

## E-Series Forms: Making Assessment More Explicit

### Option E1: Part A. Inventory of Educational Effectiveness Indicators

#### Baking and Pastry Arts

**Degree or Certificate Program: Both**

- 1. Where are the learning outcomes for this level/program published? Please specify and include URLs where appropriate.**

Degree: WMCC Website <https://www.wmcc.edu/program/baking-and-pastry-arts/>

Certificate: <https://www.wmcc.edu/program/food-service-essentials/>

- 2. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**

Students must complete a seven-day practicum at the end of their senior year.

- 3. Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**

Both the baking and pastry arts program coordinator and the department chair interpret the outcomes of the practicum. Students are practically tested in the baking lab with each day focused on specific areas related to baking and pastry arts work. The practicum culminates with the students presenting a buffet. Fellow students, alumni, industry representatives, and school administration have all been allowed and asked to view the final buffet.

- 4. What changes have been made as a result of using the data/evidence?**

We implemented a degree change from an AS to an AAS to increase our students' hands on proficiency.

- 5. Date of most recent program review: CPR date 2022**

## E-Series Forms: Making Assessment More Explicit

### Option E1: Part A. Inventory of Educational Effectiveness Indicators

#### Business Administration and Accounting

##### Degree or Certificate Program:

1. Where are the learning outcomes for this level/program published? Please specify and include URLs where appropriate.

Degree:

<https://www.wmcc.edu/program/accounting/>

Upon successful completion of this program, graduates will be prepared to:

- Understand fundamental accounting theory and practice, properly record ordinary business transactions for a corporation as well as a sole proprietor, and prepare financial statements for these businesses.
- Identify, explain, and apply the impact on financial statements, using generally accepted accounting principles and managerial accounting concepts.
- Prepare accounting functions and applications in both a “manual” and a computerized environment.
- Interpret federal, taxable transactions and use tax software to prepare tax returns for both individuals and small businesses.
- Conduct appropriate ethical analyses of business problems and offer logical solutions.
- Explain and apply basic business law theory and practice to common legal issues in a small business.
- Conduct and present a professional work ethic and demeanor in an accounting workplace environment.

<https://www.wmcc.edu/program/business-administration/>

- Understand and explain fundamental leadership theories and practice in a classroom environment.
- Identify, explain, and apply skills in using software to present information and material in an organized, professional way in front of small audiences.
- Prepare a comprehensive business plan for the purpose of understanding all functions of business from the cash flow statement in accounting to applying social media marketing in management.
- Interpret effective leadership skills that work with individual strengths and weaknesses to develop a style that can be applied successfully in a small or medium size organization.
- Conduct appropriate, ethical analyses to business problems and offer logical solutions.

- Explain and apply basic business law theory and practice to common legal issues in a small business.
- Present a professional work ethic and demeanor in a management workplace environment over an extended period of time.

**2. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**

Individual courses have required assessment methods for course outcomes, which are related to the program outcomes. By virtue of this process, the artifacts that students submit demonstrate competency in the outcomes. Capstone courses such as Business Plan Development and Business Internship address multiple outcomes.

**3. Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**

Instructors are responsible for teaching to the pre-defined outcomes from our Common Course Outcomes. Instructors then interpret and evaluate the evidence. In the case of the internship course, evidence is interpreted by both the department chair and employers.

**4. What changes have been made as a result of using the data/evidence?**

Additional changes have been made as a result of the college's efforts to create CCOs for every course taught at WMCC. In creating course outcomes, the chair has examined previous syllabi taught by various adjuncts, has consulted these adjuncts for their perspective, and has adjusted the outcomes and required assessment methods to comply with the course description and to ensure they relate to the program outcomes. The creation of these CCOs is ongoing and should be completed by summer '23.

**5. Date of most recent program review: CPR date Spring 2021**

**Option E1: Part A. Inventory of Educational Effectiveness Indicators**

**Culinary Arts**

**Degree or Certificate Program: Both**

- 1. Where are the learning outcomes for this level/program published? Please specify and include URLs where appropriate.**

Degree: WMCC Website <https://www.wmcc.edu/program/culinary-arts/>

Certificate: <https://www.wmcc.edu/program/food-service-essentials/>

- 2. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**

Students must complete a seven-day practicum at the end of their senior year.

- 3. Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**

The Culinary Arts program department chair interprets the outcomes of the practicum. Students are practically tested in the baking lab with each day focused on specific areas related to baking and pastry arts work. The practicum culminates with the students presenting a buffet and a 4 person 4-course plated meal. Fellow students, alumni, industry representatives, and school administration have all been allowed and asked to view and eat at the final buffet and plated meal.

- 4. What changes have been made as a result of using the data/evidence?**

We implemented a degree change from an AS to an AAS to increase our students' hands on proficiency.

- 5. Date of most recent program review: CPR date 2022**

## Option E1: Part A. Inventory of Educational Effectiveness Indicators

### Diesel Heavy Equipment

**Certificate Program:** Diesel Heavy Equipment

- 1. Where are the learning outcomes for this level/program published? Please specify and include URLs where appropriate.**

The learning outcomes are published in each course syllabus. Syllabi are loaded into every course shell in Canvas and are available for download. The students receive a hard copy at the beginning of each semester. Students sign a syllabi confirmation document after the syllabi has been reviewed.

- 2. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**

Rubrics are set up in each auto course to evaluate each student's performance more accurately throughout the semester. Notes on a student's performance good or bad are entered when needed. Depending on the course, these rubrics may influence overall grades by as much as 40%.

- 3. Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**

The instructor will assess the student's work performance during hands-on labs. The program curriculum is reviewed annually through the advisory board.

- 4. What changes have been made as a result of using the data/evidence?**

Using the rubric allows a more dynamic assessment of the student's performance. As opposed to a single grade.

- 5. Date of most recent program review:**

December 12, 2022

**E-Series Forms: Making Assessment More Explicit**

**Option E1: Part A. Inventory of Educational Effectiveness Indicators**

## **Diesel Heavy Equipment**

**Degree Program:** Diesel Heavy Equipment

**1. Where are the learning outcomes for this level/program published? Please specify and include URLs where appropriate.**

The learning outcomes are published in each course syllabus. Syllabi are loaded into every course shell in Canvas and are available for download. The students receive a hard copy at the beginning of each semester. Students sign a syllabi confirmation document after the syllabi has been reviewed.

**2. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**

Rubrics are set up in each auto course to evaluate each student's performance more accurately throughout the semester. Notes on a student's performance good or bad are entered when needed. Depending on the course, these rubrics may influence overall grades by as much as 40%.

**3. Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**

The instructor will assess the student's work performance during hands-on labs. The program curriculum is reviewed annually through the advisory board.

**4. What changes have been made as a result of using the data/evidence?**

Using the rubric allows a more dynamic assessment of the student's performance. As opposed to a single grade.

