

Substantive Change Proposal

Initiating a Certificate of Achievement in Veterinary Assisting

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Proposed Change

Windward Community College proposes to begin offering a new Certificate of Achievement in Veterinary Assisting, with the first class enrolling Fall 2009. The College awards a variety of certificate programs, including Certificates of Completion in Agricultural Technology, Plant Landscaping, and Subtropical Urban Tree Care; Certificates of Competence in Business Technology, Applied Business and Technology, and Web Support; and Academic Subject Certificates in Art, Bio-Resources Development and Management, Business, Hawaiian Studies (Language, History/Culture, and Science), Plant Biotechnology, and Psycho-Social Developmental Studies. At this time, the only Board of Regents (BoR) approved degree or certificate offered by Windward Community College (WCC) is the Associate of Arts degree; thus, offering a BoR approved Certificate of Achievement in a recognized workforce discipline constitutes a substantive change for the College.

In the College's mission statement, we affirm our commitment "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 Certificate of Achievement in Veterinary Assisting is directly linked to the career development portion of our mission.

WCC has a strong science program with highly-qualified faculty, modern, state of the art laboratories and other facilities, and a variety of workforce certificate programs (http://windward.hawaii.edu/Catalogs_Schedules/WCC_Catalog_2009-2011.pdf). When we were approached by the local veterinary community to develop a much-needed veterinary assisting program, we responded quickly. Because there are no other veterinary assisting or veterinary technician programs in the state, and because of our strength in the sciences, we believe that the program is a natural extension of our current curriculum. This certificate is designed to educate and train students to be able to fulfill as many of the functions of an American Veterinary Medicine Association (AVMA) accredited Veterinary Technician as possible in a two-semester program, and to lay the foundation for an accredited Associate in Science degree in Veterinary Technology.

Description of Program

The proposed Certificate of Achievement is designed to educate and train students to be able to fulfill the functions of credentialed veterinary technicians. It gives the students the needed foundation in chemistry, anatomy, and physiology. Additionally, it trains students in veterinary office procedures and laboratory techniques.

The program curriculum consists of 29-30 credits spread over two semesters (See Appendix 1):

General Education and Preparatory Classes (14-15 credits)
English 100 Expository Writing (1st Semester)

Psy 100	Survey of Psychology (2 nd Semester)
Speech 151	Personal and Public Speech (2 nd Semester)
Chem 151	Elementary Survey of Chemistry (1 st Semester)
Chem 151L	Chemistry Lab (1 st Semester)
Hlth 125 or Hlth 110	Survey of Medical Terminology (1 st Semester)

Veterinary Assisting Classes (15 credits)

ANSC 142	Anatomy and Physiology of Domestic Animals (1 st Semester)
ANSC 142L	Lab (1 st Semester)
ANSC 151	Clinical Laboratory Techniques (2 nd Semester)
ANSC 151L	Lab (2 nd Semester)
ANSC 190	Veterinary Assisting Internship (2 nd Semester)
BUSN 191	Veterinary Office and Computer Skills (1 st Semester)
MATH 101	Math for Veterinary Assisting (1 st Semester)

The objectives of this program are to:

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. 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 his or her education.

Provide training that meets industry standards. The curriculum for this program was designed using the Veterinary Technology Student Essential Skills List published by the American Veterinary Medical Association (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 (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.

Provide a centralized training program. Employers on Oahu will now have the option to send their staff to WCC rather than spend time and resources continually training new hires at their own facilities.

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. A transfer agreement with San Juan College's (SJC) Veterinary Technology program has been signed which allows transfer of all WCC credits to the AAS Vet Tech program at SJC.

Strengthen business and workforce ties. Since its formation in 2006, 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 will be 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 interns for future employment.

This Certificate Program is in compliance with all Commission policies

This program meets all accreditation standards related to Student Learning Programs and Services and Resources. Each of the courses included in the program includes SLOs associated with both the program and the College outcomes. The learning outcomes for the program, as published in the college catalog, include:

- Effectively communicate with clients and veterinary staff
- Schedule appointments and generate invoices
- Demonstrate proper patient restraint and safety procedures
- Conduct routine physical exams and obtain patient histories
- Assist with surgical procedures and dental cleanings
- Calculate dosages and administer medications
- Collect blood samples and perform diagnostic laboratory tests

Planning Process Leading to Establishment of the Veterinary Assisting Program

The University of Hawai'i Community Colleges Strategic Goal 4 commits the System Community Colleges to "Address critical workplace shortages." WCC Strategic Goal 4.3 commits the college "to the establishment of at least one new specific, career-focused degree or certificate, or career pathway per year that leads to employment in emerging fields." The program was reviewed and recommended for approval by the appropriate college and system entities throughout the planning process, including by the department faculty (12/8/08), Department Chair (12/9/08), Division Dean (12/11/08), Curriculum Committee (1/27/09), Faculty Senate (2/6/09), Vice Chancellor (2/12/09), and Chancellor (2/12/09).

The movement to create a veterinary assisting program began in 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 Hawai'i 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 consisted 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 be needed to meet the requirements for accreditation.

The Committee also conducted a needs survey of 21 Oahu veterinary clinics and discovered that in 2008, those clinics hired 10 credentialed technicians (eg, Vet Techs), 60 non-credentialed technicians, 38 Veterinary Assistants, 10 kennel help, and 40 front office personnel (See Appendix 3). The planned program will fill the need for both non-credentialed technicians and Veterinary Assistants.

