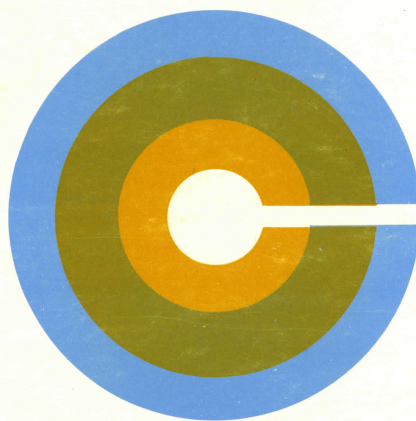


REPORT
on the
PROGRAM REVIEW
of the
ANIMAL HEALTH TECHNOLOGY PROGRAM



Cariboo College

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**REPORT
on the
PROGRAM REVIEW
of the
ANIMAL HEALTH TECHNOLOGY PROGRAM**

OFFICE OF INSTITUTIONAL RESEARCH & EVALUATION

JANUARY, 1990

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SUMMARY

The Animal Health Technology (AHT) Diploma at Cariboo College entails a two-year program which trains individuals for employment as paraprofessionals in veterinary clinics, zoos, aquaria, university laboratories, government research, and veterinary pharmaceutical companies.

The Evaluation Committee for AHT has found this program to display high levels of professionalism. The instructors are greatly respected by students and veterinary practitioners for their educational qualifications, experience, and superior teaching abilities. As a unit, the faculty displays a high level of cohesion which contributes greatly to the quality of the program. The faculty has done well to produce a very practical and effective program within the constricts of available funding.

In spite of the high quality of the program, the AHT Evaluation Committee has managed to identify eight areas where improvements are necessary:

1. Workload (Student and Faculty)
2. Curriculum and Admission Requirements
3. Operating Budget
4. Facilities
5. Equipment
6. Program Orientation
7. Marketing and Promotion
8. Advisory Committee.

The Evaluation Committee wishes to commend the AHT faculty on their excellent work. It is hoped our recommendations will be of some assistance to them.

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TABLE OF CONTENTS

	Page
Summary	i
Table of Contents	ii
The Program Evaluation Committee	iii
Introduction	1
Background	1
Discussion of Questionnaires	2
Questionnaire Data	3-5
Tabular Summary of Questionnaire Data	6
Admissions Data and Performance Statistics	7-10
Placement Data	11-12
Strengths of The Program	13
Areas Which Can Be Improved (With Recommendations)	14-22
Appendix A (Methodology)	23

THE PROGRAM EVALUATION COMMITTEE

(December 18-19, 1989)

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& EVALUATION CLERK**

Carol Davy

INTRODUCTION

The Program Review process was conducted for the Animal Health Technology Program from June 5 to October 17, 1989. Initial discussions on questionnaire design and review procedures were held with the AHT faculty on June 14. Former student surveys were mailed on July 28, with a follow-up letter to out-of-town students on August 21, and telephonic contact with in-town students attempted from August 22 to October 2, 1989. All potential employers, past and present -- that is all 301 veterinary clinics and practices throughout B.C. -- were surveyed on August 28; follow-up letters were sent to the 142 non-respondents on October 3. Members of the AHT Advisory Committee were sent questionnaires on August 30; telephonic follow-up was initiated on September 22. Second year current students were surveyed on October 2 and first year current students on October 4, 1989. The cut-off date for all responses was October 17, so that the data were available for the Canadian Veterinary Medical Association accreditation team which visited campus on October 23 & 24. These same data were discussed and interpreted by the AHT Program Evaluation Committee, which met on December 18 & 19, 1989. Even though the C.V.M.A. Report was available at that time, the Program Review Committee drafted its report without consulting the accreditation team's findings.

BACKGROUND

The Animal Health Technology Program has been offered at Cariboo College since September, 1981. It is a two-year Diploma Program designed to train individuals for employment as paraprofessionals in the field of veterinary medicine. Under the supervision of veterinarians and veterinary scientists, the Animal Health Technologists perform a variety of duties including diagnostic testing, x-rays, medical and office procedures, animal nursing, and surgical and anesthetic assistance. Graduates can expect a varied choice of positions in Federal and Provincial governments' Health of Animals branches, animal shelters, zoological parks and other animal-oriented areas in the public and private sectors; however, most graduates are employed in private veterinary practices.

Cariboo College is the only institution in British Columbia that offers an Animal Health Technology program. The nearest similar programs are located at Fairview College, Olds College, and N.A.I.T. -- all in Alberta.

DISCUSSION OF QUESTIONNAIRES

1. Advisory Committee:

Eight out of 10 AHT Advisory Committee members responded for a return rate of 80%. Advisory Committee response rates in most programs under review are normally 100%.

2. Employers:

As it was unsure which vets and clinics are employing Cariboo College graduates, the Office of Institutional Research surveyed all 301 veterinary establishments listed by the Doctors of Veterinarian Medicine Association of British Columbia. This blanket survey elicited 167 responses, 57 of which currently employ or have employed Cariboo College AHT graduates, and 110 of which have had no contact with them. (Six of those, however, requested further information about our program.) Allowing for the subtraction of blanks from the original total, this provides an adjusted completed return rate of 30%. This is normally an insufficient response from which to draw meaningful inferences; however, given the fact that the AHT program has produced only 108 graduates over the last five years, the response rate of 57 represents at least 53% of employers who have had contact with Cariboo AHT graduates. What skews it downwards is the number of unreturned blanks.

