

# YEARLY PLANNING DISCUSSION TEMPLATE

## General Questions

**Program Name** Veterinary Technology **Academic Year** 2025-2026

1. Has your program mission or primary function changed in the last year?

No. The primary function of preparing students to utilize the Alternate Route Pathway to RVT Licensure remains the same. The veterinary technology program provides education and training that can lead to new or enhanced career opportunities for students while fulfilling the veterinary community's need for highly skilled, licensed veterinary technicians. Students in the veterinary technology program will be prepared for employment in careers which can provide upward economic mobility without the need for university-level preparation.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

No.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

The [program map for Veterinary Technology](#) is a two semester plan and is published on the Course Catalog page of the college website. The program map shows VT 300 as part of the Veterinary Technology Program courses, which is incorrect as that particular course is open to students outside of program acceptance. Challenges to student ability to complete the elective component of the certificate have surfaced.

4. Were there any staffing changes?

No.

5. What were your program successes in your area of focus last year?

Interest in the Veterinary Technology Program is increasing to the extent that offering a Spring cohort and a Fall cohort may be needed in the future. This is the second application period that has a waiting list for entry into the cohort.

Modernization of veterinary equipment within the program continues to improve with the purchase of a new veterinary anesthesia machine, updated dental radiography software, centrifuge and bandage training manikins.

## Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.

Completion of the program indicates that learning objectives have been achieved. As a cohort program, the data are based on the same student population. A small percentage of students do not enroll in the second semester of the program but generally return in following years to complete the program. 84% of students in this cohort performed well (attaining 70% or better) in VT courses through both semesters of the program.

One student from the 2024-2025 cohort returned to complete the elective requirement in Spring 2026.

Two students do not plan to take the VTNE and enrolled to learn more about animals.

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

Students that are coming to class and participating in WEE have deeper understanding of the materials and skills presented in class.

- c. Please summarize recommendations and/or accolades that were made within the program/department.

Program has full enrollment with a waiting list for the second consecutive year.

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

PLOs of record have been entered into CurriQuNet. PLO assessments for Spring 2026 have been updated in SPOL.

< All Assessments By Program ▾

2025-2026 (Current) 🔍 📢 👤 AR

All Assessments

🏠 📅 Search Program Manager ▾ Outcome Type ▾  View All Programs  Collapse All

Outcomes	Outcome Status	Target	Actual Result (Score)	Difference Score
- Veterinary Technology				
VETTECH1 - Animal Medical Nursing Care	Planning Stage	70.00%	94.34%	+24.34%
VETTECH2 - Animal Surgical Nursing and Dental Care	Planning Stage	70.00%	94.57%	+24.57%
VETTECH3 - Veterinary Radiology	Planning Stage	70.00%	96.83%	+26.83%
VETTECH4 - Veterinary Laboratory Procedures	Planning Stage	70.00%	91.67%	+21.67%
VETTECH5 - Veterinary Office Procedures	Planning Stage	70.00%	100.00%	+30.00%

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Planning Year: 2025-2026 (Current) ▾ Program: 1 item selected ✕

Outcome Type: 1 item selected ✕

Show Program Mission Statement:  True  False Show Scores:  True  False

Show Skill Level:  True  False

[View Report](#)

Program Mission Statement

Skill Level: **I** Introduced **D** Developed **M** Mastery **N** Not Associated **A** Not Applicable **3** Introduced, Developed, Mastery **ID** Introduced, Developed **IM** Introduced, Developed, Mastery **DM** Developed, Mastery **AN** Associated No Attainment Level

Outcomes → ↓ Courses	VETTECH1 Animal Medical Nursing Care	VETTECH2 Animal Surgical Nursing and Dental Care	VETTECH3 Veterinary Radiology	VETTECH4 Veterinary Laboratory Procedures	VETTECH5 Veterinary Office Procedures
VT300	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>
VT301	<b>ID</b> +30.00%	<b>ID</b> +30.00%	<b>ID</b> +30.00%	<b>ID</b> +21.67%	<b>AN</b>
VT302	<b>AN</b>	<b>AN</b>	<b>AN</b>	<b>AN</b>	<b>3</b> +30.00%
VT303	<b>ID</b> +14.62%	<b>ID</b> +14.62%	<b>AN</b>	<b>AN</b>	<b>AN</b>
VT304	<b>ID</b>	<b>AN</b>	<b>AN</b>	<b>3</b>	<b>AN</b>
VT305	<b>DM</b> +30.00%	<b>AN</b>	<b>AN</b>	<b>AN</b>	<b>AN</b>
VT306	<b>DM</b> +25.00%	<b>DM</b> +25.00%	<b>D</b> +25.24%	<b>AN</b>	<b>AN</b>
VT307	<b>3</b> +24.74%	<b>ID</b> +30.00%	<b>3</b> +24.74%	<b>AN</b>	<b>AN</b>

**Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)**

- a. Which courses were reviewed for regular and substantive interactions (RSI)?  
 VT 302 was reviewed in 2023 and the same RSI criteria are in place. See Program Review for 2023-2024 for details.
- b. What were some key findings regarding RSI?  
 n/a – see statement above
  - Some strengths:
  - Some areas of possible improvement:
- c. What is the plan for improvement?  
 n/a – see statement above

**CTE two-year review of labor market data and pre-requisite review**

- a. Does the program meet documented labor market demand?  
 Yes. In the most recent Lightcast Occupational Overview (2023), 306 Veterinary Technology jobs were available in San Luis Obispo and Santa Barbara counties. This job sector has a predicted growth rate of 21% through 2028, making demand for RVTs high. Current exploration of Indeed shows 38 job postings in the Santa Maria/San Luis Obispo area, with wages listed from \$17-38.50/hour.

**Regional Breakdown**



Fig. 1 . 2023 RVT Job Demands. Lightcast Occupational Overview (most current data available)

Occupational Projections of Employment (also called "Outlook" or "Demand")

[\[Top\]](#)

Area	Estimated Year-Projected Year	Employment		Employment Change		Total Job Openings
		Estimated	Projected	Number	Percent	
California	2018 - 2028	9,900	12,000	2,100	21.2	10,910

Fig. 2. Occupational Outlook for RVTs in California. EDD Labor Market Outlook

Geographic profile for Veterinary Technologists and Technicians:

States and areas with the highest published employment, location quotients, and wages for Veterinary Technologists and Technicians are provided. For a list of all areas with employment in Veterinary Technologists and Technicians, see the [Create Customized Tables](#) function.

