



Veterinary Technology Department

PROGRAM REVIEW

A PROCESS FOR
SELF-EVALUATION
AND
CONTINUOUS IMPROVEMENT

2013-2014

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Bergen Community College

PROGRAM: Veterinary Technology Program

PROGRAM REVIEW TEAM: Harriet Terodemos, Dr. Cynthia Rockafellow, Lisa Picht

DATE OF THIS REPORT: 8/1/14

PERIOD OF YEARS BEING REVIEWED: 2013-2014

OVERVIEW

The mission of Bergen Community College's Veterinary Technician Program is to educate students to be proficient as entry level veterinary technicians in compliance with CVTEA guidelines. We strive to graduate compassionate technicians who have both the academic and technical skills required to be successful in companion animal, farm animal, and laboratory animal facilities.

SUMMARY OF SIGNIFICANT DEVELOPMENTS SINCE LAST PROGRAM REVIEW

There have been no significant developments since the last AVMA site visit in April, 2012

FOCUS ON STUDENTS

Demographics

Students enrolled in the Veterinary Technician Program have a strong desire to work with animals, and to elevate the standard of care in contemporary animal care and medical facilities.

Gender:

Female (93 %)

Male (7%)

Age:

Approximately half of the students attending the Veterinary Technology Program are non-traditional students, most of whom have a degree in another discipline.

Ethnicity:

The most recent statistics show that 12 % of students have identified themselves as Hispanic, while 88% identify as Non-Hispanic.

Student Satisfaction

In August 2012 sixty-nine graduates of the Bergen Veterinary Technology Program were invited to participate in an anonymous online survey regarding the program. Fourteen graduates posted responses to the two-part survey. Represented in these surveys were graduates from 2009 (3), 2010 (2), 2011 (5), and 2012 (4). Most of those questioned were 22 to 25 years of age (6) or 26 to 30 years of age (4), but the remainder (4) ranged from 31 to 46+years of age. A majority of the graduates are women (12). When asked how long it took to obtain the degree, 10 graduates stated 2 years, while 4 graduates listed obtaining the degree in 3 years. All of the Bergen graduates responding stated that they were credentialed as either an LVT (4) or as a CVT (10). When questioned about membership in an organized technician association, half of the respondents stated that they were not a member of any organized technician association. Bergen graduates participate in the following organized technician associations: NAVTA (6); state associations (4); or local associations (1). None of the Bergen graduates reported obtaining membership into any of the veterinary technician specialty groups. The graduates were also questioned as to participation in a 4-year program: 9 graduates are not considering a 4-year program; 1 graduate is currently in a 4-year program; 2 graduates are applying to 4-year program; and 2 graduates are considering applying to a 4-year program.

The survey was designed to evaluate the Bergen graduate's perception on preparedness for both the VTNE, for their first position, and for their current position. In regards to preparation for the VTNE, Bergen graduates reported a range of preparedness for each individual subject matter. Graduates felt very well prepared in laboratory procedures (9); surgical assisting (9); as well as anesthesia and monitoring. In addition, 7 graduates also reported that small animal nursing and medical math calculations as very well prepared. Four Bergen graduates reported that preparation for dental procedures was poor. Please note that the course for Dental Procedures

was added to the curriculum in 2011 to address preparation of the students within the field, so these four individuals may be from either 2009 or 2010, prior to its inception.

Consideration of a reunion or post-graduate network was also offered to the Bergen graduates. A majority (9) stated that they would consider a post-graduate Bergen network, while some (5) were not interested.