The committee also surveyed the current available and needed resources for the program. A successful grant led to the purchase of needed lab equipment, anatomical models, and supplies. Lab and classroom space were identified and a curriculum was written. The committee also collaborated with San Juan College, a public community college in New Mexico, to ensure that all courses offered here would be transferrable to their accredited Vet Tech program. Graduates of the WCC program will be able to complete most of their Vet Tech degree online through San Juan College.

The proposed certificate will be limited to 25 students a year moving through the program as a cohort. A cohort this small will have a negligible effect on WCC's budget, advising, counseling, and facilities.

The primary beneficiaries of the program will be the veterinary community, who should be able finally to hire a stable, trained workforce, and the graduates themselves who will be able to find good jobs paying a living wage. WCC will benefit as well, because we will be able to respond to a documented community need, which is, after all, the role of a community college.

WCC used the planning process developed by the College and the System, as described above. Preparation for the change has involved our Public Information Office, which developed student recruitment literature and sent out press releases on the new program.

Analysis of Resources

Development of the program has been funded through Carl Perkins grants. These funds (\$98,000 in total) were used to purchase necessary equipment and supplies, design curriculum for core classes and select internship locations. No additional start-up funds have been required to implement the program.

Recurring costs for the program include a Vet Technician lecturer (7 credits/0.23 FTE) to teach internship (ANSC 190) and Clinical Lab Techniques (ANSC 151 and 151L) courses. Existing faculty will teach the remaining four core classes (8 credits/0.30 FTE). These classes include: ANSC 142 and lab (Anatomy and Physiology of Domestic Animals), BUSN 191 (Veterinary Office and Computer Skills), and Math 101 (Math for Veterinary Assisting). All general education classes (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 (eg, canine cadavers and clinical lab supplies). WCC will recoup these funds by requiring students to purchase lab supplies through the bookstore (\$100/student/semester). Students participating in the veterinary assisting internship class (ANSC 190) will also need to purchase a professional liability policy through their internship location.

Professional staff needed to service the program include academic advisors, clerical staff in the instruction office, lecturers (see above), and one full-time faculty member who will serve as program coordinator. The program coordinator (who also coordinated the development of the program) is Dr. Ross Langston. Dr. Langston earned his B.S. degree in biology from the College of Charleston, and his Ph.D. from the University of Hawaii-Manoa, and has taught courses in Zoology and Biology at WCC for 6 years. Staff in the Instruction Office are appropriately prepared to handle the routine details of the program; indeed, the program itself will be somewhat less complicated than the details leading up to its establishment. Lecturers with the appropriate academic background and work experience have been identified in the local community. The Student Services office has an adequate number of academic advisers to handle the approximately 25 additional students annually associated with this program (See Appendices 1 and 2).

At least 21 appropriate internship sites have been identified within easy driving distance from the campus, so students and the internship director will be able to access the sites.

According to the College's projections, assuming classes fill completely the program will operate at a slight deficit for year one (minus \$400) and realize \$1774 in revenue in year two and thereafter. The year one deficit will be covered by reserves in the instructional office budget (See Appendix 5).

Program efficiency will be measured through the following outcomes:

- Number of students registering for certificate will be more than 20/year.
- Course fill rate will be above 80% for all lecture and lab sections.
- Number of core classes taught per year will be 7.
- Percent of students placed in internships will be 100%.
- Number of students meeting certificate requirements within 18 months will be more than 18.

Program Effectiveness will be measured through the following outcomes:

- Placement of certificate-holders into industry related positions—more than 80% within 12 months of certificate completion.
- Increase in mean wage for those already working in the field—20% above mean wage within 12 months of program completion.
- Performance and retention of certificate-holders in industry-related fields
- Satisfaction rating of certificate-holders, internship locations and employers with the quality of the program—over 80% satisfied with training.

Program outcomes will be further measured by:

- Student evaluations
- Course completion rates
- Follow-up surveys of students and employers with measurable outcomes established after baselines have been set.

Approvals

In Hawai'i, new programs must be approved internally through whatever system has been adopted by the campus. The final process started on 12/8/08 and was completed 2/12/09 (See Appendix 4). An Application to Plan (ATP) must be filed with the System's Council of Chief Academic Officers, with feedback given after a formal review. A draft ATP was reviewed by Vice Chancellors in summer of 2007, with formal review taking place in fall, 2008. The proposal was then sent to the Board of Regents in March, 2009 and formally approved in the 4/16/09 meeting for commencement in fall, 2009 (<http://www.hawaii.edu/offices/bor/regular/minute/20090416.regular.pdf>).

No legal requirements attach to this program, but we have had to write agreements with each veterinary facility before assigning interns. We have a standard agreement that each facility has signed off on (available from instructor).

Fulfillment of Eligibility Requirements

Windward Community College's accreditation was reaffirmed in 2008. The following describes the relationship of the CA to each of the Eligibility Requirements.

1. Authority

Windward Community College is fully accredited by ACCJC. It is one of seven community colleges in the University of Hawai'i System, and is authorized to offer degrees and certificates appropriate to its status as a community college upon approval by the Hawai'i Board of Regents. The proposed CA has been duly authorized by the Board of Regents (see above) and, as a Certificate of Achievement requires only college-level, lower division courses, which is appropriate to a community college.

2. Mission

"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 CA program is directly related to the "career development" portion of the College's mission statement. It joins a number of other certificates of completion and competence, and academic subject certificates focused on career development.

