



**STAUTZENBERGER COLLEGE, BRECKSVILLE
INSTITUTIONAL EFFECTIVENESS PLAN
CAMPUS EFFECTIVENESS ASSESSMENT REPORT**

Quarter Reviewed: Summer 2009

Instructions:

In accordance with Stautzenberger College's Institutional Effectiveness Plan, the Campus Effectiveness Assessment Team ("CEAT") shall conduct an assessment and issue a report ("CEAR") each quarter assessing the branch's effectiveness for that quarter. Each report shall also detail the statistical results for the year preceding. This report is to be used as the means by which the Team compares the statistical and anecdotal progress of the institution both from quarter to quarter and annually. This report will comprise the minutes of the Team's meeting. This report should include, but is not limited to, the following addenda:

- [1] Copies of all student attendance reports;
- [2] Copies of reports assessing student academic performance using the average GPA of students within a given program and institutionally;
- [3] Copies of surveys assessing student satisfaction with the faculty, the administration, their academic programs and the institution;
- [4] Copies of reports assessing gross retention statistics;
- [5] Copies of reports assessing student course completion rates institutionally;
- [6] Copies of reports assessing student probation statistics;
- [7] Copies of employer surveys;
- [8] Copies of graduate surveys; and
- [9] Copies of all Academic Reviews performed during the quarter.

Goals and Standards:

Below are noted the Institutional Effectiveness Plan's Goals and Standards for the following performance indices:

Function	IEP Standard	CEAT Goal
Student Outcomes		
Course Completion Rates	85%	90%
Average Student GPA	2.75	3.1
Average Attendance Rate	88%	90%
SAP Rate	75%	80%
SAP Retention Rate	70%	80%
Academic Review Rate	90%	100%
Retention		
Annual Retention	65%	78%
Quarterly Retention	91%	95%
Placement		
Annual Graduate Placement	69%	75%
Quarterly Graduate Placement Rate	85%	95%
Satisfaction		
Student/Instructor Satisfaction	90%	91%
Student/College Satisfaction	90%	91%
Employer Satisfaction	75%	80%
Graduate Satisfaction	75%	90%
Student Default Rates	7.92%	6.9%

Annual Enrollment Performance:

The following table reflects the enrollment performance for the College over the last five quarters; this data is provided so that performance may be compared from quarter to quarter and seasonally for a more accurate understanding trends.

	093	092	091	084	083
	Results	Results	Results	Results	Results
How many students started the quarter?	394	377	351	345	300
How many students finished the quarter?	376	360	333	328	281
% of students who finished the quarter?	95.4%	95.5%	94.9%	95.1%	93.7%
How many LOA students returned?	8	10	10	nm	nm
How many students continued?	330	327	319	304	261

Data Collected	093	092	091	084	083
Function:					
Student Outcomes					
What was the average incoming GPA?	2.48	2.62	2.66	2.65	2.56
What was the student Course Completion Rate?	89.7%	89.4%	91.5%	88.8%	90.3%
What was the Average GPA?	2.92	3.0	3.14	3.09	3.1
How many started the quarter probational?	26	16	23	16	17
Number of students dismissed for SAP reasons?	4	2	2	1	1
Number of students dismissed under 2X Rule?	10	5	3	4	7
What was the SAP Rate?	91.3%	96%	91.8%	91%	93%
What was the SAP Retention Rate?	88.5%	87.5%	92%	94%	94%
What was the Certification Exam Passage Rate?	52.3%	n/a	71%	n/a	73.9%
Retention					
What was the GWR for the quarter?	5.6%	4.5%	5.1%	4.9%	5%
How many students withdrew?	22	20	13	17	15
How many students took an LOA?	17	4	10	9	10
How many were suspended?	0	1	0	0	2
Percentage who did not continue into next quarter?	7.4%	13.3%	5.9%	9.4%	9.6%
• How many from pregnancies?	3	0	1	3	6
• How many from schedule conflicts?	0	0	0	1	1
• How many from military?	0	1	2	nm	nm
• How many work related?	1	1	2	1	6
• How many medically related?	2	1	7	3	4
• How many academically related?	2	1	6	4	4
• How many childcare related?	0	0	0	0	1
Placement					
How many graduates?	25	22	16	18	22
• Number employed in field?	11	14	12	11	16
• Number employed in a related field?	3	3	2	1	0
• Number employed out of field?	0	2	0	2	1
• Number still seeking?	11	3	2	4	5
Satisfaction					
What was the average Student/Instructor score?	90.5%	90.3%	91%	92%	90.6%
What was the average Student/College score?	91.9%	92%	91%	92%	87.5%
What was the average Externship score?	90.1%	88%	93%	86.5%	94%
How many Academic Reviews were completed?	180/187	208/219	179/201	164/171	109/128
How many hours of Extra Assistance were offered?	239.3	227.8	225.3	251	127
Average Employer Satisfaction score?	93.3%	98.5%	nm	94%	nm
Average Graduate Satisfaction score?	95%	nm	86%	nm	nm
Average student attendance rate?	91.3%	91.5%	91.1%	91.7%	91.2%
What was the Instructor retention rate?	80%	77%	77%	82.9%	74.3%
What was the average length of Instructor service?	6.2Qtrs	5.8Qtrs	5.3Qtrs	5.1Qtrs	5.2Qtrs

ANALYSIS

Assess below the import of the statistical information presented above.

Student Outcomes:

The average student GPA fell slightly for 093, from 3.0 in 092 to 2.92 in 093. The CEAT took a critical look at grade inflation during this period of time. Discussions were held with Directors of the Programs as well as the instructors as to how to prevent this from occurring. As a result of the slight decline with GPA, the CEAT feels that this issue has been adequately addressed. The CEAT will continue to monitor this situation.

The Course Completion Rate rose slightly for the 093 reporting period, just a fraction of a percentage point off Goal (90%). This near miss of Goal is directly tied to the number of students who were dismissed under the 2X Rule. This number doubled from 092, reflecting the continuing struggles that some incoming students are having passing the introductory VET classes. There were also a record number of Court Reporting students who were dismissed under the 2X Rule. These students hit a plateau, and many of them did not take sufficient advantage of the additional Extra Assistance offered by Ms. Beltz.

Retention:

A total of 22 students withdrew during or after 093, rising slightly from the previous reporting period. The number of students requesting Leaves of Absence grew very significantly this quarter, however, rising to a total of 17 students. The CEAT will be taking a critical look at this number to determine how the College may best assist these students and maximize the number who return from leave. No students were suspended during this period.

Placement:

We had 25 graduates in 093. Of these, 11 found employment in field, and 3 found employment in a related field. These placements yielded a 56% placement rate for 093 at end of quarter. The Placement Officer and Program Directors will continue to work on behalf of the remaining graduates from all quarters who are not yet placed.

Satisfaction:

Surveys

As in the past, we measured overall Student Satisfaction primarily through the use of surveys. The surveys focused on largely two elements: satisfaction with individual Instructors, and satisfaction with the College generally.

