



UNIVERSITY of HAWAII®
WINDWARD
COMMUNITY COLLEGE

New Program Proposal

Certificate of Achievement in **Veterinary Assisting**

Date of Proposal: February, 2009

Proposed Date of Program Implementation: Fall, 2009

Contents

| | |
|---|----|
| 1. What is the difference between a veterinary technician and veterinary assistant? | 3 |
| 2. Program Objectives | 3 |
| 3. Relationship of Objectives to WCC Mission Plan | 4 |
| 4. Need for Program..... | 5 |
| 5. Curriculum | 6 |
| 6. Enrollment Projections..... | 6 |
| 7. Resources Required for Program Implementation | 6 |
| 8. Measures of Program Efficiency | 7 |
| 9. Measures of Program Effectiveness | 7 |
| Appendix 1. Course Descriptions, Requirements and Proposed Sequence..... | 9 |
| Appendix 2. 2006 Wages for Veterinary Office Personnel..... | 10 |
| Appendix 3. Selected articles regarding the shortage of veterinary technicians | 11 |
| The truth about the technician shortage..... | 11 |
| Concerned about the increasing veterinary technician shortage..... | 12 |
| Appendix 4. Letters of Support from Oahu Veterinarians | 13 |
| Appendix 5. Detailed Program Budget | 16 |

1. What is the difference between a veterinary technician and veterinary assistant?

A **Veterinary Technician** is educated to be the veterinarian's nurse, laboratory technician, radiography technician, anesthetist, receptionist, dental hygienist and client educator. A Veterinary Technician is a graduate from a two year, American Veterinary Medical Association (AVMA) accredited program from a community college, college or university. Currently, there are 150 AVMA accredited Veterinary Technician programs in the United States. In addition, almost every state requires a veterinary technician/technologist to take and pass a credentialing exam. Veterinary technicians can find employment in a variety of fields including veterinary practices, biomedical research, zoo/wildlife medicine, industry, military, livestock health management and pharmaceutical sales.

The term **Veterinary Assistant** is applied to individuals who work in the veterinary clinic or related fields but lack an AVMA certification. Traditionally, these individuals receive only on-the-job training. As a result, their duties and pay vary widely from practice to practice. In some cases, veterinary assistants serve primarily as kennel help whereas in others, they act as receptionists, conduct physical exams and run lab tests.

2. Program Objectives

Hawaii does not currently have an accredited veterinary technician program. As such, veterinary assistants often fill many of the roles normally occupied by credentialed technicians. The proposed certificate of achievement (CA) is designed to educate and train students to be able to fulfill as many of these functions as possible in a two-semester program. The certificate courses give students the needed foundation in chemistry and anatomy and physiology. The certificate courses also trains students in veterinary office procedures and teach them to perform laboratory techniques commonly used in veterinary practice. Although students will not receive an AVMA accredited degree, they will be able to perform many duties performed by licensed technicians and should receive higher salaries as a result. Because the certificate was designed to fulfill many of the AVMA requirements for veterinary technician programs, the curriculum will not require significant modifications should Windward Community College (WCC) wish to pursue full accreditation in the future.

The major objectives for this program are:

- 1) **Provide a better educated workforce in the field of veterinary assisting.** Unlike veterinary assistants who receive only on-the-job training, students completing the CA will have a solid science background and will have completed several general education courses (English composition, psychology and speech). This coursework will result in a better educated employee with enhanced writing , speaking and computer skills. In addition, most

of the certificate courses can be counted towards the AA degree should the student wish to further their education.

- 2) **Provide training that meets industry standards.** The curriculum for this program was designed using the Veterinary Technology Student Essential Skills List published by the AVMA. The content of this program is comparable to the first year of many accredited veterinary technology programs. Students completing the CA will be able to perform many of the tasks traditionally completed by certified technicians including taking patient histories, making and entering appointments, conducting physical exams, administering medication, drawing blood and performing most laboratory procedures (e.g., urinalysis, hematology, parasitology and cytology). These additional skill sets should increase the value of the technician to the employer and result in higher wages for the graduate.
- 3) **Provide a centralized training program.** Employers on Oahu will now have the option to send their staff to WCC rather than waste time and resources continually training new hires at their own facilities.
- 4) **Serve as a bridge to certification.** Because all veterinary assisting classes were designed using AVMA standards, students completing the CA should be able to transfer their credits to mainland programs should they wish to continue their studies and become Certified Technicians.
- 5) **Strengthen business and workforce ties.** Since its inception, the WCC veterinary assisting committee has consulted with local veterinarians, veterinary technicians and AVMA personnel to ensure that the training provided meets industry standards and the needs of local employers. In addition, each student in the program is required to intern at a local veterinary office, zoo or other animal facility. These internships will provide students with valuable experience and allow potential employers to directly assess student aptitude and select promising interns for future employment.

3. Relationship of Objectives to WCC Mission Plan

Windward Community College Mission Plan

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community

The proposed Certificate of Achievement in Veterinary Assisting will fulfill the following goals outlined in the WCC mission statement and Strategic Plan (Action Outcomes listed in parentheses):

- Contribute to the development of a high-skilled, high-wage workforce through the establishment of at least one new specific, career-focused degree, certificate or career pathway per year that leads to employment in emerging fields (4.1).
- Establish partnerships with employers to create internships and job placements (4.2).
- Expand the curriculum that prepares students for critical workforce shortage areas (4.3).
- Create internships and service learning opportunities in the community (4.4).
- Promote the knowledge, skills, and opportunities that support current and emerging STEM fields and careers (4.5).
- Increase the number of degrees and certificates awarded in STEM fields (4.6).

