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REVIEW REPORT

on the

**ANIMAL HEALTH TECHNOLOGY
PROGRAM**

MARCH, 2000

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EXECUTIVE SUMMARY

Examination of questionnaire data and interviews with faculty and students of the Animal Health Technology (ANHT) Program left no doubt in the Review Committee's mind that this is an exemplary program. The dedication of the faculty, the quality of their instruction and their commitment to professional development and community service, coupled with the annual success of graduates writing the Veterinary Technician National Exam, the high employment rates of these graduates and their even higher satisfaction ratings of their educational experience suggest a very effective program.

Even in the best of programs, however, there is room for improvement. At least two major recommendations made in the ANHT Program's last review, in 1990, have not been actioned. While the urgent need for a new facility (identified ten years ago) is finally being addressed, the Review Committee noted that student workload (also identified in 1990) is still the primary cause of stress among students. The Committee emphasizes that Animal Health Technology is a career-technical, not a vocational program, and that as such 24-25 hours in class and three to five hours per week in kennel duties are ample instructional contact time for ANHT students.

To reduce the student contact time to reasonable levels and to make way for the addition of new courses, the Committee recommends that ANHT engage in comprehensive program and curriculum re-design. Among the courses that should be examined and re-evaluated are ANHT 101, ANHT 154, CHEM 168, MICRO 158/168, ANHT 170/171, ANHT 255/265, and ANHT 270. Subjects that need more instruction are animal behaviour, dentistry and urinalysis.

The Committee also recommends that admissions requirements be revisited, that provisions for laddering from the ANHT Program into the B.Sc. be more widely advertised, and that ANHT faculty pursue the development of a post-graduate certificate and of distance delivery modules.

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ANIMAL HEALTH TECHNOLOGY PROGRAM REVIEW
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CHRONOLOGY OF THE ANIMAL HEALTH TECHNOLOGY PROGRAM REVIEW

The first review of the Animal Health Technology Program was completed in January, 1990. This, the second one, was initiated on August 24, 1999, with a meeting between the Animal Health Technology faculty and members of the Office of Institutional Research and Planning. ANHT faculty were tasked with designing and developing questionnaires for gathering data on the program, and by mid-October had finalized a set of questionnaires for various stakeholders in the program. These were sent or administered to constituent groups on the dates indicated below:

Faculty	October 26, 1999
Advisory Committee	October 26, 1999
Former Students	October 26, 1999
Employers	November 2, 1999
Current Students (Yr. 2)	November 5, 1999
Current Students (Yr. 1)	November 9, 1999

As well as the responses collected from the UCC-designed Former Student survey, data on the Animal Health Technology Program for the five-year period 1995-99 was drawn from the annual BC Student Outcomes Survey, using the Student Outcomes Reporting System (SORS).

Reminders were sent to non-respondent Former Students on November 15. Telephone follow-up was not necessary as the response rate by November 30 stood at 44% (by December 10 it had reached 49%). All ANHT faculty responded by November 9.

The cut-off date for all responses was December 14. Information binders containing documentation and data on the ANHT Program were sent to the ANHT Program Evaluation Committee on January 7, and that committee met to analyze the data and draft its recommendations on the program on January 27 and 28, 2000.

ADMISSIONS REQUIREMENTS

ANIMAL HEALTH TECHNOLOGY DIPLOMA

Program Description

The program is designed to train individuals for employment as paraprofessionals in the field of veterinary medicine. The Animal Health Technologist works under the supervision of veterinarians and veterinary scientists in a variety of areas including diagnostic testing, x-ray, medical procedures, office protocol, animal nursing, anaesthesia and surgical assistance. Although most graduates are employed in private veterinary practices, positions may be obtained with the Federal and Provincial governments' Health of Animals branches, animal shelters, Zoological Parks and other animal oriented areas in the public and private sectors. Graduates can expect a varied and satisfying career.

UCC is the only institution that offers an Animal Health Technology program in British Columbia. The program is accredited by the Canadian Veterinary Medical Association, and combines classroom and laboratory instruction, field and clinical experience involving small and large animals. Use is made of local veterinary hospitals to supplement the small animal teaching hospital at the College. Large animal work is carried out in a separate facility where students develop "hands on" experience with cattle, calves, pigs, horses and other livestock. The program involves up to 31 class contact hours of lecture and laboratory per week. Students are also responsible for case study sessions and for providing routine care for College animals. This involves evening and weekend duty. During the second year of the program, six weeks of practical experience are required at facilities throughout British Columbia.

Admission Requirements

Minimum criteria

A. Educational Requirements

1. BC Grade 12 or equivalent, C average.
2. BC Math 12, Math 060/061, or equivalent, C+ minimum grade.
3. BC Biology 12, BIOL 060, or equivalent, C+ minimum grade.
4. BC Chemistry 12, CHEM 060, or equivalent, C+ minimum grade.
5. BC English 12/Government Composite of 67% or LPI Level 3 or English 050 C+ minimum.

B. General Requirements

1. Successful medical
2. Complete immunization schedule.
3. Attendance at Program Orientation session and Admission Interview.
4. Submission of result of Language Proficiency Index if no Grade 12 English.
5. Evidence of orientation to a veterinary practice (signature of veterinarian required). It is recommended that applicants attempt to complete two weeks (80 hours) working or volunteering in a veterinary clinic.
6. Computing experience recommended.

Note: Applicants should have a sound secondary school background and an interest in working with and caring for animals. Students should have a desire to develop manual and technical skills. Practical experience in a veterinary facility is considered essential for admission to the

Note: Applicants should have a sound secondary school background and an interest in working with and caring for animals. Students should have a desire to develop manual and technical skills. Practical experience in a veterinary facility is considered essential for admission to the ANHT program. Consultation with practicing AHTs is strongly advised. Successful applicants may be required to spend additional time at a veterinary facility before commencing classes.

Failures and Repeats

Students who fail or withdraw from a course or courses during the program will be required to withdraw from the program at once. They may then repeat the year in its entirety, subject to the availability of space.

Failing or withdrawing students should recognize that there is no guarantee of the opportunity to repeat. Demand for seats is such that space for course repeaters is unlikely to be available.

A student who has previously failed in a health-related program and who subsequently applies for admission to the same program or to another health-related program will be regarded as a repeating student, unless he/she can show cause for being treated as a new student.

When the number of repeating student applicants for a program exceeds the number of available seats, the student(s) admitted will be those who achieved the highest cumulative GPA over courses listed in the program matrix. The relevant department may require potential repeating students to challenge certain portions of courses in which they previously received credit, in order that the currency of practical skills can be assessed. All potential repeating students are reminded that they are subject to program completion-time requirements.

A student who receives a failing grade in a course for failure to meet objectives related to professional responsibility, professional accountability or patient safety may be refused re-admission to the program, (or another health-related program) at the recommendation of the Department Chairperson and the approval of the Divisional Dean.

Course Requirements

First Year

ANHT 151	Veterinary Terminology
ANHT 152/162	Animal Nursing I and II (L)
ANHT 153	Immunology
ANHT 154	Veterinary Office Management (L)
ANHT 156	Pharmacology
ANHT 159	Domestic Animal Anatomy & Physiology I (L)
ANHT 169	Domestic Animal Anatomy & Physiology II (L)
ANHT 170/171	Veterinary Haematology I and II (L)
ANHT 180	Parasitology (L)
CHEM 168	Clinical Chemistry for AHTs (L)
ENGL 166	Occupational Writing for AHTs
MATH 157	Technical Mathematics & Statistics
MICR 158/168	Veterinary Microbiology I and II (L)

Second Year

ANHT 220	Clinical Practicum IV
ANHT 251	Anesthesiology (L)
ANHT 252	Clinical Practicum I
ANHT 253	Large and Small Animal Diseases
ANHT 254	Large Animal Science (continues)
ANHT 255/265	Large Animal Clinics I and II (L)
ANHT 257/267	Surgical Assistance I and II (L)
ANHT 258/268	Radiology I and II (L)

ANHT 259/262	Animal Nursing and Ward Care III and IV (L)
ANHT 260	Field Work Experience
ANHT 261	Theriogenology
ANHT 263	Clinical Practicum II
ANHT 264	Anesthesia and Intensive Care (L)
ANHT 269	Laboratory Animals
ANHT 270	Communications for Animal Health Technologists

Promotion Policy

A minimum of C+ in all courses and a cumulative GPA of 2.5 is required for promotion between semesters and for graduation in the program.