Employment of veterinary technologists and technicians, by state. May 2023

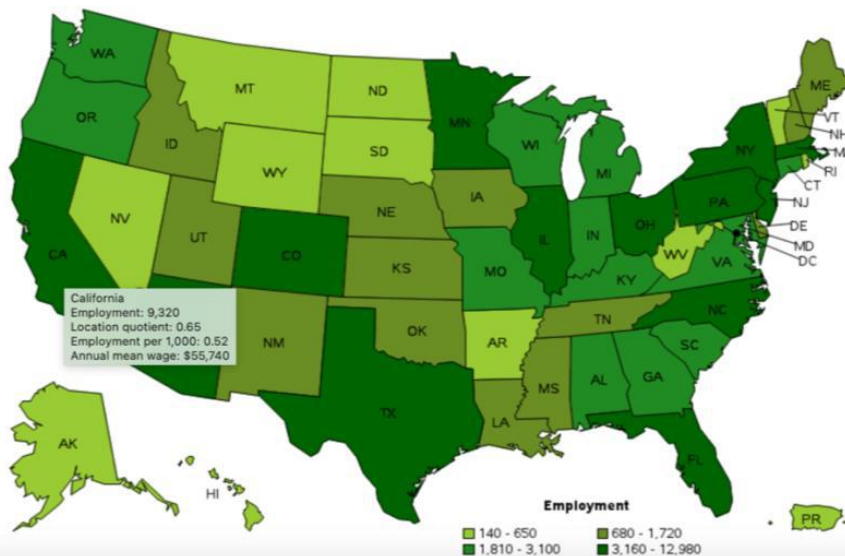


Fig. 3 Employment by state US Bureau of Labor Statistics OEWS

Top paying states for Veterinary Technologists and Technicians:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
<a href="#">District of Columbia</a>	140	0.20	0.24	\$ 27.13	\$ 56,420
<a href="#">California</a>	9,320	0.52	0.65	\$ 26.80	\$ 55,740
<a href="#">New York</a>	5,220	0.56	0.69	\$ 26.70	\$ 55,540
<a href="#">Washington</a>	2,570	0.74	0.92	\$ 26.18	\$ 54,460
<a href="#">Virginia</a>	2,400	0.60	0.75	\$ 24.51	\$ 50,980

Employment of veterinary technologists and technicians, by area, May 2023

Fig. 4 US Bureau of Labor Statistics OEWS

California is the second top paying state for veterinary technicians.

States with the highest employment level in Veterinary Technologists and Technicians:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Texas	12,980	0.96	1.19	\$ 18.06	\$ 37,560
Florida	10,310	1.08	1.34	\$ 20.02	\$ 41,640
California	9,320	0.52	0.65	\$ 26.80	\$ 55,740
New York	5,220	0.56	0.69	\$ 26.70	\$ 55,540
Pennsylvania	5,190	0.87	1.09	\$ 21.27	\$ 44,250

Location quotient of veterinary technologists and technicians, by state, May 2023

Fig. 5 US Bureau of Labor Statistics OEWS

California also ranks as the third highest rate of employment for veterinary technicians.

Annual mean wage of veterinary technologists and technicians, by state, May 2023

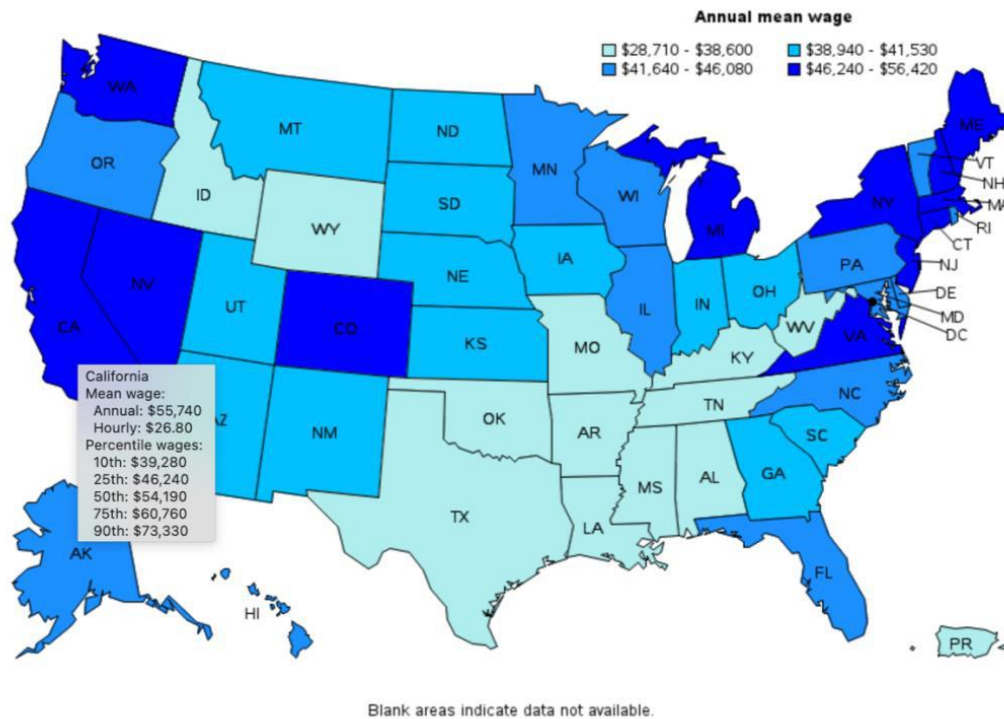


Fig. 6 US Bureau of Labor Statistics OEWS

Wages for veterinary technicians can easily surpass \$70,000/year in some areas of California. The program coordinator has seen ads for credentialed veterinary technicians offering \$90,000/year, though that is admittedly not the norm. It does, however, indicate that well-educated and well-trained technicians can make a livable wage. Local job advertisements regularly appear.

- b. How does the program address needs that are not met by similar programs?

The Allan Hancock College Veterinary Technology Program is the only local veterinary technology program preparing students for licensure through the California Alternate Route Pathway to RVT Licensure. Current course offerings prepare students for both the national licensing examination and to function as competent entry level veterinary technicians.

- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

Yes. Occupational demand and wage trends are continually increasing in the veterinary technology field. According to our industry collaborators, there is a statewide shortage of qualified RVT and veterinary assistants to fill the employment gaps. Indeed.com, a job search website has 85 current openings posted locally to the Santa Maria-San Luis Obispo area. Students completing the program continue to have little difficulty finding employment opportunities in our area.

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

Yes, and all are appropriate.

- e. Have recommendations from the previous report been addressed?