2. Faculty:

Twelve out of 13 faculty surveyed responded, for a return rate of 92%. This is a satisfactory and representative return rate.

3. Current Students:

Surveys were administered to the second year AHT class of 16 on October 2, 1989, and to the first year of 24 on October 4. The student responses were disaggregated according to year.

5. Former Students:

Of 108 AHT former students who graduated or left the program between 1984 and 1988, 47 responded for a healthy return of 44%. As 35% or better is the standard watershed for drawing statistically meaningful inferences, we have a more than adequate data base in this area.

QUESTIONNAIRE DATA

The following trends were detected in the questionnaire responses:

Advisory Committee

1. Advisory Committee members noted the high quality of the instructional staff and of the program.
2. They were appreciative of the practical nature of the program.
3. Some suggested that additional funding is required to improve the facilities and expand program capacity.
4. They urged that the student workload be reduced.
5. They suggested that entrance requirements be altered to include more work experience in the field.
6. They felt that Advisory Committee meetings should be more frequent and possibly less rushed, and should involve more student input. They requested that Advisory Committee members be kept informed throughout the year of developments in the program.

Employer Survey:

1. Employers commented that the oral, written, problem solving, and social skills of the graduates need improvement. Students must learn to deal more effectively with clients, particularly problem clients.
2. They urged that students acquire better administrative and office skills; knowledge of computers was recommended.
3. They noted that students are less willing to move to rural areas for employment than to urban centres.
4. They commented frequently that AHT's are not paid well, and that program enrollees must be made to appreciate this fact.
5. They indicated a shortage of qualified veterinary technicians, and urged that more AHT's be trained in B.C.

Faculty Survey:

1. Faculty felt that inadequate time is provided for curriculum and professional development, and research.

2. AHT core faculty felt that their workload is too heavy and urged that recognition, in the form of more release time, should be given for animal care.
3. The faculty's perception was that the AHT Program lacks sufficient funding, and that facilities, staffing, and equipment are less than adequate.

Current Student Survey (First Year):

1. First year students commented that the Fall semester orientation session needs to be improved.
2. They were practically unanimous that the amount of instructional material in the program needs to be reduced significantly. They also complained about the number of instructional contact hours and additional duties (kennel duties) per week.
3. Students questioned the relevance of the material in some of the service courses. Specifically, English and the statistics component of Mathematics came under fire.
4. The following courses were rated below the AHT norm:

CHEM 157 - General Chemistry for Health Technologists
ENGL 157 - Communications English
IMMU 158 - Veterinary Immunology.
5. Students noted that instructors are always available and very helpful.
6. They appreciated the practical work and the seven-days-a-week access to the clinic.
7. A few commented that the Registrar's Office should be more helpful.

Current Student Survey (Second Year):

1. The second year students also commented on the need for improving orientation to the program.
2. They likewise urged that workload be reduced.
3. They questioned the relevancy of the service courses.

4. They felt that the program could develop better initiative, self-discipline, and co-operativeness in the students.
5. The following courses were rated below the AHT norm:
 - MEDT 157 - Medical Terminology
 - CHEM 157 - General Chemistry for Health Technologists
 - ENGL 157 - Communications English
 - ANHT 158 - Animal Health Technology Orientation
 - IMMU 158 - Veterinary Immunology
 - MATH 158 - Technical Mathematics and Statistics
 - OASC 158 - Office Procedure for AHT's
 - ANHT 166 - Pharmacology
 - CHEM 168 - Clinical Chemistry
6. A few mentioned that the Registrar's Office should be more helpful.
7. They appreciated the practical aspects of the program and requested even more practical work.
8. They complimented the quality of instruction.

Former Student Survey:

1. Former students drew attention to the stressful nature of the workload and the need to reduce it.
2. They indicated a desire for more emphasis on large animals and possibly exotics.
3. Many commented that the service courses in Mathematics, English, and Chemistry need to be made more relevant or to be eliminated.
4. They indicated that greater emphasis should be placed on developing office skills, and that a challenging and relevant course should be developed by the Office Administration Department in conjunction with AHT.
5. They were appreciative of the practical experience element in the program.
6. The majority recognized the instructional quality of the program.

TABULAR SUMMARY OF QUESTIONNAIRE DATA

(Animal Health Technology Program)

The categories and quantities of responses are tabled below:

Recipient	# Sent	# Completed and Returned	% Return
Advisory Committee	10	8	80%
Employers:	191	57	30%
(Adjusted rates)			
Faculty	13	12	92%
Students: Current	40	40	100%
Former	108	47	44%
	—	—	—
TOTAL	362	164	45%
	—	—	—
Former Students Returned by Post Office (all years)		10	9%
Former Students Non-Respondents		51	47%

As At October 17, 1989

ADMISSION DATA AND PERFORMANCE STATISTICS

Admission Requirements:

a) Educational Requirements:

1. B.C. grade 12 or equivalent C average
2. B.C. Algebra 12 or equivalent C+ minimum grade
3. B.C. Biology 12 or equivalent C+ minimum grade
4. B.C. Chemistry 11 or equivalent C minimum grade
5. B.C. English 12/Government Composite of 67% (C+)
or L.P.I. 26/60 (Level 3)
or English 020
6. B.C. Chemistry 12 or equivalent is recommended.

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
5. Evidence of orientation to a veterinary practice (signature of veterinarian required).