Completion Requirement

Program completion is expected within 2 consecutive years following entry. In the event of failure, and at the discretion of the Chairperson, this may be extended to 3 consecutive years.

Program Capacity

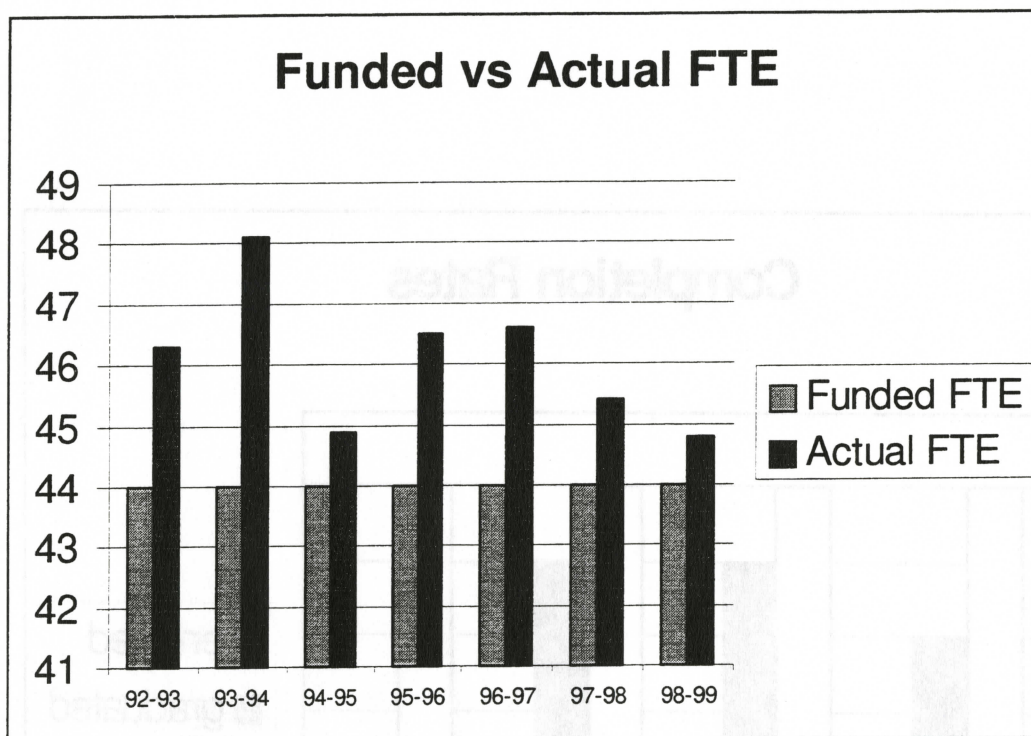
The Animal Health Technology program has 24 seats available per annum.

Program Demand:

Year (Sept-Aug)	Enrolled	Waitlisted	Incomplete/Denied	Total Applications
1996 - 97	24	1	72	97
1997 - 98	24	0	70	94
1998 - 99	24	8	157	189
1999 - 00	24	23	69	116

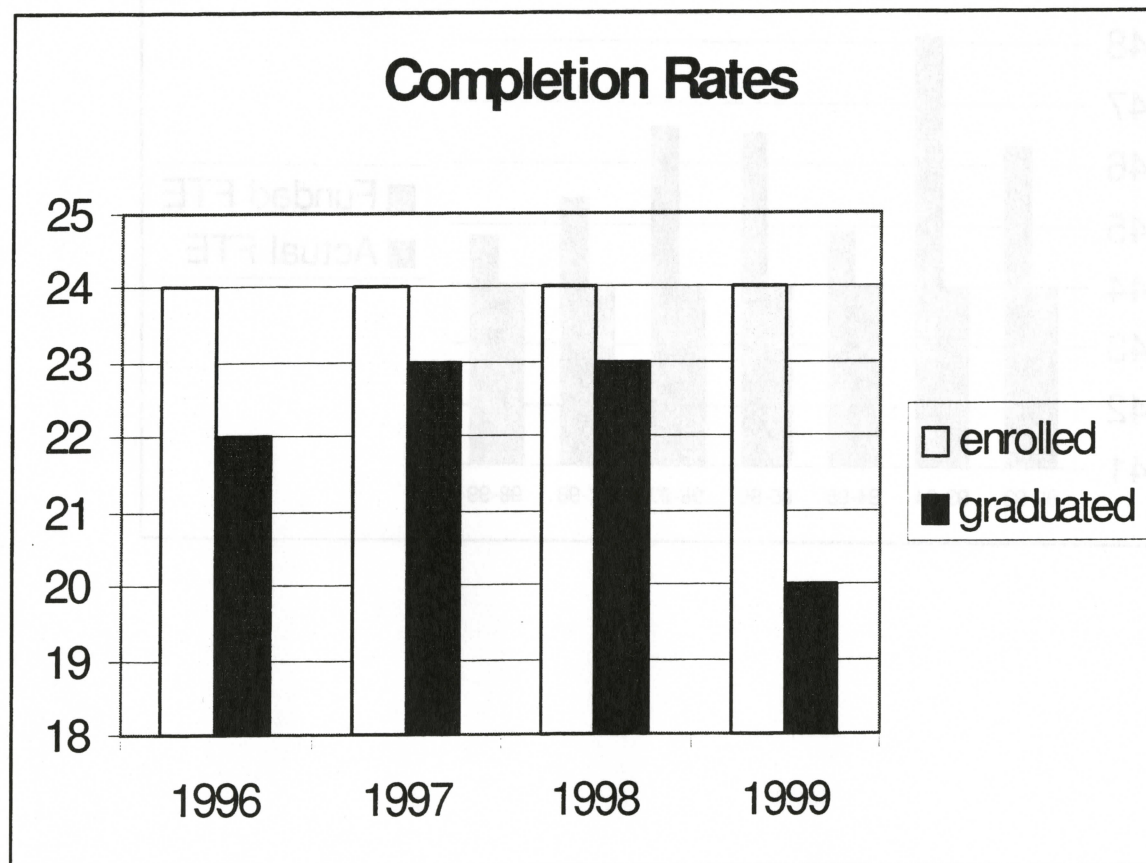
UTILIZATION RATES: 1992 – 1998

	1992-93	1993 - 94	1994 - 95	1995 - 96	1996 - 97	1997 - 98	1998 - 99
Funded FTE	44.0	44.0	44.0	44.0	44.0	44.0	44.0
Actual FTE	46.3	48.1	44.9	46.5	46.6	45.4	44.8
Utilization Rate	105%	109%	102%	106%	106%	103%	102%



ANIMAL HEALTH TECHNOLOGY PROGRAM COMPLETION RATES

	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>
Enrolled per year	24	24	24	24
Completed	22	23	23	20
Completion Rate	92%	96%	96%	83%



EMPLOYMENT PROSPECTS¹

ANIMAL HEALTH TECHNOLOGISTS

Nature of the Work

Animal health technologists provide technical support to veterinarians by caring for animals and assisting in the diagnosis and treatment of animal health disorders. They are employed in veterinary clinics, animal shelters, zoos and animal research laboratories.