The second half of the survey involved the current position within the field. A majority (88%) listed small animal predominant or small animal exclusive facilities. The remaining graduates reported a range of veterinary occupations: practice management (8%); mixed practice (4%); academic (12%); and not working in veterinary technology (8%), but are currently seeking a position within the veterinary technology profession. The graduates reported that a majority (70.8%) are working full-time, while some (16.7%) are working part-time at a single facility or part-time at multiple facilities (12.5%). These figures are supported as the Bergen graduates listed the hours per week worked ranged from 10 to over 40 hours per week: 36 to 40 hours (52%); over 40 hours (24%); 31 to 35 hours (8%); and 0 to 30 hours (total of 16%). Over half of the graduates stated that they have been in their current position a year or less time: less than 6 months (32%); 6 to 12 months (24%); 1 to 2 years (20%); 2 to 3 years (8%); 3 to 4 years (12%); and over 4 years (4%). Salaries for Bergen graduates ranged from below \$15,000 per year to over \$36,000 per year, with a majority (62.5%) receiving between \$21,000 and \$32,999. In addition to salary, the graduates were asked to list the benefits offered at their current job location. Each of the potential benefits was received in at least one facility, while low/no cost veterinary care was the predominant benefit (87.5%). The benefits also most frequently received by Bergen graduates included medical/hospitalization (54.2%); paid sick leave (41.7%); pension/retirement (58.3%); uniform allowance (41.7%); continuing education paid (50%); and paid vacation (70.8%) as the next most frequently received benefit to salary. A majority of the graduates reported that the AVMA-accredited program at Bergen had prepared the graduate for his/her current position, while a small percentage reported poor preparation: very well prepared (45.8%); well prepared (29.2%); somewhat prepared (20.8%); poorly prepared (4.2%).

Learning Outcomes Assessments

Within the curriculum, student skills are assessed using various methods, in addition to the traditional examination format. For example, in clinical laboratories, students demonstrate proficiency of hands-on skills via laboratory practicums, oral and written presentations, and/or projects. In externships, clinical evaluations are submitted by their supervisor to the instructor. In pharmaceutical math sessions, cases are presented for hands-on problem-solving. In some lectures, students are given cases or topics for small and large group discussion and presentation, which demonstrates their ability to integrate academics with clinical scenarios, and encourages critical thinking skills.

The faculty analyzes the scores the students received in all the domains of the national board

exams. In areas where student's performance was lower than national averages, we attempt to isolate which concepts might have been harder to retain than others, and try to place more emphasis on those concepts in class. We also try to look at trends, and determine whether or not students have obtained consistently low scores in certain areas. In cases where the scores are low, we take a look at the entire course curriculum and make changes as necessary. This also assists us with curriculum mapping, whereby we map out which skills and theories students are taught, and in which courses the material is taught. This gives us a better understanding of how many times a concept or skill is repeated during the course of the program.

ANNUAL VTNE PASS RATE	(July 1, 2009 – June 30, 2010)	(July 1, 2010 – June 30, 2011)	(July 1, 2011- June 30, 2012)	(July 1, 2012 – June 30, 2013)	(July 1, 2013 – June 30, 2014)	(July 1, 2014 – June 30, 2015) <i>Available to date</i>
Number of first-time candidates passing VTNE	7	11	18	15	19	3
Total number first-time test takers	16	15	19	16	19	4
VTNE pass rate annual percentage = # of first-time candidates passing / # of first-time candidates	43.75%	73.33%	94.73%	93.75%	100%	75%

We are also starting year two of the assessment plan, whereby we are evaluating the effectiveness of implementing a new rubric within our radiology course. We hope to see improvements in the way the students are able to synthesize the information given to them and apply it to real life situations. With regard to closing the loop, we are still in the process of using original assessments for a new group of students, at which time we will be able to see the progress we have made.

Student Success

The following chart illustrates the programs retention rates:

	Two Years Past	Prior Year	Current Year
EE = Ending Enrollment (as of June 30)	35	24	39
G = Graduates (July 1 to June 30)	18	19	18
BE = Beginning Enrollment (as of July 1)	35	24	39
NS = New Starts (July 1 to June 30)	35	24	32
RE = Re-entries (July 1 to June 30)	2	1	0
Retention % = (EE + G) / (BE + NS + RE)	73.6	87.75	80.28

The following chart illustrates graduation rates for the Veterinary Technology Program:

Academic Term (e.g. spring 2011)	Four years past	Three years past	Two years past	Prior year	Current year
Fall			4		
Spring			5		2
Summer	N/A	N/A	10	18	16
Total Graduates			19	18	18