4. Need for Program

Veterinary technology is among the top five fastest-growing occupations nationwide, with employment in the field expected to grow 41% in the next nine years¹. The nation-wide shortage of skilled veterinary technicians has been widely discussed in both academic and trade journals (see Appendix 3). Despite national demand, Hawaii is one of only six states that lack any sort of formal training for veterinary technicians (currently, there are 150 AVMA accredited Veterinary Technician programs in the United States). In a 2007 poll of Hawaii Veterinarians², 80% of respondents recognized the need for additional training for technicians and assistants in Hawaii. The majority of respondents also stated that they would be willing to pay higher salaries for trained personnel.

The movement to create a veterinary assisting program began in summer, 2006, when veterinarians Erik Ako and Mark Caspers approached the WCC Dean of Instruction about posting some help-wanted flyers on campus. Drs. Ako and Caspers explained that because Hawaii had no formal training for veterinary technicians or assistants, they constantly had to train new employees from the ground up, many of whom have little or no background knowledge or experience.

Upon learning of the potential need for trained veterinary technicians, WCC created a committee to investigate the feasibility of offering a veterinary technician program at WCC. The committee consists of WCC faculty and administrators, veterinarians, veterinary technicians and veterinary assistants. Over the next few months, the committee examined the course offerings of seven AVMA accredited veterinary tech programs to determine what courses would need to be created in order to meet the requirements for accreditation.

Since that time, the committee has: 1) gained authorization to plan an academic subject certificate; 2) obtained extramural funding; 3) purchased needed lab equipment, anatomical models and supplies;

¹ "Occupational employment projections to 2016," published in the November 2007 BLS Monthly Labor Review.

² Hawaii Veterinary Medical Association 2007 Survey

4) designed curriculum for six core courses; and 5) collaborated with an AVMA accredited veterinary tech program on the mainland in hopes of offering an accredited hybrid program.

Unfortunately, WCC was unable to realize its goal of partnering with accredited program due to excessive costs. Instead, the committee decided to offer a two-semester certificate of achievement in veterinary assisting. Although the committee recognizes the dire need for an AVMA accredited technician program in Hawaii, they feel that the proposed certificate will have value to both employers and the workforce and is a vital first-step towards creating an accredited program.

5. Curriculum

- I. General Education and Preparatory Classes (13 Credits)
 - ENG 100- Expository Writing
 - PSY 100-Survey of Psychology
 - SP 151- Personal and Public Speech
 - CHEM 151-Elementary Survey of Chemistry
 - CHEM 151L- Chemistry Laboratory

- II. Veterinary Assisting Classes (16-17 Credits)
 - ANSC 142- Anatomy and Physiology of Domestic Animals
 - ANSC 142L- Anatomy of Domestic Animals Laboratory
 - ANSC 151- Clinical Laboratory Techniques
 - ANSC 151L- Clinical Laboratory Techniques Laboratory
 - ANSC 190- Veterinary Assisting Internship
 - BUSN 191- Veterinary Office and Computer Skills
 - HLTH 125 or HLTH 110-Survey of Medical Terminology
 - MATH 101- Mathematics for Veterinary Assisting

6. Enrollment Projections

The college proposes an initial enrollment of 25 students per year. This number reflects the maximum capacity of WCC science laboratories and projected number of available internship locations. The first cohort is expected to enter in Fall 2009 and complete all certificate requirements by fall 2010.

7. Resources Required for Program Implementation

Development of the WCC Veterinary Assisting Program was funded through Carl Perkins grants. These funds (\$85,000 in total) were used to purchase necessary equipment and supplies, design curriculum for core classes, and select internship locations. No additional start-up funds are required to implement the program.

Recurring costs for the program (Table 1) include a 0.5 FTE Vet Technician to teach or assist with core classes. All general education classes (e.g. ENG 100, PSY 100, and SP 151) have multiple sections offered and can absorb the veterinary assisting students without additional faculty. Approximately \$5,000/ yr is required to cover laboratory consumables (e.g., canine cadavers and clinical lab supplies). We plan to recoup these funds by requiring students to purchase lab supplies through the bookstore (\$100/student/semester).

Table 1. Projected annual costs and revenues for the WCC Veterinary Assisting Program for 2009-2010 academic year.

| PROGRAM COSTS | |
|--------------------------------------|-----------------|
| Vet Tech Lecturers (15 credit hours) | \$22,770 |
| Exiting Full-Time Faculty (0.5 FTE) | \$25,452 |
| Equipment/Supplies | \$5,000 |
| Total Direct Costs | \$53,222 |
| REVENUES | |
| Projected Annual Enrollment | 25 |
| Number of Courses* | 13 |
| Number of Credits | 28 |
| SSH | 700 |
| Tuition rate/credit | \$79 |
| Total Revenue from Tuition | \$55,300 |
| Other Sources of Income | \$5,000 |
| Total Revenues | \$60,300 |

* Does not include HLTH 125. Students will take HLTH 125 via Distance education from KCC . See appendix 5 for detailed costs and revenues.