3. Governing Board

As described in the College's Self-Study, the Board of Regents of the University of Hawai'i System, operating through the system's President, Vice President for Community Colleges, and other senior administrators, is responsible for the quality, integrity, and financial stability of WCC. The Chancellor, reporting to the Vice President for Community Colleges, is responsible for ensuring that the College is financially stable. The Chancellor also ensures that the College meets all of the requirements for accreditation.

The Board, appointed by the Governor and approved by the legislature, is independent of state politics and fully engaged in the operation of the University system. Its monthly meetings ensure that the public have an opportunity to speak to the Board about matters pertaining to the system. The meetings also allow the public to see the workings of the Board and oversee the Board's decision-making processes.

4. Chief Executive Officer

The College's chief executive officer is Chancellor Douglas Dykstra, who was appointed by the Board of Regents in July, 2009 after serving nine years as Chief Academic Officer of Hawai'i Community College on the Big Island. Chancellor Dykstra is employed full time by the University System, and has no other employment. He does not sit on the Board of Regents.

5. Administrative Capacity

The Academic Affairs division of the College is composed of a Vice Chancellor, two Deans, and two clerical staff. The administrative capacity is sufficient to take on the addition of a CA program administered in part by a tenured faculty member and the Science Department Chair and enrolling 25 students annually. Other administrators (Vice Chancellors for Student Services and Administrative Services, a Director of Career and Technical Education, and finance, building and grounds, technology, and library administrators) have not changed since accreditation was renewed.

6. Operational Status

The College has been in existence since 1972, and on May 15, 2010, held its 37th graduation. Through that time it has offered a number of certificate programs; the one constant has been the AA degree. Historically, the College's primary mission has been to offer AA transfer courses and degrees to students on the Windward side of Oahu.

7. Degrees

Virtually all of the College's credit classes are aimed at helping students earn a degree or certificate. The goal of the remedial/developmental classes is to prepare students for success in college courses leading to the AA degree or one of the various certificates. In the Fall 2008, about 80 percent of Windward's students had selected the AA or one of the certificates as an intended major.

8. Educational Programs

Windward Community College offers one associates degree, the AA. The program has been offered by the College since its founding in 1972. Students who complete the AA regularly transfer to baccalaureate programs, and consistently perform at a higher academic level than their four-year counterparts

(<http://www.hawaii.edu/iro/maps.php?category=Enrollment>). Other graduates and students who earn certificates find employment in a chosen field. Student learning outcomes for the AA degree and each of the certificates offered by WCC are listed in the college catalog (http://windward.hawaii.edu/Catalogs_Schedules/WCC_Catalog_2009-2011.pdf). In addition, all classes include defined student learning outcomes, and those, too, are listed in the college catalog.

9. Academic Credit

Academic Credit is awarded based on Carnegie units; WCC credit is generally transferrable to any accredited post-secondary institution in the United States. Credit transfer policies are listed in the college catalog. In addition, the UH System has established a direct transfer agreement within the System which allows credit classes at one institution unrestricted transfer to other institutions in the system.

10. Student Learning and Achievement

Each program's student learning outcomes are published in the College Catalog (http://windward.hawaii.edu/Catalogs_Schedules/WCC_Catalog_2009-2011.pdf). The CA program's SLOs are stated on p. 36 of the current catalog:

“Upon successful completion of this certificate, students will be able to:

- Effectively communicate with clients and veterinary staff
- Schedule appointments and generate invoices
- Demonstrate proper patient restraint and safety procedures
- Conduct routine physical exams and obtain patient histories
- Assist with surgical procedures and dental cleanings
- Calculate dosages and administer medications
- Collect blood samples and perform diagnostic laboratory tests.”
-

Course SLOs are congruent with the program SLOs.

11. General Education

The College's General Education Program includes the same degree of depth and breadth of subject matter and general competence in selected areas (Written Communication, Symbolic Reasoning, Global and Multicultural Perspectives, Oral Communications etc.) required at all units of the University of Hawai'i System. Of the 29-30 credits required for the CA in Veterinary Assisting, 10 are in Communications, Computation, and Human Relations General Education areas: ENG 100 (Expository Writing), SP 151 (Personal and Public Speech), MATH 101 (Mathematics for Veterinary Assisting), and PSY 100 (Survey of Psychology). Comprehensive SLOs for General Education are included in the College Catalog (pp. 31-34).

12. Academic Freedom

Article IX of the University of Hawai'i Professional Assembly (UHPA) Faculty Contract guarantees faculty academic freedom. Of course, that article guarantees academic freedom to faculty working in the proposed CA Veterinary Assisting program.

13. Faculty

WCC employs 44 tenured or tenure-track faculty members in the Academic Affairs Division, and an additional 30-40 lecturers depending on enrollments. This core faculty teaches a maximum of 27 credit hours per year, plus staffs a variety of committees that ensure shared governance. The proposed CA program will employ a tenured biology faculty member and two lecturers a semester. The tenured faculty member will be responsible for guiding the program, recruiting students, maintaining and developing curriculum, and working with the professional community. He will also be responsible for maintaining SLOs and assessing those SLOs regularly.

14. Student Services

As our recent Self-Study shows, WCC's Student Services Division is staffed appropriately for WCC's mission. It includes counselors, academic advisors, placement advisors, admission and records personnel, TRIO tutors, financial aid advisors, and Title III staff. Other learning services are offered through academic departments, and include a Math Center, writing tutors, and a Speech Lab. Veterinary Assisting students will be able to access all services.