Data Needs

More data from CIT

FOCUS ON FACULTY AND STAFF

Demographics

Professional Profiles

Name	Credentials and Education, Dates and Degrees. Indicate state(s) person is credentialed	Title or Rank	Date of Original Appointment	Full- or Part-Time or Adjunct	Professional Association Memberships
Cynthia Rockafellow	DVM 1992 Michigan State University NJ Licensed	Associate Professor	September, 2002	Full-Time	NEVTEA
Lisa Picht	BAS Veterinary Technology St. Petersburg College 2011 AAS Veterinary Technology SUNY Delhi 1997 Licensed in NY (LVT)	Instructor	September, 2007	Full-Time	NEVTEA
Harriet Terodemos	AAS San Juan College Veterinary Technology (currently enrolled) MS Biology Montclair State University 2010 BS, Animal Science Purdue University 1997 Certified in NJ (CVT) LAT, AALAS	Assistant Professor	September, 2002	Full-Time	NJVTA NAVTA NEVTEA
Lindsay Calhoun	BA Elementary Education Furman University 2002 Licensed in SC and NJ AAS, Veterinary Technology Bergen Community College, 2009 Licensed in NY (LVT)	Instructor	September, 2010	Adjunct	

Daneen Aromando	AAS Bergen Community College,2010 Certified in NJ (CVT)	Instructor	September, 2010	Adjunct	NJVTA AAEVT NAVTA NEVTEA
Midge Ritchie	DVM Ross University School of Veterinary Medicine	Instructor	January, 2012	Adjunct	
Jennifer Demers	BA Genetics Rutgers University 2000 AAS Bergen Community College,2009 Licensed in NY (LVT)	Instructor	September, 2010	Adjunct	
Vanessa Sliker	AAS Bergen Community College 2006 Certified in NJ (CVT) Licensed in NY (LVT)	Instructor	September, 2007	Adjunct	NJVTA
Linda Gines	AAS LaGuardia Community College 2002 Certified in NJ (CVT)	Instructor	January, 2012	Adjunct	NJVTA NAVTA
Janice Mazurek-Reilly	AAS Harcum College 1989 Licensed in NY AAS Nursing Bergen Community College 2011 Licensed in NJ	Instructor	September, 2005	Adjunct	NAVTA NYSAVT NEVTEA
Gregory Middleton	DVM Tuskegee Univ. 1993 NJ Licensed	Professor	January 2012	Adjunct	NJVMA
Elaine Merriweather	DVM Tuskegee Univ. 1993 NJ Licensed	Professor	January 2012	Adjunct	AVMA

Donna Olivo	Animal Sciences Institute 1979 LATg	Instructor	September 1999	Adjunct	AALAS NJABR
Lorena Lago	BS Biology Seton Hall University AAS Veterinary Technology Bergen Community College, 2011	Adjunct Instructor	January 2013	Adjunct	
Eryn Taormina	DVM Ross University School of Veterinary Medicine	Instructor	January, 2012	Adjunct	
Kira Berger	AAS Bergen Community College 2009 Certified in NJ (CVT)	Instructor	January 2010	Adjunct	NJVTA NAVTA

Demographics

	Female	Male	White	Asian	Black	Hispanic	Other
Full Time	3	0	3	0	0	0	0
Part Time	14	2	11	0	3	0	0
Technical	0						
Support	1		1				

Professional Activities

The professional organizations to which the faculty belong are listed in the faculty demographics section of this document. Additional professional activities and projects of full time faculty are listed below:

Harriet Terodemos

- Coordinator and member, Institutional Animal Care and Use Committee (IACUC)
- Education Committee Chair-New Jersey Veterinary Technician and Assistant (NJVTA)
- Liaison- Brookdale Community College Veterinary Assistant Program
- Middle States team Member-Assessment
- Strategic Planning Committee
- Member - General Education Committee
- Member-AVTE
- Member-NEVTEA
- Assessment Liaison for department
- Tenure Review Committee
- Member-BCC Rotary Club
- Member – Simulation Task Force
- Classroom Evaluation
- BCC Greyhound Adoption Day, Co-Coordinator
- Paramedic Search Committee
- RAHP mentor
- Certified Mental Health First Aid
- Vet Tech Open Houses-Coordinator
- New Jersey Veterinary Medical Association Conference Developer-Technician Track
- Coordinates Partnership with local animal shelters for service learning projects