Student satisfaction with Instructors continued to exceed expectations. Most Instructors scored at or above the 90% goal. Those who did not will receive additional support from the Dean.

Student/School evaluations continued a strong showing, breaking the goal of 90% yet again.

Quarter	Reception	Financial Aid	Admissions	Branch Director	SSO	Placement	Program Directors	Dean	Librarian	Total
083	96.7%	90.1%	93.7%	89.7%	nm	nm	93.3%	90.3%	nm	92.3%
084	94.5%	92.6%	97.7%	91.3%	95.2%	95%	95%	94.1%	95.3%	94.5%
091	93%	92%	94%	92%	95%	93%	94%	93%	94%	91%
092	97.7%	95.1%	95.6%	93.4%	96.8%	94.2%	95.4%	95.2%	96.8%	95.1%
093	96.8%	94.9%	96.2%	92.3%	98.2%	96.3%	94.9%	94.9%	97.7%	95.8%
Quarterly % Change	-.9%	-.2%	+.6%	-1.1%	+1.4%	+2.1%	-.5%	-.3%	+.9%	+.7%

Employer Satisfaction:

Vet Tech

For the 093 period, only five surveys were returned by employers. Our results showed that the employers were pleased with our student’s ability to perform in surgical settings, in being hard a worker and being capable at completing laboratory work. However, four out of five of those commented that our students needed better preparation in the area of customer service and people skills. Another commented they would like to see more externship experience for our students as well as instilling better interpersonal communication skills. The request for additional externship hours will be met with the program revision, which will add an additional

Paralegal

For this period, one survey was returned, but the review for the student was glowing. The firm congratulated the student on being well organized and eager to accept new challenges.

Court Reporters

One employer survey was returned for the 093 period. This student scored “good” and “very good” in all areas.

Graduate Satisfaction:

One Vet Tech student commented that she believes that every class she took was necessary and she did not offer any suggestions to delete any required courses.

A Court Reporter graduate expressed that she is very pleased with where she is today due to the education she received from our institution. Another student expressed that she was satisfied with the education she received and were not able to offer any suggestions as to the addition or deletion of any classes.

A third graduate expressed that she were 110% satisfied with the quality of education that she received from Stautzenberger College.

The CEAT is extraordinarily pleased with the results of the Graduate Surveys. This metric is vital to an understanding of the value graduates and the community perceive in the education the College offers.

Attendance

The college continued to post a strong attendance record for 093, gaining slightly over the 092 quarter. The CEAT is pleased with this outcome and hopes to maintain this high standard.

Academic Reviews

For 093, a total of 180 reviews out of 187 were completed for this reporting period. The Student Service Officer has been in contact with the remaining seven students and has committed to completing these reviews.

Instructor Satisfaction

Inter-quarter retention of Instructors grew again, as did the average length of service. The College has posted increases on this metric for the last four quarters. The average service now exceeds 1.5 years, a fabulous result given that the College has only been open for four years and that significant growth in the Instructor base in response to enrollment drives this number down each fall.

On-Line Satisfaction

Students expressed significant satisfaction with the on-line offerings, particularly Judge Greene's Civics course. The CEAT was curious to see if having a residential Instructor teach an on-line class might influence student satisfaction. This definitely proved the case.

DIRECTION

What changes did you implement last quarter?

We changed the following textbooks in 093:

- The American Democracy, 9th ed.
- Microsoft Office 2007: Introductory Concepts & Techniques (Premium Video Ed)
- Society: The Basics, 10th ed.
- McCurnin's Clinical Textbook for Veterinary Technicians, 7th ed.
- Pathology & Parasitology for Veterinary Technicians, 2nd ed.

We also implemented an extended VTNE Review Program. Instead of one or two weekends of review, the sessions are now held nearly weekly throughout the term and are open to both current and former students.

Did these changes work?

The faculty, students and graduates seem pleased with these changes.

Do you plan to continue these activities, or do you plan to try another approach to foster improvement in the above areas?

We will continue to consider effective textbooks and extra assistance mechanisms to ensure that our students have the greatest likelihood of success.

CURRICULUM

Did you implement any improvements to your curriculum last quarter?

We continued working to improve and revise the Vet Tech curriculum; we also began revising the computer courses.

We applied for and received approval of Grants and Scholarships from the State Board of Career Colleges and Schools.

We applied for and received State Board approval on the Pharmacy Technician Diploma and AAS Degree Programs. We have submitted them to ACICS for approval.

Faculty Input

Indicate below any changes to the curriculum recommended by the faculty.

Faculty Surveys

Heather Machles, Heather Butler, Mary Beth Moore, Jeffery Tuma, Amy McLysaght, and Jeremy Molis had no concerns to report at this time.

Mr. Matt expressed that some students have shown an interest, but lack substantial knowledge, in an economics course. He also noted that with many Vet Tech students expressed an interest in starting a small non-profit business, focused on grooming and animal rescue, and it would be useful for the students to have access to a course such as economics. Economics is one of the VET students' electives, though few ever opt to take it.

Jan Bruml noted that the students of the Massage Therapy program are very pleased with the faculty. She also suggested that for part-time faculty, there be something to help retain them during quarters where no classes are available for them to teach, and something to help them feel more at home in their facility. Ordinarily, faculty are acclimated to the College and brought into the fold through Orientation, Faculty Meetings, and social events (both on and off the premises). Mentoring is also an option for new faculty to ensure that they feel fully comfortable in the College environment. The CEAT recommends that Ms. Bruml speak with the Dean concerning these options.

Len Rose commented that he has concerns about the absence policy, and in his opinion thinks it is too liberal. He believes that a withdrawal should be should occur at 25% absence, not 40%. The CEAT is confused by this comment. Withdrawal due to absence is two-fold. The first is the 14 day rule, which is a component of financial aid policy. This requires any student who is absent 14 consecutive days or more to be withdrawn from the institution. The College also has a policy which permits it to remove a student from a class for excessive absenteeism and to reduce a full letter grade any student who exceeds 10% unexcused absence. The College does not have a 40% rule. Any faculty member who has a student suffering from excessive absenteeism is welcome to contact the Dean concerning whether the student has or can learn sufficient material to benefit from the class.

Suzy Kaufman made a suggestion that the students need to learn how to address clients and to learn how to conduct themselves in a work environment and with co-workers. She suggested that offering a lab session so students can practice "mock" clinic days. She suggested having the students meet clients, take a history, perform "SOAP" on an animal. Suzy noted that she believes that constant repetition is very important. This is a viable point that the CEAT will consider when revising the program in the next few months.

Sam Pingatore suggested that CDP 250 would be an ideal candidate for being 100% online, but wouldn't consider doing this until summer 2010. He also noted that CDP 250 should be expanded to include Excel, Access, and PowerPoint. The CEAT will take this recommendation under advisement.

Christina Schirripa expressed that steno paper be listed as optional on the syllabi in advanced classes. The CEAT refers this recommendation to Ms. Beltz for implementation.