15. Admissions

WCC is an open admission institution. It accepts part-time and full-time students who desire to attend college and can benefit from the education program offered. It is open to any US high school graduate or equivalent, or persons 18 years of age or older. Admissions information is included on pp. 7-8 of the Catalog. Admission to the Veterinary Assisting program is open to all students meeting the course prerequisites as listed in the Catalog's course descriptions. Students will be enrolled in the program's classes as a cohort on a first-come, first-served basis.

16. Information and Learning Resources

The library in Hale La'akea serves as a source of learning resources and a place to study and use print and non-print resources. The library houses a collection of books, periodicals and audiovisual materials of over 40,000 items, and maintains a collection of online journal bases and e-books which are accessible from off campus. Computers with internet access and standard software applications are provided for students to do research, access journal databases and e-books, and prepare papers and presentations. Resources of other libraries in the University of Hawai'i system are available to students and faculty through intersystem loans.

17. Financial Resources

The College's 2009-2010 Operational Expenditure Plan showed total resources of \$12,708,686, with planned expenditures of \$12,748,686. The college receives \$9,936,878 in general appropriations, with a further \$2,568,988 in tuition and fee revenue

and scholarships, and the rest in miscellaneous revenues. The College has been able to operate within its budget every year, and maintain a reserve. Money has been available through the College and through special System allocations to improve institutional effectiveness through participation in the national Achieving the Dream (AtD) initiative.

18. Financial Accountability

As a state institution and a unit of the University of Hawai'i (UH) System, the College is audited annually.

19. Institutional Planning and Evaluation

The College's Institutional Effectiveness Committee and Planning and Budget Council lead the efforts in planning, evaluation, and assessment of student learning. In addition, the UH System Office requires regular program assessments of all college functions, including in Academic Affairs, degree and certificate programs. All assessments are benchmarked with common system measurements and, as a result of the measurements, rated healthy, on warning, or unhealthy. The program assessments include plans for continually improving the programs.

Program Reviews are presented to the Board of Regents annually and made available to the public.

20. Public Information

The printed College Catalog contains all the required information. As demand for the printed catalog decreases and the online catalog (http://windward.hawaii.edu/Catalogs_Schedules/WCC_Catalog_2009-2011.pdf) becomes the College's standard, we have moved to the production of a two-year Catalog to replace our past annual publication. Essential annual updates are being made online, e.g. changes in graduation requirements, changes in student conduct code, new courses with changes tipped into print publication via an errata sheet.

21. Relations with the Accrediting Commission

The College has kept in close contact through the years as it worked to improve outcomes assessment and governance issues. It is just beginning the Self-Study process for its accreditation visit in Fall 2012. This is the first time it has had to prepare a substantive change form for the creation of a new degree or certificate program.

The College has complied fully with all commission requests, directives, decisions and policies, and will continue to make complete, accurate, and honest disclosure.

Fulfillment of Accreditation Standards

As summarized below, the Veterinary Assisting CA fits within WCC's mission. All accreditation standards that are used to analyze the current offerings of the College will be used to analyze the CA. As noted above, learning outcomes for the program have

been established, as have measures of effectiveness. Each of the new classes adopted for the program have included course SLOs as required by WCC policy.

Standard 1: Institutional Mission and Effectiveness

A. Mission

The College's mission, vision, and values statements answer directly to the four requirements under standard 1A. As stated in the Catalog, pp. 2-3, the Mission, Core Values, and Vision are:

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.

Windward Community College is further committed to the mission of the Community Colleges of the University of Hawai'i:

- To broaden access to post-secondary education in Hawai'i by providing open-door opportunities for students to enter quality educational programs within their own communities.
- To specialize in the effective reaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional , and selected baccalaureate courses and programs.
- To provide the trained workforce needed by the State, by offering occupational, technical, and professional courses and programs which both prepare students for immediate employment and career advancement.
- To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.
- To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.

The core values of WCC include

- Learning and teaching
- Academic excellence
- Critical thinking
- Creativity and innovation
- Collegial and family or 'ohana spirit
- Diversity
- Intellectual freedom
- Service
- Cooperation and collaboration
- Scholarly communication and research
- Global perspective

- Commitment to the use of technology

The Vision of WCC: Students and community members will be enriched and able to live full, productive lives in a quickly changing, technologically oriented society through the quality education, effective training, dedicated support services, and imaginative artistic productions provided by Windward Community College and its partners in the community.

The CA in Veterinary Assisting fits neatly into the College mission, as described above, and the following points of the System:

- “Broadening access...providing...opportunities...to enter quality educational programs”
- “Provide the trained workforce needed by the State”

It fits the following Core values:

- Learning and Teaching (See the learning outcomes for courses and program)
- Academic Excellence (SLO assessment and Advisory Committees will provide continuing improvement)
- Critical thinking (All courses require students to think critically in arriving at SLOs)
- Service (The program was designed in part by community members, and has been envisioned from the start as a program that serves an important part of our community)
- Cooperation and collaboration (Students will learn to collaborate in a clinically environment)
- Commitment to the use of technology (In clinical situations, labs, and classrooms, students will be expected to understand the use of cutting edge computer software and scientific and medical instrumentation).

And it fits the Vision of the college by offering “effective training” to students who desire a career in the field of Veterinary Medicine.