Program Capacity/Program Demand over past five years:

Program Capacity: first year 24, second year 20 FTE

<u>Year</u>	<u>Applicants</u>	<u>Enrolments</u> (1st yr)	<u>Ratio</u>	<u>Enrolments</u> (2nd yr)	<u>Total</u>
1984	69	24	3:1	13	37
1985	52	24	2:1	16	40
1986	34	22	3:2	17	39
1987	34	22	3:2	17	39
1988	25	22	1:1	17	39
1989	37	24	3:2	16	40

Gender Ratio (male to female):

Females predominate in this program; very few males choose Animal Health Technology as a career.

	<u>Enrolment</u>	<u>Male</u>	<u>Female</u>	<u>Ratio</u>
1987	22	0	22	
1988	22	0	22	
1989	24	0	24	

Grade Distribution:

Graphs A and B illustrate the AHT Program Grade Distribution at first and second year level for the past five years (1984-89). The high percentage of first class grades at second year level -- 28% -- may reflect the quality of students who survive the first year promotion criterion of 2.5 GPA on all courses. At first year, a similar percentage of first class grades -- 26% -- reflects a program in which excellence is attainable, but not by all students. The mode grade of B+ for both years is not out of place in the career/technology area, especially given the practical nature of much of the AHT program.

Graduation & Attrition Rates:

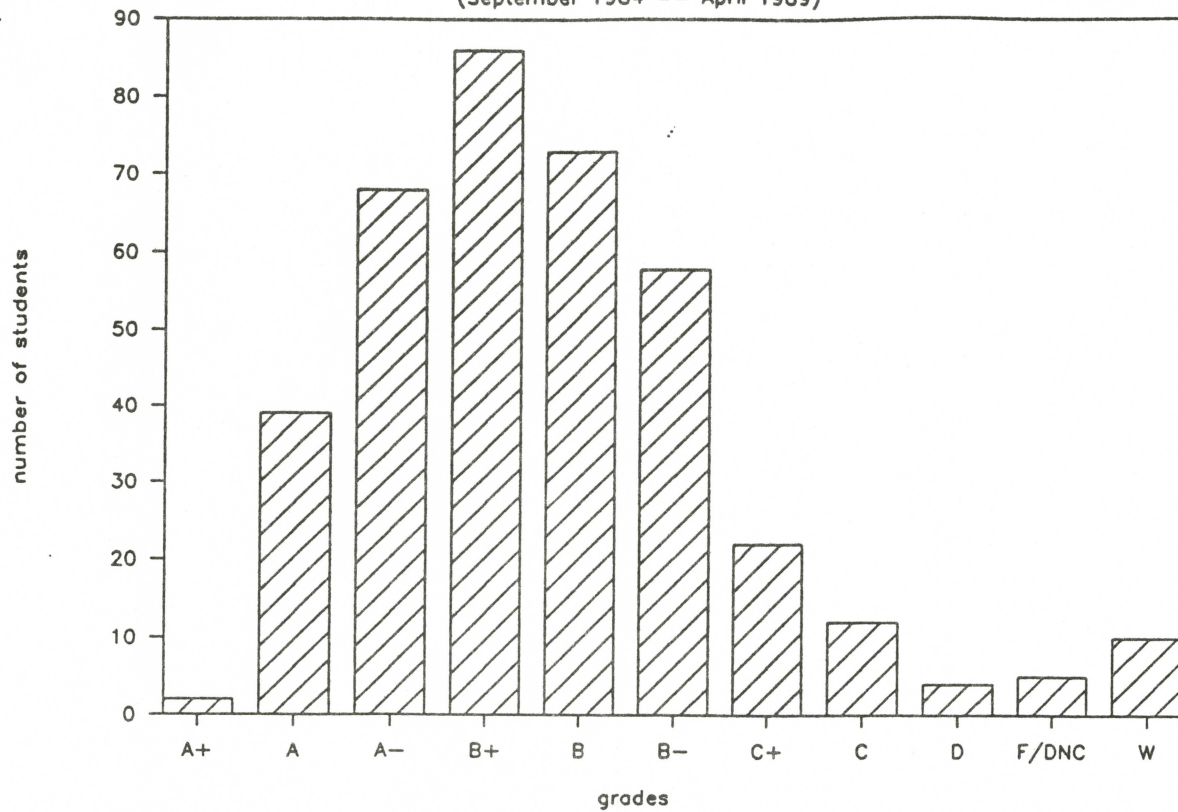
		<u>Enrolment</u>	<u>Graduated (%)</u>	<u>F/DNC/W</u>	<u>Attrition %</u>
1984/86	1st yr	24			
	2nd yr	16	16 (67%)	8	33%
1985/87	1st yr	24			
	2nd yr	17	17 (71%)	7	29%
1986/88	1st yr	22			
	2nd yr	17	16 (73%)	6	27%
1987/89	1st yr	22			
	2nd yr	17	17 (77%)	5	23%
1988/90	1st yr	22			
	2nd yr	16			
1989/91	1st yr	24			
	2nd yr				

The gradual lowering of attrition rates from 33% in 1986 to 23% in 1989 suggests that the program admissions policy is enrolling appropriate students and that quality of instruction in the program is improving. A 23% attrition rate is the average for other two-year career/technology diploma programs, with the exceptions of Accounting and Business Administration. Please refer to Graph C for Cohort Retention patterns, 1985-88.