The Veterinary Technology Program continues to need a dedicated skills lab and instructional space designed specifically for veterinary technology training. The current space in Building W has not yet been converted into a lab suitable for program needs, and existing classroom space is no longer adequate for increased enrollment. A dedicated Veterinary Technology area is necessary to support hands-on instruction, allow training materials and manikins to remain set up and accessible throughout the semester, and provide an environment comparable to the skills labs available to the Nursing and Dental Programs.

As the program grows, the lack of a dedicated space creates ongoing instructional and logistical challenges. The repeated setup, breakdown, purchase and maintenance of skills lab equipment, manikins, and training materials between classes is increasingly difficult for one person to manage and reduces efficiency in student learning. The combined W 22/24 space may not be sufficient to support Agriculture, Viticulture and Veterinary Technology without expansion into another classroom area. For the program to effectively meet enrollment demand and provide high-quality, industry-aligned training, a dedicated Veterinary Technology skills lab is necessary, not optional. Such a space could also provide much-needed secure storage for program equipment and supplies, as well as a gathering space for program students.

A dedicated program technician, possibly one shared with the Agriculture and Viticulture Program, would be beneficial.

Offering a non-credit VTNE preparation course is still being explored.

The Lightcast Occupational Overview is attached at the end of this document.

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics**. *This section is only used if there are new planning initiatives and resources requested.*

**Sample:**

<b>New Program Planning Initiative (Objective) – Yearly Planning Only</b>	
<b>Title (including number):</b>	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
<b>Planning years:</b>	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
<b>Description:</b>	
<p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.</p>	

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan   
  Student Equity Plan   
  Guided Pathways   
  AB 705  
 Technology Plan   
 Facilities Plan   
 Strong Workforce   
 Equal Employment Opp.  
 Title V

**Resource Requests:** Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

The screenshot shows an Excel spreadsheet with a table for equipment needs. A text box in the top left corner provides instructions: "Enter equipment requests below. Equipment is defined as having useful life of more than one year AND a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase." The table has the following columns: Dept, Program, Source, Year, Initiative (Objective) Reference, Resource Need, and Requested Item(s) Please include per item. The first row of data shows: English, English Rhetoric, Yearly Planning and Core, 2022-2023, ER OBJ- 2, Equipment, and ~ /video cameras \$600 each. The bottom of the spreadsheet shows a navigation bar with tabs for EQUIPMENT, SUPPLIES, STAFFING, TECHNOLOGY, and FACILITIES.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ- 2	Equipment	~ /video cameras \$600 each

<b>Continued Program Planning Initiative</b>	
<b>Title:</b>	Enhancement of Dedicated Instructional Space
<b>Planning years:</b>	<b>2024-2025, 2026-2028</b>
<b>Description:</b>	
<p>A lack of dedicated instructional facility, skills lab space similar to those areas found in the nursing and dental programs, and storage space are obstacles that are impeding the growth of our program and hindering student learning outcomes. Dedicated instructional space and storage will allow for greater hands-on skills development for students in the program. The classroom/skills lab should have a tile floor for easy clean-up/disinfection, additional lab/lecture tables with electrical outlets, white &amp; bulletin boards, shelving to display anatomic models, counter tops for lab equipment, adequate wall space for posters, 1-2 wet tables, 1-2 exam tables, multiple surgical light units, surgical table, increased separate storage, sink, cabinet to hold 30 microscopes (hopefully arriving soon), instructor's desktop computer. Instructional/program technician needed for skills lab and general program assistance.</p>	
<b>Resources:</b>	
<p><b>Priority Level:</b> Low Medium <b>High</b></p> <p><b>Resource Type:</b> Equipment Staff Faculty Supplies and Materials</p> <p><b>Quantity:</b> 1-2 rooms</p> <p><b>Per Item Price:</b> unknown      <b>Price with taxes/shipping, etc:</b> unknown</p> <p><b>Description:</b></p>	
<b>Resources:</b>	
<p><b>Priority Level:</b> Low <b>Medium</b> High</p> <p><b>Resource Type:</b> <b>Staff</b></p> <p><b>Quantity:</b> 1</p> <p><b>Per Item Price:</b> Salary. \$3471-4430 monthly.      <b>Price with taxes/shipping, etc:</b> 12 months</p> <p><b>Description:</b></p> <p>Instructional Technician for Veterinary Skills Laboratory. Hire a skills laboratory assistant, potentially part-time with increase to full time as program grows, or share with another program(s) to get to full time hours.</p> <p>With increasing equipment, program is in need of ongoing maintenance of consumable supplies and equipment care, maintenance, and replacement, as well as set-up and break down of skills labs. To date, the veterinary technology faculty seeks creative alternatives to obtaining much needed supplies and equipment, take turns in preparing learning environments, and clean-up and up-keep of supplies and equipment.</p> <p>Instructional Technician, Veterinary Skills. Under supervision of the Dean, Academic Affairs, performs technical work in the skills laboratory preparations, oversee supply stockroom, maintains skills laboratory, monitors need for repair, maintenance, and replacement of care technologies- IV pumps, computers, hi-fidelity manikins as well as adequate supplies for veterinary skills and simulation courses.</p>	

**Essential Functions and Qualifications**

- Upkeep of the skills laboratory.
  - Inspect and repair laboratory equipment. Ensure working condition of equipment for veterinary skills and simulation.
  - Assist with request for services – vendors and college work order requests.
  - Research and recommend timely purchase of supplies and equipment.
  - Identify equipment for surplus.
  - Maintain inventory of consumable supplies – gloves, medications, etc.
  - Manage storeroom.
  - Assemble equipment, materials, and supplies.
  - Safely dispose of medical sharps. Ensure adequate sharps disposal containers.
  - Maintain OSHA compliance.
- Perform other duties as assigned.

**Resources:**

**Priority Level:** Low **Medium** High

**Resource Type:** **Equipment** Staff Faculty Supplies and Materials

**Quantity:** 30

**Per Item Price:** Price with taxes/shipping, etc: \$50,000 already set aside for these from grant funding

**Description:**

Once a dedicated facility is established, previously granted funding allocations for a classroom set of 30 microscopes can be used.  
Set of 30 compound binocular light microscopes with 4x, 10x, 40x, and 100x objective lenses.  
Microscope supplies: immersion oil, lens cleaner, lens cleaning paper, glass slides, cover slips.