As the 2008 response to the Commission’s recommendations shows, this institution is committed to regular review of the mission statement and uses the mission for institutional planning and decision-making, including the decision to offer this program.

B. Improving Institutional Effectiveness

The college’s recent Self Study and responses to Commission’s recommendations indicate that it is in compliance with all aspects of Standard 1B. Annual Program Reviews list unit goals and objectives, and assess ongoing progress in achieving such goals. The Planning and Budget Council allocates resources based on the Program Reviews. Faculty and staff are well aware that all planning and resource allocation must be done through the program review process, and the reviews offer ample evidence that the process is broad based and offers ample opportunity for any member of the College ‘ohana to offer suggestions. Program reviews also offer ample evidence that the process

leads to improvement of institutional effectiveness. Program Reviews are forwarded to the System Office, which communicates them to the Board of Regents and other constituencies. The Institutional Effectiveness Committee constantly reviews the process and monitors modifications within the various departments and programs.

The CA program will be a natural part of that process, embedded in the Natural Sciences Department, but also reviewed independently as it constitutes a separate degree program within that academic department.

Standard 2: Student Learning Programs and Services

A. Instructional Programs

1. As noted above, the CA in Veterinary Assisting meets the same standards of student learning and instruction as all of the College's other instructional programs. Each course has SLOs attached that will be regularly assessed, as does the program itself.

2. The College carried out appropriate research to identify the need for the program and the student learning needs to satisfy the veterinary community's demands. Currently students in the program may take some non-program coursework through distance education, but the program course is all taught through traditional face to face classroom, laboratory, and internship modes.

3. The courses that make up the program were developed (or selected by) the lead faculty member, Professor Ross Langston, aided by an advisory committee of veterinarians and veterinary assistants. Like the program itself, all new courses were approved through the college's course approval process; SLOs are listed in the catalog and syllabi. The review both on campus and at the system level guarantees that the program includes the appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning. Students who have completed any required developmental courses should be able to complete this program in one academic year.

Certificates will be awarded to students who have achieved the program's stated learning outcomes.

The General Education requirements for the vocational certificate include Communication (Composition, Speech), Computation (Math for Veterinary Assistants), and Human Relations (Psychology) as described above and in Appendix 1).

4. Not applicable; the program is a CA, not an associates' degree.

5. Students completing this program will meet the learning outcomes, which were established by the American Veterinary Medicine Association and local veterinarians as competencies that will assure success on the job.

6. WCC requires that instructors prepare a syllabus for all courses, and that the syllabus include the learning outcomes for that course. In the event that a student transfers a

course in from another institution, the lead faculty member will review the course syllabus to insure that the learning outcomes match those of the WCC course.

7. The WCC code of student conduct is printed in the College Catalog and included in the Online Catalog as well. Faculty orientations include discussions of the academic freedom guarantees in the faculty contract.

8. WCC will not be exporting this program to any international locations.

B. Student Learning Programs and Services

WCC is an open admission institution. Student support services, through testing and advising, ensure that students are placed in classes where they can be successful.

1. The various activities of Student Support Services are annually reviewed through the Program Review process to ensure effective support of learning and enhancement of the achievement of the college's mission.

2. The College's print Catalog is available to students who request it; the Online Catalog is, of course, available to everyone. Commission-required information on the Veterinary Assisting program and all other College policies is available in the Catalog.

3. As part of its Achieving the Dream (AtD) effort, the college is engaged in a series of research projects designed to improve student placement, retention, and graduation rates. Counseling and academic advising for the CA program, as for all programs, is located in the Student Services Division.

4. Evaluation of Student Services is benchmarked to AtD standards which are nationally normed to provide evidence of achievement of selected learning outcomes.

C. Library and Learning Support Services

The Library has purchased books, periodicals, and other items requested by the Veterinary Assisting lead faculty member to provide appropriate support for the program.

1. The Lead faculty member is satisfied that the Library is providing appropriate support; the other support services (TRIO, math lab, etc.) will provide help on demand.

2. Annual Program Reviews of the library and other student support services indicate that they are providing measurable results helping students to achieve their learning goals.

Standard 3: Resources

A. Human Resources

Regular reviews of the College, including the last accreditation Self-Study and Follow-Up Reports, have not questioned the College's provision of adequate human resources in faculty, staff, or administration.

1. The System HR office ensures that all faculty, staff, and administrative hires meet consistent minimum qualifications. New Minimum Qualifications (MQs) were written for both the faculty who teach the lecture portions of the new program, and for the lecturers assigned to labs and internships. The MQs were reviewed not only by the campus HR office, but by the System Chief Academic Officers and the System HR Office before being approved by the Council of Chancellors. All faculty are reviewed annually according to the plan laid out by the System and UHPA. This assessment does include a student outcomes piece. A Code of Professional Ethics is upheld, and all faculty are required to report through an annual professional ethics form.
2. The faculty associated with this program includes one full time (FT) faculty member and two lecturers (PT). The College and the System are satisfied that this number and FT/PT mix is more than adequate.
3. All HR policies and procedures are available from the HR Office on campus or from the System on request and online. All appropriate ethical and legal requirements have been complied with.
4. Diversity among faculty, staff, and administrators is assured through a highly qualified diverse labor market. The HR Office reviews all hiring committees, interview questions, and pools of candidates to ensure diversity. The University of Hawai'i System is an equal opportunity institution.
5. The College provides a number of professional development opportunities to faculty and staff through faculty and staff professional development committees and regular funding for them.
6. HR planning, including creation of new positions, is a function of the Planning and Budget Council which ensures that such planning goes through appropriate reviews, and is attached to goals and outcomes. In the case of the Vet Assisting Program, the additional lecturers were part of the program approval considerations, and approval of the program meant approval of the two lecturer positions.