Cynthia Rockafellow

Professional Activities

- Program/IACUC veterinarian
- Member of professional organizations: AVMA, NJVMA, IVAS, AHVMA, Vet Tech Educators Association
- Community related memberships: CERT, CART, Mental Health 1st Aid Certification, Therapy Dog International, ASPCA Animal Poison Control Lifeline Partner
- Current college committees: Faculty Senate, Representative Assembly
- Continuing education: annually attend symposiums, seminars, conferences, participate in webinars and online courses

Lisa Picht

Professional Activities

- IACUC
- AVTE
- NYSAVT
- Speaker at NJVMA conference 2014
- Service Learning for Veterinary Nursing I and II and Surgical Nursing and Anesthesia
- Member-Learning Assessment Committee, BCC
- Mental Health First Aid Certification

Adjunct Faculty

There are currently 14 adjunct instructors teaching for the program. Salaries are commensurate with degree and teaching experience. Adjunct Instructors may be involved with teaching lectures or labs. Adjunct instructors are hired semester by semester based on the needs of the program. The ADC is responsible for identifying all potential faculty and support staff. The Dean of the School of Health Professions serves as the hiring manager. The Deans and Vice President are responsible for hiring full time faculty after a search committee makes recommendations.

The college encourages professional development and provides tuition assistance. Also, the faculty development program invites all faculty members to participate. The Academic Vice President of Academic affairs coordinates the faculty development program. Faculty proposals are reviewed for presentations, conferences, and projects. Funding is allocated by the faculty development budget and the institution supports the program. In addition, each program has resources for conference attendance and travel.

The following are samples of the programs offered:

- **New Faculty Orientation**
 - Started in 2009, this program meets monthly to discuss topics such as class management, assessment, calibration and methodology.
- **Partners in Learning Project**
 - This statewide project sponsored by the New Jersey Institute for Teaching and Learning pairs faculty for the purpose of sharing ideas, peer evaluation, and developing a support system.
- **Faculty Mentoring Project**
 - This voluntary program brings together veteran faculty with new faculty to assist them in academic and administrative areas.
- **Food for Thought**
 - A series of monthly luncheon meetings where faculty from across disciplines meet to discuss pedagogical concerns.
- **Women's Institute**
 - This program offers faculty an opportunity to network and work with one another in career development.
- **Adjunct Faculty Institute**
 - Adjunct faculty can participate in professional development through this program.
- **Sabbaticals**
 - A limited number of sabbatical leaves are granted to the faculty each year for the purpose of study and research, educational travel, and professional growth.

- **Center for Instructional Technology**
 - CIT works with faculty to improve student learning through the use of technology.
- **CIRD Grants**
 - Support for faculty research projects that focus on teaching, research, and development.

All adjuncts participate in the adjunct faculty conference, and many attend CIT courses throughout the year.

Staff

Currently, secretarial support is provided by the department secretary. In previous years, the Veterinary Technology Program has had a part time lab assistant to assist with preparing labs, procuring specimens, retrieving supplies, and taking care of live animals in the vet tech building. Currently, we do not have a lab assistant, however we are looking to fill the position. The requirements of the job are as follows:

Duties and Responsibilities:

Animal Room Management:

Organizing and maintaining supplies

Serving as initial contact person regarding sick animals

Maintaining records of IACUC Committee, AVMA paperwork, and others required by Department of Agriculture for inspections.

Keeping inventory on animals and animal feed and bedding.

Caring for animals as necessary.

Working with students regarding animal care and cleaning.

Acting as primary assistant to professors, veterinarian and program coordinator regarding animals used in labs and any accompanying animal/medical supplies.