Main Duties

- Handle, restrain and care for animals undergoing treatment and surgery.
- Perform radiography and other laboratory tests to assist in diagnosis of animal health problems.
- Assist veterinarian during surgery by preparing surgical equipment and administering and monitoring anaesthetics.
- Prepare and administer medications and vaccines under direction of veterinarian.
- Administer treatments as prescribed by a veterinarian.
- Conduct specialized procedures such as animal identification, dehorning and hoof trimming.
- Counsel clients on animal health care.
- Conduct and assist in laboratory research.

Example Titles

- Animal health technologist
- Animal care technician
- Animal technologist
- Laboratory animal technician
- Veterinary technologist
- Veterinary laboratory technician
- Veterinary laboratory technologist

Education and Training

Workers in this diverse occupational group should have an aptitude for science and mathematics and have an eye for detail. The operation of sophisticated equipment requires mechanical ability and manual dexterity. Technologists need to be resourceful, self-confident, willing to learn, detail-oriented, physically and mentally alert, capable of working well with others, interested in science, and able to work effectively in crisis situations. Prospective technologists are advised that since there are a limited number of places available in all of these programs, applications should be submitted early.

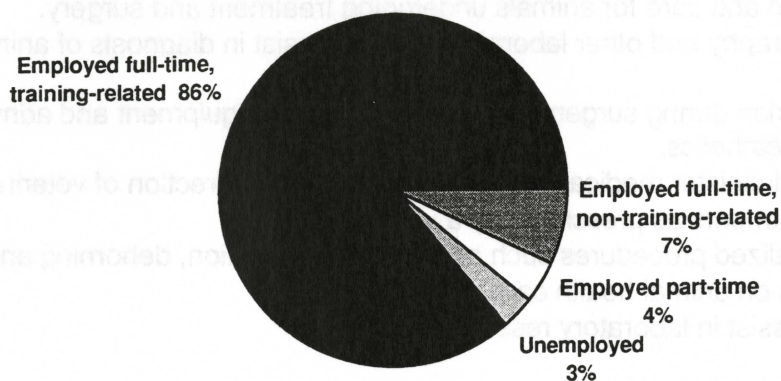
Employment Prospects

Animal health technologists follow a much different employment path, as veterinary services are driven more by market demand than by technological and policy changes. According to industry sources, employment prospects for veterinarians will remain good for the next 10 years. As a result, employment opportunities for animal health technologists, who work closely with veterinarians, should also remain positive.

¹ Source: BC WORK Futures and HRDC Labour Market Information (NOC 3213)

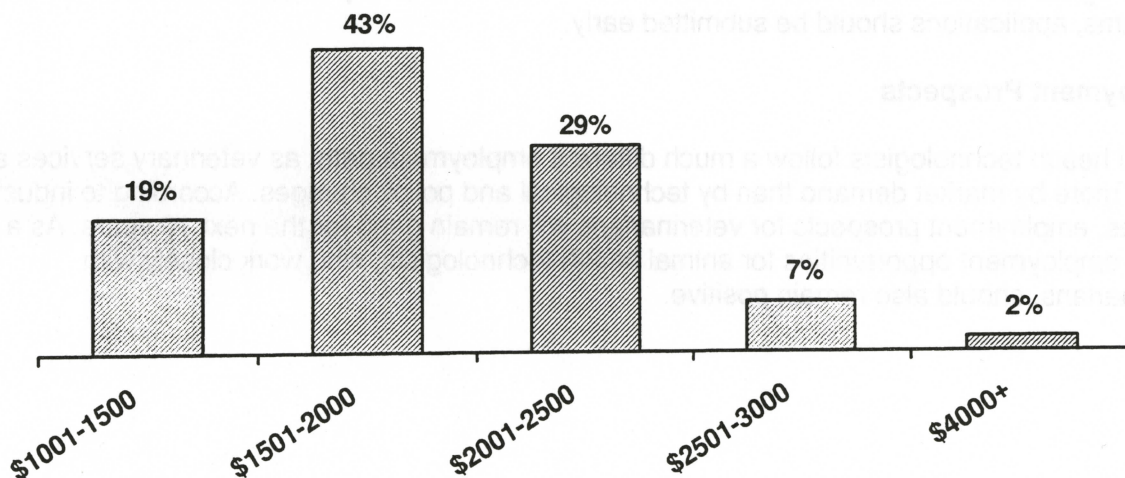
EMPLOYMENT RATES OF FORMER STUDENTS

Employment of Former ANHT Students **1995-1999 Student Outcomes (n=71)**



SALARIES OF FORMER STUDENTS

Gross Monthly Salary of ANHT Students **1995-1999 Student Outcomes (n=58)**



TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES
ANIMAL HEALTH TECHNOLOGY PROGRAM REVIEW

Recipient	# Sent	# Completed & Returned	% Returned
Advisory Committee	10	8	80%
Faculty	8	8	100%
Employers:	99	45	45%
Current Students:			
Year 1	23	23	100%
Year 2	22	22	100%
Former Students:	87	43	49%
SORS (1995-1999)	109	71	65%
TOTAL	358	220	61%

SUMMARY OF QUESTIONNAIRE RESPONSES

The following trends were detected in the questionnaire responses from the following groups:

Faculty Survey

1. Faculty felt that the current method of interviews for prospective students should be maintained.
2. Faculty stated that construction of a new facility would greatly improve teaching efficiency and would allow the introduction of new technology in the program.
3. Faculty had concerns with, or were unaware of, ladder potential for the graduates of the program.
4. The majority of faculty felt that more graduates will be required in the next five years and that an increase in student numbers within the program may have potential.
5. Faculty felt that the students accepted into the program were of exceptional quality and were confident, mature, and technically skilled when graduating.
6. Concerns were raised about the demands placed on the students and it was generally agreed that possible reductions could be achieved in some courses and in the whole program.

Current Student Survey (1st Year)

1. Students felt the instructors in the program were very helpful and supportive.
2. Most comments made some reference to the need for newer facilities for both the students and the animals.
3. Several students commented on the need for more hands-on training in the first year and a reduction of class workload. A workload reduction is needed to reduce stress levels.
4. The addition of kennel duty and dog walking greatly increases the workload hours during the week.
5. Several students commented on the need for more training in animal behavior.

Current Student Survey (2nd Year)

1. The majority of comments regarded the need for a new facility for the health and welfare of both the students and the animals.
2. The workload was rated as too heavy and a reduction was requested.
3. Some students suggested that kennel duties and dog walking be incorporated within a course and credit offered for this work.
4. The students felt that the delivery and content of the Chemistry course required significant changes to make the information more relevant to what they may be doing after they graduate. More urinalysis was requested within the course.

5. More regular quizzes were requested in such courses as Hematology to keep students on top of material.
6. Many students commented on the support offered by the ANHT faculty.
7. The students felt that the library resources were insufficient.
8. The students felt that the Veterinary Office Management (VOMA) course had a lot of overlap with other courses and that perhaps a more concise version could be put together to streamline the whole package.
9. Both first and second year students highlighted the need for job search skills. The visits to facilities such as the Kamloops Wildlife Park were mentioned as positive experiences in exposing students to different job opportunities.
10. Overall, the students reported great satisfaction with the program.

Former Student Survey

1. Former students questioned the usefulness of the VOMA course and felt that it could be made more relevant to what the clinics need.
2. The following courses were rated below the ANHT norm:

• ANHT 154	Veterinary Office Management
• CHEM 168	Clinical Chemistry
• ENGL 166	Occupational Writing
• MICR 158/168	Veterinary Microbiology
• ANHT 254	Large Animal Science
• ANHT 261	Theriogenology
• ANHT 269	Laboratory Animals
3. Better facilities were requested for both students and animals.
4. Many former students regarded their two years at UCC as being very demanding but the demands made them better able to cope with a clinical situation in the real world.
5. A large proportion of the responses highlighted the need for more dentistry, which is becoming very popular in the industry.
6. Poor salaries for technologists were indicated as a reason why many graduates might be forced to find jobs with greater remunerative potential.
7. Job search skills were again mentioned as lacking.
8. Course load reductions and the need to reduce the stress levels were mentioned. Math, chemistry, hematology, and microbiology were mentioned as possible areas for reduction.
9. Urinalysis was again mentioned, with emphasis on the need for more relevant instruction, perhaps provided by a Doctor of Veterinary Medicine (DVM) or Animal Health Technologist (AHT).