8. Measures of Program Efficiency

Program efficiency will be measured using the following indicators. Goals for each indicator are listed in parenthesis:

- 1) Number of students registering for certificate (>20 students)
- 2) Course fill rate (>70% for lecture classes; >80% for labs)
- 3) Number of core courses taught per year (8 core courses)
- 4) Percent of students placed in internships (100%)
- 5) Number of students meeting certificate requirements within 18 months (>15 students)

9. Measures of Program Effectiveness

Program effectiveness will be measured by the following indicators. Goals for each indicator are listed in parenthesis:

- 1) Placement of certificate-holders into industry related positions (80% within 12 months of certificate completion).

- 2) Increase in mean wage for those already working in the field (mean wage >20% within 12 months of program completion).
- 3) Performance and retention of certificate-holders in industry related fields.
- 4) Satisfaction rating of certificate-holders, internship locations and employers with the quality of the program (> 80% satisfied with training).

Program outcomes will be measured by:

- 1) Student evaluations
- 2) Course completion rates
- 3) Follow-up surveys of students and employers

Appendix 1. Course Descriptions, Requirements and Proposed Sequence

| WCC Certificate of Achievement in Veterinary Assisting | | | |
|--|----------------|--|--|
| Semester I (Fall) | | | |
| Course Number and Title | Credits | Prerequisites | Course Description |
| CHEM 151- Elementary Survey of Chemistry | 3 | MATH 24 , Placement in ENG 22 or higher | Provides the student with an adequate background in the fundamentals of chemistry. Covers the basic language and quantitative relationships of chemistry, including atomic structure, chemical bonding, structure-property relationships, chemical reactions. Prerequisite to CHEM 152 for majors in medical technology and nursing and other allied health and science-related fields, or can be taken as a preparatory course for CHEM 161. |
| CHEM 151- Chemistry Laboratory | 1 | CHEM 151 | Experiments introducing laboratory techniques and illustrating chemical principles; supplemented by films, demonstrations, and problem sessions. |
| ENGLISH 100- Expository Writing | 3 | Placement Exam | A composition course on the writing process including description, narration, exposition, and argument. Course stresses unity, development, organization, coherence, and other basic writing skills necessary for college writing. For all sections of ENG 100 designated as Computer Assisted Instruction (CAI), two (2) hours of computer lab per week are required in addition to class time |
| HLTH 125- Survey of Medical Terminology (or HLTH 110 (2)) | 1 | None | HLTH 125 builds on a knowledge of prefixes, suffixes, and word roots to analyze and build medical terms. It includes pronunciation, spelling, and definitions of selected medical words dealing with all human body systems. Commonly used medical abbreviations and pharmacological terms as well as plural endings are also covered. |
| SP 151- Personal and Public Speech | 3 | Placement in ENG 21 or higher | Introduction to major elements of speech. Enables students to acquire competence in two person, small group, and public situations. Models and concepts are used to explain the speech act. |
| ANSC 142- Anatomy & Physiology of Domestic Animals | 3 | Registration in ANSC 142L | Introduction to the anatomy and physiology of domestic animals. Compares the anatomy and function of major body systems for the cat, dog and horse, with lesser emphasis on birds, reptiles and amphibians. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields. |
| ANSC 142L- Anatomy of Domestic Animals Laboratory | 1 | Registration in ANSC 142 | Laboratory to accompany ANSC 142. This course is designed to acquaint the student with the body systems of common domestic species (e.g., cats, dogs, horses and birds) through dissections, examinations of models, laboratory exercises, and other hands-on activities. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields. |
| TOTAL | 15 | | |
| Semester II (Spring) | | | |
| Course Number and Title | Credits | Prerequisites | Course Description |
| PSY 100- Survey of Psychology | 3 | None | An introductory course with emphasis on principles of human behavior. Topics covered include motivation, learning, perception, emotion, development, personality, states of consciousness, group processes, problem solving and thinking, and methods of inquiry. |
| ANSC 151- Clinical Laboratory Techniques | 3 | ANSC 142/142L CHEM 151/151L | Provides students with the background knowledge needed to perform and interpret laboratory techniques commonly used in veterinary practice. Topics include: Homeostatic relationships, cytology, histology, parasitology and clinical physiology of major body systems (e.g., circulatory, respiratory, digestive, endocrine and urinary systems). Includes a discussion of common disorders affecting the above body systems and the techniques used for diagnosis. |
| ANSC 151L- Clinical Laboratory Techniques Laboratory | 1 | ANSC 151 | Laboratory to accompany ANSC 151. Provides students with the knowledge and skills necessary to perform common veterinary lab tests including urinalysis, hematology, blood chemistry, cytology and parasitology. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields. |
| BUSN 191- Veterinary Office and Computer Skills | 3 | None | Veterinary Office and Computer Skills covers the business and management of a veterinary office. This course will emphasize the following: client communication, public relations, ethical and legal procedures, accounting, scheduling, records management, and telephone skills. Students will be introduced to one or more industry standard veterinary software programs as well as applications such as word processing and spreadsheet software. |
| MATH 101- Mathematics for Veterinary Assistants | 1 | Grade of "C" or better in Math 25 or equivalent, satisfactory math placement test score, or consent of instructor. | This course is designed for students that enroll in the Veterinary Assistant Certificate program. Topics include the application of mathematical skills to solve applied problems for veterinary assistants with emphasis on dosage, concentration, dilution and drip rates. Also included is mathematical and laboratory terminology. |
| ANSC 190- Veterinary Assisting Internship | 3 | ANSC 142/142L+ consent of instr. | Practical animal experience at veterinary clinics, zoos, research labs or other animal facilities. Topics covered may include restraint procedures, veinipuncture, obtaining vital-signs, radiological techniques, surgical assisting and animal husbandry. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields. |
| TOTAL | 14 | | |