Danya Linehan noted that many changes are already in place, which she sees as being very positive. She also commented that she would still love the temperature in some classrooms to be more moderate.

Marie Lacey commented that she is still having issues with projector remotes that are missing from the classrooms. She also expressed that this quarter many students seem under-prepared for college

course work. She suggested possibly finding a way to evaluate these students and get them into the writing class, maybe even an introduction to college. Nearly all incoming students who are not transferring in the Written Communications class are enrolled in it their first quarter. Ms. Lacey also recommended that they be given information on time management, study skills, etc., prior to course work in order to help them succeed. The College 101 offering is currently structured to be presented in Vet 105 for the VET program. These topics are supposed to be covered at that time.

Laura Lackner suggested having a more effective way of drawing blood, vaccinating, and doing PEO's on 20+ animals. She also noted that it was difficult to accomplish this in two labs. The CEAT refers this concern to the Program Director for assessment and remediation.

Harold Rauzi noted that attendance has been a concern to him. He stated that it seems much more of a problem than in prior classes he has taught. The CEAT would like Mr. Rauzi to speak with the Dean to determine whether there are patterns we may address.

Bob Churilla commented that the staff is always helpful, and if they didn't have the right answer he was pointed in the right direction.

Dr. Snyder expressed her concerns with students offering excuses for not having printed out the notes or homework that she has sent out electronically. They will express that they do not have a computer, no internet access, or no printers. She also expressed frustration that students will arrive to class late as they are still printing out assignments. She added that she does not offer them much slack with this after the first two weeks of classes. Outside of new students (who do not receive their computers until at least 30 days after matriculation), all students must and should have laptops. As long as the materials are sent with sufficient advance warning, students should be able to access them while still on the premises for the next class meet.

Faculty Course Evaluations:

GEN 122 Written Communications

The Instructor agreed that the text covered all major objectives of the course. If the students are retaining the material, there is usually enough time. If they are having issues, progress can slow greatly. The Instructor felt that yes, this course is relevant to the students' course of study.

MED 110 Medical Law

The Instructor noted that the text does contain the material necessary to meet the objectives of the course. The training schedule as outlined on the course syllabus provided sufficient time to cover the material. Lastly, the course is relevant to the students' course of study.

PAR 100 Legal Terms

The Instructor agreed that the text met the necessary needs of this course, there was enough time to comply with the course syllabi, and that the course is relevant to the students' course of study.

PAR 200 Legal Research and Writing

The Instructor agreed that the text met the necessary needs of this course, there was enough time to comply with the course syllabi, and that the course is relevant to the students' course of study.

BUS 124 Business Letter and Report Writing

The Instructor agreed that the text contained the necessary material, but also suggested adding some videos on the interviewing process. It was noted that training schedule as outlined did indeed provide sufficient time to cover the material, and the course was also relevant to the students' course of study.

High Speed

The Instructor would like to see a weekly magazine, for current events. The Library contains multiple periodicals that may be used for this purpose. The Instructor also agreed that the course syllabus provided enough time to teach the material, and that the course is relevant to the students' course of study.

GEN 102 Introduction to Psychology

The Instructor noted that the text was a great book, which had a good mix of theory with practical applications, and met the necessary material for the course. The Instructor felt that overall the course syllabus provided a sufficient amount of time to cover the material, although she would like to spend more time on stress. The Instructor agrees that the course is relevant to the students' course of study. The Instructor suggested adding in operate wellness class to the Business Program. The CEAT requests clarification on this request. The Instructor also suggested that the evaluations be done the last day of class. Were the College to administer evaluations so late, however, the information could not be used to inform staffing choices for the following quarter, an outcome that would render student input moot. As a result, the College administers the surveys after students and faculty have had an opportunity to hit their stride and become accustomed to one another (week 8) but with sufficient time to determine whether a given course assignment is appropriate.

KEY 124

The Instructor stated that the text contained the material necessary to meet the objectives of this course, and added that it clearly has a better presentation of the curriculum; better chapter summaries, and better explanation of step-by-step tasks. The Instructor suggested that CDP250 should be expanded to include Word, Excel, Access and PowerPoint certification. The Instructor also feels that all computer classes are essential to getting any kind of job these days.

Steno

The Instructor agreed that the course syllabus provided sufficient time to cover the material, and also that the course is relevant to the students' course of study.

VET 270 Surgery Lab

The Instructor of this class noted that they have a "cookbook" which they are revamping over the break. The Instructor feels the students should purchase the "cookbook" as a required text for the course. The Instructor feels strongly that the course is relevant to the students' course of study and adds that it encompasses all they have to learn. This Instructor would like to add a hands-on "mock" clinic to prepare the students on how to meet with clients and ask questions, etc.

CDP 250 Microsoft Word Advanced

The Instructor of this course has not yet looked for a new alternative to a text, but recommends that it is time to do so. The Instructor also feels that the class is not relevant to the course of study, and notes that it is redundant with CDP150. This class is designed to perfect skills learned in CDP 150. This trio of courses is being redesigned to ensure that students receive the maximum benefit.

VET 116

This Instructor loved the text for this course, and also feels that the course is relevant to the students' course of study. The Instructor noted that any adjustments they hoped for are being taken care of with their program changes.

VET 117

The Instructor loved the text for this course and said the course is relevant to the students' course of study.

VET 261

The Instructor mentioned that the faculty is still trying to consolidate the texts for VET 260 and VET 261, but the texts being used at this time are great. The Instructor also feels that the course is relevant to the students' course of study.

VET 105 Veterinary Principles

The Instructor of this course agreed that the text contained the material necessary to meet the objectives of this course, that the training schedule as outlined on the course syllabus provided sufficient time to cover the material and that the course is relevant to the students' course of study.

Animal Technology 1

The Instructor agreed that the text contains the material necessary to meet the objectives of this course. The Instructor noted that the students must be encouraged to open the McCurnin textbook to seek answers. The Instructor also felt that there is not enough time in labs to perform all blood draws, baths, vaccinations, and P.E.'s needed for all animals, mainly due to the large groups of 15-20+ animals. The Instructor feels that this course is extremely relevant to the students' course of study. The focus of this course should be to ensure that students receive the necessary practice. To the extent that the number of animals exceeds the need of students, the additional animals should be processed by College staff. Instructors should not feel compelled to process all animals in a given class period. The CEAT refers this concern to the Dean.

PAR 260

The Instructor thought the text contains the necessary material. The Instructor indicated that he or she covered the information more quickly than expected, which could be due to the small classes. The Instructor also feels that the course is very relevant to the students' course of study. The CEAT would like to remind all Instructors that the material on the syllabus represents a minimum threshold of mastery; each faculty member is welcome (and should) supplement the course material with topics and material the Instructor believes are essential to effective practice. This supplementation is part of Academic Freedom and the process of making a class your own.

Desktop Applications

The Instructor of this class agrees that the text contains the necessary material, the syllabus provides sufficient time to cover the material, and that the course is relevant to the students' course of study.