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Clear Canine dental skulls (articulated)
<b>Planning years:</b>	2026-2027
<b>Description:</b>	
Need to add to our inventory as class size increasing. These models allow students to visualize the entire tooth, practice dental charting and hand scaling. Company did not respond to quote request in time to purchase 2025-2026. \$4000.00	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Subscription license for atDove veterinary training website
<b>Planning years:</b>	2026-2027
<b>Description:</b>	
Subscription license for atDove veterinary training website for veterinary technology student to use during their time in the program. \$950.00	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Purchase of Fear Free Animal Handling Certification course for program
<b>Planning years:</b>	2026-2027
<b>Description:</b>	
This membership allows students to complete coursework to become certified as Fear Free Certified animal handling professionals. \$3500.00	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Augment consumable supplies like bandage and splinting material, venipuncture items, venous catheters, and simulation supplies.
<b>Planning years:</b>	2026-2027
<b>Description:</b>	
The faculty conducts inventory of products needed throughout the school year, including but not limited to perishable supplies such as bandaging material, venipuncture items, venous catheters and simulation supplies. \$4800.00	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	RVT licensing and professional memberships
<b>Planning years:</b>	2026-2027
<b>Description:</b>	
Reimbursement to program coordinator for RVT licensure and professional dues and memberships necessary to keep informed of changes in the field. \$900.00	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Dosimetry badges for students
<b>Planning years:</b>	2026-2027
<b>Description:</b>	
Dosimetry badges are needed for students taking dental radiographs to comply with law. \$600.00	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	State licensing of dental xray unit
<b>Planning years:</b>	2026-2027
<b>Description:</b>	
State mandated licensing of dental xray unit. Used to teach veterinary dental radiography techniques. \$800.00	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Equine venipuncture model
<b>Planning years:</b>	2026-2027
<b>Description:</b>	
Equine training manikin that can be used for venipuncture training, intramuscular injection training, and halter application training. VSI Equine Neck Venipuncture and Intramuscular Injection with Stand_1025599 x1 \$8000.00	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Equine radiology model
<b>Planning years:</b>	2026-2027
<b>Description:</b>	
Equine training manikin that can be used for radiology training and bandaging training. VSI Equine Radiology Limb with Stand_1025583 x1 \$2500.00	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Surgical Suction unit
<b>Planning years:</b>	2026-2027
<b>Description:</b>	
Shuco Aspirator surgical suction unit to train students how to utilize in surgery. \$500.00	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Creation of a non-credit VTNE preparation course
<b>Planning years:</b>	2026-2028
<b>Description:</b>	
Develop and offer a community or non-credit VTNE Prep course.	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
Unsure of what plans this falls under <input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

## Area of Focus Discussion Template

### EDUCATION AND INDUSTRY PARTNERSHIPS

**Education and Industry Partnerships** – review relationships with four-year institutions including preparation for transfer and changes in major requirements assess employment as well as review employment and the needs of employers and regional partners. Sample activities include the following:

**Possible topics:**

- Review academic transfers and associate degree for transfer alignments.
- Review articulation agreements.
- Review C-ID (course identification system) modifications.
- Integrate advisory committee recommendations and regional training needs.
- Review career and technical education (CTE) labor market information and trends.
- Explore collaborations, internships and externships, and cooperative work experience opportunities.
- CTE unit completion goals in the Student Centered Funding Formula and CCCCO Vision for Success.

1. What data were analyzed and what were the main conclusions?

Evaluating the effectiveness and feasibility of the Work Experience Education (WEE) addition to the Veterinary Technology Certificate.

- VT WEE students completed their course through various veterinary hospitals and clinics in Santa Barbara and San Luis Obispo counties.
- Santa Barbara County Animal Services was the largest partner, hosting 9 students; Santa Barbara Humane hosted 2; All Valley Veterinary Hospital hosted 2; Lompoc Veterinary Clinic, Mesa Veterinary Hospital and VCA Arroyo Grande Animal Hospital each hosted 1 student.

Students enrolled in WEE experienced greater synthesis of knowledge and application of techniques than those that did not have the industry experience. The students were able to form a community connection within the classroom as a direct result of their hospital experiences that was not present prior to their work experience enrollment.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?
  - a. Veterinary technology students face challenges balancing rigorous coursework with work, family and personal responsibilities. Many students work 35-45 hours a week while also attending class and studying, and career-change students may face

- additional difficulty meeting the combined demands of employment, coursework and WEE. Students already working in the veterinary setting typically experience fewer barriers to completing WEE while those working in a different industry may have greater difficulty fulfilling the 162-hour requirement. Students not currently working may be having issues with the transition to evening courses after being more accustomed to day or afternoon schedules.
- b. Students new to the workforce or wanting to transition careers may have limited understanding of the realities of veterinary medicine. Expectation may differ significantly from the demands of the field.
  - c. Students must contact WEE sites within the first few weeks of the semester, and those without previously established contacts may find this uncomfortable.
  - d. Lack of a dedicated and modern skills lab where students can practice essential veterinary nursing skills on campus prior to industry placement. This may affect student confidence as they begin their work-based learning experience and in future job placements.
  - e. Students that enroll in the Spring WEE course and are unable to complete will take longer to attain their certificate. Several students in this cohort had challenges or opted to defer to an additional semester to complete.
    - i. Two students did not complete due to transportation issues.
    - ii. One had a workplace change mid semester that necessitated withdrawal from the course.
    - iii. One had health issues that necessitated withdrawal from the course.
    - iv. Three students in this cohort did not register for work experience.
    - v. One student from a previous cohort returned to complete work experience.

3. What are your plans for change or *innovation*?

Creating networking opportunities for students to meet with veterinary hospital leaders that will open both program work experience opportunities and future employment opportunities. Program students are more likely to reach out for WEE placement when they have met a veterinary hospital representative face-to-face.

4. How will you *measure* the results of your plans to determine if they are successful?

Program coordinator will continue to monitor work experience and job placement numbers with our industry partners to measure success. Certificate completion numbers will also determine success.

**Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.**

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)  
Advisory Committee members, related faculty, and industry partners validate when necessary.
2. Are there specific recommendations regarding the core topic responses from the validation team?

At the annual advisory committee meeting, discussion of work experience centered on the positive impact of students applying classroom learning in their job-site tasks. Faculty noted that students often brought these work-based experiences back to the classroom, leading to richer discussions about animal care. The committee also reviewed student challenges related to work experience and considered whether to reduce the WEE requirement to 2 units (108–161 hours). At this time, the recommendation was to maintain the current requirements and continue monitoring student completion.

