

**2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM**  
**(Due October 15 to the dean)****PROGRAM SECTION (Due to the dean on October 15)****Submission date:** 10/15/2022**Submitted by:** Judith Montalbano DVM, Term Assistant Professor of Veterinary Medicine,  
jemontalbano@alaska.edu**Program(s) covered in this report:** Veterinary Assisting OEC  
If you selected "Other" above, please identify. (100 characters or less)**College:** Community and Technical College**Campuses where the program(s) is delivered:** ☐ Anchorage ☐ KOD ☐ KPC ☒ MSC ☐ PWSC**Specialized accrediting agency (if applicable):** N/A**If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:****INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES**

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four core competencies at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in these two core competencies.

1. **A. *Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.***

- **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. (500 characters or less)**

In VETT 103, students were taught awareness of professional ethics and law that relates to the veterinary world by debating and discussing cases where ethical dilemmas were present. The students also received instruction and homework assignments to deepen their knowledge of what it takes to be a responsible member of a veterinary team including role-playing exercises where the students must act out how to respond to clients in confrontational situations yet remain professional.

- **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. (500 characters or less)**

**B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.***

- **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this core competency? (500 characters or less)**

Multiple classes within the program provide development in effective communication. Taking medical histories is taught in VETT 103. Veterinary medical terminology is taught throughout the program and is coordinated with the courses taught; large animal terminology in VETT 123, 125, and 201, small animal terminology in VETT 122, 124, and anatomy terms in 201. What the student learns is put to practical use extensively while doing the practicum, VETT 295.

- **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. (500 characters or less)**

Interactive sessions of role-playing are done to practice taking patient histories, handling confrontational interactions, and using medical terminology correctly.

**PROGRAM STUDENT LEARNING OUTCOMES**

2. Please list the Program Student Learning Outcomes your program assessed in AY22. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.

*Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.*

Knowledge of veterinary practice office procedures with communication skills emphasized: Met faculty expectations

3. Describe your assessment process in AY22 for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)

Students in the VETT 103 course took an initial assessment of knowledge quiz about the practice of veterinary medicine as pertains to the veterinary assistant on the first day of class and then repeated the same quiz incorporated into a portion of their final exam.

4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)

The quiz score average rose from 45.7% to 82.7% indicating that significant improvement of knowledge was gained by the students.

5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)

To further develop communication skills, we intend to incorporate role-playing with members of the community who come from veterinary clinic work experience with handling stressful or confrontational situations. This will put the students closer to the real-life situation than is possible with someone they are already familiar with doing the role-playing. The student's reactions and responses to the interaction can be graded and feedback will be given on how they handled the situation. This will be implemented in VETT 103 in the Fall 2022 semester and, if effective, will be continued in Spring 2023 as well.

**PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING**

6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.

- ☐ Course curriculum changes
- ☐ Course prerequisite changes
- ☐ Changes in teaching methods
- ☐ Changes in advising
- ☐ Degree requirement changes
- ☐ Degree course sequencing
- ☐ Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- ☐ Changes in program policies/procedures
- ☐ Changes to Program Student Learning Outcomes (PSLOs)
- ☐ College-wide initiatives (e.g., High-Impact Practices)
- ☐ Faculty, staff, student development
- ☒ Other
- ☐ No changes were implemented in AY22.

**If you checked "Other" above, please describe. (100 characters or less)**

The "Arctic Dragons Veterinary Exploration Team" club was formed.

7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)

In its first year (AY 2021-2022) there has been limited effect. The club planned only one event to engage in community animal-related events. This was in part due to community organizations not wishing to allow students access to their facilities due to COVID restrictions. Students did get a chance to attend an AKC dog show and learned about how shows are judged, how exhibitors present the dogs, and got to see a wide variety of breeds in person. In the next year, the club has already grown in numbers though and has plans for several activities including visiting a local pet crematorium and assisting in performing some veterinary care at the local animal shelter, hosting guest speakers, and more.

**8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE.**

**9. Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)**

3 out of the 3 students who took the VETT 295 (Veterinary Assisting Practicum) in AY 2021-2022 have accepted jobs and are currently working as Veterinary Assistants in the community. Another student was inspired by the first semester of the Veterinary Assisting program to switch her life plans from becoming a veterinary assistant to becoming a veterinarian. She now attends UAF to save money living with her parents, take the prerequisite courses, and hopes to apply to the UAF/ Colorado State University 2+2 Veterinary School program. Another student who took the first semester of the Veterinary Assisting OEC has gone on to work in a veterinary diagnostic lab locally.

**DEAN SECTION (Due to the program on January 15)**

**1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (750 characters or less)**

The Veterinary Assisting OEC is entirely delivered at the Mat-Su campus. This program should continue to work with the Campus Director's office to update the equipment and continue their outreach to the community.

**2. What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies? (750 characters or less)**

While the Veterinary Assisting program is going through a number of changes, I really think the roleplaying course assignment with the community is something unique and needs to be kept front and center. I also applaud the program for its outreach and strong connections to the community.

Dean's signature:



Date: 2/3/2023