ANHT GRADE DISTRIBUTION FIRST YEAR

(September 1984 -- April 1989)

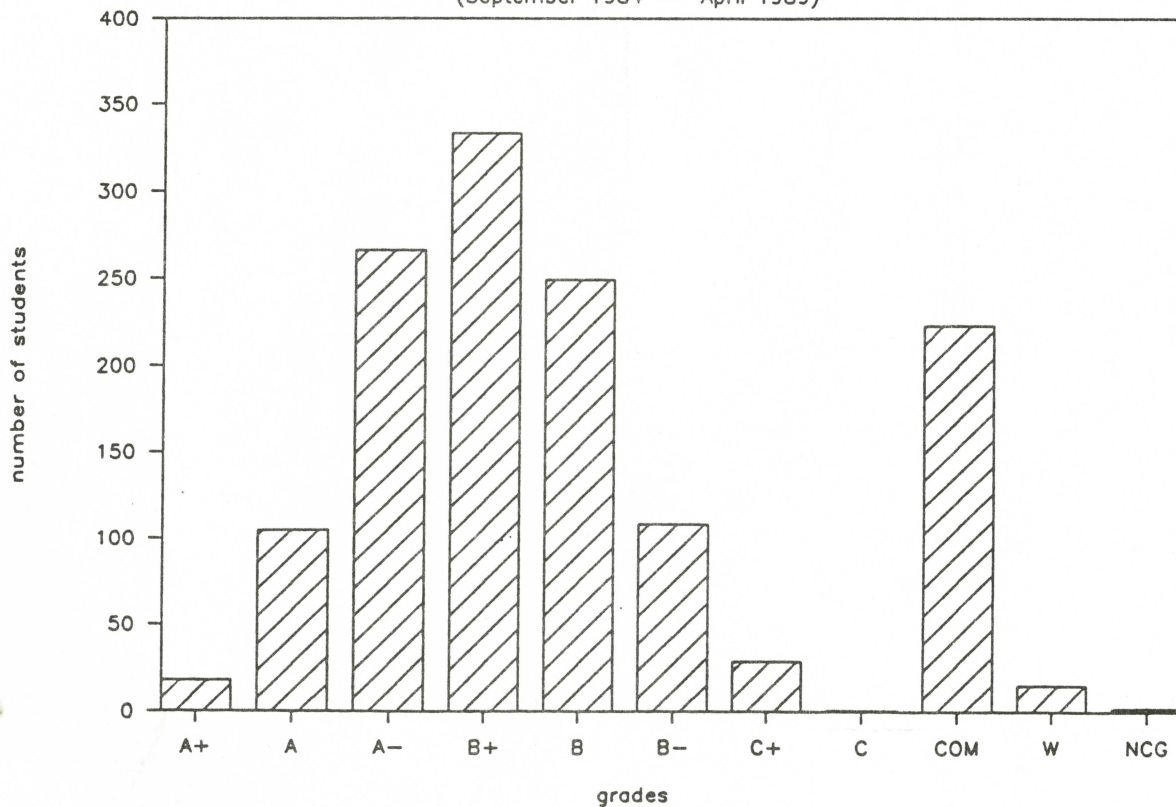
GRAPH A



ANHT GRADE DISTRIBUTION SECOND YEAR

(September 1984 -- April 1989)