The committee also recommended purchase of the Fear Free Certificate coursework to enhance understanding of animal behavior and handling.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

**Sample:**

New Program Planning Initiative (Objective) – Core Topic Only	
<b>Title (including number):</b>	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
<b>Planning years:</b>	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
<b>Description:</b>	
<p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.</p>	

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan   
  Student Equity Plan   
  Guided Pathways   
  AB 705  
 Technology Plan   
 Facilities Plan   
 Strong Workforce   
 Equal Employment Opp. Title V

**Resource Requests:** Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	/video cameras \$600 each

New Program Planning Initiative (Objective) – Core Topic Only	
<b>Title (including number):</b>	
<b>Planning years:</b>	<i>(The academic years this will take to complete)</i>
<b>Description:</b>	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan    Student Equity Plan    Guided Pathways    AB 705/1705
- Technology Plan    Facilities Plan    Strong Workforce    Equal Employment Opp.
- Title V

**New Program Planning Initiative (Objective) – Core Topic Only**

**Title (including number):**

**Planning years:** *(The academic years this will take to complete)*

**Description:**

*(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)*

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan    Student Equity Plan    Guided Pathways    AB 705/1705
- Technology Plan    Facilities Plan    Strong Workforce    Equal Employment Opp.
- Title V

**New Program Planning Initiative (Objective) – Core Topic Only**

**Title (including number):**

**Planning years:** *(The academic years this will take to complete)*

**Description:**

*(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)*





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Vice President, Academic Affairs

Jun 15, 2026

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Date

A person wearing a maroon scrub top is gently holding a brown puppy. The person's hands are visible, one supporting the puppy's neck and the other resting on its back. The puppy is looking towards the camera with a calm expression. The background is a blurred, light-colored wall.

# **Veterinary Technologists and Technicians in 2 California Counties**



## Contents

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## What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumé, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.



## Report Parameters

### 1 Occupation

29-2056 Veterinary Technologists and Technicians

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### 2 Counties

6079 San Luis Obispo County, CA

6083 Santa Barbara County, CA

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### Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupation and geographical areas.

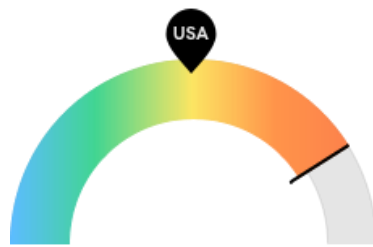
## Executive Summary

### Aggressive Job Posting Demand Over an Average Supply of Regional Jobs



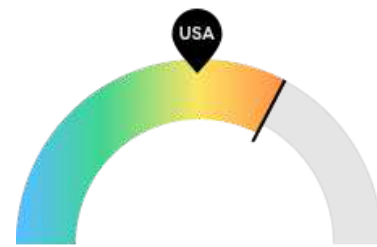
Jobs (2023)

Your area is about average for this kind of job. The national average for an area this size is 297\* employees, while there are 306 here.



Compensation

Earnings are high in your area. The national median salary for Veterinary Technologists and Technicians is \$36,794, compared to \$42,705 here.



Job Posting Demand

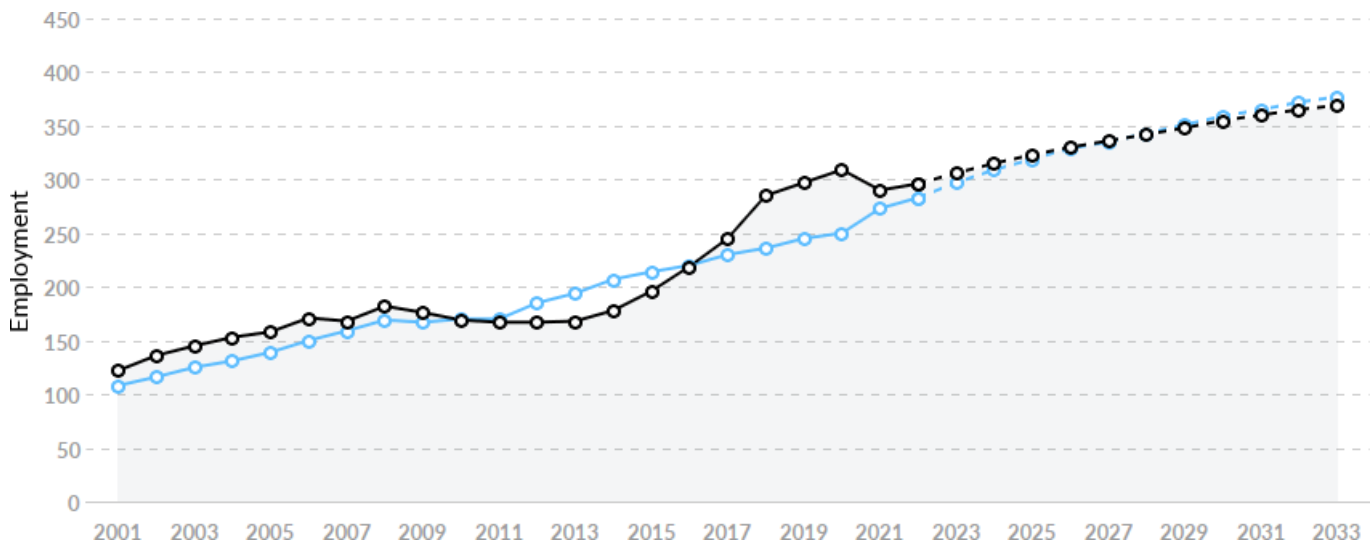
Job posting activity is high in your area. The national average for an area this size is 6\* job postings/mo, while there are 10 here.

\*National average values are derived by taking the national value for Veterinary Technologists and Technicians and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

# Jobs

## Regional Employment Is About Equal to the National Average

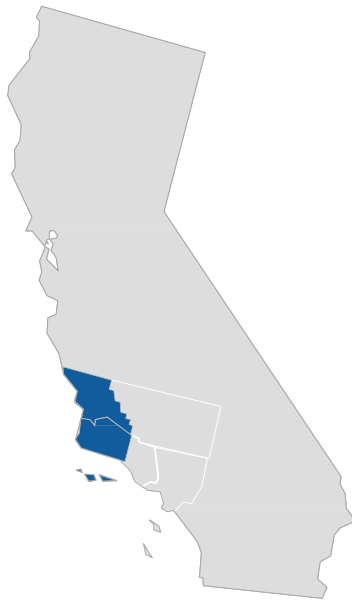
An average area of this size typically has 297\* jobs, while there are 306 here.