Appendix 2. 2006 Wages for Veterinary Office Personnel

Table 2. Mean and median hourly and annual income for veterinary office personnel. Data from Bureau of Labor Statistics 2006 National Compensation Survey.

| Position | Hourly | | Annual | |
|--|--------|--------|--------|--------|
| | Mean | Median | Mean | Median |
| Veterinarian | 39.43 | 43.30 | 82,009 | 90,058 |
| Veterinary Technicians/ Technologists | 16.01 | 14.79 | 32,981 | 30,087 |
| Veterinary Assistants | 11.85 | 10.00 | 24,463 | 20,800 |

Appendix 3. Selected articles regarding the shortage of veterinary technicians

The truth about the technician shortage



Will low salaries and high turnover threaten this career?

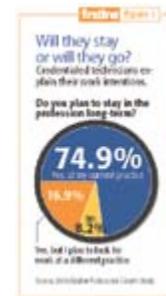
Aug 1, 2008

The Bureau of Labor Statistics (BLS) ranks veterinary technology as one of the fastest growing careers. In fact, it estimates a 41 percent growth by 2016. Yet AAHA's newly released *Compensation and Benefits, Fifth Edition*, indicates turnover may take a bite out of the profession.

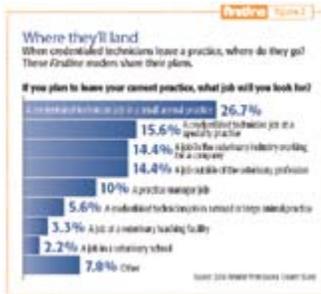


Their research shows turnover is almost 30 percent in veterinary practices, compared to a national average of between 12 percent and 15 percent across all industries in the United States. And when they focused on technicians, the rate of turnover climbs to 35 percent.

About 83 percent of NAVTA members say they'll probably or definitely stay in the profession, according to the 2007 NAVTA National Demographic Survey. And about 15 percent report they'll probably or definitely change to another field. This mirrors the results from the 2008 *Firstline* Professional Growth Study (see Figure 1). Yet 79 percent of NAVTA members and 85 percent of nonmembers agree or strongly agree that veterinary technicians are so underpaid that the feasibility of staying in the profession is declining (see Figure 3).



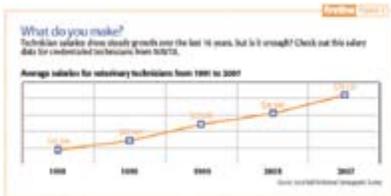
Will technicians stay?



For those who plan to leave, where do they plan to go? See Figure 2 to learn more about technicians' intentions.

Where will they work?

As the BLS notes, it may be difficult to make up the difference with new graduates. A look at the numbers of technician candidates taking the Veterinary Technician National Exam shows growth is flat. The American Association of Veterinary State Boards, the organization that administers the test, reports 5,425 candidates in 2006 and 4,664 in 2007. 2008 estimates put the number of candidates at 5,200.



So what does this all mean? "We've got some great jobs, but we've got to step it up," says *Firstline* Editorial Advisory Board member Sheila Grosdidier, BS, RVT, a partner at VMC Inc. in Evergreen, Colo. "We're not just competing with other veterinary clinics for good personnel. We're competing with all other industries for good personnel."

Technician salaries



Karen Felsted, CPA, MS, DVM, CVPM

"If we're going to fill this large gap, we're going to have to pay

people a living wage and give them something interesting to do. And we're not doing that in many hospitals."

Letters to the Editor

Concerned about increasing veterinary technician shortage

Because veterinary technicians are essential personnel in private and academic veterinary practices and there is a nationwide shortage of veterinary technicians, we are alarmed by the decision of the American Association of Veterinary State Boards (AAVSB) to limit eligibility for the Veterinary Technician National Examination (VTNE). On-the-job-trained technicians will be prohibited from taking the VTNE starting in 2011. Coupled with state laws that permit only licensed technicians to perform essential duties, the AAVSB's action may substantially limit the ability of veterinary hospitals to serve patients' and clients' needs.

According to the AAVSB,¹ about 5,000 people will take the VTNE this year, some of whom are from the United States and some of whom are from Canada. The pass rate is 64%. According to Drs. Leff and Sabin, who work with the AVMA's Committee on Veterinary Technician Education and Activities, the approximately 160 AVMA-accredited schools of veterinary technology graduate fewer than 3,000 students annually (averaging 18 graduates/school annually). When the AAVSB's rules come into effect in 2011, the number of people eligible to take the VTNE will be reduced from the already inadequate number.

How many technicians does it take to support veterinarians? There are approximately 58,000 veterinarians¹ in clinical practice in the United States. Most practices need at least 1.5 to 2 technicians/veterinarian. Approximately 15% of technicians drop out of the field annually, so we need to train and hire approximately 20,000 new technicians/y just to stay as we are and more if we want to grow. The Bureau of Labor Statistics projects that demand for graduate technicians will significantly outstrip the number of new graduates over the next 10 years.²

Technicians perform essential hospital (and research and public health) functions. They deserve wages, benefits, and respect commensurate with the vital work they do. It behooves veterinarians to work to enhance the skills, education, professional stature, and career longevity of veterinary technicians. The number of veterinary technician schools must increase, and the graduation rate of programs must improve. The high cost of a technical degree, which bars many worthy people from pursuing this great career, is also an issue.