**5. Date of most recent program review:**

December 12, 2022

**E-Series Forms: Making Assessment More Explicit**

**Option E1: Part B. Inventory of Specialized and Program Accreditation**

## **Diesel Heavy Equipment**

**Professional, Specialized, State, or programmatic accreditation currently held by the institution (by agency or program name):** AED (Associated Equipment Distributors)

**1. Date of most recent accreditation action by each listed agency**

December 12, 2019

**2. List key issues for continuing accreditation identified in accreditation action letter or report.**

There were many factors about our current facility being used for hands-on-class work. The recommendations are being resolved with a new building.

**3. Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). Be sure to record the results of key performance indicators in form 8.3 of the Data First Forms.**

The AED technician assessment test is administered every spring. This resulting data allows us to see where students are in relation to the national average in similar programs. This EPA 609 HVAC certification test is administered in the spring as well. This is an industry requirement.

95% of graduated acquire employment in the diesel field.

**4. Date and Nature of next scheduled review:**

Spring of 2024

### **E-Series Forms: Making Assessment More Explicit**

#### **Option E1: Part A. Inventory of Educational Effectiveness Indicators**

##### **Nursing**

## **Degree or Certificate Program: AS Nursing**

**1. Where are the learning outcomes for this level/program published? Please specify and include URLs where appropriate.**

Program outcomes are posted on the webpage for the program and course outcomes are posted in the common course outline as well as the syllabus.

**2. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**

- a. Completion of program hours meeting NH Board of Nursing – minimum 1080 hours
- b. Pass the NCLEX-RN exam for licensure.
- c. 100% Program completion
- d. ATI Assessments (Comprehensive Predictor, Pharmacology, Nursing Care of the Children, & Leadership)
- e. Clinical faculty & preceptor evaluation

**3. Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**

The Nurse Department Coordinator collects and monitors the data for annual reports to the New Hampshire Board of Nursing (NH BON) and Accreditation Commission of Nursing Education (ACEN). This is then presented to the Nursing department faculty at faculty meetings for review.

Faculty review and evaluate clinical evaluations.

**4. What changes have been made as a result of using the data/evidence?**

Completion is significant and evaluated yearly which has a relationship with the NCLEX-RN pass rate.

- a. Comparison to national completion rates, state NCLEX-RN pass rates, and National NCLEX-RN pass rates yearly. Completion rate was meeting national rate but wanted to improve for the community as the need and demand for nursing has increased. Faculty are using an early intervention advising process to including ATI Test taking course, NCLEX-RN review 3 day course on campus during course hours, ATI Capstone, and Virtual ATI which provides individual evaluation and remediation in preparation for the NCLEX.
- b. Nursing faculty all advise nursing students. Helps to monitor at risk students in clinical and didactic. Provide post exam review identifying areas of remediation.
- c. Nursing IV clinical was traditional with 1 faculty:8 students overseeing and evaluating their learning. Limitations of student nursing practice, leadership, delegation, and other learning opportunities were limited which was reflected in Advisor meetings and graduate evaluations. Spring 2023 change implemented last semester clinical to a practicum placing students 1:1 with a preceptor. Student and preceptor evaluations are reflective of increased clinical responsibility, leadership, delegation, and other learning opportunities.



NCLEX-RN pass rates have decreased in the last three years but remain within the NH BON NCLEX-RN pass rate but important to identify.

- a. Reviewed curriculum with faculty for areas of improvement with Annual ATI Complete Insights report, Mountain Measurement report which identifies areas of need.
  - b. Faculty changes are also a possible contributor to the decrease in NCLEX-RN pass rates.
  - c. Covid restrictions decreased availability of clinical opportunities for Mental Health, Community, Home Health, and Leadership. Anticipated removal of Covid restrictions Fall 2023 and returning students to these clinical sites.
5. **Date of most recent program review: CPR date (ACEN accreditation and NH BON program evaluation) – Spring 2019**

05.06.2023 copy to: Teams, Nursing Department, Team, Coordinator, Program Review, Annual Program Summary 2023.

**E-Series Forms: Making Assessment More Explicit**

**Option E1: Part B. Inventory of Specialized and Program Accreditation**

## Nursing

**Professional, Specialized, State, or programmatic accreditation currently held by the institution (by agency or program name):** WMCC Nursing Program - Accreditation Commission of Nursing Education (ACEN) and New Hampshire Board of Nursing (NH BON)

**1. Date of most recent accreditation action by each listed agency –**

Notification of Initial approval of program by ACEN was received October 11, 2019. Granted initial accreditation to the Associate Nursing program effective date June 13, 2017.

New Hampshire Board of Nursing continues approval of AS Nursing program 2019.

Self-Study for ACEN and NH BON is scheduled for January 2023.

**2. List key issues for continuing accreditation identified in accreditation action letter or report.**

Areas Needing Development

Standard 1 Mission & Administrative Capacity

\*Develop and implement strategies to ensure that the mission and philosophy of the nursing education unit are congruent with the mission of the governing organization.

\*Ensure the nurse administrator has sufficient time and resources to fulfill the role responsibilities.

Standard 2 Faculty & Staff

\*Ensure that preceptors are academically and experientially qualified, oriented, mentored, and monitored and have clearly documented roles and responsibilities.

\*Ensure the number of staff within the nursing education unit is sufficient to support the nursing program.

\*Ensure the full-time faculty are oriented and mentored in their areas of responsibility.

Standard 3 Students

\*Review and revise program documents to ensure that information intended to inform the public is accurate, clear, and consistent.

Standard 4 Curriculum

\*Ensure the curriculum is regularly reviewed to ensure integrity, rigor, and currency.

\*Ensure the curriculum reflects educational theory and research.

Standard 6 Outcomes

\*Ensure the program demonstrates evidence that assessment data are consistently analyzed and used in program decision-making for the maintenance and improvement of students' attainment of the end-of-program student learning outcomes.

\*Review and revise the expected level of achievement for program completion in the LPN-to-RN option to be congruent with the ACEN definition of program completion.

**3. Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). Be sure to record the results of key performance indicators in form 8.3 of the Data First Forms.**

Nursing program is required to monitor and meet the New Hampshire board of requirements for both agencies to include:

NH BON program criteria:

- a. Student learning outcomes;
- b. Graduate competencies;
- c. Program outcomes; and
- d. Results of trended and aggregated data used for program improvement; and

Sources of evidence used to measure achievement of program outcomes, to include, but not be limited to:

- a. Student retention, attrition, and on-time program completion rates;
- b. Type and number of faculty, faculty competence and faculty retention/turnover;
- c. Laboratory and clinical learning experiences;
- d. NCLEX examination pass rates for graduates taking the examination for the first time;
- e. Proposed future curriculum adjustments related to NCLEX performance;
- f. Proposed future curriculum adjustments related to employer and graduate satisfaction;
- g. Proposed performance improvement initiatives related to program outcomes; and
- h. Review and resolution of program complaints and review of grievances.

4. **Date and Nature of next scheduled review:** ACEN and NH BON Self-Study, January 2023.

05.06.2023 copy to: Teams, Nursing Department, Team, Coordinator, Program Review, Annual Program Summary 2023.