B. Physical Resources

1. The College's physical resources have improved significantly since the last Self-Study. Labs and entire buildings have been renovated, and ground is being broken now for a new Library.
2. The lecture room and the lab used by the Vet Assisting students are modern, safe, healthy facilities that are also used by other biological science classes. The science department has adequate storage space for lab supplies and instrumentation for this 25 student program.

C. Technology Resources

Key technology has already been purchased through Perkins funds (see Appendix 5). Computers and associated technology are handled through the College IT Office or the Technical Support Program. All technology is included in the annual planning process that is spearheaded by the Planning and Budget Committee (PBC).

D. Financial Resources

1. Despite cuts associated with the recent recession, the College has sufficient financial resources to support all programs currently being operated. The University of Hawai'i Community College System has been able to spread resources to all of the constituent campuses, and with the scheduled tuition increases colleges have been able to operate with few serious cutbacks. No cutbacks have occurred at WCC. As is required by the System, all of our budgeting relies on our mission and goals, as well as on our Strategic Plan Outcomes and planning and assessment. All financial information, reports, audits, etc., are sent through the System and are assessed regularly; WCC has never had concerns about audit issues.
2. Resources for the Vet Assisting Program are adequate to support it for the foreseeable future. Were the program to shut down, the tenured faculty member will return to teaching in Biology.

Standard 4: Leadership and Governance

Decision-Making Roles and Responsibilities

Leadership of this College has been focused on making the decision-making processes more participative and transparent. Institutional goals are now set through the Planning and Budget Committee, and effectiveness activities overseen by the Institutional Effectiveness Committee. The Faculty Senate reviews issues concerned with student learning programs and services. The development of the Vet Assisting Program followed open processes with faculty, staff, and administration all participating in program reviews. The ultimate decision to offer the program was made only after all sectors of the campus and the System had a chance to review and comment.

Board and Administrative Organization

The organization of the Board of Regents and its relationship to the administration of this campus is only germane in the present substantive change process in that the Board reviewed and acted on the proposed program after it was reviewed by appropriate campus and System groups. The Board of Regents ultimately has the responsibility for operating the University of Hawai'i System, and it delegates to the System President the responsibility for administering the campuses. Each of the ten campuses in the System has a Chancellor, who reports to one of the Vice Presidents at the System level and also to the President of the System. This Board/President/Chancellor relationship has been reviewed many times by the Commission and found to be in compliance with Commission standards.

Other

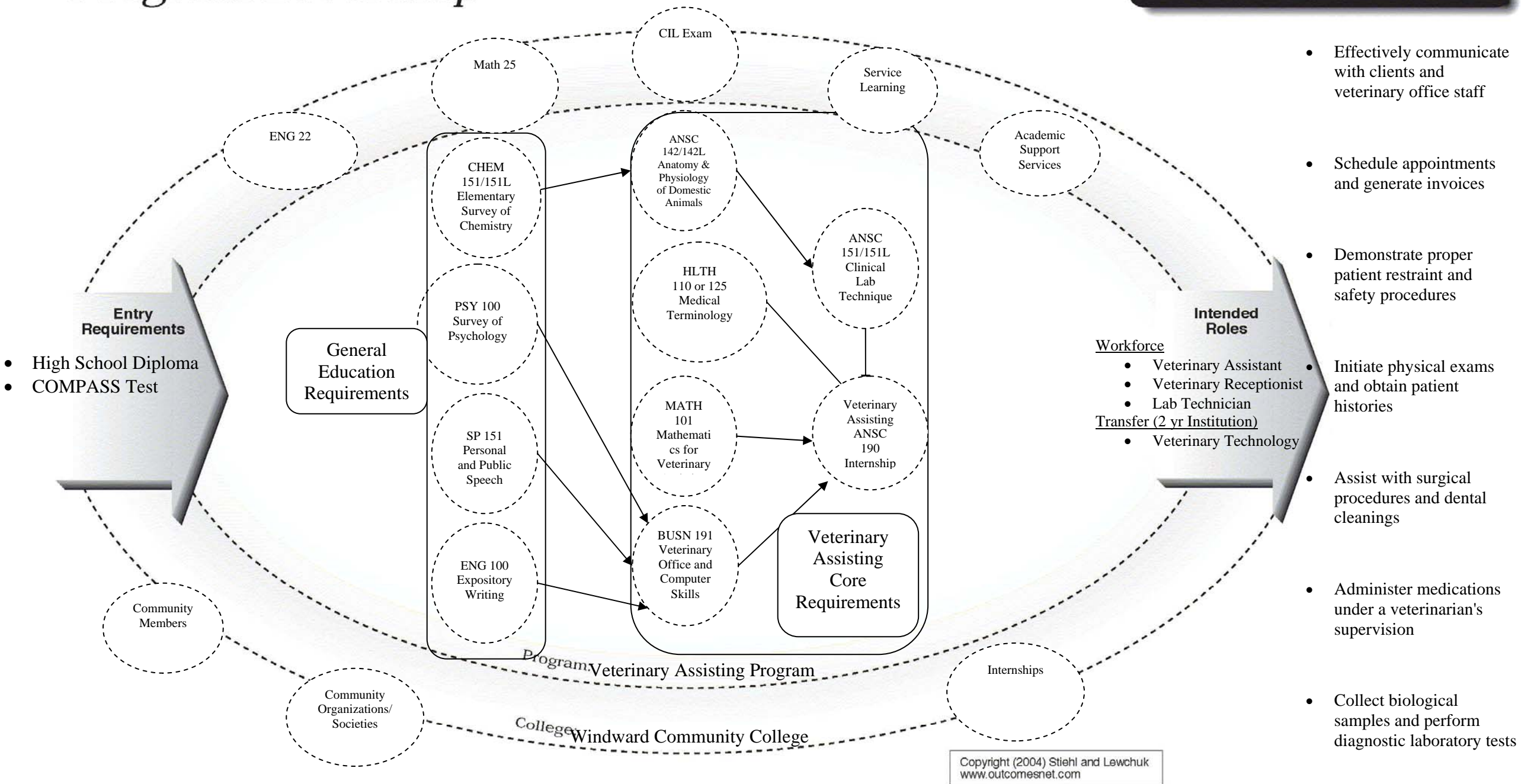
Attached is a budget page showing a projection of revenues and expenses for the Veterinary Assisting program, and an organizational chart showing the program's place in the academic structure of the college.