Now and for the foreseeable future, there are not enough technician school graduates to serve the public and the health needs of animals. Where passing the VTNE determines licensure or certification, and licensure or certification determines eligibility to perform veterinary technician duties, there is and will be an increasingly severe shortage of technicians. These shortages may lead veterinarians to violate state law by using unlicensed technicians or force them to perform all the technical duties themselves. Either situation is unacceptable.

We urge the AVMA and other veterinary organizations to work with technician organizations

and the AAVSB to further technician excellence and develop an adequate and rewarded workforce. We urge the AVMA and the AAVSB to consider the mathematical impossibility of graduating and licensing a sufficient number of technicians until the number of AVMA-accredited schools increases 5- to 10-fold, which cannot happen by 2011. Alternative training and licensure pathways must remain viable past 2011.

David Schwarz, DVM

President, Massachusetts Veterinary Medical Association

Laurie Klein, DVM

Chair, MVMA Veterinary Technician Committee

Susan Weinstein, JD

Executive Director, MVMA

Susan Rabaut, DVM

Past President, MVMA

Marlborough, Mass

Bob Murtaugh, DVM, DACVIM, DACVECC

Holliston, Mass

Timothy Smith, DVM, DABVP

Woburn, Mass

1. Daniels C, Administrator, Veterinary Technician National Examination, Kansas City, Mo: Personal communication, 2008.
1. Market research statistics, US veterinarians—2007. Available at: www.avma.org/reference/marketstats/usvets.asp. Accessed Aug 25, 2008.
2. Bureau of Labor Statistics. Available at: www.bls.gov. Accessed Sept 4, 2008.

The AVMA responds:

The AVMA Committee on Veterinary Technician Education and Activities (CVTEA), and staff of the AVMA Education and Research Division that support the CVTEA, share concerns raised by the representatives from the Massachusetts Veterinary Medical Association. A minor correction: the letter states, "according to Drs. Leff and Sabin, who work with the AVMA's Committee on Veterinary Technician Education and Activities, the approximately 160 AVMA-accredited schools of veteri-]

Instructions for Writing a Letter to the Editor

Readers are invited to submit letters to the editor. Letters may not exceed 500 words and 6 references. Not all letters are published; all letters accepted for publication are subject to editing. Those pertaining to anything published in the JAVMA should be received within one month of the date of publication. Submission via e-mail (Journal.letters@avma.org) or fax (847-925-9329) is encouraged; authors should give their full contact information, including address, daytime telephone number, fax number, and e-mail address.

Letters containing defamatory, libelous, or malicious statements will not be published, nor will letters representing attacks on or attempts to demean veterinary societies or their committees or agencies. Viewpoints expressed in published letters are those of the letter writers and do not necessarily represent the opinions or policies of the AVMA.

Appendix 4. Letters of Support from Oahu Veterinarians

Jan 20, 2009

Ross Langston, PhD
Department of Natural Sciences
Windward Community College
45-720 Keaahala Road
Kaneohe, HI 96744

Dear Dr. Langston,

I have recently become more aware of the effort put forth to provide a veterinary assisting program at Windward Community College. As a previous owner and administrator of three of the larger veterinary hospitals in Hawaii, I can emphasize the importance of being able to find qualified and dependable staff to support these hospitals. This problem is the most compelling reason I am not in active practice today and most veterinarians realize the finding, training and keeping employees are the biggest stumbling blocks in managing a successful veterinary hospital. I know this thought is not unique to veterinary medicine and is probably true for most businesses.

A degree or certificate does not automatically make an employee valuable, but it is a necessary base to start from. What the people do with themselves after their education is what makes them valuable. Obtaining a certificate or degree proves their interest and dedication to the field and weeds out all the potential employees that feel working in a veterinary hospital is just holding happy puppies.

Veterinary medicine is growing and changing rapidly. We must deliver better and more advanced medical care but stay within the budget constraints of what the consumer can afford. Improved efficiency of the hospitals is the greater part of the solution because the veterinary shortage will persist.

Veterinary hospitals will continue to get larger to obtain this efficiency and technician/assistants will do more of the tasks previously performed by veterinarians. Legal, moral and economic trends will continue to force this change.

The future legal trends will necessitate the increased use of veterinary technicians. Our veterinary practice act will need to change to keep up with the rest of the country. Hawaii is not prepared for this change at this time because there is no source of veterinary technicians.

The moral issue of "treating our pets like family" requires providing better and more advanced medical care. The increased use of veterinary technicians will allow this increased preventive and medical care to be efficiently provided to a larger number of clients rather than just to the very wealthy.

The economic trends mandate the more efficient management of veterinarian hospitals. The program objectives of the WCC Draft Proposal states "veterinary assistants often fill many of the roles normally occupied by credentialed technicians." Unfortunately in Hawaii, licensed

veterinarians often fill many of the roles normally provided by credentialed technicians. The veterinarians of my generation were expected to work 60 to 80 hours per week in smaller practices with very limited equipment. The new graduates will not and should not work more than 40 hours and a modern veterinary hospital requires more than a \$1,000,000 investment. The current veterinary hospital owners are resistant to change but they have no choice. These changes include larger hospitals for a better economy of scale, increased training and skill levels of employees and better management. The increased costs to provide this health care cannot be avoided but they can be mitigated.