GEN 115 Introduction to Sociology

For this class, the Instructor feels that the text contains the necessary material to meet the objectives of this course, there is just enough time to cover everything on the syllabus and that the class is relevant to the course.

VET 259 Lab Animal Procedures

According to this Instructor, the text contains the necessary material, there is enough time provided to cover the material, and the course is relevant to the students' course of study, and noted that it actually exposes the students to another career field. The Instructor expressed that, after several months, she has settled into this course and it seems to run well. The Instructor also mentioned that the last three weeks of class include field trips, necropsy and guest speakers, and the Instructor feels that the class evaluations would be higher after students experienced the last three weeks of the course. The Instructor is welcome to redesign the class to spread these events over the course of the quarter so that students remain excited throughout.

VET 270 Surgery

This Instructor noted that the text used is a good text, but does not teach the lecture portion of the class. The Instructor added that the Cookbook and class schedule are very easy to follow, and feels that the class is probably most relevant to the students' course of study.

Introduction to Paralegal

The Instructor agreed that the text contains the proper teaching material needed for the course, he or she had sufficient time to cover the material, and the course is relevant to the students' course of study.

GEN 125 Oral Communications

According to this Instructor, the text contains all the necessary material to meet the objectives of this course. The Instructor feels that, as long as the Instructors work to make the class relevant, it will be. The Instructor feels that there is overlap between GEN 125 and BUS 124 in the area of research, interviews, cover letters and follow up cover letters. This is certainly true. The goal in offering this overlap is to give students multiple opportunities to perfect these skills, which are critical to their ultimate success in their chose careers.

BUS 124 Report Writing

The Instructor for this class feels that it is easy to cover all the material in the book in approximately nine weeks. (This comment confuses the CEAT, since quarters are 11 weeks, and all weeks should be used to their fullest.) The Instructor just needs to be creative in their planning. The Instructor also feels that there should be a small percentage of the final grade for class participation, and notes that this course is definitely relevant to the students' course of study.

Student Surveys:

BUS 124 Buterbaugh

Many of the students agreed that working on the computers was of most assistance to them in understanding the course material. Others noted that the extra help from the Instructor, the textbook, and in-class experience were also helpful to their learning. A student felt that information about business letter writing and the format, basic computer skills, and more information on graphs and tables were not covered in class, but they would have liked to have learned about those things. Suggestions as to how the class might have improved were; getting the laptops on time, have the class later in the day, more time for quizzes, and to be more focused on what they need to know for the tests, possibly by offering study guides. PowerPoint and hands-on were the methods used that helped understand topics being discussed or reviewed.

BUS 124 Buterbaugh

The book, overhead projector, and the Instructor were most helpful to the students in understanding the course material. One student commented that the Instructor was clear about expectations, and was able to take the material from the book and show clearly how it relates to real life situations. The students suggested that the PowerPoint notes could have improved the class. A student noted that there was no need for improvement, it was a great class and it was fun. PowerPoint and lecture were the methods used that were most helpful in understanding topics being discussed or reviewed.

BUS 125

The students were asked what assisted them the most in understanding the course material; they noted practice problems and the Instructor were most helpful. The student added that the Instructor always takes time to help the students when they don't understand what they are supposed to do. Suggestions as to how to improve the class were: to make the material more interesting, and to show more interest and enthusiasm in teaching. Practice/repetition, examples on slides, the textbook, and the dry erase board were the methods used that were most helpful in understanding topics being discussed or reviewed.

BUS 130 Hanes

Students agreed that the Instructor's first-hand knowledge of the law, the Instructor's examples and the test were most helpful in understanding the course material. One student noted that they would have liked to have learned more about Cleveland and Ohio businesses. Videos, handouts, and dry erase diagrams were most helpful in understanding topics being discussed. One suggestion made as to how the class could have been improved would have been to have more case handouts. Students would like to see an index of business cases added to the library holdings.

CDP 120 Molis

Hands-on experience, the textbook, the Instructor's lectures, and step-by-step instructions were listed to be most helping in understanding the course material. Students would have liked to have seen more emphasis on Microsoft Outlook, and web "stuff". One student suggested that the class could have been improved if there were practical quizzes and updated computers. PowerPoint, handouts, and in class labs were the methods used that were most helpful in understanding topics being discussed or reviewed.

CDP 140 Richards

The hands-on experience was most helpful in understanding the course material. The student commented that she learned all of the basics needed in the class.

CDP 140 Richards

The student commented that the Case Catalyst was most helpful in understanding the course material. The student felt all the information she wanted to learn about was covered. The only comment made was that the student would have liked the class more if it was given when she first started using CAT.

CDP 250 Pingatore

All of the students agreed that the Instructor and the activities were most helpful in understanding the course material. Many of the students agreed that the SAM system was not easy to work with, and noted that it had too many glitches. A few suggestions given as to how the class could have been improved are to offer the course online and improve the glitches in the computer program. Students noted that the Instructor provided extra help, which was most helpful in understanding topics being discussed or reviewed.

CDP 250 Rose

The students were asked what was most helpful to them in understanding the course material. One student did not care for the Instructor, and expressed a preference that another Instructor teach the course. One student suggested following the lead of Instructor Pingatore and how he conducted his testing, and students should be given an opportunity to take Microsoft exam.

GEN 102 Hinderer

For this class, reading the textbook, handouts, PowerPoint, good classroom dialect, and class discussions were most helpful in understanding the course material. A student expressed that they would have liked to have learned more about different types of grieving for when owners lose a pet and mental disorders. It was also mentioned that it wasn't that information wasn't covered, but it seemed like there was too much information and it was difficult to stay caught up. Suggestions on how the class could have improved were such as, shorter chapters, longer classes, study guides for tests, better PowerPoint presentations with key points highlighted, and having handouts of notes to follow along with PowerPoint. Student agreed that group discussions and handouts were most helpful in understanding topics being discussed or reviewed. Students would like to see more research on Psychology added to the Library.

GEN 102 McLysaght

Students agreed that class discussion, the textbook, lectures, and handouts were most helpful in understanding the course material. Students would like to learn more about body languages. There were a few suggestions as to how the class could have been improved. One of the students commented that the Instructor seemed insecure, and noted that the Instructor was great and has no reason to worry. Temperature control could have improved the class. PowerPoint, lectures, and handouts were listed to be most helpful in understanding topics being discussed or reviewed. One of the students noted that they would be interested in purchasing their text in digital format.

GEN 112 Greene

Lectures, explanations, diagrams and the methods he used to engage the class with the subject matter were most helpful in understanding the course material. Students would have liked to learn more about the process of how something becomes a bill then a law. Many of the students agreed that videos, explanations, lectures, and discussions were most helpful in understanding topics being discussed or reviewed. A student commented that the Instructors lectures were open and interesting, never stressful and they made you want to succeed.

GEN 112 Greene (online)

The students noted that the text, online lessons, and review games were most helpful to understanding the course material. The students suggested that more complete description of what was expected regarding assignments would have been helpful. Some concern was expressed that the Instructor did not answer emails, and did not specify when tests and discussion questions were due. A student commented that anytime there was a question the Instructor met with them and was very helpful.