Laboratory Responsibilities:

Maintaining inventory and stocking of supplies for Vet Tech labs.

Assist instructors in scheduled labs as needed. Instructors will provide in advance dates and times when your assistance may be required

Set up and break down labs as needed, including practicums when applicable. Instructors will provide lab syllabi and schedule.

Preparation of solutions, cultures, etc. for labs as requested by faculty.

Keeping the Vet Tech Building stocked and orderly.

Calibrate machinery in vet tech lab and keep maintenance records. Ensure that all equipment used in lab settings is in good working order

Following safety procedures, including but not limited to proper disposal of syringes, medical waste, carcasses, Petri dishes, etc.

Sample procurement. Procure samples such as blood, serum, feces and other samples as needed. Instructors will provide a list of needed samples at least two weeks prior to date needed

Maintains MSDS sheets and ensures that facility meets OSHA standards

Obtain, clean and sterilize instruments, glassware and equipment and wrap, label and prepare urine, blood and other specimens

Participate in clinical work involving animal treatment including surgical and nursing labs.

Equipment maintenance, repair and servicing.

Ensuring security for Vet Tech laptop computers and other electronic devices.

Maintenance of any databases.

Job Requirements/Qualifications:

Veterinary Technology major preferred. Other science may be acceptable.
Must have experience with animal handling and lab preparations.
Available 19 hours per week and work a flexible schedule.

FOCUS ON CURRICULUM

The Veterinary Technician program has been designed to develop personnel capable of assisting veterinarians in large animal practices, small animal practices, laboratory animal situations, and related veterinary medical activities. The curriculum provides a sound foundation in basic veterinary technology and promotes habit of mind that inspire students to continue their education. Through coursework, skill acquisition, and meaningful clinical experiences, the graduate will be a productive employee at the entry level and will have the capabilities to perform satisfactorily in positions of increasing responsibility.

Summary of Program Curriculum

Curriculum

First Semester	Credits
WRT-101 English Composition I	3
VET-102 Introduction to Veterinary Technology	1
VET-103 Veterinary Medical Terminology	1
VET-115 Vertebrate Anatomy and Physiology I	4
CHM-112 College Chemistry	4
Total: 13	
Second Semester	
VET-104 Research Animal Technology	3
VET-110 Nutrition and Principles of Feeding	2
VET-112 Veterinary Pharmacology	3
VET-215 Vertebrate Anatomy and Physiology II	4
WRT-201 English Composition II	3
Total: 15	
Summer Session	
BIO-104 Microbiology	4
VET-220 Veterinary Technology Externship I	1
..... Humanities Elective *	3
Total: 8	
Third Semester	
VET-203 Veterinary Nursing I	3
VET-204 Veterinary Dental Techniques	3
VET-205 Clinical Laboratory Procedures I	3
VET-207 Diagnostic Imaging	3
Total: 12	

Fourth Semester	
VET-214 Veterinary Nursing II	3
VET-217 Clinical Laboratory Procedures II	3
VET-216 Veterinary Office Management	2
VET-219 Surgical Assistance and Anesthesia	3
..... Social Science Elective *	3
Total:	14

Summer Session	
VET-218 Farm Animal Nursing	3
VET-221 Veterinary Technology Externship II	1
Total:	4
Degree Total Credits: 66	

Curricular Issues

We have been successful at hybridizing some of our courses, and some faculty are currently taking the TOPP course in order to create more online and hybrid courses. We also articulate with Brookdale Community College's Veterinary Assistant program. We are in the process of articulating with SUNY Canton's Veterinary technologist program, which offers a Bachelor's Degree in Veterinary Service Management.