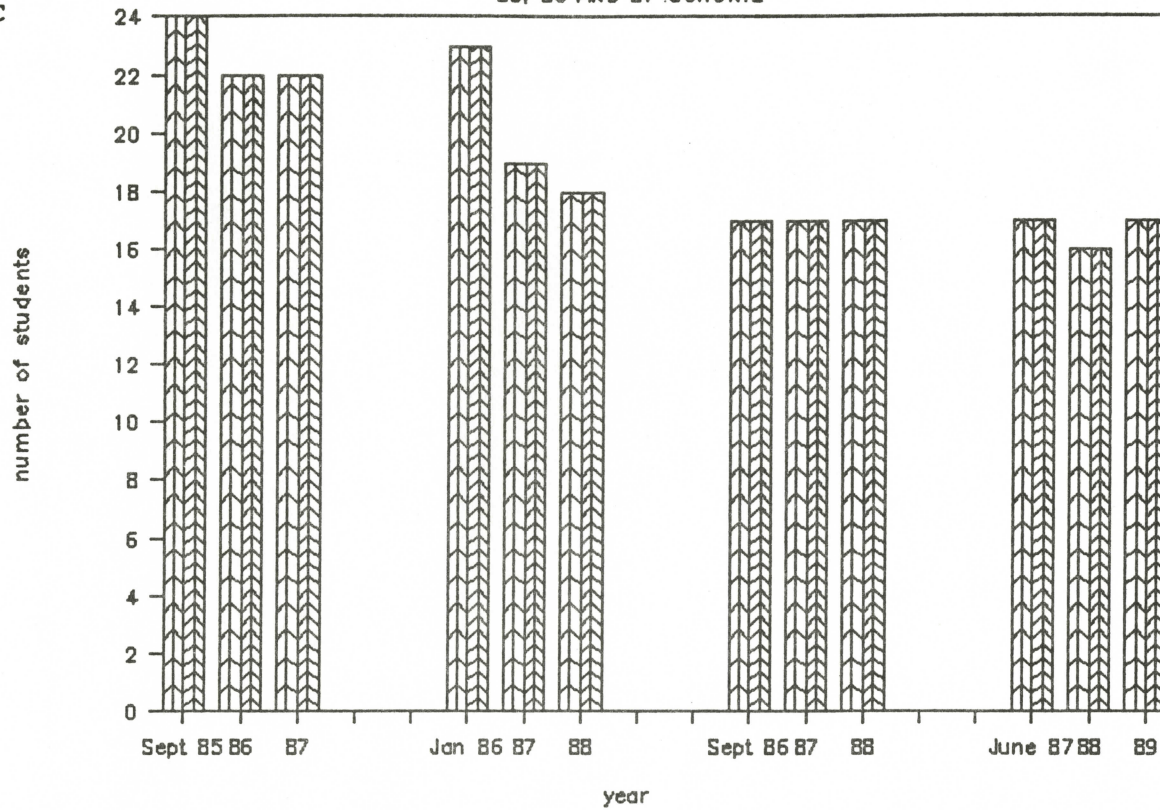
GRAPH B



ANHT RETENTION RATES:

85, 86 AND 87 COHORTS

GRAPH C



PLACEMENT DATA

Types of Employment:

Graduates of this program are suitable as employees in veterinary hospitals, research institutions including universities, zoological parks and aquaria, and representatives for veterinary pharmaceutical companies.

Employment Rates:

Many students find jobs while on practicum work experiences in their graduating year. There has been no shortage of jobs, at least in the past three years, during which over 40 AHT postings per year have arrived at the College.

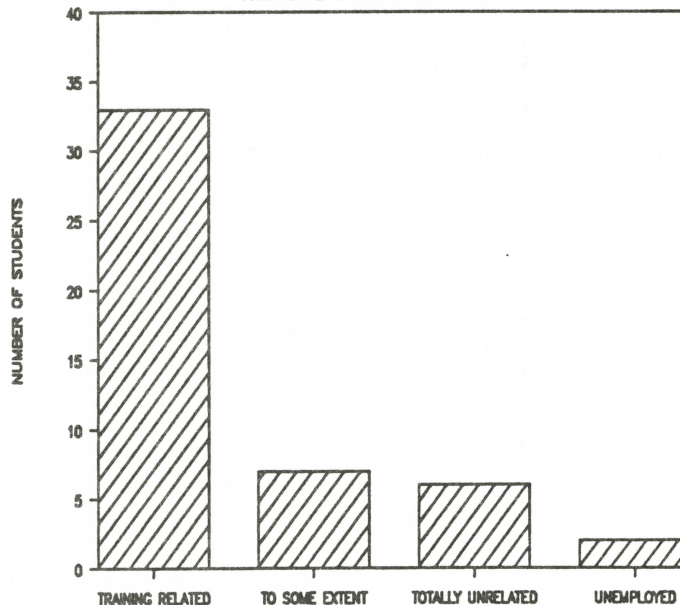
Of 47 former student respondents, 32 (68%) indicated that they were employed in training-related jobs; 7 (15%) indicated that they were employed in jobs related to some extent to their training; 6 (13%) were in job totally unrelated to their training, and 2 (4%) were unemployed.

TRAINING RELATED
TO SOME EXTENT
TOTALLY UNRELATED
UNEMPLOYED

33
7
6
2

RELATIONSHIP BETWEEN JOB & TRAINING

AHMT FORMER STUDENTS 1984 TO 1989



Current Salaries:

Informal estimates indicate that the average salary is between \$8.50 and \$9.00 per hour or \$1,190.00 to \$1,260.00 per month (\$14,280.00 to \$15,120.00 per annum). Some employers will also pay benefits such as medical and dental coverage. Former students report monthly earnings ranging from a high of \$2,375.00 to a low of \$500.00 and averaging \$1,451.00. This translates into an annual high of \$28,500.00, a low of \$6,000.00, and an average of \$17,412.00.

1986 Census figures indicate that the average starting salary for a graduate of a two-year Life Sciences Technology Program is in the area of \$15,000. It should be noted, however, that these figures are three years old, and that inflation may well have bumped earnings in this sector up to \$17,000.00 per annum.

Job Opportunities Projection:

Neither Statistics Canada's Job Futures: An Occupational Outlook to 1995 (1988-1989 Edition) nor the British Columbia version of this volume (1989 Edition) makes specific mention of Animal Health Technology as a unique career path. Allusions to it, however, may be found under "Life Sciences Technologists and Technicians", for whom employment is expected to grow at an average rate into the mid-1990's. More useful predictors are the facts that according to Cariboo College AHT Program personnel, two jobs have been available for every graduate over the last three years, that Cariboo's is the only program of this kind in British Columbia, and that responses from veterinary establishments which do not currently employ Cariboo graduates indicate a reasonable level of interest in our product.

Further Education Opportunities:

As the program is non-transferable, graduates cannot continue to degree level studies. However, continuing education opportunities are offered through the B.C. Animal Health Technicians' Association.