GEN 115 Churilla

In this class, students listed that the textbook, Instructor's discussions, and lectures were most helpful. There were a few suggestions as to how the class might have improved. Students suggested having more written essays, review guides and chapter notes. Students agreed that the book was one of the methods that were most helpful in understanding topics being discussed or reviewed. Students also noted that daily discussions, article assignments, and handouts were helpful.

GEN 115 (online)

The book was most helpful to the students in understanding the course material. The students suggested more interaction and an on-site Instructor. The CEAT was very interested in this comment, since this Instructor does not teach any residential classes at the College. However, the residential Instructors are available to assist any student taking an on-line class if they have a need. One of the students noted that they would like to see the Instructor grade discussion questions, and they would like to be able to work ahead at their own pace. The CEAT will take this suggestion under advisement.

GEN122 Matt

All of the students agreed that the Instructor and the PowerPoint presentations were most helpful to them in understanding the course material. Students made suggestions to how they thought class could

have improved. Students suggested that the Instructor should email or give PowerPoints in advance to the class or the beginning of class, and to use more examples and less PowerPoint. The students agreed that PowerPoint and lectures were most helpful in understanding topics being discussed or reviewed.

GEN 122 Matt

For this class, PowerPoint, class discussions, lecture, and the Instructor were all responses given that were most helpful to the students. One student commented that the Instructor would explain things as many times as needed until all the students understood. Students would have liked to have learned more about spelling more challenging words. The students suggest that having the class be shorter might improve the class. The students agreed that the lectures and PowerPoint were most helpful in understanding topics being reviewed or discussed.

GEN 122 Matt

The students were asked what was most helpful to them in understanding the course material. Student responses included doing examples for tests/homework, PowerPoint, notes, lecture, and the Instructor's examples. One student commented that she would have liked to have learned more about poetry. Suggestions on how to improve the class were: having more attention on paper writing. Another student commented that he would have liked to have seen more enthusiasm from the Instructor. Lastly, students suggested having a better textbook/not so confusing, and more class handouts. PowerPoint, practices in the book, and notes sent by email were all methods that the Instructor used that were helpful in understanding topics being discussed or reviewed.

GEN 125 Buterbaugh

In this class, almost all of the students agreed that the Instructor was most helpful. A student said that the Instructor is very willing to help anyone who needs the help. The students commented that the Instructor didn't use PowerPoint, but used the text and had real life experiences as examples; the Instructor always interacted with the class; and the Instructor's teaching methods were excellent and the tests were exactly what we learned in class. Students suggested having some quiz reviews, a clearer syllabus regarding test dates and material to be tested, use PowerPoint and have a little bit more time on projects. The students noted that handouts, class participation, group activities, notes on the whiteboard, and videos were all helpful in understanding topics being discussed or reviewed.

GEN 125 Buterbaugh

Many of the students agreed that the Instructor and the way the Instructor taught were most helpful in understanding the course material. There were a few suggestions as to how the students felt the class might have been improved. Suggestions were to have the class shorter, to have printed notes, and to have more review for quizzes. Examples/explanations, videos, handouts, and extra help were most helpful in understanding topics being discussed or reviewed.

GEN 128 Matt

In this class, students commented that class lectures, PowerPoint, and the textbook were most helpful to their learning. Students would have like to have learned more difficult words/more word origins. Students suggested not having so much memorization of definition and a better textbook. The CEAT refers this comment to Ms. Beltz for consideration. The student noted that this text was far too easy. Many of the students agreed that PowerPoint was the method used that was most helpful in understanding topics being discussed or reviewed.

KEY 124 Pingatore

The students commented that the typing computer program, repetition, the text, and the Instructor were most helpful in understanding the course material. The students had a few suggestions as to how they thought the class might be improved. Students suggested having a disc to take home to practice more of the lessons, instead of looking for free ones online. Students may purchase the program if they wish through the bookstore. The students noted that the book was most helpful in understanding topics being discussed or reviewed.

MED 110 Tuma

For this class, students noted that the Instructor's experience, hands-on, and the textbook were most helpful to the students' learning. There were only two suggestions as to how the students felt the class could have improved. One student suggested having a couple videos and learning something other than medical law. The students agreed that the handouts and reviews sheets for the test were most helpful in understanding topics being discussed or reviewed. One student commented that the Instructors handouts and lectures are great and the Instructor would ask if everyone understood what was being taught, and if they didn't the Instructor spent more time on the topic.

PAR 100 Moore

When the students were asked what assisted them most in understanding the course material, some of the student responses were: having to write the definitions down for homework, watching videos and writing down legal terms we heard in the video, flash cards, the Instructors extra explanations, and the Instructors experience. One of the students would have liked to have learned more about criminal law. Students suggested having a weekly vocabulary quiz over 1 or 2 chapters, more movies on law subject and discussion, and having group activities. Repetition, videos, and handouts were agreed to be most helpful in understanding topics being discussed or reviewed.

PAR 100 Spanos

The Instructor was noted to be most helpful to students understanding the course material. The student commented that the videos, real life examples and illustrations were most helpful in understanding topics being discussed or reviewed.

PAR 110 Celebrezze

The students expressed that the textbook, reading chapters, research homework, talk forum in class, and the Instructors explanations were most helpful in their learning of the course material. One of the students commented that they would like to have learned more about criminal law. Students suggested having guest speakers, group activities, and less homework assignments. Homework, research, personal stories, and videos were the methods used that were most helpful in understanding topics being discussed or reviewed.

PAR 200 Moore

Students expressed that the Instructor was very enthusiastic which was very infectious. The students also felt that Lexis, handouts, field trips, and demos on the board were very much helpful to them. Students commented that the Instructor made a difficult subject fun. The only suggestion on how to improve the class was to have more law resources in the library. Handouts, hands-on, examples of cases and citations, taking notes and Lexis were all helpful to the students in understanding topics being discussed or reviewed. Students would like to see references such as statute books, law books for legal research, or a complete set of anything added to the library.

PAR 210 Greene

The students noted that the Instructor, the text, notes, class discussions, and hands-on were most helpful in understanding the course material. The only suggestions given on how to improve the class would be to have more law books in the library and to have more sample forums of motions and complaints. A student said that the Instructor went out of his way to help the students. Students also agreed that videos, diagrams, open discussions and real life situations were helpful in understanding topics being discussed or reviewed. Many of the students agreed that there should be more paralegal references added to the Library.

PAR 250 Greene

The students were asked what they felt assisted them the most in understanding the course material. Student's responses were such as: homework, lecture and notes. Assignments and material applications were the methods used that were most helpful to the students in understanding topics being discussed or reviewed.

PAR 290 Rauzi

The students noted that lectures and notes were most helpful to them in understanding the course material. There were two suggestions as to how the student thought the class might have been improved. The students suggested having more activities and fewer lectures.