Lead-in Courses

Potential candidates to the Program must be prepared for the demands of college reading and writing as well as basic mathematical calculations and critical thinking. Based upon the results of the English portion of the Basic Skills Assessment Test, a student may be placed in one of four entry level English courses:

- ❖ Developmental Skills I and Developmental Skills II (EBS 014 / 015 and EBS 016 / 017)
- ❖ English Skills (EBS 023 / 024)
- ❖ Directed Studies in Writing and Composition I (EBS 031 and WRT 101)
- ❖ Composition I alone (WRT 101)

Based upon the results of the Math portion of the Basic Skills Assessment and placement test, a student may be placed in one of four entry level Math courses:

- ❖ Basic Arithmetic MAT-011
- ❖ Elementary Algebra MAT-031 and MAT-032 (Two Semester Course)
- ❖ Elementary Algebra MAT-040
- ❖ Basic Arithmetic MAT-012 and Elementary Algebra MAT-031 or MAT-040 (One Semester Course)

The minimum entrance requirements for Dental Hygiene Program are:

- GPA 2.0
- High school chemistry with a lab
- Biology with a lab
- Algebra

We currently articulate with the Veterinary Assistant Program at Brookdale Community College. We will offer 1 credit each for VET-102 and VET-103 to students who complete the NAVTA-approved Veterinary Assisting Program at Brookdale Community College. The same books and curriculum for the VET 102 and VET 103 courses are incorporated into the Veterinary Assisting curriculum.

Follow-up Courses

No follow-up courses exist for this program.

Scheduling

Because a majority of our labs occur at the Vet Tech Building, we very often have multiple labs running at once. Because of the size of the building, we are only able to accommodate a certain number of students per lab. We have been assured that once the Health Professions building opens the lab in Pitkin that Dental Hygiene uses will become ours to use. This will free space in the vet tech building. This has been verified by Dr. Susan Barnard, Dean of Health Professions, and it will become effective once the new Health Professions Building is in use.

Assessment

The Veterinary Technology program utilizes a variety of assessment tools such as, tests, oral presentations, peer reviews, written reports, and rubrics. Other means of assessment include:

- The clinical coordinator communicates regularly with both student and externship supervisor through phone calls and emails. The clinical coordinator visits the site at least once before the student has completed their hours. While at the site, the externship coordinator is responsible for evaluating essential tasks using a standardized program evaluation form.

- For each student, the department maintains a task booklet that outlines all essential tasks and the step-by-step outline by which those tasks are to be successfully completed. The course instructors are responsible for signing off on these tasks as they are completed by each student.
- Pass rates on the VTNE
- Incorporate clinical case applications on lecture & laboratory exams
- Give comprehensive final examinations
- Regular online homework assignments in lectures & labs (examples upon request) to reinforce learning objectives
- Rubrics for clinical laboratory exams & projects (examples upon request)
- Group projects to explore clinical case scenarios; allow private discussion forums for group activity on Moodle (to develop ideas; communication skills and teamwork concept)
- Clinical case projects for oral presentation to small groups (to develop confidence in communicating effectively with clients and colleagues)
- Cases presented for small and large group discussion; role-playing (to get students actively involved in classroom)
- Utilize discussion forums & chat rooms on Moodle to explore relevant topics students will encounter in practice while enhancing communication skills
- Research projects (to explore concepts and enhance written communication skills)

Innovations or Changes in Last Five Years

- Moodle enhanced courses: Vet 115, Vet 112, Vet 203, Vet 205, Vet 207, Vet 217
- Hybrid courses: VET110, VET115, VET215
- Beginning Fall 2014: Hybridizing Vet 207
- Service Learning: Vet 217 (students pick up fecal samples from Bergen County Shelter bi-weekly for 6 weeks in spring semester; process fecal samples in laboratory sessions, report findings back to shelter veterinarian)
- Service Learning: Vet 203 (students perform benchtop lab tests for shelter animals while gaining phlebotomy skills)
- Service Learning: Vet 219 (students assist surgically and perform supervised anesthetic monitoring on shelter animals)
- Created the Veterinary Dental Techniques course
- Moved the location of and modified the Large Animal Nursing course.
- Clinical sites are now contractual with the Veterinary Technology program

Data Needs

N/A

FOCUS ON SUPPORT

Technology

The Help Desk is readily available for faculty and students. Updates need to be made to the wireless computers and desktops in the Vet Tech Building, as they are outdated. Lecture classes should have be held in smartrooms due to the visual needs needed to educate our students. There are several service companies in existence for maintaining the equipment in the Veterinary Technology Building.