	Region	2023 Jobs	2033 Jobs	Change	% Change
<b>A</b>	2 California Counties	306	369	64	20.9%
<b>A</b>	National Average	297	377	81	27.2%

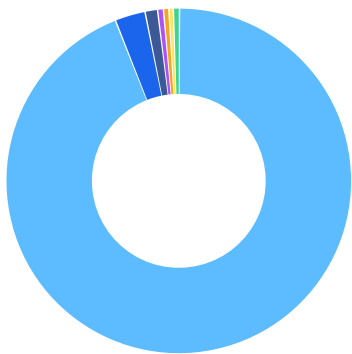
\*National average values are derived by taking the national value for Veterinary Technologists and Technicians and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

## Regional Breakdown



County	2023 Jobs
Santa Barbara County, CA	162
San Luis Obispo County, CA	144

## Most Jobs are Found in the Other Professional, Scientific, and Technical Services Industry Sector

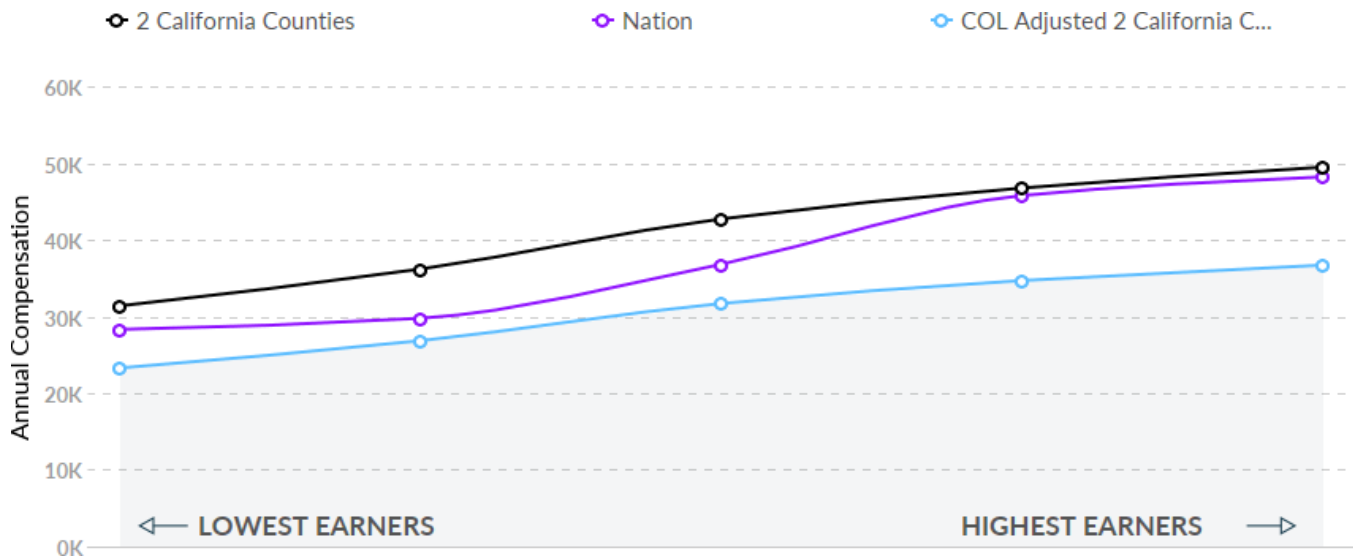


	Industry	% of Occupation in Industry (2023)
A	Other Professional, Scientific, and Technical Services	93.9%
A	Education and Hospitals (State Government)	2.8%
A	Social Advocacy Organizations	1.2%
A	Crop Production	0.5%
A	Other Personal Services	0.5%
A	Scientific Research and Development Services	0.4%
A	Other	0.6%

# Compensation

## Regional Compensation Is 16% Higher Than National Compensation

For Veterinary Technologists and Technicians, the 2021 median wage in your area is \$42,705, while the national median wage is \$36,794.



# Job Posting Activity



**58 Unique Job Postings**

The number of unique postings for this job from Jan 2023 to Jun 2023.



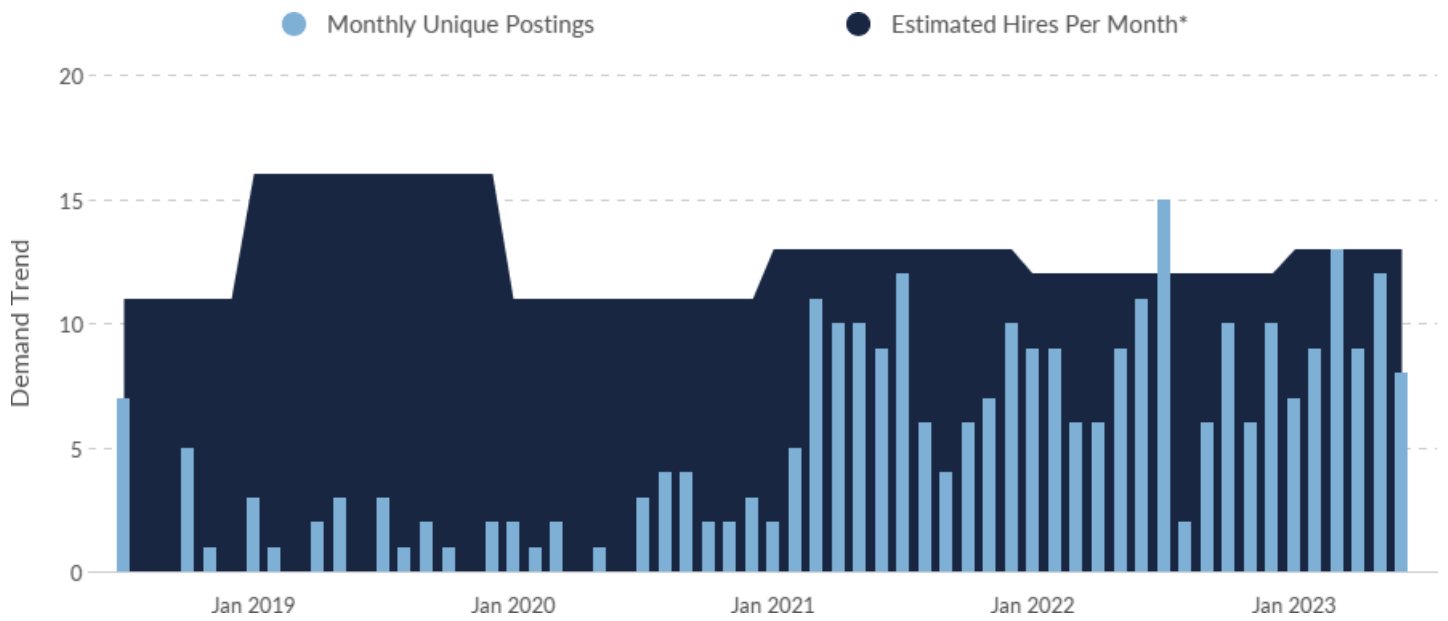
**23 Employers Competing**

All employers in the region who posted for this job from Jan 2023 to Jun 2023.