My personal recommendations are:

1. Although this one year certificate is the obvious first step, do not be satisfied with that. Your goal should be a credentialed technician.
2. Some effort should be expended to educate the veterinarians to realize the increased value of these students. This recognition may not happen without help.
3. Management and supervisory ability are what makes an employee really valuable. The hospital owner rarely appreciates the quality of a radiograph produced by an employee but they definitely appreciate the supervisory help around the hospital. Try to include the importance of management help in the curriculum.
4. Realize you are at an extreme disadvantage if you are required to produce a veterinary technician for the relative small fees of normal in state tuition. You will need some creative and innovative thinking to get around this. The distance learning technician programs are great but Hawaii's obstacle is they require the direct supervision of a veterinarian or credentialed technician. The veterinarian doesn't have the time and we don't have the licensed technicians. I could envision WCC paying part or all of the salary of a licensed technician at a VCA hospital to supervise the practical experience. The student would pay the distance learning tuition as well as the WCC tuition in addition to working without pay for 12+/- hours weekly at this hospital. In exchange for this help, I believe VCA would happily provide space, equipment, supplies and care of "permanent hospital animals" for these learning procedures.

Good Luck. We desperately need these veterinary assistants and veterinary technicians. If we veterinarians do not provide an adequate salary, these students will definitely be snatched up by other fields of veterinary medicine.

Thank You,



Rod L. Pearson DVM
808-551-6867



MILES M. YOSHIOKA

January 22, 2009

Ross Langston, PhD
Department of Natural Sciences
Windward Community College

Dear Mr. Langston,

Currently, I am a board certified veterinary surgical specialist who travels to multiple veterinary practices to perform specialty surgery. During my visits to various practices I have noted a need for more personnel with prior training in veterinary assisting. My opinion is that the proposed two semester program of Veterinary Assistant training at the Windward Community College would be a welcomed asset to the veterinary community.

Respectfully submitted,



Miles M. Yoshioka, DVM
Diplomat, American College of Veterinary Surgeons



P.O. Box 121
Kailua, Hawaii 96734

Appendix 5. Detailed Program Budget

| Academic Cost and Revenue Template - New Program (adjust template for appropriate number of years) | | | | | | |
|--|--|-----------|--------|--------|--------|--------|
| ENTER VALUES IN YELLOW CELLS ONLY | | | | | | |
| CAMPUS/Program | WCC/ CA in Veterinary Assisting | | | | | |
| | Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, . | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| ENTER ACADEMIC YEAR (i.e., 2004-05) | 2009-2010 | 2010-2011 | | | | |
| Students & SSH | | | | | | |
| A. Headcount enrollment (Fall) | 25 | 25 | | | | |
| B. Annual SSH | 700 | 700 | | | | |
| Direct and Incremental Program Costs Without Fringe | | | | | | |
| C. Instructional Cost without Fringe | \$ 48,222 | \$ 50,152 | | | | |
| C1. Number (FTE) of FT Faculty/Lecturers | 0.50 | 0.50 | | | | |
| C2. Number (FTE) of PT Lecturers | 0.50 | 0.50 | | | | |
| D. Other Personnel Costs | | | | | | |
| E. Unique Program Costs | \$ 5,000 | \$ 5,000 | | | | |
| F. Total Direct and Incremental Costs | \$ 53,222 | \$ 55,152 | | | | |
| Revenue | | | | | | |
| G. Tuition | \$ 55,300 | \$ 55,300 | | | | |
| Tuition rate per credit | \$ 79 | \$ 79 | | | | |
| H. Other | \$ 5,000 | \$ 5,000 | | | | |
| I. Total Revenue | \$ 60,300 | \$ 60,300 | | | | |
| J. Net Cost (Revenue) | -7,078 | -5,148 | | | | |
| Program Cost per SSH With Fringe | | | | | | |
| K. Instructional Cost with Fringe/SSH | \$ 83 | \$ 87 | | | | |
| K1. Total Salary FT Faculty/Lecturers | \$ 25,452 | \$ 26,471 | | | | |
| K2. Cost Including Fringe of K1 | \$ 34,360 | \$ 35,736 | | | | |
| K3. Total Salary PT Lecturers | \$ 22,770 | \$ 23,681 | | | | |
| K4. Cost Including fringe of K3 | \$ 23,909 | \$ 24,865 | | | | |
| L. Support Cost/SSH | \$ 334 | \$ 334 | | | | |
| Non-Instructional Exp/SSH | \$ 287 | \$ 287 | | | | |
| System-wide Support/SSH | \$ 47 | \$ 47 | | | | |
| Organized Research/SSH | | | | | | |
| M. Total Program Cost/SSH | \$ 417 | \$ 421 | | | | |
| N. Total Campus Expenditure/SSH | \$ 482 | \$ 482 | | | | |