- Emerson X-Ray-Processor tanks are cleaned and filled, and shut down at end of semester.
- Ronco Technical Support-Maintain autoclave, anesthesia machines, and centrifuges every 6 months.
- John Simon Microscope-Maintenance and repair of microscopes on annual basis.
- BCC IT Department is called as needed with technical issues with computers or smart classrooms.

Facilities and Equipment

The following equipment needs to be replaced:

- Chemistry analyzer outdated (equipment needs to reflect current trends in practices)
- Counter in lab in need of repair or replacement
- Laptops outdated
- Testing in clinical laboratory needs to reflect testing methods performed in practices (eg. Crossmatching kit; ELISA tests)

Learning Resources

- AVMA Journal
- NAVTA Journal
- Veterinary Technology magazine
- Books are ordered through the Library if a request is made. They have a vast selection Veterinary Medical textbooks
- AVMA recommended textbooks have been adopted in all courses
- Utilize YouTube; professional web resources
- Research & review new texts from book companies for possible classroom adoption
- Provide “extra lab time sessions” for viewing hematology slides in Vet 205
- Provide math help for pharmaceutical calculations

Marketing and Public Relations

- Brochures were made in Summer 2013
- Veterinary Technology Open Houses are held once a month for 11 months out of the year.
- The Veterinary Technology Department also participates in the School of Health Professions Open House when scheduled. Several times a year.
- Participate in Summer activities such as Bark in the Park
- Web Site for Veterinary Technology Program
- Field phone inquiries from prospective students; personal meetings with potential students
- Veterinary Technology bulletin board
- Health Professions Orientation
- Veterinary Technology Orientation
- Networking at professional conferences

Support Services

- Write letters of recommendation for student scholarships, college transfers, job prospects
- Mentor adjunct faculty for Vet 205 & Vet 217 laboratories
- Participated in Honors Student project
- Advisement is done on a one on one basis with students that are enrolled in the VET program.
- Group advisement is done at Open Houses both held at the Veterinary technology building and at the Open Houses for the School of Health Professions.
- Prospective students can make appointments and meet with full-time faculty on a one-on-one basis

Resources, Budget

Staffing is adequate, however a lab assistant is still needed. The cost associated with the veterinary supplies needed for the program are constantly increasing, however our budget is not. In recent years we have needed to request more funding in order to comply with AVMA skill sets.

Data Needs

N/A

FOCUS ON COMMUNITY

Community Groups

Professor Terodemos is a long time mentor for the RAHP program at Ridgewood High School. Professor Picht lectures twice a semester for Continuing Education for adults on animal care and pet first aid, as well basic needs for new pet owners. We participate in service learning projects at Bergen County Animal Shelter where students perform physical exams on incoming animals, lab exams, vaccinations, fecal examinations, and husbandry duties. Students participate in a spay neuter clinic during the spring semester, fixing and performing dental work 30-40 cats and dogs for RBARI animal shelter, so that the animals may be adopted out to the community. The Vet Tech Program also participates in the annual Bark in the Park festival, held in Ridgefield Park, NJ.

Community Issues Related to Program

95% of graduates obtain full time employment with benefits.

External Requirements or Considerations

- The program is accredited by the American Veterinary Medical Association (AVMA)
- DEA and CDS license
- USDA Certified

Advisory Boards

The Veterinary Technology Advisory Committee was created at the beginning of the veterinary Technology Program. Veterinarians and technicians from the community serve on a one to three year term. The Academic Department Chair of the Veterinary Technology Department acts as the chair of the Advisory Committee. While faculty may sit on the committee, the majority of the members are from the community.