STRENGTHS OF THE PROGRAM

The following strengths may be identified in the Animal Health Technology program:

1. The instructors in this program are of very high quality. The faculty of three veterinarians and three AHT's possess strong academic qualifications and practical experience. All have taken the College's Instructional Skills Workshop. Current and former students, employers and Advisory Committee members all attribute high professional standards, dedication and commitment to the faculty.
2. Despite limitations in funding, the AHT faculty have created and continue to offer a very practical, "hands-on" program.
3. The low student/instructor ratios, especially in the labs, contribute to the quality of training offered.
4. The thorough preparation of course outlines attests to the high level of professionalism in this program. It should be noted also that curriculum revision continues to be done despite heavy requirements on instructor time for animal care and student practical supervision in May and June each year. Although AHT is a Career/Technology program, the faculty work-year closely resembles that of a Vocational program.
5. The AHT faculty appears to be a very cohesive teaching unit. The Chairperson relies heavily on management by consensus, and is to be complimented on his openness to constructive criticism.
6. The program has a strong Advisory Committee which supplies valuable input to the program. The program has wisely composed its committee of veterinarians, AHT's, former students and Ministry of Agriculture representatives; committee members come from all parts of B.C. Such composition guarantees province-wide input, and recognizes the fact that the Cariboo College AHT Program is the only one of its kind in British Columbia.

AREAS WHICH CAN BE IMPROVED
(WITH RECOMMENDATIONS)

This section highlights areas of the Animal Health Technology Program which the data suggest can be improved. Recommendations are prioritized, with workload and curriculum being the main areas which the Program Evaluation Committee identifies for improvement.

1. WORKLOAD:

a) Student Workload:

Current and former students, Advisory Committee members and faculty want to see a reduction in student workload. At present, students are faced with an average 33 hour instructional week, as well as rotating kennel duties of at least two hours per day approximately every third week. This leaves very little time for study, absorption and digestion of instructional materials. The AHT core courses alone cover a dense and comprehensive curriculum and require much study time; service courses can total as much as 14 hours per semester in the first year, and add substantially to student workload. Therefore the Committee recommends:

- i) that AHT faculty reduce the core curriculum by removing depth, not breadth, in core courses by at least 10%, and/or extend the first year of the program to ten months, to distribute program course load more equitably;
- ii) that AHT faculty, in co-operation with those departments providing service courses, reduce the content and contact hours in these courses as far as possible, without undermining the quality of the program.

b) Faculty Workload:

AHT faculty are teaching at peak capacity. The vectoring of laboratory time at 0.75 of "real" time translates their instructional assignments into over 20 hours per week. The seven-day-a-week responsibility for animal care, the Spring semester practicum (May/June), and interviewing of program applicants extend the work-year to almost 10 months, leaving little time for program, curriculum, or professional development. Likewise, the AHT co-ordinator functions in a dual role, not only as program co-ordinator and instructor, but as Chairperson, Agriculture Related Programs. In order to recognize the scope of these responsibilities, and to lighten faculty and co-ordinator workload, the Committee recommends:

- i) that the Dean, Sciences and Health Sciences, convert the current part-time laboratory demonstrator position to full-time;
- ii) that the College make every effort to remove the current workload formula for calculating laboratory time.

(In the Committee's view, labs are more demanding of instructors' energy than are lectures and seminars, as not only do students need to be supervised in their use of equipment, but in the case of AHT, animals too need constant supervision.)

2. CURRICULUM:

a) Admission Requirements:

Students and instructors felt that prospective students need much more than one day's experience in a veterinary clinic before being admitted to the program. Extended experience would orient the student to clinical routine and to the role of the AHT. Thus the Committee recommends:

- i) that general admission requirements to the AHT program stipulate that the applicant spend at least one week in a veterinary clinic, and that wherever possible, practices selected for pre-admission experience should have a graduate AHT on staff.

The Committee examined the current academic requirement of Chemistry 11 and found it was insufficient. Setting such a low requirement makes it necessary to offer Chemistry 157, essentially a duplication of Chemistry 12, in the first year of the AHT program. Not only does this "catch-all" course largely overlap Chemistry 12, but the variety of levels of student entry knowledge makes it difficult to teach. We thus recommend:

- ii) that the Chemistry prerequisite for AHT be raised to Chemistry 12 with a C+.

Employer data suggest that more and more veterinary clinics are becoming computerized and automated. That, and the fact that students are required to prepare reports and papers for some of their courses, prompts the Committee to recommend:

- iii) that AHT admission requirements indicate that keyboard skills are highly recommended for incoming students.

b) Service Courses:

(The term "service course" here and throughout this report is taken to mean any course in the AHT program that is not identified by the acronym "ANHT"; conversely, the term "core course" refers to any course in the program with the "ANHT" acronym.)

Current and former students perceive the service courses as less important than the core courses. On investigation, the Committee found that although this perception was sometimes caused by irrelevant content, it was re-enforced by the AHT program promotion policy of C+ for core courses and only a pass level for service courses. Another point that emerged is that, with the current CHEM 157 being taught to both Animal Health and Respiratory Therapy students, the instructor receives conflicting direction from the respective Chairpersons of these programs as to curriculum emphasis. The Committee wishes to address the service course content and promotion policy issues by making the following recommendations:

- i) that promotion policy in the AHT program be consistently C+ in all courses, be they core or service;
- ii) that CHEM 157 be dropped from the AHT program, and that CHEM 168 in the second semester be adjusted so that Chemistry 12 students can move directly into it;

(Implementation of this recommendation is contingent upon implementation of recommendation 2 (a) (ii) above.)
- iii) that the statistics component be largely removed from the Mathematics course, leaving only items related to quality control, and that the course be vectored at three hours per week;
- iv) that the Mathematics course number be changed, as the modified course will be significantly different from that taught to Respiratory Therapists;
- v) that the current two semesters of English (ENGL 157/167) be replaced by a one-semester course (four hours per week), to be scheduled in the second semester of the first year;
- vi) that an appropriate and relevant Office Procedures course for AHT's be developed anew, with the content being articulated among the Office Administration Department, the AHT faculty, the English Department and the AHT Advisory Committee.

c) Core Courses:

As mentioned under WORKLOAD (above), student workload should be alleviated by the reduction of course content. To be specific, the Committee recommends:

- i) that AHT faculty effect a minimum 10% reduction across the board in core course content. This reduction should be implemented by decreasing the depth to which topics are treated, rather than the breadth of curriculum.