## Option E1: Part A. Inventory of Educational Effectiveness Indicators

### Health Science

#### Degree or Certificate Program: Health Science

- 1. Where are the learning outcomes for this level/program published? Please specify and include URLs where appropriate.**

Degree: Health Science

<https://www.wmcc.edu/program/health-science/>

The program outcomes can be found on the website and in the course catalog. Course specific learning outcomes are completed and available on TEAMS and can be found on each semester syllabus.

Certificate:

- 2. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**

The program only states completion of core courses with a minimum of a C+.

- 3. Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**

N/A

- 4. What changes have been made as a result of using the data/evidence?**

We recently changed the sequence of courses to be taken to ensure the program lines up with other health science programs. We have been evaluating the science and free electives to ensure the students are receiving the best training for their career choices.

- 5. Date of most recent program review: CPR date 10/2021**

#### Summary or the last of the CPR

1. Major Program Strengths: The Health Science program provides students with a robust entry level knowledge of health science courses, including specific lab science courses as well as courses designed to facilitate overall health knowledge and information they may need when entering the health workforce. The students have found success with transferring into other programs once a specific direction is identified through advising. Flexible schedules and

offerings online and at each campus location make classes accessible for more people in a wider geographic area.

2. Program Weaknesses or Needs for Improvement: Lab space in Berlin is outdated and in need of updating, there is also a need to increase the available technology for science programs (virtual simulation, updated microscopes, and lab equipment). Also, there is need for development of a new program advisory board.
3. Opportunities for Program Development or Growth Partnering with other New England colleges such as a proposed partnership with Colby Sawyer for students to transfer to a 4 yr program to obtain a Bachelors degree, and to also to work with other colleges for transfer pathways to other science programs (PA, Occupational therapist, etc).

### **E-Series Forms: Making Assessment More Explicit**

#### **Option E1: Part A. Inventory of Educational Effectiveness Indicators**

## Advanced Welding Technology

### Degree or Certificate Program: Advanced Welding Technology Certificate

**1. Where are the learning outcomes for this level/program published? Please specify and include URLs where appropriate.**

Program outcomes are published on the WMCC website.

<https://www.wmcc.edu/program/advanced-welding-technology/>

**2. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**

We are a competency-based program – each welding/cutting process that is taught has a series of competencies that do not get graded until they meet requirements. A Tools and Tool Safety course was also introduced to ensure that students were familiar with tools and could use them properly and safely. These competencies are based upon our course and program outcomes.

AWS certification testing supports our program outcomes. Students were previously tested to AWS D1.1 code in various processes and positions. That will be changing to AWS D1.5 code.

**3. Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**

The competencies are interpreted by welding instructors on a day-to-day basis. Students need at least an 80 or any given competency to move onto the next one. The competencies support the program and course outcomes and also prepare students for certification testing.

A certified weld inspector proctors the test and oversees the preparation of the bend specimens before issuing documentation to students if they passed a test.

The advisory board is presented with all this information including certification pass rates at our annual advisory meeting.

**4. What changes have been made as a result of using the data/evidence?**

Competencies are changed slightly every year based on feedback from our advisory board and from data collected from year to year. In an effort to increase pass rates on certifications tests all AWS testing will be moved to the end of the Spring semester. This will give more practice time, regardless of process, before a student takes a certification test.

5. **Date of most recent program review:**  
2019

## Pipe Welding

### Degree or Certificate Program: Pipe Welding Certificate

- 1. Where are the learning outcomes for this level/program published? Please specify and include URLs where appropriate.**

Program outcomes are published on the WMCC website.

<https://www.wmcc.edu/program/pipe-welding/>

- 2. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**

We are a competency-based program – each welding/cutting process that is taught has a series of competencies that do not get graded until they meet requirements. These competencies start on plate and become more difficult as they progress into pipe and transition out of position.

ASME certification testing supports our program outcomes and proves a student's ability to weld to industry standards. Students receive an OSHA 30 card in General Industry, this portion of the class helps them to identify hazards and understand how to maintain workplace safety.

- 3. Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**

The competencies are interpreted by welding instructors on a day-to-day basis. Students need at least an 80 or any given competency to move onto the next one. The competencies support the program and course outcomes and also prepare students for certification testing.

A certified weld inspector proctors the certification tests and oversees the preparation of the bend specimens before issuing documentation to students if they passed a test.

The advisory board is presented with all this information including certification pass rates at our annual advisory meeting.

- 4. What changes have been made as a result of using the data/evidence?**

Competencies are changed slightly every year based on feedback from our advisory board and from data collected from year to year. For Summer 2023 we added a handful of new competencies to better prepare students for ASME testing. Students will have the opportunity to train on some different pipe sizes in various positions.

- 5. Date of most recent program review:**

2019



## Option E1: Part A. Inventory of Educational Effectiveness Indicators

### Environmental Science

**Degree or Certificate Program:** Environmental Science A.S. Degree

- 1. Where are the learning outcomes for this level/program published? Please specify and include URLs where appropriate.**

Degree: Environmental Science A.S. Degree <https://www.wmcc.edu/program/environmental-science/>

Certificate: NA

- 2. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**

Students in the Environmental Science program complete the ENVS210W Environmental Project course in the final semester of their program. I've included the course description below. As part of this project, students must write a scientific journal-styled paper and do a professional presentation on their topic.

Course Description: A student-directed capstone course, Environmental Project asks students to apply the knowledge and skills they learned while fulfilling their Environmental Science degree requirements. In cooperation with their faculty advisor, students design and complete a comprehensive project related to their area of interest. (Prerequisite: CHEM113W, ENVS110W, GIS112W)

- 3. Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**

Faculty are responsible for teaching each course in the Environmental Science Program following the Common Course Outlines. These Common Course Outlines include Course Learning Outcomes, a list of topics to be covered in the course, and required assessments linked to specific outcomes. The Course Learning Outcomes connect to the Program Outcomes. Faculty (both full-time and adjunct) are regularly assessed through our Evaluation process to ensure courses are being correctly and effectively delivered. I also hold meetings twice a year with my Environmental Science Advisory Committee where I get feedback about the program and curriculum related to industry. The Advisory Committee's feedback affects the curriculum and ultimately our Course Learning Outcomes and Program Outcomes. Finally, faculty (potentially with input from natural resource professionals) are responsible for assessing students' performance in the Environmental Project capstone course.

- 4. What changes have been made as a result of using the data/evidence?**

Over the years, the Environmental Science curriculum has experienced small changes through the WMCC Curriculum process. These changes have been a result of feedback from the Advisory Board.

Also, during the process of creating the Common Course Outcomes, the Program Coordinator for the Environmental Science program revamped assessment methods to target the Program Outcomes.