PAR 290 Greene

This is an externship class, so the two students each only made one comment. One of students commented that the attorney from the externship was most helpful to her. The other student commented that the paralegal at the law firm helped with everything.

STE 110A Burgess

The student felt that the practice in class was most helpful to understanding the course material. The only suggestion given as to how the class could have improved was better temperature control. The dictionary was most helpful to the student in understanding topics being discussed or reviewed.

STE 130A Burgess

The student noted that the time drills were most helpful in understanding the course materials. Students felt that they think it would make it easier if the Instructor's had a real line computer and machine setup in the classroom with the students, and maybe one that would connect to the overhead. Repeating the number and phrases everyday was the method that the Instructor used that was most helpful in understanding topics being discussed or reviewed.

STE 130A Jarrett

For this class, all of the students agreed that practice and repetition were most helpful in the learning course material. One of the students noted that they never had an Instructor who enforced a practice schedule before, and it's helped them grow. Some of the students noted that they would like to start doing higher speed drills and more about numbers. One of the students suggested having more dictating in class. Chalkboard, computer, overhead and handouts were all helpful in the understanding topics being discussed or reviewed. Students would like to see practice drills, and book on briefs and phrases added to the Library Holdings.

STE 170 Burgess

Comments on proper drill techniques were noted to be most helpful in understanding the course material. The only suggestion given was to have the class held on two nights, rather than one long night. The student noted that brief books and theory comparisons were most helpful in understanding topics being discussed or reviewed.

STE 180 Richards

All of the students agreed that extra assistance, blackboard, and briefs were most helpful to the students in understanding the course material. The students would have liked to have learned more about 4-voice and RPR testing. Students suggested that there be extra assistance after class. The CEAT would like to note that the Steno students were offered countless opportunities for extra assistance. In fact, steno students accounted for half of the hours actually used in the Extra Assistance program in 093. The students also suggested having more tests. Many of the students thought the drills were most helpful in understanding topics being discussed or reviewed.

STE 210 Schirripa

There were no comments.

STE 240 Schirripa

The student felt that the drills and tests were most helpful in understanding the course material.

STE 295 Beltz

The student felt that handouts and meeting with the Instructor were most helpful in understanding the course material. The student noted that she would have liked to have learned more on RPR testing. This request is being forwarded to Ms. Beltz for consideration. Handouts were the method used that the student felt was most helpful in understanding topics being discussed or reviewed.

VET 105 Lacey

In this class, the Instructor, notes, handouts, PowerPoint and lectures were most helpful to students' understanding the course material. One of the students said that she would have liked to have been able to go to the lab and watch. Students would have liked to have learned more about laws and have more hands-on material. Students suggested better climate control, more examples, more discussions and study guides for tests. Flash cards, notes, PowerPoint, homework and explanations were all helpful to the students in understanding topics being discussed or reviewed.

VET 105 Lacey

The students agreed that notes, textbook, PowerPoint, test reviews and handouts were most helpful to them in understanding the course material. The students would have liked to have learned more about hospital laws and how to run a hospital/clinic. Students suggested not covering so much information so quickly, more handouts, and to make class a little bit more interesting with more real life experiences. Notes, handouts, and PowerPoint were all common responses to which method was most helpful in the understanding topics being discussed or reviewed.

VET 105 Machles

In this class, students said that the Instructor's enthusiasm, homework/readings, class discussions, handouts, and lectures were most helpful to them. One of the students noted that she would have liked to have learned more about animal rights/animal cruelty laws. There were a few suggestions from the students as to how they felt the class could have been improved. Suggestions were: having study guides, more projects/homework, clearer understanding what will be on tests, and offer tutoring for the class. A few of the students commented that the tests were a little difficult for Vet 105, and include too much memorization. PowerPoint, handouts, and notes were the methods used that were most helpful to the student in understanding topics being discussed or reviewed.

VET 105 Machles

The students noted that lecture notes, the Instructor's help, guest speakers, and PowerPoint were most helpful to the learning of the course material. One of the student commented that they wanted to learn more college words. The students were asked to make suggestions to how they felt the class could have been improved. Students suggested having more review for the tests, tests not so difficult and shorter classes. Worksheets, overhead slides, and handouts are the methods the Instructor used that were most helpful to the student in understanding topics being discussed or reviewed.

VET 110 Firster

The students were asked what was most helpful to them in understanding the course material. The students listed PowerPoint, crossword puzzles, lecture, note cards, and class discussions as most helpful. One of the students commented that she would have liked to have learned more about anatomy and physiology and not so much about cells. Students suggested having the homework mandatory, more hands-on, more in depth, climate control, and to have longer classes. Crossword puzzles, PowerPoint, and handouts were noted to be most helpful in understanding topics being discussed or reviewed.

VET 110 Puleo

Lectures, PowerPoint, study guides, text, tutoring sessions and review guides were most helpful to the student in understanding the course material. Students noted that they would have liked to have learned more about parasites, more detail about disease, and more in depth about meiosis. There were only a couple suggestions as to how the students felt the class could be improved. One student expressed frustration with the Instructor and another suggested not going over the notes so quickly. The students were asked what they felt was most helpful to them in understanding topics being discussed or reviewed. The students noted that handouts, study guides, PowerPoint, review guides and tutoring are the methods used that are most helpful to the students.

VET 111 Morse

When the students were asked what assisted them the most in understanding the course material, their responses were: PowerPoint, text, notes, extra clips provided by the Instructor, lecture and the Instructor. Students would have liked if the Instructor would have covered disease more in depth, feline disorders and neurology. Students suggested having a better study guides, shorter class, and better explanations. PowerPoint and videos were most helpful in understanding topics being reviewed.

VET 112A Gebhart

For this class, PowerPoint, the Instructor's enthusiasm and the notes were most helpful in learning the course material. Students feel the class might have improved if there were smaller classes, more homework, and more handouts. The students felt that PowerPoint and lecture were most helpful in understanding topics being reviewed.

VET 112A Gebhart

The students agreed that PowerPoint, lectures, and the Instructor's explanations were most helpful in learning the course material. Students suggested having more videos, notes, reviews and handouts. PowerPoint was noted to be the method used which was most helpful in understanding topics being discussed or reviewed. The CEAT welcomes the Instructor's recommendations as to videos that might meet student needs for this course.

VET 116 Linehan

For the students in this class, the Instructor, lecture, PowerPoint and review guides were most helpful in understanding the course material. Students would have liked to have learned more about models and the endocrine system. The only suggestion given was to have more videos. The CEAT welcomes the Instructor's suggestions as to video choices. All of the students commented about how great of an Instructor they had. PowerPoint, handouts, and reviews were most helpful to the students when reviewing topics.

VET 117 Linehan

PowerPoint, review sheets, and homework were most helpful to the students understanding the course. Students would have liked to have learned more about exotics, muscles, and references to small and large animals. Suggestions given by the students were: having more examples of anatomy from skeletons, more videos, and to take a field trip to a place that does vet work on large animals. PowerPoint, notes, and review sheets were most helpful to the students in understanding topics being reviewed.

