

One Health - One Health Master - Mid-Cycle Review & SLOA Year

Current Compliance Year: 2022-2023

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

N/A

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

A third party evaluator sends out yearly surveys to our students that allow us to have a better understanding of student needs and experiences in the program. All responses to the surveys are anonymous. We are awaiting results from Fall 2022. However, results from 2021 can be found here. We also look closely at the outcomes of the colloquium project of the students. This project includes lessons from previous One Health courses and students work with a community on a one health issue. Colloquium Project titles and rubrics can be found here. Finally, we conduct exit interviews via zoom to discuss student experiences. Each semester, we meet to discuss the feedback that we get from our students and make changes to the curriculum based on the feedback we receive. From the data that we have collected so far, we can conclude that:

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| <ol style="list-style-type: none">1. We have a diverse group of students (age, race, experiences, and location)2. Our students appreciate the flexibility of the program3. Students leave the program knowing how to apply a constructionist approach to solving large One Health issues within communities. |
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Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

We have made curricular changes to the following Core One Health Courses: DVM 615 One Health Concepts, DVM 620 One Health Challenges, and DVM 621 One Health Colloquium based on evaluations and surveys completed by OHM students.

- In order to make courses more engaging and give them the ability to work better together, we have utilized external tools. In DVM 615, we use Perusall for article discussions, and in DVM 620 and DVM 621 we use Draw io for systems mapping.

- We have made DVM 620 One Health Challenges a course that brings students exposure to people working in areas of one health and exposure to the tools used to operationalize one health.

- Student feedback has allowed us to refocus the DVM 620 and 621 courses by introducing one health operationalization tools earlier in the 620 course, providing more time to establish and build the importance of relationships with communities and our students.

- Instead of students spending the initial weeks of the DVM 621 One Health Colloquium course searching for a project to work on, we have made a list of projects with communities and organizations that we already have relationships with so that the students have more time to work on their project, navigate group dynamics, and provide results to community members.

- Flexibility in selecting electives and stakeholder engagement remains major strengths in our curriculum.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

Increase in degrees awarded, Increase in majors, Decline in SCH

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

N/A

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

With this being a newer program, we have only collected two years worth of data reflected. In those two years of data we have observed a few trends, however, it is a challenge to decipher the One Health data that is within the DVM program. For future consideration, this may be considered worth changing so that we can have a more accurate representation of and for our students.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices "have been widely tested and have been shown to be beneficial to college students from many backgrounds." UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program's student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the "Other or None of These," field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Collaborative Assignments and Projects, First-Year Seminars and Experiences, Diversity/Global Learning, Internships, Capstone Courses and Projects, "Service Learning, Community-based Learning"

Other or None of these (explain)

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Submission

Submitter & Collaborator Names

Hannah Robinson
Dr. Arleigh Reynolds
Dr. Laurie Meythaler Mullins
Kelsey Nicholson

Submitter Email

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College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

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Explanation of Recommendations

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Student Learning Outcomes Assessment Feedback (tags)

Compelling learning story,Missing curricular connection,Missing collaboration in department

Student Learning Outcomes Assessment Feedback (narrative)

The program provides “Program Goals and Methods of Assessment”. The program needs to develop Student Learning Outcomes & Assessment. Outcomes assessment is intended to be a collaborative learning experience for the program. This is an opportunity to share results and discuss how to enhance the students' experiences and make curricular decisions based on the results of the assessment. There appear to be a student learning outcome assessment in place that utilizes the Colloquium Project- as the program provided the rubric for this (maybe this is part of Program Goal #2) but can be easily adapted into a SLOA. They also utilize at least 2 indirect measures with the annual survey of students, and the exit survey. These all appear to be easily adapted to a SLOA plan. The program provides good discussion on how the program assessment has led to curricular changes.

Profile Feedback

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Financial Feedback

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Student Success & Equity Feedback

This is only in its third year, data is too limited to identify any equity gaps at this time. However, the program does identify 3 Student Success Data Trends; increase in degree awarded, increase in majors; and decline in SCH. The Accreditation and Assessment office will follow up to discuss how the PAIR data can better disaggregate the OHM data.
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High-Impact Practices Feedback

The program was able to identify 6 HIPs and provided some discussion around it. It seems clear that they are integrating HIPs and seeing student success.
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Student Learning Outcomes Assessment Plan for the One Health Master's

	Student Learning Outcome	Courses where outcome is addressed and evaluated	Method of Evaluating Annually
1	Identify and engage stakeholders who play a role in management of a One Health challenge.	OH F620 OH F621	For a specific One Health challenge, students will prepare a list of stakeholders and where they fit in the continuum from the community on out to international agencies. Students will be asked to provide questions and suggested tasks for each stakeholder and a timeline of when they expect each stakeholder to be engaged in the data collection and management plan-forming parts of the process. Faculty will evaluate the thoroughness of these documents and provide suggestions if students have not adequately addressed the complexity of the issues.
2	Convey persuasive position in oral and written format in a public forum.	OH F620 OH F621	Students will be evaluated by stakeholders in the audience and their instructors using a rubric that gives values for clarity of informational support and persuasion.
3	Demonstrate understanding of complex cultural and scientific situations in the circumpolar North, and explain them in a One Health framework to a diverse audience.	OH F615 OH F620 OH F621 RD F655 DVM F714 elective courses in the two Concentrations	Knowledge and understanding will build within the individual courses a student completes, but the overall outcome will be assessed in class presentations and written reports and management plans in OH F620 and OH F630. There will be matrices for each paper and presentation which assigns values for the exhibition of these skills.
4	Identify ways to synergize traditional knowledge and western knowledge.	RD F655 OH F620 OH F621 RD F465 NRM F647	These skills will be explored through class discussions, presentation assignments, and written assignments in both core courses. This synergy will

			also be evaluated as an explicit part of any management plan.
5	Utilize a One Health approach to integrate human health, animal health, and environmental health into a comprehensive management plan to manage a problem in the circumpolar north. The skills developed in coursework should be utilized in all aspects of this management plan.	OH F620 OH F621	Surveys of the public, stakeholders, and faculty regarding the effectiveness of the management plan presented, and the effectiveness of the presentation by the student panel. Each student will be evaluated on their assigned individual portion of the written and oral presentations. They will also be evaluated on the overall written and oral presentation.