Employer Survey

1. Employers commented on the confidence, willingness, enthusiasm, and communication skills of the graduates. They felt the grads were well rounded.
2. Thirteen employers highlighted the need for more understanding of management skills and veterinary medicine as a business.
3. Some responses indicated a need for better articulation so that graduates could obtain some advanced credit towards the requirements for veterinary medicine.
4. Eight employers commented on the need for more hands-on experience among the graduates.
5. Many employers indicated that graduates need to expand their role within the clinic to supervision of staff and working directly with clients. Employers recognized that computer skills are important within the industry and that graduates need a good computer skills base.
6. It was recognized that low wages within the industry are a major reason for employee attrition.
7. The need for multitasking was identified.

Advisory Committee Survey

1. Committee members acknowledged the heavy workload within the program
2. Dentistry was recognized as an area that is in need of expansion.
3. New facilities are recognized as being of the utmost importance to the program.
4. Low wages within the industry are an issue and it is important that new students are aware of this when enrolling.
5. Lab animal skills were noted as a possible way to increase the employability of graduates from the program.
6. The Advisory Committee commented on the confidence and the broad range of abilities of the ANHT graduates.
7. The Advisory Committee raised the possibility of a post-graduate program specializing in such subjects as large animals, lab animals, and dentistry.

STRENGTHS OF THE ANIMAL HEALTH TECHNOLOGY PROGRAM

The Review Committee has identified the following strengths in the Animal Health Technology Program:

1. Faculty Expertise and Dedication:

The survey respondents regarded the faculty in this program as being dedicated, knowledgeable, supportive, and interested in facilitating student learning.

2. Quality of Instruction:

The continued top placement of the ANHT students writing the Veterinary Technician National Exam highlights the quality of both the students within the program, and the level of instruction.

3. Professional Development and Community Service:

The ANHT faculty are well recognized for their work within the industry. The development of textbooks, interactive CD's and such courses as the Animal Welfare Certificate shows their commitment to continuing professional development and community service.

4. Graduate Satisfaction:

The responses from the former student survey highlighted the great overall satisfaction with the program and recognized that while demands were high during the two years, the experience prepared them for industry placement. According to BC Colleges and Institutes Student Outcomes data (1995-1999) 94% of ANHT graduates stated that their training was very or somewhat useful in performing their job. One hundred percent (of 55 respondents) stated that they were completely or mainly satisfied with the ANHT Program.

5. Demand for Graduates:

According to BC Colleges and Institutes Student Outcomes data from 1995-1999, 93 % (of 71 responses) were employed in a full-time position and 88 % (of 60 responses) found employment within two months of graduation. The provincial employment average for all program leavers in the system is under 70%. Moreover, 92 % of respondents reported that their main employment was either very, or somewhat, related to their training in the ANHT program. The average rating for all programs provincially is under 60%. These figures suggest a high level of demand for and placement of graduates in training-related jobs--a trend that is likely to continue with the high turnover of AHTs in the veterinary industry creating ongoing demand for replacements.

6. Animal Adoption Program:

The animal adoption program was recognized as being not only a humane and ethical operation, but also an important service and an excellent public relations activity for the ANHT program.

AREAS OF THE ANIMAL HEALTH TECHNOLOGY PROGRAM WHICH CAN BE IMPROVED (WITH RECOMMENDATIONS)

The Review Committee makes the following recommendations to improve the Animal Health Technology Program.

1. Facilities:

The Animal Health program has been severely constrained by inadequate facilities for several years. The program is currently housed in some of the oldest buildings on the UCC campus and concerns have been raised by the Canadian Council on Animal Care (CCAC) about overcrowded conditions, the lack of storage space, air quality and ventilation in these facilities. A report by the CCAC in 1998 concluded that these facilities are inadequate and that such facility problems, unless corrected, may pose a threat to the continued accreditation of this program.

Recommendation 1a:

That UCC's President and other executive officers press forward with the planning and construction of a new facility for the Animal Health Technology Program, with a view to having it operational by Fall, 2001.

ACTION: President, UCC; Vice President, Instruction and Student Services, UCC; Vice President, Administration and Finance, UCC.

Recommendation 1b:

That representatives of UCC's Animal Health Technology Program visit Animal Health facilities of a size and scale similar to those required by UCC to assist with the planning for a new facility.

ACTION: Chair, Agriculture-Related Programs

2. Curriculum Revision:

The heavy class contact time (30 hours per week) of the Animal Health Technology program in combination with additional non-credit duties of students (such as kennel duties, dog walking and weekend care and supervision of animals and facilities) brings the student workload to over 35 hours per week. Such a heavy workload limits the capacity for this program to incorporate new courses or new content into existing courses without engaging in revision to the existing curriculum.

A survey of other Career-Technology Programs indicates that Animal Health Technology workload is in excess of those of other programs, including Respiratory Therapy (30 hours per week), Engineering Design and Drafting (30 hours per week), Digital Art and Design (26 hours per week) and Computer Systems: Operations and Management (21 hours per week). A recommendation in the 1990 Program Review of the ANHT Program to reduce workload seems not to have been acted on. It should be noted that this is a Career Technology Program, not a Vocational Program, and that the ideal class contact time should be in the range of 24-25 hours per week.

Recommendation 2a:

To facilitate curriculum revision and to permit an overall reduction of workload for students Animal Health Technology Faculty should consider the following:

i) Revising the Veterinary Terminology course (ANHT 151) so that it may be taken as a self-guided course in semester one.

ii) Reducing the instructional time of the following courses: Chem 168, Clinical Chemistry for AHT's, (4,0,3), Micro 158, Veterinary Microbiology I (3,0,2), Micro 168, Veterinary Microbiology II (1, 1, 3), ANHT 170, Haematology 1 (3,0,2), ANHT 171 Haematology II (3,0,2) and ANHT 101, Laboratory Math (3,0,0), with a view to reducing overall program contact hours.

iii) Revising the Clinical Chemistry for Animal Health Technologists course (Chem 168) to make it more directly applicable to the Animal Health Technology workplace. It is also recommended that the instructor responsible for this course participate in professional development activities relating to veterinary laboratory practices. An alternative strategy might be to combine ANHT 171, Haematology II (3,0,2) and Chem 168, Clinical Chemistry for AHT's (4,0,3) into a new course under the name of Clinical Pathology.

iv) Offering the Large Animal Clinic course for only one semester of the program rather than two: ANHT 255-2 (1,0,3) and ANHT 265-1 (0,0,3)

v) Evaluating all components of the Veterinary Office Management course, ANHT 154 -3 (2,0,2), for direct relevance to the Animal Health Technology workplace. It is also recommended that consideration be given to incorporating the Communications for Animal Health Technologists course, ANHT 270-1 (1,0,0), into ANHT 154.

vi) Evaluating the Communications for Animal Health Technologists course (ANHT 270) for overlap with ENGL 166, Occupational Writing for AHT's (4,0,0).

vii) Reducing the amount of time spent on oral presentations in ENGL 166, Occupational Writing for AHT's (4,0,0).

viii) Granting course or program credit for time spent by students engaged in kennel duties, dog walking, animal care and other supervisory duties.

ACTION: Chair, Agriculture-Related Programs; Animal Health Technology Faculty

Recommendation 2b:

The Review Committee recommends that a stronger emphasis be placed upon the following subject areas in the Animal Health Technology Program:

- i) Animal behaviour
- ii) Dentistry
- iii) Urinalysis
- iv) Lab animals
- v) Avians / reptiles / exotics / pocket pets
- vi) Ethical/moral issues (i.e. euthanasia, grief counseling)
- vii) Hands on experience for first year students

This may involve restructuring existing courses in which these subjects are addressed, or new course development (especially in the field of Animal Behaviour).