The College is prepared to respond to any requests from Commission staff for further information about the nature of the substantive change or the CA in Veterinary Assisting.

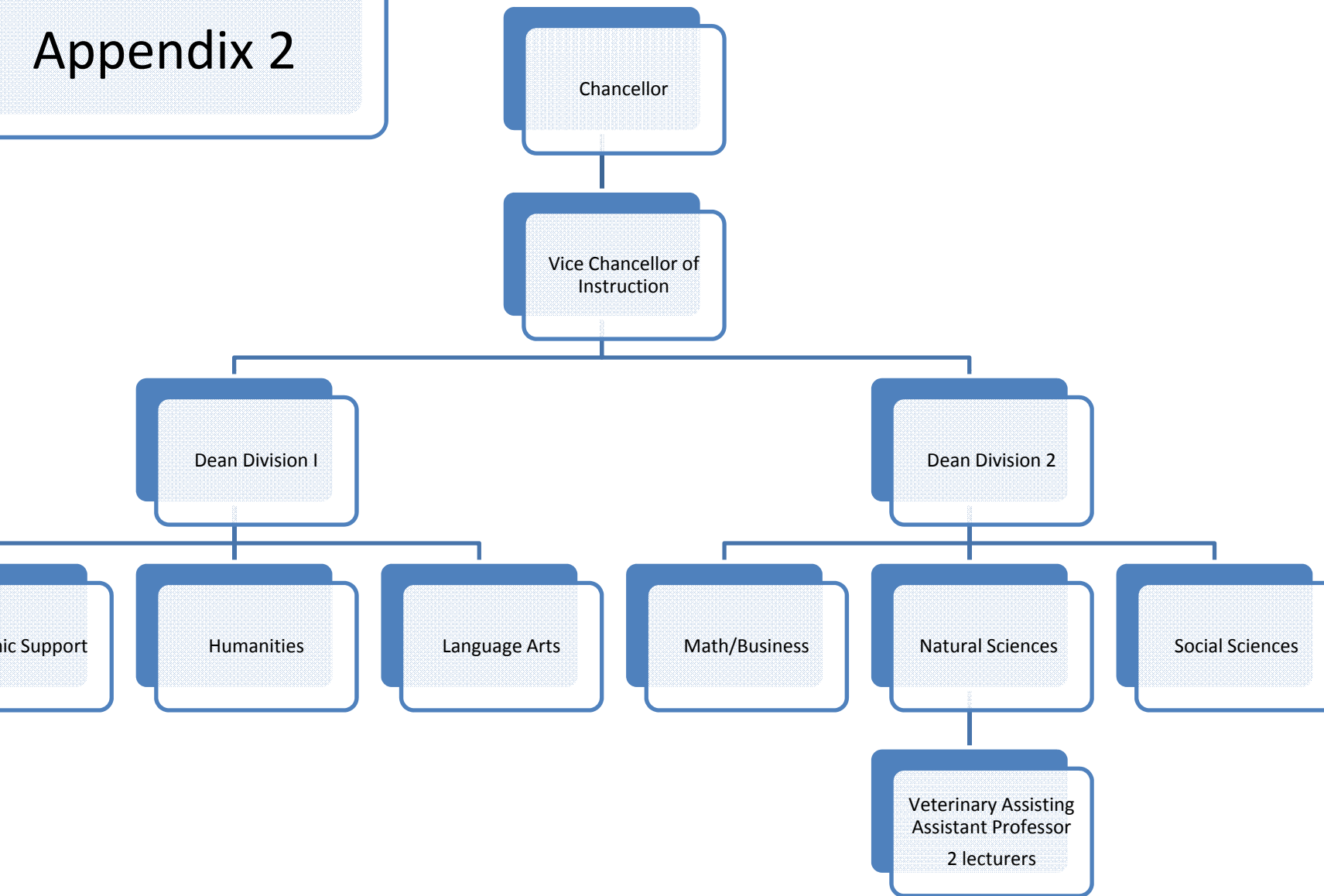
Program Level Map

Appendix 1

INTENDED LEARNING OUTCOMES



Appendix 2



Appendix 3

Table 1. 2008 Employment Information for 21 Oahu Veterinary Clinics. Data is based on surveys mailed to 50 Oahu clinics in January 2009.