5. **Date of most recent program review: CPR date:** 2019-2020  
**Summary or the last of the CPR:** See feedback letter on Teams

**Option E1: Part A. Inventory of Educational Effectiveness Indicators**  
**Information Technology**

**Degree or Certificate Program: IT Certificate (soon to be Cybersecurity Certificate)**

- 1. Where are the learning outcomes for this level/program published? Please specify and include URLs where appropriate.**

Degree:

Certificate:

<https://www.wmcc.edu/program/information-technology-2/>

- 2. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**

Previously, the Cisco platform provided some evidence for this degree, but we generally relied upon an internship/capstone course for critical top-level assessment. This year we completed a significant overhaul of the program, removing the degree and modifying the certificate to focus on Cybersecurity. Changes are currently awaiting Chancellor approval. As part of that change, we are aligning more than half of the courses directly with industry standards. CompTIA will provide immediate feedback on students developing competencies and the students will have the opportunity to take 5 industry certification tests.

- 3. Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**

Faculty are responsible for teaching to the pre-defined outcomes from our Common Course Outcomes. Program coordinators and Dept. Chairs are responsible for assessing the performance of faculty. In addition, faculty (potentially in partnership with employers) were responsible for assessing students performance in the internship/capstone course. The change to partnering with CompTIA will greatly improve our insight into assessment against industry approved competencies.

- 4. What changes have been made as a result of using the data/evidence?**

Feedback from faculty, industry and students were all used to revamp our current offering. The primary objectives of the change was to streamline students ability to learn what they need and move quickly to the workforce and align the teaching with industry qualifications.

**5. Date of most recent program review: CPR date**

There has not been a recent review because the curriculum update was planned.

## E-Series Forms: Making Assessment More Explicit

### Option E1: Part A. Inventory of Educational Effectiveness Indicators

#### Medical Assisting

**Degree or Certificate Program:** Medical Assisting

**Where are the learning outcomes for this level/program published? Please specify and include URLs where appropriate.**

- Medical Assisting Handbook- posted on Canvas and a hard copy is placed in the MA Office for all students in the program.
- Each class syllabus

**Outcomes:**

1. Utilize medical terminology and comply with HIPAA in charting and while communicating with other healthcare professionals, the patient, and family members.
2. Identify common pathology for each body system and incorporate critical thinking skills when collecting patient data and performing patient care.
3. Prepare patients and assist the provider with examination or procedures.
4. Collect and prepare laboratory specimens, as well as perform basic laboratory testing.
5. Prepare and administer parenteral and oral medications.
6. Perform electrocardiograms and respiratory testing.
7. Perform front office duties such as using practice management software to schedule appointments, create a medical record, obtain reimbursement, and to record consent.
8. Perform all duties within the Medical Assistant scope of practice.
9. Appreciate diversity, differing beliefs, value systems, and individual opinions.
10. Demonstrate cognitive, psychomotor skills, and affective competencies by qualifying to take the CMA (AAMA) national exam.

**2. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**

Maintain C+ or above in Human Biology and all OTM and MEDA courses which reflects a level of achievement, providing a scale on the degree to which they have successfully achieved stated outcomes. The data and evidence that determine achievement relate to the program pathway and the assessment methods used to ensure outcomes are being met.

- **Academic Readiness:** this class introduces information literacy and begins the process of getting students to explore diverse ideas. (Start Fall 2023)

Outcome #9

- **Psyc-** this class requires written and oral artifacts that ensure competence in #9 of program outcomes, students sharing their ideas, choosing controversial topics, performing group discussion and peer review for exposure to diverse opinion and cultural differences. Outcomes achieved from quizzes, assignments, class participation and exams. (Starts Fall 2023)
- **Clinical Theory:** Students acquire Psychomotor, Affective, and Cognitive Objectives in the following areas: Anatomy, Physiology, and Pharmacology; Applied Mathematics, Infection control, concepts of Effective Communication, Ethical and Professional Considerations, Legal Implications, and Protective Practices. Achieve these outcomes from quizzes, exams, and class participation. (Outcome 1,2,9, and 10)
- **Clinical Lab:** these classes bear some relation to program outcome 1, but their key value relates to math and scientific inquiry (outcomes 2,3 4,5,6,8,9 and 10). Once again, the required assessment methods determine the degree to which they achieve these outcomes from quizzes, exams, and lab reports to experiments and applied science.
- **Human Biology Lecture and Lab:** Introduces students to the structures and functions of the human body. Information includes chemistry for human biology, cell structure and function, and human organization. Major topics include the digestive, circulator, lymphatic, respiratory, urinary, skeletal, muscular, nervous, and reproductive systems, along with the senses and basic genetics. Laboratory activities are designed to enhance and reinforce selected lecture topics. Integrated Laboratory work augments lecture topics. The course is designed for those involved in direct patient care as a medical assistant. Outcome #2 achieved by quizzes, exams, assignments, and hands on learning during lab.
- **Medical Terminology:** Applies a system's approach to teaching the vocabulary necessary for people employed in the allied health professions. Topics include medical vocabulary, medical history, physical examination, an introduction to anatomy, and all body systems, including eye, ear, nose, and throat. Topics also include surgery, pathology, discharge summaries, mental health, and autopsies. Achieve these outcomes (1 and 2) from quizzes, exams, class participation, and assignments.
- **Human Growth and Development:** Explores human development from a psychological point of view. The course emphasizes cognitive growth patterns, along with the developmental stages of the lifespan. Outcome #9 achieved from quizzes, exams, class participation, and assignments.  
(Starts Fall of 2023)
- **Pharmacology:** This course emphasizes the following pharmacologic information: sources of drugs, sources of drug information, drug legislation and standards, classification of drugs, drug calculation, drug action, factors affecting drug action, adverse effects of drugs, administration of drugs, recordkeeping, abbreviations and symbols, and the medical assistant's responsibilities in

drug therapies. Outcomes (1,2,5, and 10) achieved from quizzes, exams, class participation, and assignments.

- **Office Systems and Procedures:** Provides a realistic approach for students to learn the skills required in a medical office, including scheduling, terminology, communications, telecommunications, records management, administrative functions, protective practices, and legal and ethical considerations. Outcomes (1,3,7, 8,9, and 10) achieved from quizzes, exams, class participation (experiential learning), and assignments.
- **Medical Assisting Internship:** Students perform administrative and clinical skills and demonstrate professionalism under the supervision of qualified staff members. During the internship students work in a physician’s office and clinical laboratory, as available, adhering to the assigned agency’s working hours and policies. Outcomes (1,2,3,4,5,6,7,8,9, and 10) achieved from experiential learning, discussion boards, and documentation.
- Eligible to take the AAMA CMA Exam at the completion of all courses.

<u>Academic Readiness</u>	1
<u>Clinical Theory/Lab I and II</u>	10
<u>Psychology</u>	3
<u>Human Biology Lecture/Lab</u>	4
<u>Medical Terminology</u>	3
<u>Human Growth and Development</u>	3
<u>Pharmacology</u>	3
<u>Office Systems and Procedures</u>	4
<u>Medical Assisting Internship</u>	6

**1. Who interprets the evidence? What is the process?**

- Collect data/evidence from team members/community partners of any needed changes on a yearly basis through our MA Advisory Board meetings.
- Curriculum Committee

**2. What changes have been made as a result of using the data/evidence?**

- Coding and Billing were removed from the program due to the results of student/employer surveys.
- 80% of surveys returned stating MA students do not need Coding and Billing for their MA job.
- Ended membership with MAERB Dec 2022 due to community partner collaboration.
- Student feedback and the end of the program was they felt coding and billing was “a waste of time and money.”