**28 Day Median Duration**

Posting duration is 5 days shorter than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2023 - Jun 2023)	Avg Monthly Hires (Jan 2023 - Jun 2023)
Veterinary Technologists and Technicians	10	13

## Lightcast Occupation Overview

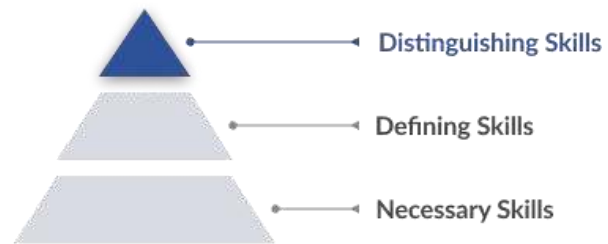
A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings
VCA Animal Hospitals	7
Nipomo Dog & Cat Hospital	3
Salt Lake City	3
Santa Maria Animal Hospital	3
Santa Ynez Valley Humane Socie...	3
University of California	3
Advanced Veterinary Specialists	2
Cat And Exotic Care Veterinary ...	2
Central Coast Pet Emergency Cl...	2
Jagbir S Kahlon	2

Top Job Titles	Unique Postings
Veterinary Technicians	25
Registered Veterinary Technicians	16
Veterinary Technician Assistants	4
Animal Technicians	3
Credentialed Veterinary Technic...	3
Lead Veterinary Technicians	2
Veterinary Assistants	2
Equine Veterinarians	1
Veterinary Oncologists	1
Veterinary Technician Supervisors	1

## Top Distinguishing Skills by Demand

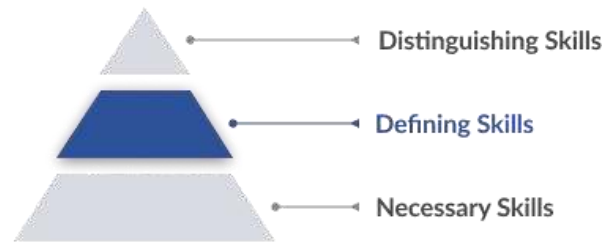
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting
Small Animal Care	<input type="checkbox"/>	3
Cytology	<input type="checkbox"/>	1
Dental Antibiotic Prophylaxis	<input type="checkbox"/>	1
Tracheal Intubation	<input type="checkbox"/>	0

## Top Defining Skills by Demand

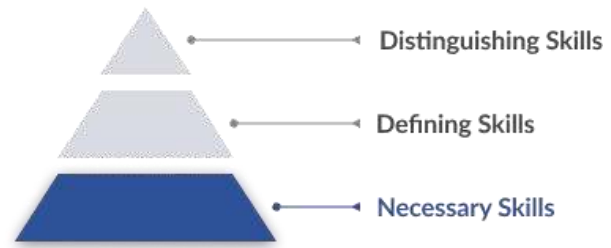
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting
Anesthesias	<input type="checkbox"/>	24
Surgery	<input type="checkbox"/>	20
Certified Veterinary Technician	<input type="checkbox"/>	20
Venipuncture	<input type="checkbox"/>	15
Registered Vascular Technologist (RVT)	<input type="checkbox"/>	12
Client Education	<input type="checkbox"/>	8
Animal Handling	<input type="checkbox"/>	7
Safe Restraining Techniques (Veterinary)	<input type="checkbox"/>	5
Veterinary Medicine	<input type="checkbox"/>	2
Animal Health	<input type="checkbox"/>	0

## Top Necessary Skills by Demand

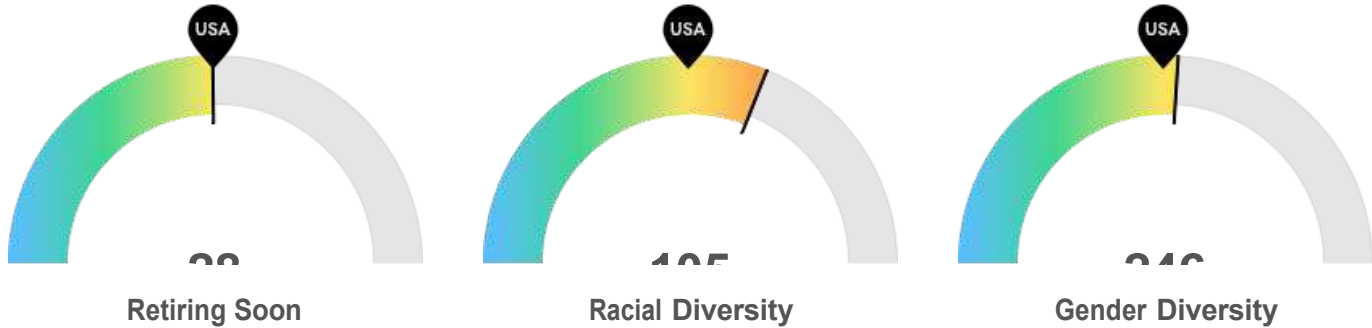
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting
Medical Ultrasonography	<input type="checkbox"/>	13
Intravenous Therapy	<input type="checkbox"/>	12
Technological Change	<input type="checkbox"/>	12
Medical Records	<input type="checkbox"/>	10
Nursing Care	<input type="checkbox"/>	10
Radiology	<input type="checkbox"/>	10
Laboratory Testing	<input type="checkbox"/>	9
Phlebotomy	<input type="checkbox"/>	8
Animal Care	<input type="checkbox"/>	7
Dentistry	<input type="checkbox"/>	7