VET 117 Linehan

The students noted that tutoring, examples, PowerPoint, and handouts were most helpful in learning the course material. Students would have liked to learn more about rabbits. Suggestions as to how the class could be improved are such as: dissections, hands-on, more visual, and better tests. The Instructor, PowerPoint, and handouts were the methods used which were most helpful in understanding topics being reviewed.

VET 120A Luzader

For this class; videos, books, Instructor, PowerPoint and handouts were most helpful to the student in learning the course material. Students wanted to learn more about laws/ethics and breed/behavior information. Suggestions made on how to improve the class are to have less videos and more time in lab. Watching videos and PowerPoint were the methods used which were helpful in understanding topics being discussed.

VET 120A Machles

The students commented that the Instructor, lectures, videos, handouts, and notes were most helpful in understanding the course material. Students would have liked to have learned more about animal behavior. Suggestions as to how the class could have improved are: temperature control, more focus on behavior/less on vocabulary and better med term videos. Many of the students loved the class and

stated there was no need for improvement. PowerPoint, videos, and handouts were all methods used that were helpful in understanding topics being reviewed.

VET 121A Krickhan

Students in this class believed that PowerPoint, the Instructor, and the teaching style were most helpful in understanding the course material. Students suggested that having better chairs, more homework/worksheets, and having the class offered online would have improved the course. PowerPoint, handouts, examples and discussions were all helpful to the students in understanding topics being discussed or reviewed.

VET 121A Machles

Field trips, PowerPoint, lecture, handouts, and the text were most helpful to the students and understanding the course material. The students of the class would have liked to have learned more about cattle and exotics. Suggestions made as to how the class might have been improved include: more hands-on, more time in class, more information regarding breeds, study guides, and tutoring sessions. Websites with pictures, PowerPoint, handouts, and notes were the methods used which were most helpful to the students in understanding topics being discussed or reviewed.

VET 140 Bell

In this class, the text, lab with microscopes, the Instructor, visuals, and extra help outside of class were most helpful to students in understanding the course material. Students suggested that an assistant in lab, having a microscope that can project on the white board and the Instructor being on time might have improved the class. The lab includes a teaching microscope; the CEAT would like Mr. Bell to begin using it. The College has offered it for over three years, and it is a resource intended to augment the learning experienced. The CEAT encourages Mr. Bell to be on time at all times. The book, repetition, and the Instructor's knowledge, were most helpful to the students in understanding topics being discussed or reviewed.

VET 140 (lab)

The students of this class stated that the microscopes, lecture, extra help, and hands-on were most helpful to the students in understanding the course material. Students suggested that more organized use of time, more thorough explanations, longer class and getting a lab assistant could have improved the class. The request for a lab assistant will be referred to the Dean for consideration. Lecture, using the white board, and slides were most helpful when topics were being discussed or reviewed.

VET 140 Bell

Lecture/lab, visuals, the Instructor's teaching strategies, and hands-on were most helpful to understanding the course material. Suggestions given on the class might have improved were having a lab assistant, and having lab longer than two hours. The students agreed that real life samples and lecture were most helpful in understanding topics being discussed or reviewed.

VET 150A Krickhan

Notes, homework, the Instructor, PowerPoint, and extra assistance were most helpful to the students understanding the course material. Students would have liked more time explanation of math and alternative medicines/holistic medicine. Students suggested more drilling of drug names, and not reading the PowerPoint presentation might have improved the class. Handouts and PowerPoint were noted to be most helpful in understanding topics being discussed or reviewed.

VET 259 (lab) Krickhan

Hands-on, PowerPoint presentations and demonstrations were most helpful to the students in understanding the course material. One of the students noted that she would have liked to have learned more about ferrets. The only suggestion given as to how the class might improve is to have smaller classes. The method used that was most helpful in understanding topics being discussed or reviewed, the students stated the Instructor and the hands-on involvement.

VET 259 (lab) Lackner

In this class, students commented that hands-on, CD-Rom/text, and PowerPoint were most helpful in understanding the course material. Students suggested that a better assistant and more lecture time might have improved the class. This is a lab section, and lecture is not a part of this component of the class, however. PowerPoint was the method used which was most helpful in understanding topics being discussed or reviewed.

VET 259 (lab) Lackner

Students of this class stated that hands-on, PowerPoint and demonstrations were most helpful to understanding the course material.

VET 259 Snyder (lab)

Hands-on work, PowerPoint, lab sheets and the Instructor were most helpful in learning the course material. Students suggested that more lab time and smaller class sizes might have improved the class. PowerPoint, hand outs, slides, textbook, presentations, and hands-on were all methods used which were helpful in the understanding topics being discussed or reviewed.

VET 259 (lecture) Snyder

The students in the class commented that the text/CD, PowerPoint, hands-on, and study guides were most helpful in understanding the course material. The suggestion was made that if there were fewer people in the class, it might have improved. The Instructor, PowerPoint, and homework were the methods used which were most helpful in understanding topics being discussed or reviewed.

VET 259 (lab) Snyder

When the students were asked to comment on what was most helpful to understanding the course material, the students stated that PowerPoint, CD Rom/with text, hands-on, and the text were most helpful. The only suggestion given on how the class might have been improved was to have done more procedures on the live animals. PowerPoint, movies, handouts, and lab were most helpful in understanding topics being discussed or reviewed. A student stated that the Instructor was great and she explains things easily.

VET 260 Butts

Students in this class agreed that PowerPoint, reviews, and the book were most helpful in understanding the course material. Students would have enjoyed learning more about urine analysis. There were also a few suggestions as to how the students felt the class could have improved. Suggestions are: having printed PowerPoint, testing weekly, more interaction, clear instructions, smaller classes and more organization. A student made the comment that many of the students did not fully participate in the cage cleaning. PowerPoint, reviews and notes were all listed to be methods used which were most helpful in understanding topics being discussed or reviewed.

VET 260 (lab) Butts

PowerPoint, repetition of procedures, microscopes, and hands-on were the items most helpful to the students in understanding the course material. Students suggested that fewer people and better microscopes might have improved the class. PowerPoint, microscope and handouts were the methods that the Instructor used which were most helpful to the student in understanding topics being discussed or reviewed.

VET 260 Butts

The students in this class stated that repetition of the slides for identification, the Instructor, PowerPoint, books, flashcards and lecture were most helpful to understanding the course material. One student noted that she wanted to see a wider variety of parasites under the microscopes. Suggestions made as to how the class might have improved are: more time in lab, more fecals, more urine analysis, shorter classes, longer lab, and fewer people. PowerPoint, handouts, microscope and discussions were most helpful to the students in understanding topics being discussed or reviewed.

VET 261 Linehan

In this class, the students agreed that the Instructor, notes, visual aids, hands-on, PowerPoint, note cards, and review labs were most helpful in understanding the course material. One student noted that she liked the way the Instructor had the student notes a little different from hers, so she had to keep thinking. The students suggested that the lecture be shorter and the labs longer. PowerPoint and lecture were the methods used which were most helpful in understanding topics being discussed or reviewed.