**3. Date of most recent program review: December 2,2022**



## **E-Series Forms: Making Assessment More Explicit**

### **Option E1: Part A. Inventory of Educational Effectiveness Indicators**

#### **Automotive Technology**

##### **Degree or Certificate Program: Automotive Technology Degree**

**1. Where are the learning outcomes for this level/program published? Please specify and include URLs where appropriate.** Learning outcomes are published in each course syllabus. Syllabi are loaded into every course shell in Canvas and students receive a hard copy at the beginning of each semester.

**2. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**

Rubrics are set up in each auto course to evaluate each student's performance more accurately throughout the semester. Notes on a student's performance good or bad are entered when needed. Depending on the course, these rubrics may influence overall grades by as much as 40%.

**1. Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**

Each instructor fills out these rubrics for their respective courses. The Curriculum committee has evaluated these during past comprehensive program reviews.

**2. What changes have been made as a result of using the data/evidence?**

Better student critiquing comes of these rubrics. Because of their design, they more accurately evaluate a student on 4 different points instead of using a single grade which is more subjective.

**3. Date of most recent program review:**

May 12, 2021

## **E-Series Forms: Making Assessment More Explicit**

### **Option E1: Part A. Inventory of Educational Effectiveness Indicators**

#### **Automotive Technology**

##### **Degree or Certificate Program: Automotive Technology Certificate**

**1. Where are the learning outcomes for this level/program published? Please specify and include URLs where appropriate.** Learning outcomes are published in each course syllabus. Syllabi are loaded into every course shell in Canvas and students receive a hard copy at the beginning of each semester.

**2. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**

Rubrics are set up in each auto course to evaluate each student's performance more accurately throughout the semester. Notes on a student's performance good or bad are entered when needed. Depending on the course, these rubrics may influence overall grades by as much as 40%.

**3. Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**

Each instructor fills out these rubrics for their respective courses. Curriculum committee has evaluated these during past comprehensive program reviews.

**4. What changes have been made as a result of using the data/evidence?**

Better student critiquing comes of these rubrics. Because of their design, they more accurately evaluate a student on 4 different points instead of using a single grade which is more subjective.

**5. Date of most recent program review:**

May 12, 2021

## **E-Series Forms: Making Assessment More Explicit**

### **Option E1: Part B. Inventory of Specialized and Program Accreditation**

#### **Automotive Technology**

**Professional, Specialized, State, or programmatic accreditation currently held by the institution (by agency or program name):**

**Automotive Technology accredited by ASEEF (automotive service excellence education foundation).  
Program ID#106956**

**1. Date of most recent accreditation action by each listed agency**

Accredited on March 17, 2023.

**2. List key issues for continuing accreditation identified in accreditation action letter or report.**

No major issues were found. The only recommendation for continued accreditation was to log advisory meetings through the approved template instead of through a simple Word document.

**3. Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). Be sure to record the results of key performance indicators in form 8.3 of the Data First Forms.**

Performance indicators (known as tasksheets) require:

90% of P1 tasksheets to be taught (We are at 94%)

75% of P2 tasksheets to be taught (We are at 94%)

50% of P3 tasksheets to be taught (We are at 70%)

Must teach a minimum of 840 hours per year (We are at 955)

**4. Date and Nature of next scheduled review:**

Self-review to satisfy accreditation due in Oct. 2025.

Full review due in April 2028

**E-Series Forms: Making Assessment More Explicit**  
**Option E1: Part A. Inventory of Educational Effectiveness Indicators**  
**Interdisciplinary Studies**

**Degree or Certificate Program: Interdisciplinary Studies**

**1. Where are the learning outcomes for this level/program published? Please specify and include URLs where appropriate.** The program learning outcomes are published in the catalog.

<https://catalog.wmcc.edu/interdisciplinary-studies/associate-in-science/interdisciplinary-studies>. The program outcomes are thus:

- Exhibit leadership, integrity, responsibility, perseverance, tolerance, and productive teamwork.
- Communicate effectively both verbally and non-verbally.
- Evaluate information, thoughts, opinions, and ideas rationally, objectively, and consistently.
- Engage in scientific thought both quantitatively and qualitatively, recognizing and formulating questions and offering solutions to problems related to science and scientific investigation.
- Perform all the operations and skill sets related to the personal and professional requirements of the student's self-designed major.
- Fulfill personal goals and professional aspirations associated with the outcomes connected with their chosen Area of Concentration.

**2. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**

GPA reflects a level of achievement, providing a scale on the degree to which they have successfully achieved stated outcomes. The data and evidence that determine achievement relate to the program pathway, the nature of the discipline being taught, the assessment methods used to ensure outcomes are being met, and the artifacts that students submit or perform to show competency in the outcomes.

**As for the required courses for the certificate and the outcomes each course addresses, they are as follows**

- Academic Readiness (1 credit): this class fulfills outcomes 1, 2, 3,
- College Comp (4 credits): this class fulfills outcomes 1, 2, 3,
- Area of Concentration (33 credits): this class fulfills outcomes 5, 6
- Mathematics (4 credits): this class fulfills outcomes 3, 4
- English (3 credits): this class fulfills outcomes 1, 2, 3
- Science (3-4 credits): this class fulfills outcomes 3, 4
- Liberal Arts (6 credits): this class fulfills outcomes 1, 2, 3
- Social Science (3 credits): this class fulfills outcomes 1, 2, 3
- Humanities/Fine Arts/Foreign Language (3 credits): this class fulfills outcomes 1, 2, 3

**3. Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**

Instructors interpret and evaluate the evidence. In some courses, such as ENGL120W, instructors submit student paper samples to the chair of the department to ensure course outcomes (and by extension program outcomes) are being met. The Comprehensive Program Review committee likewise interprets the evidence and makes recommendations. There are also our articulation agreements. We submit course descriptions, outcomes, assessment methods, and syllabi, and our partner colleges/universities decide if we can establish program pathways and transfer credit with them. With Interdisciplinary Studies, the interpretation of evidence can often extend beyond traditional methods depending on the nature of the students' Area of Concentration. In that area, which includes Culinary or Auto or some other CTE program, the course of study may include internships and the like, in which case, evidence is interpreted by external constituents.

**4. What changes have been made as a result of using the data/evidence?**

The most notable changes have been (1) a redefining of the program description for increased applicability and more precision, (2) a reassessment of the two options, those being that students either develop a 33 credit Area of Concentration or do not, and (3) a rewording of program outcomes for accuracy, as well as adding outcomes that are relevant to the students' chosen Area of Concentration and personal and professional goals and aspirations.