With the reductions suggested above, we need to look at program balance, as the modifications suggested for service courses will, as things stand, effect a net reduction of seven hours in the first year Fall semester and two hours in Winter semester. Accordingly, we recommend:

- ii) that AHT faculty consider moving a course with no prerequisites, such as Parasitology, into the first semester (first year);
- iii) that first year students be given some exposure to large animals, to prepare them for second year work, especially those without any previous farm experience with large animals;
- iv) that AHT faculty explore the feasibility of splitting the nine-week Spring semester practicum for second year students into a three-week January practicum and a six-week Spring semester practicum, separated by an extended Winter semester.

With the reductions suggested above, more time will be available for curriculum areas in which employers and faculty already recognize weaknesses. For this reason, the Committee recommends:

- iv) that AHT faculty introduce a component on birds and exotic animals;
- v) that AHT faculty increase laboratory work in Urinalysis and Cytology.

The Committee urges that in adjusting its course distribution, the AHT faculty bear in mind that the prime motive behind this restructuring is mitigation of student workload; accordingly, student contact hours should not be topped up to previous levels.

3. OPERATING BUDGET:

The large animal facility does not have enough large animals for even a sub-capacity second year class. This problem will become even more acute if (a) second year enrolment is increased to 24 (see below), and (b) first year students are introduced to large animals (see 2 (c) (iii) above). The current operating budget allows for the purchase of only four cows per year to serve 16 students; this ratio necessitates a high frequency of vaccination and artificial insemination practice on each animal, to the point where the College is on the verge of abusing the animals and exposing itself to charges by Animal Rights activists. The Committee recognizes the need for either more animals, or for an easy method of replacing them more than once per semester. Accordingly, the Committee recommends:

- a) that the Dean, Sciences and Health Sciences, arrange with the Bursar to set up a revolving account, within the AHT budget area, for the purchase and sale of large animals.

This would allow for periodic replacement of animals, with funds realized from the sale of animals being returned to the account to purchase replacements. It would require a one-time setup cost, with a possibility of "topping up" if livestock market conditions adversely affected the balance, or if an animal were to die, which sometimes happens.

Students and faculty are under the impression that, although 24 students are admitted to first year AHT, only 20 will be promoted to second year. This belief may be traced to the program profile, currently set at 44 FTE (24 1st yr., 20 2nd yr.). All program registrants should have the assurance that if they work hard and are successful, they will be promoted to second year. Thus the Committee recommends:

- b) that the Dean, Sciences and Health Sciences, and the Vice President, Instruction, increase the AHT program profile to 48 FTE: 24 in each year.

This adjustment will also address employer requests for more AHT graduates.

4. FACILITIES:

A recommendation emerging from the C.V.M.A. accreditation process three years ago was that a dog exercise area be installed adjacent to the AHT facility, according to Canadian Council on Animal Care specifications. As this has not yet been done, the Committee strongly urges:

- a) that the Vice President, Administrative Services, ensure that priority be given to the installation of a 12' x 20' cement pad, enclosed by appropriate fencing, as a dog exercise area.

In Fall, 1989, AHT facilities were expanded to include the downstairs classroom in House 5 (until then occupied by Human Services programs). This space, however, is inadequate for 24 students: the Committee noted the cramped arrangement of desks that are too small (students literally have to climb over desks to seat themselves), and the obstructions to a clear view of the blackboard. As these conditions are unacceptable, the Committee recommends:

- b) that the Vice President, Administrative Services, either enlarge the House 5 classroom to remove the above problems, or prioritize the construction of another classroom adjacent to the AHT facility.

As the two examination/treatment areas in the AHT facility are joined by inter-connecting doorways, there is no sound-proofing; this makes it very difficult for students and instructors to concentrate on the instruction at hand. Therefore, the Committee recommends:

- c) that the Plant Manager install doors -- sliding doors would be appropriate -- to separate the two areas physically and thus reduce noise levels.

Only a small amount of locker space is available for second year students; first year students have barely enough room to hang up their coats. Locker space is at a premium. For this reason, the Committee recommends:

- d) that the Plant Manager address the need for locker space and attempt to incorporate it either in the extended House 5 or in the additional classroom proposed in 4 (b) above.

5. EQUIPMENT:

At present, training in large animal X-ray techniques is limited to practicing with the leg of a dead horse on the small animal X-ray machine. Because of this restriction, the Committee recommends:

- a) that the Dean, Sciences and Health Sciences, give divisional priority to the purchase of a large animal X-ray machine (\$10,000 - \$14,000) and developer, to be housed at the large animal facility. (Alternatively, he may wish to substitute X-ray cassettes that can be developed at the small animal clinic.)

The Committee also considers the absence of a Serolyzer (there was one on loan until 1988) to be an impediment to the students' training in Clinical Chemistry, and accordingly recommends:

- b) that the Dean, Sciences and Health Sciences, prioritize the purchase of a BM Serolyzer (\$5,000) in the divisional budget.