ACTION: Chair, Agriculture-Related Programs; Animal Health Technology Faculty

Recommendation 2c:

The Review Committee recommends that course outlines in the ANHT program should be standardized with a view to achieving greater consistency within the program and across the Science Division.

ACTION: Chair, Agriculture-Related Programs; Animal Health Technology Faculty

3. Admission Requirements for the ANHT Program:

Prospective students might benefit from having a wider range of experiences in a veterinary clinic before being admitted to the Animal Health Technology program. Although successful completion of BC Math 12 or its equivalent with a C+ minimum grade is an admission requirement for the ANHT program, Math proficiency was identified as being varied among new students.

Recommendation 3a:

That ANHT faculty consider developing a task checklist to be added to the Orientation to a Veterinary Facility form which is submitted with a student's application for admission to the program.

ACTION: Chair, Agriculture-Related Programs; Animal Health Technology Faculty

Recommendation 3b:

That ANHT faculty consider making the 80 hours of pre-admission work experience a requirement.

ACTION: Chair, Agriculture-Related Programs; Animal Health Technology Faculty

Recommendation 3c:

That ANHT faculty consider the utility and feasibility of administering a math pre-test to program applicants to ensure a common level of competency in required math skills upon admission to the program.

ACTION: Chair, Agriculture-Related Programs; Animal Health Technology Faculty

4. Articulation and Transferability:

The potential for Animal Health Technology graduates for laddering into the UCC Bachelor of Science program does not appear to be widely known by faculty and students.

Recommendation 4a:

That existing opportunities for laddering into the Bachelor of Science degree program at UCC from the Animal Health Technology Program be advertised more widely among students and practicing Animal Health Technicians. Opportunities for similar laddering arrangements at other institutions should be examined and pursued.

ACTION: Dean of Science; Chair, Agriculture-Related Programs; Animal Health Technology Faculty

5. Computer Software:

Computer software used in the Animal Health Technology program requires regular upgrading in order to replicate industry standards.

Recommendation 5a:

Consideration be given to upgrading the Veterinary software package used in the ANHT program from a DOS-based to a Windows-based program. Institutional funding (or corporate donations) should also be pursued for the acquisition of more up-to date industry-standard software such as "Cornerstone" or "Winvet".

ACTION: Dean of Science; Chair, Agriculture-Related Programs; Animal Health Technology Faculty

6. New Opportunities:

Exciting possibilities for post-graduate certificates and distance education courses in Animal Health Technology were raised by faculty, students and the Program Review Committee members.

Recommendation 6a:

The ANHT program should consider the feasibility of adding post-graduate courses that could enhance the credentials of ANHT graduates and former graduates interested in developing specializations. Courses might include such specializations as:

- i) Registered Lab Animal Technician Exam Preparation
- ii) Dentistry
- iii) Exotics and Avians
- iv) Large Animals

ACTION: Chair, Agriculture-Related Programs; Animal Health Technology Faculty

Recommendation 6b:

Faculty interested in exploring the future possibilities for a Distance Education component of the ANHT program are encouraged to apply for Provincially Initiated Curriculum (P.I.C.) and Locally Initiated Curriculum (L.I.C.) grants which may provide funding for release time for innovative curriculum initiatives.

ACTION: Animal Health Technology Faculty

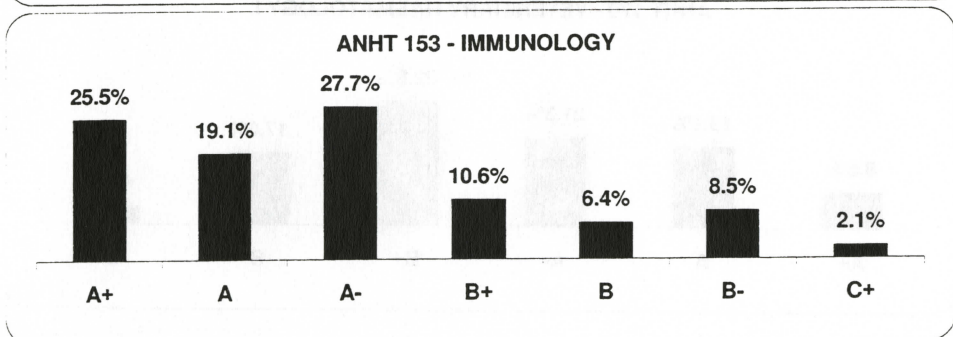
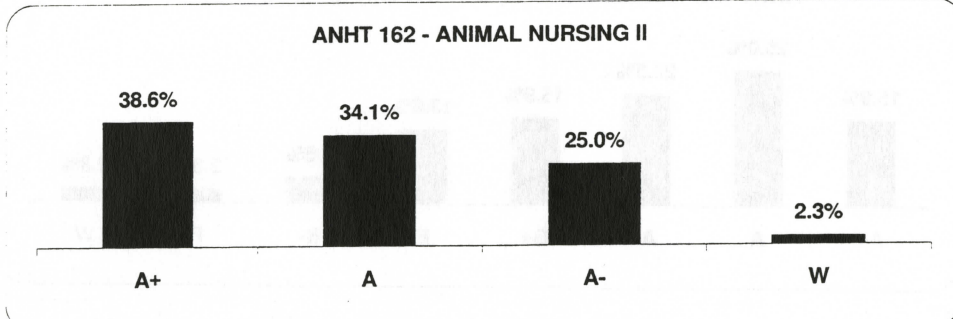
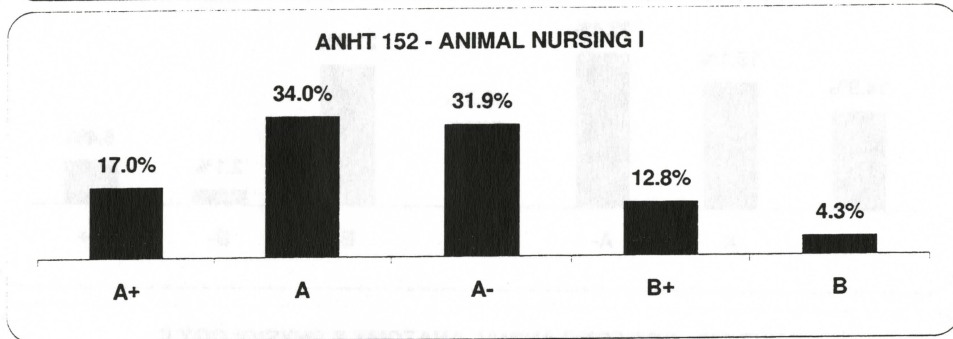
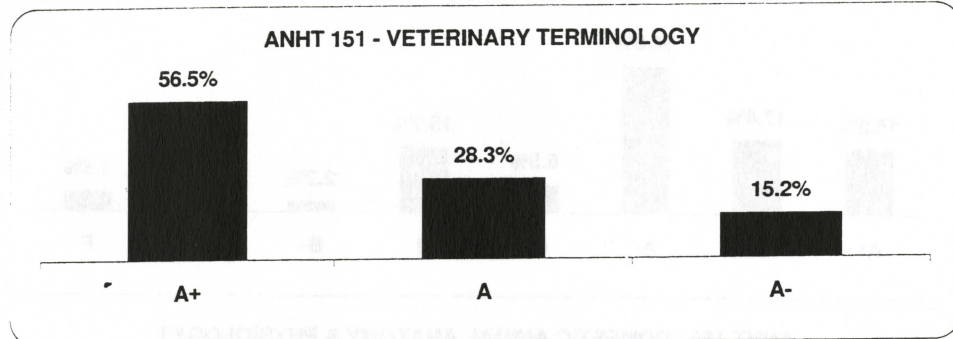
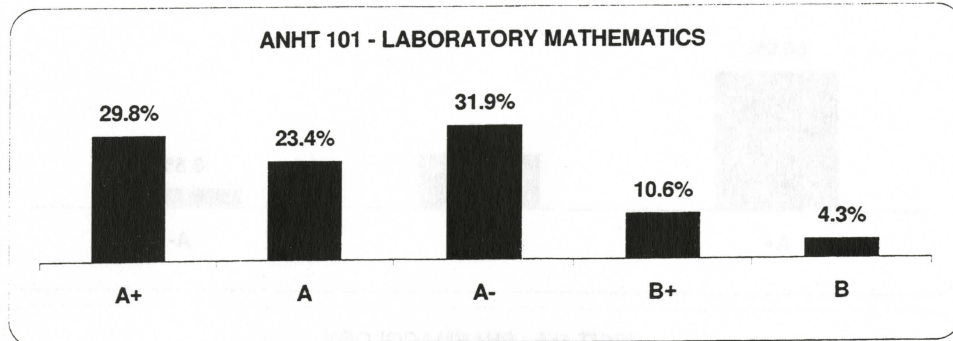
APPENDIX A