# Demographics

## Retirement Risk Is About Average, While Overall Diversity Is High



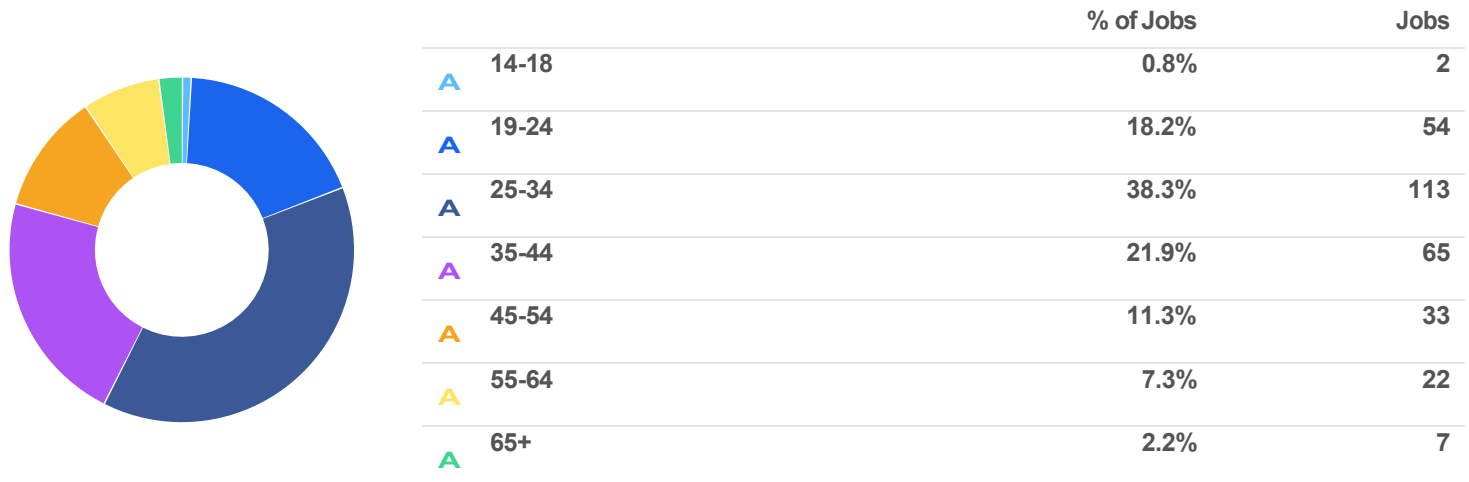
Retirement risk is about average in your area. The national average for an area this size is 28\* employees 55 or older, while there are 28 here.

Racial diversity is high in your area. The national average for an area this size is 75\* racially diverse employees, while there are 105 here.

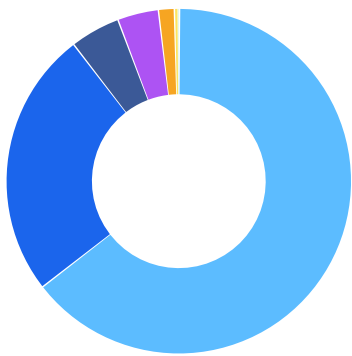
Gender diversity is about average in your area. The national average for an area this size is 232\* female employees, while there are 246 here.

\*National average values are derived by taking the national value for Veterinary Technologists and Technicians and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

## Occupation Age Breakdown

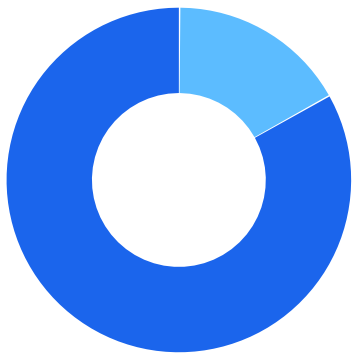


## Occupation Race/Ethnicity Breakdown



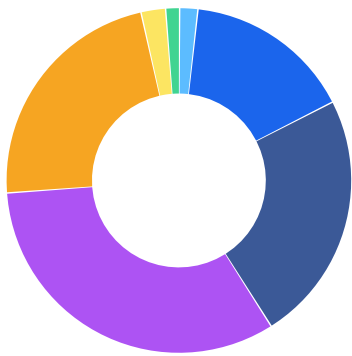
	% of Jobs	Jobs
<span style="color: #007bff;">A</span> White	64.4%	190
<span style="color: #007bff;">A</span> Hispanic or Latino	25.1%	74
<span style="color: #007bff;">A</span> Asian	4.7%	14
<span style="color: #6f42c1;">A</span> Two or More Races	3.8%	11
<span style="color: #ffc107;">A</span> Black or African American	1.5%	4
<span style="color: #ffc107;">A</span> American Indian or Alaska Native	0.4%	1
<span style="color: #28a745;">A</span> Native Hawaiian or Other Pacific Islander	0.1%	0

## Occupation Gender Breakdown



	% of Jobs	Jobs
<span style="color: #007bff;">A</span> Males	16.8%	50
<span style="color: #007bff;">A</span> Females	83.2%	246

## National Educational Attainment



	% of Jobs
A Less than high school diploma	1.7%
A High school diploma or equivalent	15.7%
A Some college, no degree	23.5%
A Associate's degree	32.8%
A Bachelor's degree	22.6%
A Master's degree	2.3%
A Doctoral or professional degree	1.3%

## Occupational Programs



**1 Program**

Of the programs that can train for this job, 1 has produced completions in the last 5 years.



**8 Completions (2021)**

The completions from all regional institutions for all degree types.



**35 Openings (2021)**

The average number of openings for an occupation in the region is 74.

CIP Code	Top Programs	Completions (2021)
01.8301	Veterinary/Animal Health Technology/Technician and Veteri...	8 <div style="width: 100px; height: 10px; background-color: #0070C0;"></div>

Top Schools	Completions (2021)
Allan Hancock College	8 <div style="width: 100px; height: 10px; background-color: #0070C0;"></div>

## Appendix A

### **Veterinary Technologists and Technicians (SOC 29-2056):**

Perform medical tests in a laboratory environment for use in the treatment and diagnosis of diseases in animals. Prepare vaccines and serums for prevention of diseases. Prepare tissue samples, take blood samples, and execute laboratory tests, such as urinalysis and blood counts. Clean and sterilize instruments and materials and maintain equipment and machines. May assist a veterinarian during surgery.

### **Sample of Reported Job Titles:**

Veterinary Laboratory Technician (Vet Lab Tech) Veterinary Technologist  
Veterinary Technician  
(Vet Tech) Veterinary Assistant (Vet Assistant) Registered Veterinary Technician (RVT) Licensed  
Veterinary Technician (LVT) Certified  
Veterinary Technician (CVT) Veterinary Nurse (Vet Nurse)  
Veterinarian  
Technician (Vet Tech)  
Internal Medicine Veterinary Technician (Internal Medicine Vet Tech)

### **Related O\*NET Occupation:**

Veterinary Technologists and Technicians (29-2056.00)














# VT Program Review Veterinary Technology 2025-2026 Education and Industry Partnerships

Final Audit Report

2026-06-15

Created:	2026-05-27
By:	Christy Lopez (clopez@hancockcollege.edu)
Status:	Signed
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