**5. Date of most recent program review:**

Fall 2021

## **E-Series Forms: Making Assessment More Explicit**

### **Option E1: Part A. Inventory of Educational Effectiveness Indicators**

#### **Liberal Arts**

##### **Degree or Certificate Program: Liberal Arts**

**1. Where are the learning outcomes for this level/program published? Please specify and include URLs where appropriate. In the catalog: <https://catalog.wmcc.edu/liberal-arts/associate-in-arts/liberal-arts>**

- Communicate effectively both verbally and non-verbally.
- Explore diverse ideas, emotions, and opinions with an open mind capable of discerning their value and worth.
- Appreciate the scope of our shared humanity through exposure to the arts, literature, history, institutions, social systems, and cultural differences.
- Perform mathematical operations basic to one's personal and professional life and essential for the pursuit of further education.
- Engage in scientific inquiry both quantitatively and qualitatively, identifying problems, formulating questions, and developing and implementing solutions both individually and collaboratively.

**2. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**

GPA reflects a level of achievement, providing a scale on the degree to which they have successfully achieved stated outcomes. The data and evidence that determine achievement relate to the program pathway, the nature of the discipline being taught, the assessment methods used to ensure outcomes are being met, and the artifacts that students submit or perform to show competency in the outcomes.

- Academic Readiness: this class introduces information literacy and begins the process of getting students to explore diverse ideas
- College Comp: this class requires written and oral artifacts that ensure competence in the first three program outcomes, students sharing their ideas, choosing controversial topics, performing group discussion and peer review for exposure to diverse opinion and cultural differences.
- Humanities/Fine Arts/Language: students take at least three courses in this field, and the options are broad with art classes, writing classes, history classes, music classes, philosophy classes, religion classes, anthropology classes, a required literature class, and general humanities from ethics to science fiction. The assessment methods are wide and varied requiring (1) effective communication (oral and written), (2) the exploration of diverse ideas, emotions, opinions, ensuring an open mind, (3) appreciation of art, literature, history, social systems, and cultural differences.
- Lab Science: these classes bear some relation to program outcome 1, but their key value relates to math and scientific inquiry (outcomes 4 and 5). Once again, the required assessment methods

determine the degree to which they achieve these outcomes from quizzes, exams, and lab reports to experiments and applied science.

- Liberal Arts Electives: these classes broaden the range already offered in the Humanities/Fine Arts/Language category, adding math, science, and social science into the mix; and thus, being an extension of the humanities, cultivating further depth and breadth in all five program outcomes. Once again, the required assessment methods constitute the data and evidence.
- Literature: this course is mandatory, ensuring that students gain and demonstrate competence communication, diversity, appreciation in art, history, and culture, not to mention artistic expression, style, and form.
- Mathematics: required courses in math relate to program outcome 4. Assessment methods and student artifacts constitute the data and evidence reflecting achievement and competency.
- Open Electives: these courses allow students to explore beyond the traditional courses generally associated with the Liberal Arts, allowing them to expand their horizons, experiment with areas that, for them, may only be a curiosity or undecided potential. The range is wide, including most all areas of critical investigation and intellectual inquiry. These classes complement what the traditional liberal arts offers. Alternatively, students can emerge themselves in a particular field of interest, taking perhaps additional literature, art, or music classes, for example. In all cases, the assessment methods and student artifacts demonstrate competency levels.
- Social Science: these courses clearly relate to program outcomes 1, 2, and 3 with written and oral assignments as required assessments methods throughout: courses investigating human behavior (psychologically and socially), others inculcating cultural differences (with anthropology as an example), and others

### **3. Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**

This varies to a degree, but by and large the instructor interprets and evaluates the evidence. In some courses, such as ENGL120W, instructors submit student paper samples to the chair of the department to ensure course outcomes (and by extension program outcomes) are being met. There are also our articulation agreements, especially within the UNH system and SNHU, as well as the other colleges within the system, who have gone through a whole process of establishing course equivalencies. In all these cases, we submit course descriptions, outcomes, assessment methods, and syllabi, and these institutions decide if we can establish program pathways with them and transfer credits, and in some cases apply those their chosen major.

### **4. What changes have been made as a result of using the data/evidence?**

The program outcomes underwent change during the last comprehensive program review (AY 2019-2020). They changed because a new Chair of Liberal Arts was hired and the program outcomes did not reflect the purpose of a liberal arts education. The outcomes were poorly worded and did not summarize the cumulative results of all course outcomes in the liberal arts curriculum. Additional changes have been made as a result of the college's efforts to create CCOs for every course taught at WMCC. In creating course outcomes, the chair has examined previous syllabi taught by various adjuncts, has consulted these adjuncts for their perspective, and has adjusted the outcomes and required assessment methods to comply with the course description and to ensure they relate to the program outcomes. The creation of these CCOs is ongoing and should be completed by summer '23.

**5. Date of most recent program review:**

Fall 2019



**E-Series Forms: Making Assessment More Explicit**  
**Option E1: Part A. Inventory of Educational Effectiveness Indicators**  
**Library Technology**

**Degree or Certificate Program: Library Technology**

**1. Where are the learning outcomes for this level/program published? Please specify and include URLs where appropriate.** The program learning outcomes are not published in the catalog. The only place they are published of which I am aware is in the Comprehensive Program Review completed fall 2022. The program outcomes are thus:

- Identify and apply the basic principles of:  
Reference and information services.  
Circulation, including collection management.  
Cataloging and classification systems.  
Acquisitions and collection development
- Foundations of library service.
- Apply the basic principles of quality customer service.
- Identify and apply the ethics and values of the profession, including those inscribed in the Library Bill of Rights and the ALA Code of Ethics, as well as those associated with freedom of information, confidentiality of library records, and privacy issues.
- Use effective communication skills to enhance approachability and to transmit information.
- Demonstrate flexibility in adapting to new technology.
- Assist and train users to operate public computing equipment and other library-related technologies.

**2. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**

GPA reflects a level of achievement, providing a scale on the degree to which they have successfully achieved stated outcomes. The data and evidence that determine achievement relate to the program pathway, the nature of the discipline being taught, the assessment methods used to ensure outcomes are being met, and the artifacts that students submit or perform to show competency in the outcomes. That said, the Library Technology program does have the option for students to do an internship at a library they choose, provided the said library is willing and able.

**As for the required courses for the certificate and the outcomes each course addresses, they are as follows**

- Management and Teamwork: this class fulfills outcomes 1, 2, and 4
- College Comp: this class fulfills outcomes 4, 5, and 6
- Foundations in Library Science: this class fulfills outcomes 1-6
- Introduction to Technical Services: this class fulfills outcomes 1, 5, and 6
- The Dynamics of Rural and Small-Town Libraries: this class fulfills outcomes 1-6
- Children's language and Literature OR Library Internship: the former fulfills none of the outcomes besides teaching students age-appropriate storybooks and text for children, and thus

is valuable for those working in libraries to help and cultivate interest in reading and acquiring information. The latter, the internship, fulfills all 6 outcomes.