METHODOLOGY

The data were collected in the following ways:

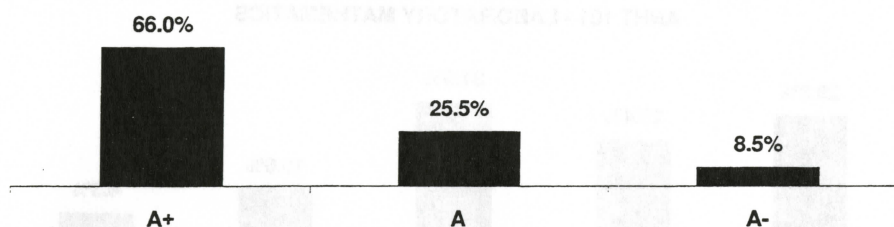
- 1) Consultation took place with Dr. David Sedgman, Chairperson, Agriculture Related Programs, and the ANHT faculty on the design of the surveys.
- 2) Surveys were administered to Animal Health Technology faculty, current students, former students, employers and Program Advisory Committee members. All data were processed using SPSS to achieve frequency rates and mean responses. Subjective comments for each group were recorded separately and anonymously. Additional former student data from 1995-1999 graduates of the program was summarized from Student Outcomes Reporting System (SORS) data.
- 3) "Descriptive Data" on the Animal Health Technology Program's objectives, course outlines, etc., were solicited from Dr. David Sedgman, Chairperson, Agriculture Related Programs.
- 4) Data on annual FTE utilization rates, graduation rates and grade distributions were provided by the Office of Institutional Research and Planning.
- 5) The following people associated with the program participated in the review process or were interviewed:
 - Dr. Terry Lake, Instructor, ANHT
 - John Parks, Chemistry Instructor
 - Carolynne Fardy, Lab Demo, Biology
 - Dr. Neil Russel, VP Instruction
 - Pat Cutler, Instructor, ANHT
 - Robina Kay, Lab Demo, ANHT
 - Dr. Wayne Hollingshead, Instructor, ANHT
 - Maureen Smith, English Instructor
 - Cathy-Hall Patch, Instructor, ANHT
 - Students (three second year students)

APPENDIX B
GRADE DISTRIBUTIONS: 97/FA - 99/WI

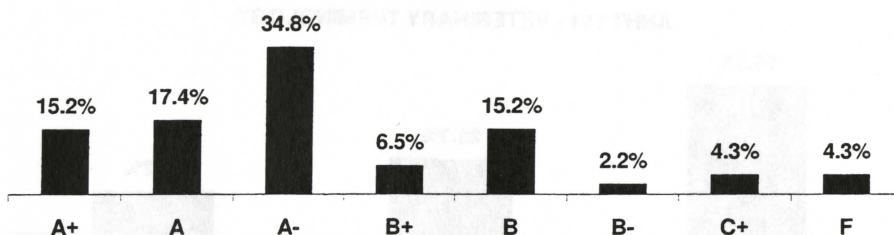


GRADE DISTRIBUTIONS: 97/FA - 99/WI

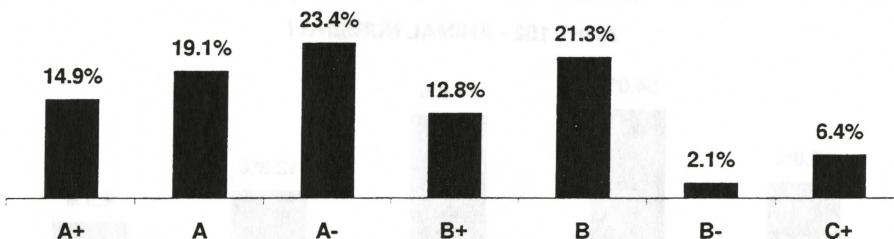
ANHT 154 - VETERINARY OFFICE MANAGEMENT



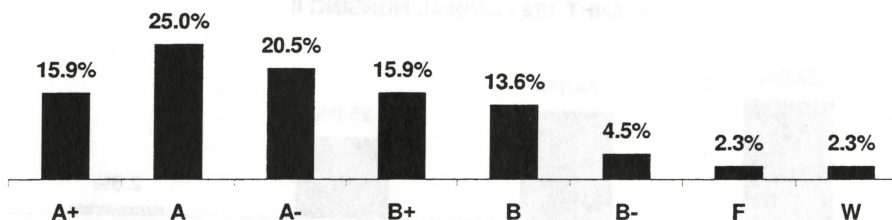
ANHT 156 - PHARMACOLOGY



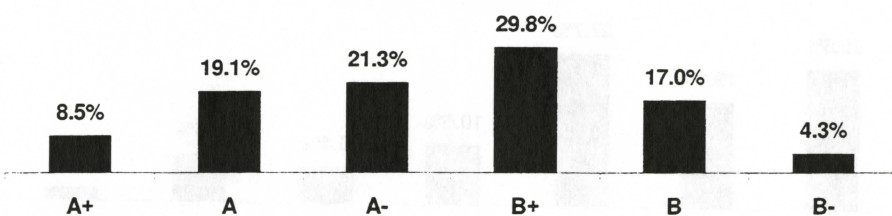
ANHT 159 - DOMESTIC ANIMAL ANATOMY & PHYSIOLOGY I