| | A | B | C | D | E | F | G | H | I | J | K |
|----|---|----------|--------|---------------------------------|---------------|-------------|--------|--------|--------|---|---|
| 1 | Academic Cost and Revenue Template - New Program (adjust template for appropriate number of years) | | | | | | | | | | |
| 2 | | | | | | | | | | | |
| 3 | ENTER VALUES IN YELLOW CELLS ONLY | | | | | | | | | | |
| 4 | CAMPUS/Program | | | WCC/ CA in Veterinary Assisting | | | | | | | |
| 5 | Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, 3 yrs for Masters Degree, 5 yrs for Doc | | | | | | | | | | |
| 6 | | | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | | |
| 7 | ENTER ACADEMIC YEAR (i.e., 2004-05) | | | 2009-2010 | 2010-2011 | | | | | | |
| 8 | Students & SSH | | | | | | | | | | |
| 9 | A. Headcount enrollment (Fall) | | | 25 | 25 | | | | | | |
| 10 | B. Annual SSH | | | 700 | 700 | | | | | | |
| 11 | | | | | | | | | | | |
| 12 | Direct and Incremental Program Costs Without Fringe | | | | | | | | | | |
| 13 | C. Instructional Cost without Fringe | | | \$ 48,222 | \$ 50,152 | | | | | | |
| 14 | C1. Number (FTE) of FT Faculty/Lecturers | | | 0.50 | 0.50 | | | | | | |
| 15 | C2. Number (FTE) of PT Lecturers | | | 0.50 | 0.50 | | | | | | |
| 16 | D. Other Personnel Costs | | | | | | | | | | |
| 17 | E. Unique Program Costs | | | \$ 5,000 | \$ 5,000 | | | | | | |
| 18 | F. Total Direct and Incremental Costs | | | \$ 53,222 | \$ 55,152 | | | | | | |
| 19 | | | | | | | | | | | |
| 20 | Revenue | | | | | | | | | | |
| 21 | G. Tuition | | | \$ 55,300 | \$ 55,300 | | | | | | |
| 22 | Tuition rate per credit | | | \$ 79 | \$ 79 | | | | | | |
| 23 | H. Other | | | \$ 5,000 | \$ 5,000 | | | | | | |
| 24 | I. Total Revenue | | | \$ 60,300 | \$ 60,300 | | | | | | |
| 25 | | | | | | | | | | | |
| 26 | J. Net Cost (Revenue) | | | -7,078 | -5,148 | | | | | | |
| 27 | | | | | | | | | | | |
| 28 | | | | | | | | | | | |
| 29 | | | | | | | | | | | |
| 30 | Program Cost per SSH With Fringe | | | | | | | | | | |
| 31 | K. Instructional Cost with Fringe/SSH | | | \$ 83 | \$ 87 | | | | | | |
| 32 | K1. Total Salary FT Faculty/Lecturers | | | \$ 25,452 | \$ 26,471 | | | | | | |
| 33 | K2. Cost including Fringe of K1 | | | \$ 34,360 | \$ 35,736 | | | | | | |
| 34 | K3. Total Salary PT Lecturers | | | \$ 22,770 | \$ 23,681 | | | | | | |
| 35 | K4. Cost including fringe of K3 | | | \$ 23,909 | \$ 24,865 | | | | | | |
| 36 | L. Support Cost/SSH | | | \$ 334 | \$ 334 | | | | | | |
| 37 | Non-Instructional Exp/SSH | | | \$ 287 | \$ 287 | | | | | | |
| 38 | System-wide Support/SSH | | | \$ 47 | \$ 47 | | | | | | |
| 39 | Organized Research/SSH | | | | | | | | | | |
| 40 | M. Total Program Cost/SSH | | | \$ 417 | \$ 421 | | | | | | |
| 41 | N. Total Campus Expenditure/SSH | | | \$ 482 | \$ 482 | | | | | | |
| 42 | | | | | | | | | | | |
| 43 | | | | | | | | | | | |
| 44 | Reviewed by campus VC for Administrative Affairs: | | | (date) | <i>C. Tjo</i> | FEB 18 2009 | | | | | |
| 45 | Instructions | | | | | | | | | | |
| 46 | Please include an explanation of this template in your narrative. | | | | | | | | | | |
| 47 | A. Headcount Enrollment: Headcount enrollment of majors each Fall semester. Located at url: http://www.iro.hawaii.edu/maps/mltitles.asp | | | | | | | | | | |
| 48 | B. Annual SSH: Course Registration Report located at http://www.iro.hawaii.edu/maps/mltitles.asp . Add the SSH for the Fall and Spring reports to obtain the annual SSH. This is all SSH taught by the program, including to non-majors. | | | | | | | | | | |
| 49 | C. Instructional Cost without Fringe (automated calculation): Direct salary cost for all faculty and lecturers teaching in the program. *Formula for column D: =IF(OR(D32<>"",D32+D34,"")) | | | | | | | | | | |
| 50 | C1. Number of full time faculty and lecturers who are >.5 FTE. | | | | | | | | | | |
| 51 | C2. Number of part time lecturers who are <.5 FTE. | | | | | | | | | | |
| 52 | D. Other Personnel Cost: Salary cost (part or full time) for personnel supporting the program (APT, clerical lab support, advisor, etc.) This includes personnel providing necessary support for the program who may not be directly employed by the program and may include partial FTEs. Add negotiated collective bargaining increases and 4% per year for inflation thereafter. | | | | | | | | | | |
| 53 | E. Unique Program Cost: Costs specific to the program for equipment, supplies, insurance, etc. For provisional years, this would be actual cost. For established years, this would be projected costs using amortization for equipment and add 4% per year for inflation thereafter. | | | | | | | | | | |
| 54 | F. Total Direct and Incremental Cost: C + D + E *Formula for column D: =IF(OR(D13<>"",D16<>0,D17<>0),SUM(D13,D16,D17),"") | | | | | | | | | | |
| 55 | G. Tuition : Annual SSH X resident tuition rate/credit *Formula for column D: =IF(D10>0,D10*D22,"") | | | | | | | | | | |
| 56 | H. Other: Other sources of revenue including grants, program fees, etc. This should not include in-kind contributions unless the services or goods contributed are recorded in the financial records of the campus and included in Direct and Incremental Costs in this template. | | | | | | | | | | |
| 57 | I. Total Revenue: G + H *Formula for column D: =IF(OR(D21<>"",D23<>0),SUM(D21,D23),"") | | | | | | | | | | |
| 58 | J. Net Cost: F - I This is the net incremental cost of the program to the campus. A negative number here represents net revenue (i.e., revenue in excess of cost.) If there is a net cost, please explain how this cost will be funded. *Formula for column D: =IF(AND(D18<>"",D24<>""),D18-D24,"") | | | | | | | | | | |
| 59 | K. Instructional Costs with Fringe/SSH: (K2 + K4) / B *Formula for column D: =IF(D10<>"",SUM(D33,D35)/D10,"") | | | | | | | | | | |
| 60 | K1. Salaries without Fringe of Full Time Faculty and Lecturers who are > .5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter. | | | | | | | | | | |
| 61 | K2. K1 X 1.35 Formula for column D: =IF(D32<>"",D32*1.35) | | | | | | | | | | |
| 62 | K3. Salaries without Fringe for Lecturers who are < .5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter. | | | | | | | | | | |
| 63 | K4. K3 X 1.05 Formula for column D: =IF(D34<>"",D34*1.05) | | | | | | | | | | |
| 64 | L. Support Cost/SSH: The campus' non instructional expenditure/ssh + systemwide support -- organized research (UHM only) as provided by UH Expenditure Report (http://www.hawaii.edu/budget/expend.html) *Formula for column D: =IF(OR(D37>0,D38>0,D39>0),D37+D38-D39,"") | | | | | | | | | | |
| 65 | | | | | | | | | | | |
| 66 | For example, from the 2005-06 UH Expenditure Report, the support expenditure/ssh per campus is: | | | | | | | | | | |
| 67 | | | | | | | | | | | |
| 68 | UHM | \$382.00 | + \$60 | - \$112 for organized research | = \$330 | | | | | | |
| 69 | UHH | \$278.00 | + \$40 | = \$318 | | | | | | | |
| 70 | UHWO | \$179.00 | + \$32 | = \$211 | | | | | | | |
| 71 | Haw CC | \$111.00 | + \$33 | = \$144 | | | | | | | |
| 72 | Hon CC | \$168.00 | + \$38 | = \$206 | | | | | | | |
| 73 | Kap CC | \$114.00 | + \$30 | = \$144 | | | | | | | |
| 74 | Kau CC | \$346.00 | + \$68 | = \$414 | | | | | | | |
| 75 | Lee CC | \$112.00 | + \$28 | = \$140 | | | | | | | |
| 76 | Maui CC | \$175.00 | + \$39 | = \$214 | | | | | | | |
| 77 | Win CC | \$257.00 | + \$44 | = \$301 | | | | | | | |
| 78 | | | | | | | | | | | |
| 79 | M. Total Program Cost/SSH: K + L *Formula for column D: =IF(OR(D31<>"",D36<>""),D31+D36,"") | | | | | | | | | | |
| 80 | N. Total Campus Expenditure/SSH: Taken from UH Expenditures Report For example, for 2005-2006: UHM = \$799-112 (organized research) = \$687, UHH = \$528, UHWO = \$429, HawCC = \$329, HonCC = \$375, KapCC = \$300, KauCC = \$677, LeeCC=\$279, Maui CC= \$385, WinCC=\$442 | | | | | | | | | | |
| 81 | O. Comparable Program/Division Instructional Cost/SSH: Taken from UH Expenditures Report (http://drue.its.hawaii.edu/uhexpend/) or campus data, as available. Please note in the space provided, the program used for the comparison. | | | | | | | | | | |
| 82 | | | | | | | | | | | |
| 83 | Rev. 01/25/07 | | | | | | | | | | |