- Introduction to Reference and Information Sources: this class fulfills outcomes 1, 2, and 4
- Technology and Media in Libraries: this class fulfills outcomes 1, 3, 5, and 6
- Introduction to Cataloguing and Classification: this class fulfills outcomes 1, 5, and 6

**3. Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**

By and large, instructors interpret and evaluate the evidence, except for the Library Internship, where library employees ( the director, in most cases) interprets the student's progress and competency. In some courses, such as ENGL120W, instructors submit student paper samples to the chair of the department to ensure course outcomes (and by extension program outcomes) are being met. The Comprehensive Program Review committee likewise interprets the evidence and makes recommendations. There are also our articulation agreements, especially with UMaine Augusta. We submit course descriptions, outcomes, assessment methods, and syllabi, and UMA decides if we can establish program pathways with them and transfer credit with its library degree programs.

**4. What changes have been made as a result of using the data/evidence?**

The most notable change has been the articulation agreement with UMA. We have also created a new course entitled "The Dynamics of Rural and Small-Town Libraries," a course the answers the immediate needs of our students who, for the most part, live in rural communities. Another change that has yet to come to fruition is the prospect of expanding the certificate into an associate degree. The difficulty here is enrollment numbers. Expanding the certificate into an associate degree has much to commend it, but until the program becomes more robust with increased enrollments, it's not likely we'll create an Associate Degree in Library Science.

**5. Date of most recent program review:**

Fall 2022

**E-Series Forms: Making Assessment More Explicit**

**Option E1: Part A. Inventory of Educational Effectiveness Indicators**

**Medical Coding**

**Degree or Certificate Program: Medical Coding Certificate**

- 1. Where are the learning outcomes for this level/program published? Please specify and include URLs where appropriate.** Program outcomes are listed on the web page for the program. Course outcomes are listed in the common course outlines and syllabi.
- 2. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)** Passage of the CPC national exam.
- 3. Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)** Currently there is not a process by which this data is collected; a process needs to be created to track exam attempts and pass rates.
- 4. What changes have been made as a result of using the data/evidence?**
- 5. Date of most recent program review:** September 2022

**E-Series Forms: Making Assessment More Explicit**

**Option E1: Part A. Inventory of Educational Effectiveness Indicators**

**Veterinary Assistant**

**Degree or Certificate Program: Veterinary Assistant Certificate (April 2023)**

- 1. Where are the learning outcomes for this level/program published? Please specify and include URLs where appropriate.**

Program outcomes are posted on the webpage for the program and course outcomes are posted in the common course outline as well as the syllabus

- 2. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)** Student skills lists (completed by clinical supervisor); AVA (Approved Veterinary Assistant) exam scores
- 3. Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)** Skills are assessed by the course instructor/s as well as the supervisors in the clinical setting.
- 4. What changes have been made as a result of using the data/evidence?** Some slight changes in instruction of skills as per feedback from clinical supervisors.
- 5. Date of most recent program review:** Summer 2021

## E-Series Forms: Making Assessment More Explicit

### Option E1: Part B. Inventory of Specialized and Program Accreditation

**Professional, Specialized, State, or programmatic accreditation currently held by the institution (by agency or program name):** NAVTA (National Association of Veterinary Technicians of America) Approval for Veterinary Assistant Certificate program

**Date of most recent accreditation action by each listed agency** Approval of program renewal by the National Association of Veterinary Technicians of America was received on February 26, 2022, which will last through June 30, 2024. Program location changes (from Conway to Berlin) has been submitted to NAVTA.

- 1. List key issues for continuing accreditation identified in accreditation action letter or report.**  
See letter from NAVTA below in the addendum.
- 2. Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). Be sure to record the results of key performance indicators in form 8.3 of the Data First Forms.** NAVTA provides a list of skills that students should acquire in the program; see addendum at the end of this document. Students are assessed on proficiency with these skills both in class and in their clinical placements.
- 3. Date and Nature of next scheduled review:** In June 2024, the program will be up for renewal of approval by NAVTA. A comprehensive report is sent to NAVTA for review and approval.

#### **Addendum 1 (letter from NAVTA):**

February 26, 2022

Mary Orff, DVM

Veterinary Assistant Certificate Program

White Mountains Community College

2020 Riverside Drive

Berlin, NH 03570

Dr. Orff:

The NAVTA Approved Veterinary Assistant Committee thanks you for the clarification materials and answering their questions so quickly. At this time, the committee is ready to move forward with the renewal of your Veterinary Assistant Program through June 30, 2024.

On or before your renewal date, you will need to submit documentation and the renewal fee for re-approval using the guidelines on the website. At the time of your next renewal, the committee suggests the following be included with your submission documents:

- A decision about student radiography safety. While NAVTA does not require programs provide AVA students with dosimeters because of cost to the program and student; if the program requires students to participate in live radiography during labs or while on externship, all students must have access to proper PPE and a dosimeter. Many of our programs do not allow Veterinary Assistant students to participate in live radiography for this reason, but provide simulation labs in machine setting and particularly positioning during their training. PPE and dosimeters should be thoroughly discussed in class room training.
- More detail on the use of the Humane Society animals and particular what safeguards are provided for student training as well as for animal safety. If the program could develop an Animal safety and student training policy in conjunction with the Humane Society staff, the committee feels this would help immensely.
- Finally, please be cognizant of any training which may encroach upon the skill set of the Credentialed Veterinary Technician. As you are well aware, many states do not require credentialing and the lines are blurred between the two positions. As the national voice for Credentialed Veterinary Technicians/ Nurses, NAVTA's pressing desire is for national recognition of the credential/ license and to establish state practice acts and definite restrictions on the skills performed by unlicensed personnel.

You will be receiving an updated Certificate from the Approved Veterinary Assistant office.

Additionally, if you are not already using the NAVTA Approved Veterinary Assistant logo on your marketing and program materials, please feel free to use the attachment to this email.

Once again, we thank you for providing the very best in Veterinary Assisting education and training.

Sincerely,

Dennis Lopez

Dennis Lopez, M.Ed., LVT

NAVTA Approved Veterinary Assistant Program Committee Chair

[ava@navta.net](mailto:ava@navta.net)

**Addendum 2 (Skills list):**

**Essential Skills for Veterinary Assistant Training**

**Effective May 2017**

**Essential Skills for Assistant Training (Effective May 1, 2017)**

**I. Office and Hospital Procedures**

A. Front Desk

1. Greet Clients
2. Demonstrate proper Appointment Scheduling and make appointments
3. Prepare appropriate forms and certificates for signature
4. Admit patient
5. Discharge Patient
6. Perform basic filing and retrieving of medical records
7. Perform basic veterinary medical record keeping procedures
8. Demonstrate elementary computer skills
9. Utilize basic medical terminology and abbreviations
10. Perform basic invoicing, billing, and payment on account procedures

B. Telephone

1. Answer and direct phone call
2. Recognize and respond appropriately to veterinary medical emergencies by notifying the appropriate hospital personnel
3. Request records and information from other veterinary facilities

C. Maintain basic cleanliness and orderliness of a veterinary facility

1. Inventory supplies
2. Restock Shelves
3. Perform basic filing and retrieving of medical records, radiographs, lab reports, etc.
4. Demonstrate knowledge of basic sanitation and disinfection techniques of animal kennels and bedding, examination rooms, hospital facilities, and surgical suites.