6. ORIENTATION:

a) Student Orientation:

To improve the quality of student orientation to the AHT program, the Committee recommends:

- i) that the AHT co-ordinator delegate second year AHT students to organize and conduct the bulk of first day orientation each September, as they will have a student-centred idea of what elements of orientation should be emphasized for incoming students;
- ii) that the AHT co-ordinator invite representative AHT graduates to contribute to the orientation program by giving talks on Animal Health Technology as a career;
- iii) that, at orientation sessions, all AHT program faculty be introduced and invited to say a few words.

b) Faculty Orientation:

Because of instructor turnover from year to year, some difficulty has been experienced in maintaining continuity in service courses. Service course curricula, moreover, have sometimes duplicated one another or have not coincided with program objectives. Accordingly, the Committee recommends:

- i) that the Chairpersons of departments providing service courses for AHT attempt as far as possible to maintain continuity of instructors in these courses -- perhaps by assigning ongoing, rather than temporary or part-time faculty to instruct these courses;

- ii) that the AHT co-ordinator ensure that all faculty teaching in the AHT program meet before each semester to discuss program goals and objectives, to compare course outlines for possible duplication or conflict of content, and to pursue more effective program integration.

7. MARKETING AND PROMOTION:

For a program that services the whole of British Columbia, Cariboo College Animal Health Technology has a surprisingly low public profile. For example, the program capacity/program demand table on page 7 indicates that since 1986, the ratio of applicants to program places has never been more than 3:2; in 1988, it actually dipped to 1:1, and the program did not fill to capacity. (In comparison, Fairview College, Alberta, attracts 90 - 100 applicants per year for 30 places -- a ratio of over 3:1.) Moreover, substantial (but not abnormal) attrition has ensured that no more than 17 students per intake have graduated in the last five years (see page 8). Conversely, employers are requesting more graduate AHT's. One possible way to improve the success rate and address employers' needs is to publicize the program so as to create a larger pool of applicants who satisfy admission requirements. For this reason, the Committee recommends:

- a) that the AHT co-ordinator consult with the Public Relations Office and the Counselling Department to determine the most effective means of distributing program brochures and information packages to all high schools in British Columbia;
- b) that the AHT co-ordinator ensure that the Academic Advisor assigned to handle AHT queries from high schools and students be regularly briefed and updated on the status of the program;
- c) that the AHT co-ordinator and faculty ensure that new program promotional and AHT career materials be forwarded on a regular basis to Counselling for inclusion in the Career Resource Centre holdings.

An overriding complaint by graduates, echoed to some extent by employers, is the incongruence of AHT salaries in relation to training. Employer surveys indicate that part of the reason for low salaries is that many veterinarians are not aware of the nature of the AHT program, and consequently under-utilize the product. The Committee recommends:

- d) that the AHT faculty and AHT Advisory Committee initiate a campaign to familiarize veterinarians with the duties of which AHT's are capable.

(Such a campaign may have a "ripple effect", whereby veterinarians will come to recognize the value of AHT's, will employ them more effectively and will remunerate them more appropriately.)

8. ADVISORY COMMITTEE:

Advisory Committee survey responses suggest that not all committee members are fully aware of Advisory Committee terms of reference. We thus recommend:

- a) that the Dean, Sciences and Health Sciences, at the next meeting of the AHT Advisory Committee, clarify its role and functions as per CCPM 2013R (page 2) and periodically repeat this re-familiarization process at subsequent meetings for the benefit of new members.
- b) that as terms of appointment come due for AHT's on the Advisory Committee, they be replaced by more recently graduated AHT's, so as to ensure input on the current state of the program and market conditions.

Many members of the Advisory Committee sacrifice not only their time but their income or wages to attend Advisory Committee meetings. Consequently, we recommend:

- c) that the Dean, Sciences and Health Sciences, broach with the Administrative Council the possibility of honoraria being paid to Advisory Committee members who suffer lost income or wages by attending committee meetings;

As many members of the Advisory Committee come from the Lower Mainland, we recommend:

- d) that, every second year, Advisory Committee meetings be scheduled to coincide with the annual B.C.V.M.A. conference in Vancouver.

APPENDIX A

METHODOLOGY

The methodology was fivefold:

- 1) Standard questionnaires were administered to AHT former students, advisory committee members, employers, faculty, and current first and second year students. All data were entered into an SPSSx software program to achieve mean responses. Verbal comments for each group were recorded separately and anonymously.
- 2) "Descriptive Data" on the Animal Health Technology Program's history, description, objectives, budget, etc., were solicited from the Agriculture Related Programs Chairperson, Wayne Hollingshead, via the standard "Data Required from Director" form, along with course outlines for Winter and Fall 1989.
- 3) Statistical data on annual headcounts, attrition rates, graduation rates, gender ratios, and grade distribution were provided by the Office of Institutional Research.
- 4) Several discussions were conducted with Wayne Hollingshead, Chairperson, Agriculture Related Programs, Colin James, Dean, Sciences and Health Sciences, and the AHT faculty during the design of the questionnaires and collection of the data.
- 5) The Program Evaluation Committee interviewed the following faculty associated with the program:

Lynda Earley (Instructor, English);
Kirk Evenrude (Instructor, Mathematics);
Scott Mann (Instructor, Animal Health Technology);
Stella Moffat (Instructor, Business Office Administration);
John Parks (Instructor, Clinical Chemistry).

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REPORT ON THE PROGRAM REVIEW OF



