program. In the future the students will be required to purchase their own for this class. Exhibit 1c illustrates students examining a horse in an equine lab wearing coveralls.

Students who are performing fecal examinations will wear lab coats over their scrubs so that the coats can be removed before the students go to an animal handling lab or perform animal care. Exhibit 1c' illustrates students performing fecal exams prior to working with the shelter animals.

d) Shoe covers are required to be worn in surgery labs. Exhibit 1d illustrates two students in the surgical suite practicing draping an animal model. The students are wearing shoe covers.

e) An Isolation policy has been written and adopted by the program faculty and staff. Exhibit 1e is the policy that has department approval.

2. Controlled substances must be stored according to state and federal regulations with regard to effective labeling of individual vials with inventory numbers. (4f)

Results:

All controlled substance bottles have a sticker with the expiration date and an alpha-numeric inventory designator written on it. The visiting team would like to have the designator written directly on the bottle with a permanent glass marker (e.g. a Sharpie). Exhibit 2a illustrates our controlled substances (ketamine, Telazol and butorphanol) bottles with the permanent marker labeling.

NB: According to the FDA representative who visits our facility, no after purchase labeling of any kind is required by the FDA, so I believe we are compliant with the federal regulations whether we put any marking or label on the bottle or not. However, we have labeled the bottles in accordance with what the visiting team requested.

3. Program staffing in animal-use laboratories be sufficient to ensure safety of students and animals and to maximize engagement of learners. (9a)

Results:

Although at face value a faculty: student ratio of 1:10 seems large for an animal-use lab, in reality that is not how our labs operate. In labs where students are performing hands on skills, the ratio is more like 1:1 or 1:2. That is, when a student is inserting an OTN catheter in a dog or cat, that student is supervised individually by the instructor. Likewise if a student is applying a leg wrap to a horse, there are either 1 or 2 students wrapping legs at any one time. The students rotate through the procedures on an individual basis. We strictly adhere to our protocols that have been reviewed by our IACUC, so is the animal has had the maximum number of procedures done on it for that day, the students who still have to do the task wait until another lab session to perform it. The safety of the students and the animals is our utmost concern.

That said, our administration made funds available so that we will be hiring an additional adjunct LVT for our spring animal handling labs, which we feel will definitely take the pressure off the current faculty and add to the student experience.

For the remainder of the fall semester animal labs, we have been able to recruit students who are seniors in the BS program and as such, are themselves LVT's, to assist in those labs that need additional staffing. We propose to hire LVT adjuncts for these positions in the future. (However, the student assistants we have recruited have worked well, are familiar with the faculty and tasks and are happy to have the experience.)

Major Deficiencies:

Ventilation in the darkroom be improved. (4b)

Results:

When the visiting team was inspecting our facilities we all noted distinct chemical fumes in the darkroom from the automatic processor. We reported this our campus facilities engineers and they investigated. Below is the report they sent us. Since they have made the changes, there are no residual odors in the darkroom and the air quality is good. We will continue to monitor this situation, however.

> "I had Jerry take some CFM readings in the Dark room and these were are findings. We are supplying that space with 150 CFM. This converts to 9000 cubic feet per hour. The rooms dimensions are 12.5w x 11L x 9H =1237 cubic

feet of air to move in the room. With these figures we were able to determine that we have a 7.3 air change per hour. Also, we were visually able to see that there was a directional supply diffuser. This was pushing the supply air directly to the exhaust diffuser, resulting in less air change. We also noticed that the exhaust diffuser was too close to the supply diffuser. So in reality you were exhausting the fresh air before it was able to fully enter the room. So, we lengthened the distance between the supply and return/exhaust and repositioned the supply diffuser to provide a more efficient and true air change. After one day of the new configurations being made, you could noticeably tell the difference. This space is being supplied by one single air handler that also supplies multiple spaces that require specific air quality settings. Major changes to supply air and return air would affect multiple areas.

Thank you,

Derek J Bateman
Plant Utilities Engineer 2

My hope is that this documentation satisfies the Committee in regards to these deficiencies. If you would like further information, please don't hesitate to contact me.

Sincerely,

Mary O'Horo Loomis, DVM
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