Levels of Review of New Program Proposal at Windward Community College

New Program Proposal: Veterinary Assisting

The New Program Proposal levels of review done prior to the ATP submission to the off-campus review.

| | Signatures | Dates |
|----|--|--------------------------------------|
| 1. | Department Area (more than one departmental instructor's signature required) | |
| | <u>Joseph E. Ciotti</u> | <u>12-8-08</u> |
| | <u>Yves L...</u> | <u>12-8-08</u> |
| | <u>David Brignutt</u> | <u>12-8-08</u> |
| | <u>Sobman</u> | <u>12/8/08</u> |
| 2. | Department | |
| | <u>[Signature]</u> | <u>12/9/08</u> |
| | Department Chairperson | |
| 3. | Division | |
| | <u>Margaret Cobley</u> | <u>12/11/08</u> |
| | Assistant Dean of Instruction | |
| 4. | Curriculum Committee Review | |
| | <input checked="" type="checkbox"/> Approved | <input type="checkbox"/> Disapproved |
| | Reason: _____ | |
| | <u>Paul R. Field</u> | <u>01/27/09</u> |
| | Curriculum Committee Chairperson | |
| 5. | Faculty Senate Review | |
| | <input checked="" type="checkbox"/> Approved | <input type="checkbox"/> Disapproved |
| | Reason: <u>Filling a community need</u> | |
| | <u>David Brignutt</u> | <u>2/6/09</u> |
| | Faculty Senate Chairperson | |

6. Vice Chancellor for Instruction

Approved Disapproved

Reason: _____

Richard A. Adams
Vice Chancellor for Instruction

2/12/09
Date

7. Chancellor

Approved Disapproved

Reason: _____

Anada Maxwell (PAS)
Chancellor

2/12/09
Date