**II. Communication and Client Relations**

- A. Develop effective Client communication skills.
  - B. Professional communication (written and electronic) with clients and colleagues.
  - C. Understand ethical conduct in relationship to the day to day operations of a vet hospital.
  - D. Describe the roles and responsibilities of each member of the veterinary health team and the important part that each play in the delivery of excellent care.
  - E. Professional Conduct
    1. Understand the human-animal bond and responding to clients in various stages of grief
2. Demonstrate professional and appropriate appearance and language in the workplace

3. Demonstrate appropriate use of ethical electronic communication in the workplace (cell phone usage, text messaging, social networking, digital photography, etc.)

### **III. Pharmacy and Pharmacology**

#### **A. Legal Issues**

1. Recognize legal issues involving all drugs (controlled and non-controlled) in the workplace
2. Recognize general types and groups of drugs and demonstrate proper terminology
3. Differentiate prescription drugs from over-the-counter drugs and describe proper prescription label requirements

#### **B. Filling medications and inventory control**

1. Label and package dispensed drugs correctly.
2. Store, safely handle, and dispose of biological and therapeutic agents, pesticides, and hazardous waste.
3. Perform inventory control procedures including restocking supplies and checking expiration dates.

#### **C. Vaccinations**

1. Reconstitute vaccines and be familiar with proper protocols.
2. Describe possible routes and methods of drug and vaccine administration that the veterinarian or veterinary technician may choose and demonstrate appropriate small animal restraint for such protocols.

### **IV. Examination Room Procedures**

#### **A. Restrain Patients**

##### **1. Small Animals**

- a. Place and remove small animals from cages
- b. Place and restrain small animals on tables and floor
- c. Apply dog and cat safety muzzle
- d. Apply Elizabethan collar
- e. Apply restraint pole
- f. Demonstrate standing, sitting, lateral, sternal, and dorsal restraint positions
- g. Recognize when to alter normal restraint for compromised patients in the exam room (i.e. Ringworm, Contagious diseases, Ectoparasite infestation) and describe appropriate action or personnel to notify

##### **2. Restrain Birds, Rabbits, Pocket Pets, Reptiles, and other Exotics (Optional)**

##### **3. Large Animals (Optional)**

- a. Halter, tie, and lead horses
- b. Restrain cattle & horses
- c. Apply twitch
- d. Operate cattle chute (group)
- e. Restraint of sheep & swine
- f. Load large animals



**B. Basic Procedures**

1. Determine and record temperature, pulse, respiration, body condition score, and weight of patients.
2. Trim nails (Required: Cats and Dogs. Optional: Birds and Exotics)
3. Express anal sacs using the external method
4. Recognize AKC dog breeds and CFA cat breeds.
5. Be able to properly identify the gender of small animal species, particularly felines.
6. Perform exam room grooming: i.e. trimming nails, external ear canal cleaning, etc.
7. Be familiar with small animal nutritional requirements, therapeutic diets, pet food labeling standards, dry matter basis calculations, and the differences between pet food products
8. Apply ear medication
9. Apply eye medication
10. Take an accurate history and report chief complaint

**V. Small Animal Nursing (Large Animal Nursing--Optional)**

**A. Safety Concerns**

1. Demonstrate knowledge of basic normal and abnormal animal behavior
2. Utilize patient & personnel safety measures
3. Identify potential Zoonotic diseases
4. Describe isolation procedures
5. Describe hazardous waste disposal
6. Describe basic sanitation as associated with animal handling and clinical care
  - a. Clean and disinfect cages and kennels (stalls optional)
7. Be familiar with OSHA standards

**B. Animal Care**

1. Provide routine record-keeping, and observation of hospitalized patients, i.e. stress importance of notations made when cleaning and feeding
2. Demonstrate a basic understanding of:
  - a. small animal anatomy
  - b. common diseases
  - c. common medical conditions
3. Monitor/restrain patients for fluid therapy and record observations
4. Perform hand pilling (dog, cat)
5. Administer oral liquid medication (dog and cat)
6. Demonstrate understanding of a treatment plan
7. Apply and remove bandages to healthy animals - (equine leg and tail wraps - optional)
8. Perform therapeutic bathing, basic grooming, and dipping of small animals
9. Clean external ear canals
10. Prepare food & prescription diets - be aware of any special dietary needs

11. Provide care & maintenance of nursing equipment (i.e., otoscope, ophthalmoscope, thermometer, etc.)
12. Demonstrate an understanding of euthanasia and post mortem care
13. Capillary refill time and normal mucous membrane evaluation

## **Essential Skills for Veterinary Assistant Training**

**Effective May 2017**

### **VI. Surgical Preparation and Assisting**

- A. Assist in performing surgical preparations
  1. Prepare surgical equipment/supplies
  2. Sterilize instruments & sanitize supplies using appropriate methods
  3. Operate and maintain autoclaves
  4. Identify common instruments
  5. Identify common suture materials, types, and sizes
  6. Assist the veterinarian and/or veterinary technician with preparation of patients using aseptic technique
  7. Assist with positioning of surgical patients
  8. Aid the veterinarian/and or veterinary technician with physical monitoring of recovering surgical patients
  9. Maintain the Surgical Log
- B. Surgical Suite and Equipment Cleanliness
  1. Maintain proper operating room conduct and asepsis
  2. Perform post-surgical clean up
  3. Fold surgical gowns and drapes
  4. Maintain operating room sanitation and care

### **VII. Laboratory Procedures**

- A. Assistance in the laboratory
  1. Collect voided urine samples
  2. Determine physical properties of urine including color and clarity
  3. Assist in the collection of blood samples with restraint and supply preparation
  4. Identify common blood tubes used in veterinary medicine
  5. Collect voided fecal samples for examination
  6. Prepare fecal flotation solutions and set up fecal flotations and direct smears
  7. Understand the role of the veterinary assistant in necropsy procedures
  8. Explain how to handle rabies suspects & samples safely
  9. Handle disposal of deceased animals
  10. Identify external parasites: mites, lice, fleas, and ticks.
  11. Assist in the preparation of various specimen staining techniques
  12. Prepare and spin microhematocrit tubes for evaluation by DVM or Veterinary Technician
- B. Laboratory Record Keeping

1. Ensure all laboratory results are accurately recorded
2. Stock laboratory supplies
3. File laboratory reports
4. Maintain laboratory log

**Essential Skills for Veterinary Assistant Training**

**Effective May 2017**

**Essential Skills for Veterinary Assistant Training**

**Effective May 2017**

**VIII. Radiology & Ultrasound Imaging**

- A. Follow recommended safety measures.
- B. Assist the veterinarian and/or the veterinary technician in the completion of diagnostic radiographs and ultrasound including the restraint, preparation, and positioning of patients.
- C. Maintain quality control
- D. Label, file, and store film and/or digital radiographs
- E. Properly care for radiography equipment
- F. Care and maintenance of film cassettes and screens (optional)
- G. Know safety techniques for handling processing chemicals (optional)
- H. Process diagnostic radiographs using:
  1. Manual dipping tank processing OR
  2. Automatic Processor OR
  3. Digital processing
- I. Maintain X-Ray log