The following currently serve on the Advisory Board:

NAME

Dr. Jay Buchholz Veterinarian, Owner	115 East Passaic Street Maywood, NJ 07607
Dr. Danci N. Mock Veterinarian	West Caldwell Animal Hospital 706 Bloomfield Avenue West Caldwell, NJ 07006
Ms. Maggie Monza, LVT Veterinary Technician	Emergency and Critical Care Supervisor Oradell Animal Hospital 580 Winters Avenue Paramus, NJ 07651
Dr. Dianne Tortorice Partner	Associate Veterinarian Valley Cottage Animal Hospital 202 RT. 303 Valley Cottage, NY 10989
Ms. Tracy Turner, CVT Veterinary Technician President, NJVMA	Banfield Veterinary Hospital Toms River, NJ 08753
Dr. Susan Barnard	Dean, Health Professionals Bergen Community College
Dr. Lynda Box	Science Faculty Bergen Community College
Prof. Joan Murko	Community member
Ms. Harriet Terodemos	Veterinary Technology Coordinator Bergen Community College

We have had 6 meetings in the last two years. Employer and student Surveys and VTNE results are reviewed by all faculty members, as well as the Advisory Board and discussed. Any suggestions made by either employers or graduates are taken into consideration and the coordinator determines the feasibility of suggestions and implements new ideas, information or procedures into the curriculum.

Data Needs

N/A

SUMMARY

Program Achievements, Progress Made Since Last Review

N/A

Mission/Goals/Objectives

[To what degree does the program meet its mission, goals and objectives?]

The mission of Bergen Community College's Veterinary Technician Program is to educate students to be proficient as entry level veterinary technicians in compliance with CVTEA guidelines. We strive to graduate compassionate technicians who have both the academic and technical skills required to be successful in companion animal, farm animal, and laboratory animal facilities. To that end, I feel that we are successful in meeting our mission.

Strengths

We have assembled a dedicated faculty with exceptional qualifications, diverse talents and a complete unity of vision, who are committed to teaching excellence.

Our program is located in a densely populated metropolitan area with hundreds of general veterinary practices, referral practices, pharmaceutical companies, and veterinary laboratories.

The faculty members arrange field trips and off site lab sessions at some of these facilities.

Veterinarians and veterinary technicians from these businesses are invited to participate in our program as guest lecturers. These individuals willingly donate their time in order to enrich our students' academic experience by providing them with a variety of insight and knowledge gained over the course of their careers.

Faculty members and the coordinator actively seek and visit potential and existing externship sites. Everyone is dedicated to promoting the current program to colleagues in the field.

Challenges

An individual may obtain employment as a veterinary technician without having attended school or receiving a license to practice in New Jersey. This factors in to students leaving the program when academic, monetary, or scheduling challenges arise. They can forego the academic proficiency provided by our program and become gainfully employed as a veterinary technician in practice. However, a majority of veterinary clinics are interested in hiring a graduate veterinary technician from our program and have voiced their support of our program. As the program expands, our yearly budget does not significantly increase. The AVMA essential tasks require specific tests that need to be performed, which increase in cost yearly. Attempts have been made to obtain these products at a discount, but to no avail.

Celebration and Recognition

Every year, we host a pinning ceremony for our graduates in August.

Recommendations for Change

We would like to accept more students per year to accommodate the community's need for educated veterinary technicians. The laboratory equipment needs to be updated. This may require grant funding as the equipment is costly.

ACTION PLAN

- 1) Goal: 90 % pass rate on VTNE
 - a) Objective: Continue to provide review sessions to graduates during the fall semester.
 - i) Timeframe: Ongoing
 - ii) Responsible Party(ies): All Faculty
 - iii) Resource Implications: None
- 2) Goal: 90 % pass rate on VTNE
 - a) Objective: Hybridize more courses
 - i) Timeframe: September, 2014
 - ii) Responsible Party(ies): H. Terodemos and C. Rockafellow
 - iii) Resource Implications: None
- 3) Goal: Provide graduates with the opportunity to obtain a Bachelors Degree in Veterinary Technology
 - a) Objective: Become affiliated with 4 year institutions that offer such a degree
 - i) Timeframe: September, 2014
 - ii) Responsible Party(ies): Lisa Picht
 - iii) Resource Implications: None