ANHT 169 - DOMESTIC ANIMAL ANATOMY & PHYSIOLOGY II

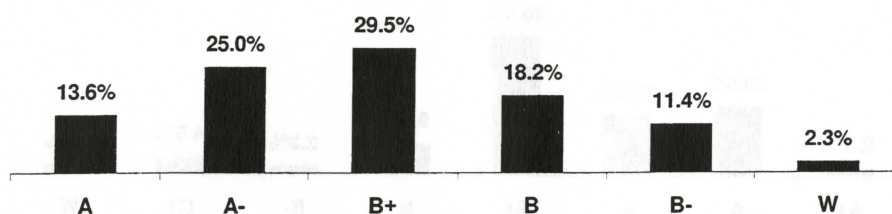


ANHT 170 - VETERINARY HAEMATOLOGY I

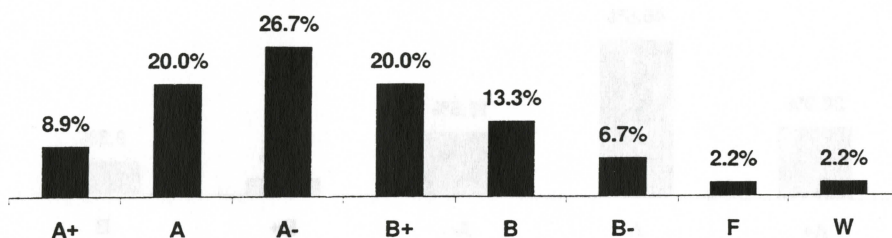


GRADE DISTRIBUTIONS: 97/FA - 99/WI

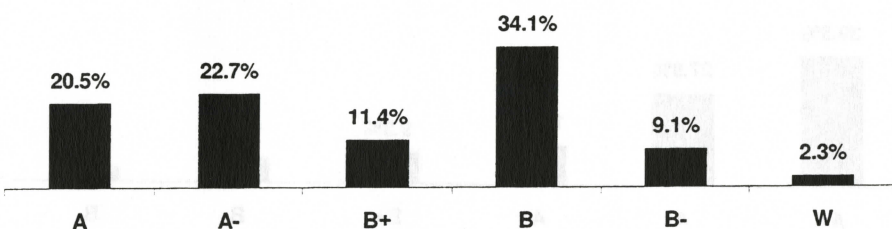
ANHT 171 - VETERINARY HAEMATOLOGY II



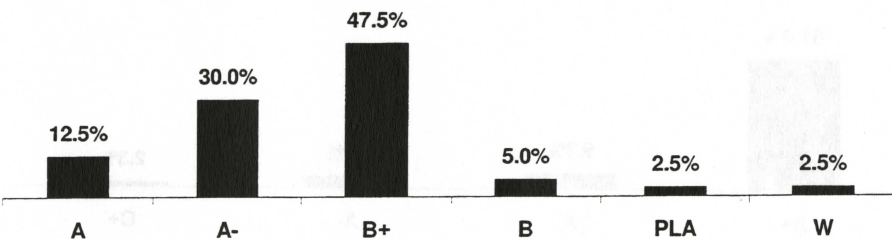
ANHT 180 - PARASITOLOGY



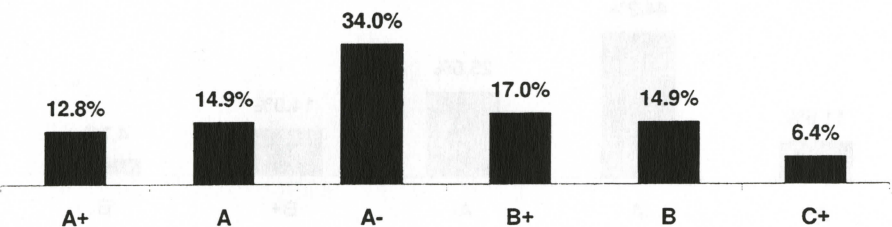
CHEM 168 - CLINICAL CHEMISTRY FOR AHTs



ENGL 166 - OCCUPATIONAL WRITING FOR AHTs

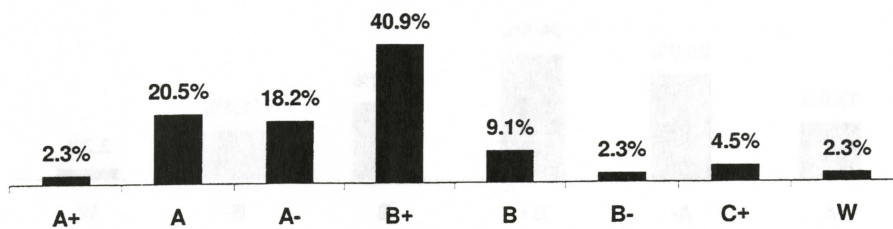


MICR 158 - VETERINARY MICROBIOLOGY I

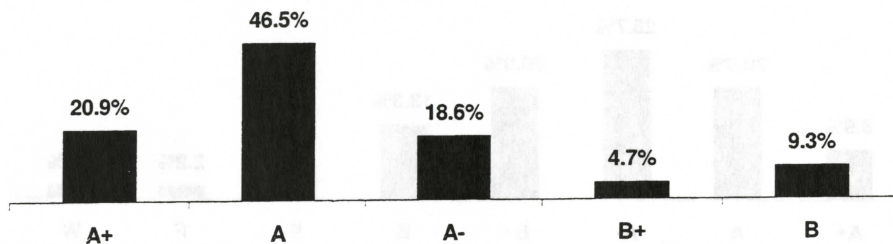


GRADE DISTRIBUTIONS: 97/FA - 99/WI

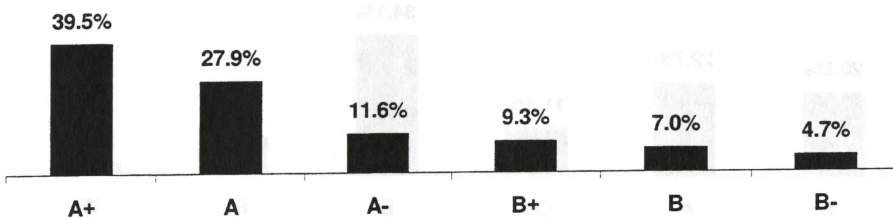
MICR 168 - VETERINARY MICROBIOLOGY II



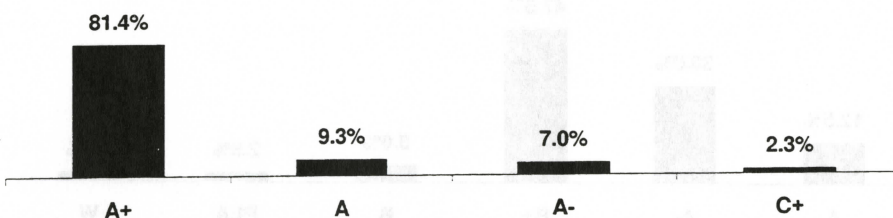
ANHT 251 - ANESTHESIOLOGY



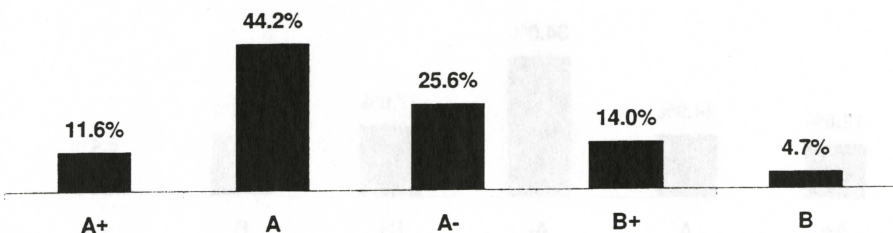
ANHT 253 - LARGE AND SMALL ANIMAL DISEASES



