Veterinary Assisting

Occupational Endorsement Certificate (OEC)

Assessment Plan

**Version 1.3**

**Adopted by**

**The Mat-Su College (MSC) Faculty: 3/7/18**

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# Introduction

This document defines the program student learning outcomes (PSLOs) for the Veterinary Assisting Occupational Endorsement Certificate and outlines a plan for assessing the achievement of the stated PSLOs.

Mat-Su College offered temporary courses in the veterinary sciences area between 2006 and 2008. While these classes enjoyed popularity, the students desired a credential or certification in this field of study. A survey was designed and 40 state-wide veterinarians/vet technicians responded. Their feedback provided valuable information regarding market needs and position requirements necessary to be successfully employed in the field. The professionals identified challenges that included hiring qualified personnel who understood the nature of the profession, as well as those having the necessary abilities and technical skills. An entry-level program was desired by the local community, which would not only fill a need in the borough, but state-wide. Currently, there is no comparable program in the State of Alaska.

Mat-Su College Office of Academic Affairs created a steering committee consisting of local veterinarians (DVMs), vet tech, academic advisors, and faculty in fall 2008. We partnered with the Mat-Su borough School District School to Work Program for K-12 linkages. Curriculum was developed by subject matter experts and reviewed by the steering committee for consistency and program cohesiveness.

Designed as an Occupational Endorsement Certificate (OEC), the curriculum is appropriate for future expansion into an accredited AMVA (American Veterinary Medical Association) Veterinary Technician program. The requirements for the OEC parallel those of a future AAS degree in Veterinary Technology. This OEC is designed to be completed in one year and provides the specialized skills and knowledge needed for employment in an entry-level position at a veterinary practice. Veterinary assistants do not need to take a credentialing exam, nor are they required to fulfill continuing education hours.

A Veterinary Assistant plays a vital role within the veterinary profession. In the Veterinary Assisting Occupational Endorsement Certificate Program, students learn how to assist and support the veterinarian and the veterinary technician in their daily tasks. Students will learn the fundamentals required for the care, treatment and management of both the animals as patients and the human as clients. They learn the fundamentals of good customer service, communication skills and the essentials of clerical responsibilities. They further learn the fundamental skills of proper handling, nutrition and nursing care for both large and small animals. Students are introduced to clinical patient management and laboratory procedures.

Upon Completion of this program student will demonstrate:

* Knowledge of veterinary practice administration
* Basic ability to handle and restrain large and small animals
* Understanding of basic medical terminology
* Entry-level skills for laboratory procedures
* Effective customer service and communication skills
* Introductory understanding of animal anatomy and physiology

# Program Student Learning Outcomes

## Table 1: Association of Assessment Tools to Program Student Learning Outcomes

| **Student Learning Outcomes** | VETT A101 quizzes | VETT A103 midterm and final | VETT A122VETT A123group work | VETT A201 lab reports | VETT A295 Skill Evaluation |
| --- | --- | --- | --- | --- | --- |
| Demonstrate knowledge of veterinary practice administration | 1 | 1 | 0 | 0 | 1 |
| Demonstrate basic ability to handle and restrain large and small animals | 0 | 0 | 1 | 0 | 1 |
| Demonstrate understanding of basic medical terminology | 1 | 0 | 0 | 0 | 1 |
| Demonstrate entry-level skills for laboratory procedures | 0 | 1 | 1 | 1 | 1 |
| Demonstrate effective customer service and communication skills | 0 | 1 | 0 | 0 | 1 |
| Demonstrate introductory understanding of animal anatomy and physiology | 0 | 0 | 1 | 1 | 0 |

0 = Tool is not used to measure the associated objective.

1= Tool is used to measure the associated objective.

# Assessment Tools

A description of the tools used in the assessment of the PSLOs and their implementation are summarized in Table 2 below. The tools and their relationships to the program student learning outcomes are listed in Table 1, above.

## Table 2: Program Student Learning Outcomes Assessment Tools and Administration

| Tool | Description | Frequency/ Start Date | Collection Method | Administered by |
| --- | --- | --- | --- | --- |
| VETT A101 quizzes | Quizzes will test student knowledge of fundamentals of vet practice administration and customer service | Semester | Faculty | Faculty |
| VETT A103 midterm and final | Midterm and final exams are averaged | Semester | Faculty | Faculty |
| VETT A122 VETT A123 group work | Group work from handling and behavior classes are averaged | Two semesters | Faculty | Faculty |
| VETT A201 lab reports | Project based on anatomy and physiology skills | Semester | Faculty | Faculty |
| VETT A295 Skill Evaluation | Student skills are evaluated during internship practicum | Semester | Practicum supervisor | Faculty |

# Assessment Implementation & Analysis for Program Improvement

**General Implementation Strategy**

This program will begin in AY10 and data will be collected at the completion of the Fall 2009 semester.

**Method of Data Analysis and Formulation of Recommendations for Program Improvement**

The faculty of the program are to meet at least once a year to review the data collected using the assessment tools. This meeting will result in recommendations for program changes that are designed to enhance performance relative to the program’s student learning outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes are to be forwarded to the Office of Academic Affairs (in the required format) by the end of May each year. A plan for implementing the recommended changes, including advertising the changes to all the program’s stakeholders, is also to be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems necessary to improve performance relative to the program’s student learning outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints.

**Modification of the Assessment Plan**

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the outcomes, assessment tools, or any other aspect of the plan. The changes are to be approved by the faculty of the program. The modified assessment plan is to be forwarded to the dean/director’s office and the Office of Academic Affairs.