Clinic	2008 New Hires				
	Credentialed Technicians	Non-Credentialed Technicians	Veterinary Assistants	Kennel Help	Front Office
All Pets Animal Clinic	0	0	0	0	1
Aloha Animal Hospital	1	3	2	0	2
Animal Clinic Waipahu	0	3	5	0	8
Animal House Veterinary Center	0	2	2	1	4
Animal Quarantine	0	0	0	0	0
Feather and Fur	3	1	6	4	12
Gentry-Waipahu Pet Clinic	1	0	1	0	1
Haiku Veterinary Clinic	1	1	3	1	0
Hawaii Kai Veterinary Clinic	0	3	3	2	0
Honolulu Pet Clinic	0	2	1	2	0
King Street Pet Clinic	0	2	2	0	1
King Street Pet Hospital	0	2	2	0	3
Makai Animal Clinic	2	17	0	0	0
MCBH Veterinary Treatment Facility	1	0	0	0	0
Mililani Mauka Veterinary Clinic	0	0	2	0	0
Oahu Equine Clinic	0	0	2	0	0
PetsWell Pet Hospital	0	0	0	0	0
The Pet Doctor	0	3	0	0	0
VCA Family	0	7	7	0	8
VCA University	0	4	0	0	0
Waipahu-Leeward Vet Clinic	1	10	0	0	0
Total	10	60	38	10	40
Clinic Average	0.5	2.9	1.8	0.5	1.9

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>Wesley</u> | <u>12-8-08</u> |
| | <u>Daniel Brinkworth</u> | <u>12-8-08</u> |
| | <u>Holmes</u> | <u>12/8/08</u> |
| 2. | Department | |
| | <u>John White</u> | <u>12/9/08</u> |
| | Department Chairperson | |
| 3. | Division | |
| | <u>Margaret Coker</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. Freed</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>Daniel Brinkworth</u> | <u>2/6/09</u> |
| | Faculty Senate Chairperson | |

6. Vice Chancellor for Instruction

☒ Approved

☐ Disapproved

Reason: _____

Richard A. Aubrey
Vice Chancellor for Instruction

2/12/9
Date

7. Chancellor

☒ Approved

☐ Disapproved

Reason: _____

Anne M. Meivell (RMS)
Chancellor

2/12/9
Date

6. Approval to Amend BOR Policy, Chapter 9-2, Intercollegiate Sports, to Recognize the Women's Basketball Program and to Establish an Appropriate Salary Range for the Women's Basketball Head Coach Position at UH Hilo

UH Hilo requested that the Board recognizes the women's basketball program and establish an appropriate salary range for the head coach. The hiring of a full-time coach will help the UH Hilo Office of Intercollegiate Athletics achieve the appropriate ratio of mandated expenditures, participation numbers, and number of FTE coaches required by Title IX.

A salary range of \$56,336 to \$79,486 was requested.

In response to a question from Regent Karr, Vice Chancellor Luoluo Hong responded that the campus was targeting Fall 2009 as the starting date of the women's basketball program. The campus currently has a temporary, casual hire in that position.

Regent Tajiri asked why the women's coach's salary is higher than the men's coach. He requested a comprehensive review of the coaches' salaries. Vice Chancellor Hong replied that the salary proposed for the women's coach is based on the most recent data from 2008-2009, whereas the salary ranges for the existing coaches were established in 2003. UH Hilo intends to adjust the current existing salary ranges for all existing coaches, review these salaries biannually, and request Board approval of new salary ranges in fall 2009.

Regent Martinson asked whether the salary range is comparable within UH Hilo's conference. Vice Chancellor Hong responded that their conference is very small and includes private schools so the Office of Human Resources looked at other comparable institutions to provide a larger comparison pool.

As moved and seconded and discussed, the foregoing 6 items were unanimously approved.

7. Approval of a Provisional Certificate of Achievement in Veterinary Assisting at Windward Community College

Windward Community College Chancellor Angela Meixell requested approval of a provisional Certificate of Achievement in Veterinary Assisting. Veterinarians in the community approached Windward Community College to offer such a program because there are no veterinary assisting programs in the state. The College views this provisional certificate as the first step towards a future accredited veterinary technology program. Several community veterinarians are providing clinical and laboratory sites for the program.

Upon motion by Regent Carlson and second by Regent de la Peña, the provisional Certificate of Achievement in Veterinary Assisting was unanimously approved.

Appendix 5

Projected Vet Assisting CA Budget FY 2010 - 2012

Program Costs	FY10	FY11	FY12
Faculty w/o fringe (including .25 FTE Vet Tech)	19,514	19,514	19,514
Other personnel costs	0	0	0
Library*	500	500	500
Equipment/supplies**	1,000	1,000	1,000
Total Expenses	21,014	21,014	21,014

*Does not include \$7,500 spent in FY08-09 in startup expenditures

**Does not include \$23,700 spent in FY08-09 in startup expenditures

Revenues			
Projected enrollment	24	25	26
No. of courses	10	10	10
No. of credits	24	24	24
Student Semester hours	576	600	624
Tuition Rate/credit	\$81	\$90	\$90 (est)
Total Revenue from tuition	\$46,656	\$54,000	\$56,160
Net Revenue*	\$25,642	\$32,986	\$35,146

*Does not include institutional overhead