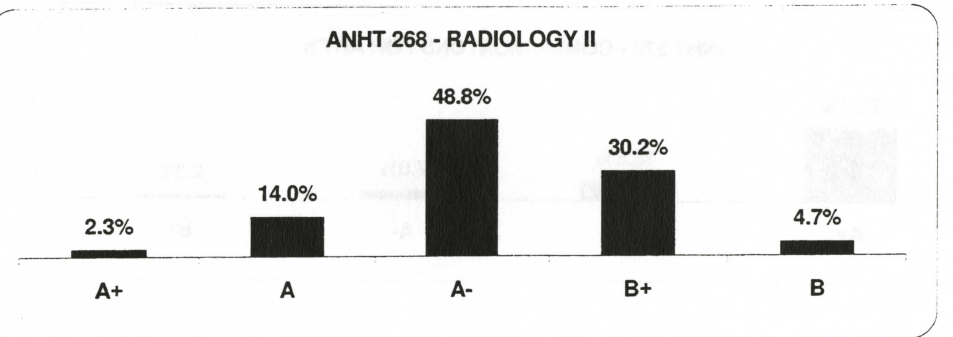
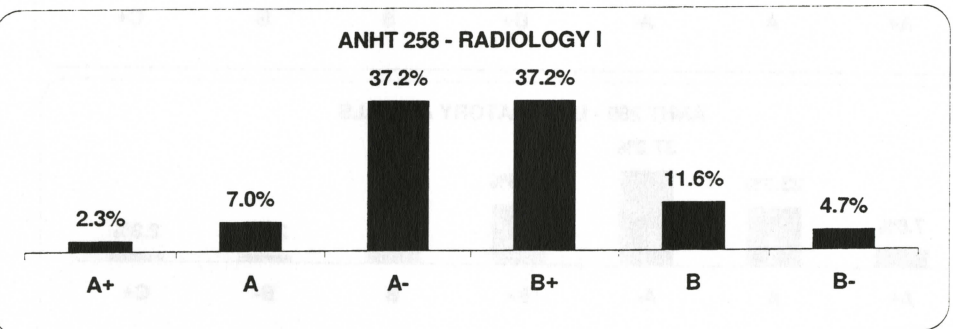
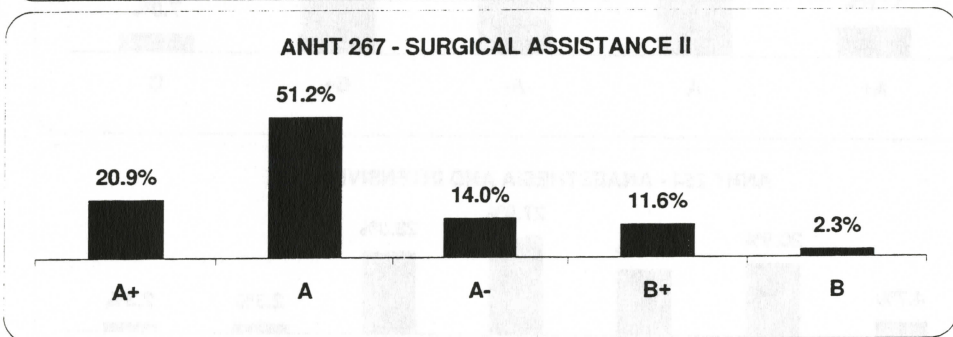
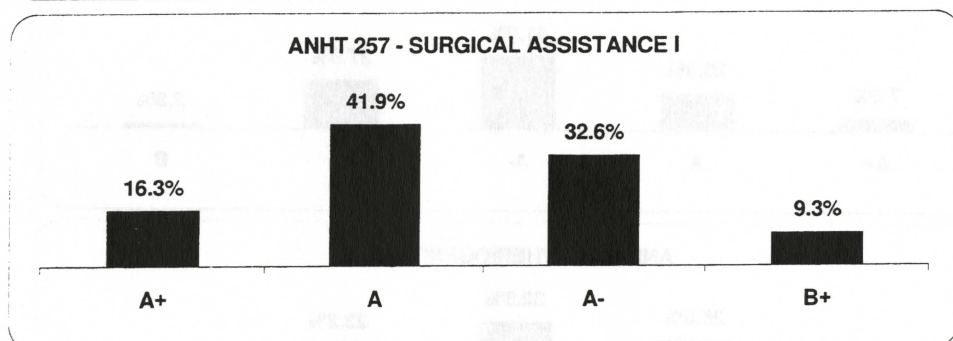
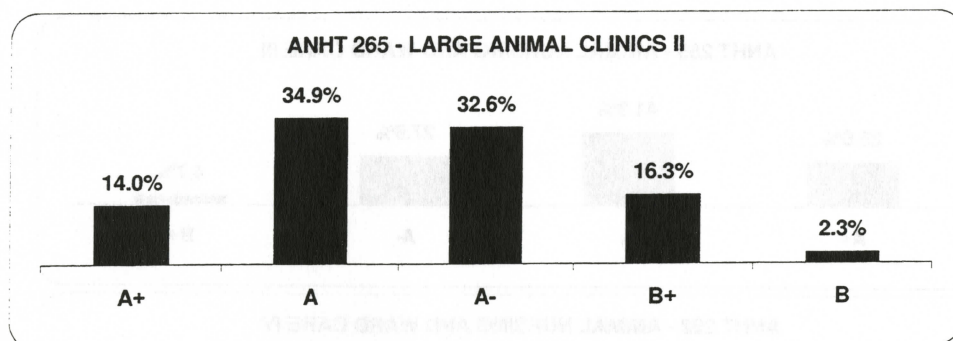
ANHT 254 - LARGE ANIMAL SCIENCE



ANHT 255 - LARGE ANIMAL CLINICS I

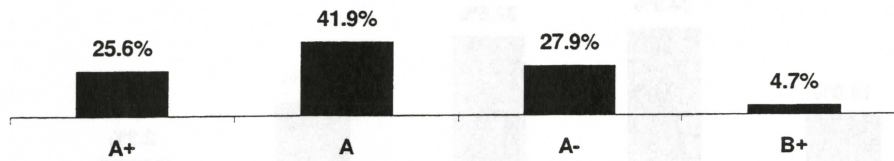


GRADE DISTRIBUTIONS: 97/FA - 99/WI

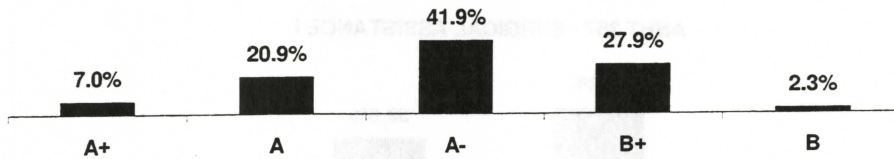


GRADE DISTRIBUTIONS: 97/FA - 99/WI

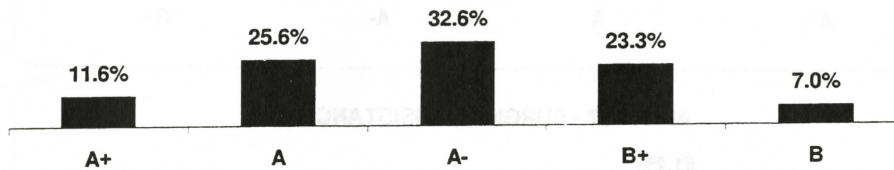
ANHT 259 - ANIMAL NURSING AND WARD CARE III



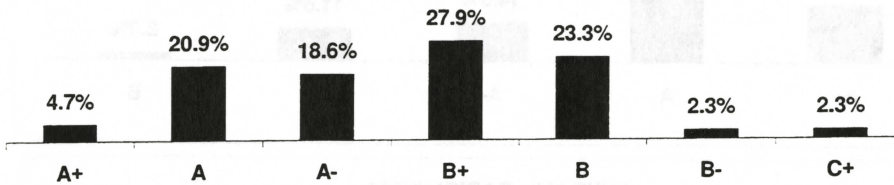
ANHT 262 - ANIMAL NURSING AND WARD CARE IV



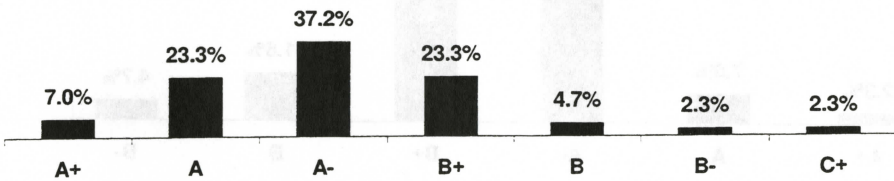
ANHT 261 - THERIOGENOLOGY



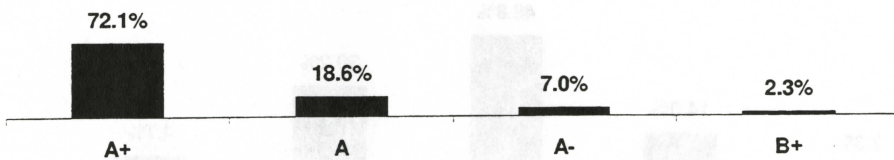
ANHT 264 - ANAESTHESIA AND INTENSIVE CARE



ANHT 269 - LABORATORY ANIMALS



ANHT 270 - COMMUNICATIONS FOR AHT's



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