VET 261 Sanwald

The students of this class stated that working in the field, hands-on, visualization, PowerPoint, and handouts were most helpful to the students in understanding the course material. The students suggested that if there were more time for lab, more time spent practicing catheters and more time learning how to bandage live animals the experience would be improved. PowerPoint, fake models/demonstrations, handouts, and hands-on learning were the methods used that the students felt were most helpful in understanding topics being discussed.

VET 265 Wojcieszko

Only one student made comments for this Instructor. The student said that the hands-on experience was most helpful in understanding the course material. The only suggestion the student had was to have more PE time.

VET 265 (lab) Wojcieszko

In this class, the students noted that the Instructor's calmness, the Instructor's knowledge, PowerPoint and the hands-on were most helpful in understanding the course material. The students suggested that this could be explained a little better, could be more hands-on, and the class should be small, which might improve the class. PowerPoint is the method the Instructor used which was most helpful in understanding topics being discussed or reviewed.

VET 265 Lackner

For the students of this class, PowerPoint and hands-on have been most helpful to understanding the course material. The students agree that the class might have improved if there were smaller classes and an Instructor who was more confident with the information.

VET 265 Lackner

Students agreed that hands-on and PowerPoint presentations were most helpful in understanding the course material. Students would have liked to have learned more about basic veterinary care and where to give vaccines. Some students suggested getting an Instructor with greater experience, taking more time to explain, offering more direction and providing more information. PowerPoint presentations and the students' computers were most helpful in understanding topics being discussed.

VET 265 Machles (lab)

For the students of this class, the Instructor, extra assistance, and PowerPoint were most helpful in understanding the course material. The students agreed that if the classes were smaller in size the class might have improved. All of the students agreed that the Instructor and her patience were most helpful in understanding topics being discussed or reviewed.

VET 265 Puleo

In this class, hands-on and verbal guidance was most helpful to the students in understanding the course material. Students would have liked to have learned more about restraint. The students felt that the class could have improved if there were a different Instructor, more organization, and fewer people. Handouts and visual aids were most helpful in understanding topics being discussed or reviewed.

VET 265 (lab) Puleo

Student responses to what was most helpful to understanding the course material were: the Instructor's detailed instructions and the Instructor's enthusiasm, experience and ability to make it fit in the real world. The students suggested having smaller classes, which might have improved the class. The

Instructor, explanations, and patience were the methods used which were most helpful in understanding topics being discussed or reviewed.

VET 265 Skolaris

For the students of this class, PowerPoint, the internet, flash cards, and hands-on were most helpful to understanding the course material. The students would have liked to have learned more about animal techniques. Suggestions were also made as to how the students thought the class could have improved. Suggestions are: material needs to be consistent, tests need to be clearer, follow the books/not the internet, smaller PowerPoint, and more instruction. One of the students commented that there was too much information, so the students were too busy typing instead of absorbing. PowerPoint was listed to be most helpful in understanding topics being discussed or reviewed.

VET 265 (lab) Skolaris

PowerPoint, hands-on learning, the Instructor, and the text were most helpful to the students in understanding the course material. Students would have like to have been able to spend more time doing hands-on experiences and practical applications. The students suggested that having smaller classes/labs, different homework, more thorough instruction, organization, and if the Instructor was more helpful, calmer and spent more time with the students, the class might have improved. PowerPoint was listed to be most helpful in understanding topics being discussed or reviewed.

VET 265 (lecture) Skolaris

Students would have liked to have learned more about blood draws. Students suggested that the Instructor give the students access to where she obtained her information from; say, show, and write all the same information; make sure all the notes match the test answers; have worksheets on information that was actually taught; information more consistent; reading assignments provided; reviews for test; using the books more frequently; and better teaching techniques. The students in the class stated that Google, other Instructors, PowerPoint, hands-on demonstrations, internet, and other students were most helpful in understanding the course material. The students noted that PowerPoint, handouts, and the Internet were most helpful in understanding topics being discussed or reviewed.

VET 266 Wojcieszko

Hands-on experience, demonstrations, and the Instructor's patience were most helpful to the students in understanding the course material. Students suggested that having more hands-on experience prior to dentals and longer labs could have improved the class. Hands-on experience was the method used which was most helpful to the students in understanding topics being discussed or reviewed.

VET 266 Butts

For this class, reading the book, working in the field and hands-on experience were most helpful in understanding the course material. A student suggested that having class start and end on time, more lab time, and all microscopes working properly could have improved the class. The CEAT would like to note that microscopes are sensitive to the user's skill set; the College has all scopes repaired promptly if there is a malfunction. However, student misuse can render them unusable from class section to class section on any given day. As soon as the malfunction is discovered, the work order is placed for repair. PowerPoint and handouts were most helpful in understanding topics being discussed or reviewed.

VET 266 Butts

The students of this class stated: hands-on, the Instructor, and PowerPoint were most helpful in understanding the course material. One of the students said that she would have liked to have learned more about CBC and learning different equipment. The students suggested that they need to spend more time doing hands-on prior to dentals and longer lab time could have improved the class. Visuals, hands-on, and PowerPoint were most helpful in the understanding topics being discussed or reviewed.

VET 266 Luzader

Hands-on and demonstrations were most helpful to the students in understanding the course material. Students would have liked to have learned more about general health screening/lab tests. Students suggested that having longer labs and more hands-on experience might have improved the class.

VET 267 Grey

The students of this class commented that PowerPoint, the Instructor, and hands-on experience were most helpful to the students in understanding the course material. Students would have liked to have learned more about what to do in an emergency with crashing animals. Students suggested that not reading straight from the PowerPoint, more hands-on, used lab time, encouraging questions, and having demonstrations might have improved the class. The students agreed that PowerPoint, lecture and live examples were most helpful in understanding topics being discussed or reviewed.

VET 268 Gebhart

For this class, the students said that lab, PowerPoint, being in class, homework, reading assignments, lecture, and the book were all helpful in understanding the course material. Students would have liked to have learned more about emergency surgeries/procedures and more about large animals. The students listed suggestions as to how they felt the class could have been improved. Students suggested less lecture/more lab, more obvious enjoyment from the Instructor in teaching, more focus on key topics, class projects/discussions, more extra assistance, better explanation of what needs to be focused on in class, smaller lab, and more emphasis on math. PowerPoint, lecture, pictures, and homework handouts were most helpful to the students in understanding topics being discussed or reviewed.

VET 270 Butts & Cleckner

In this class, the student noted that group help, explanations, hands-on, and demonstrations were most helpful to understanding the course material. Students would like to have learned more about anesthesia. Students suggested the class could have been improved if the Instructors had more patience and offered clearer explanations of some topics. Demonstrations and patients were most helpful in understanding topics being discussed or reviewed.

VET 270 Butts

For the students of this class, the hands-on experience was most helpful to understanding the course material. One student commented that the Instructors should be careful of how criticism is given as feedback on performance. Patience was cited as a method of improving the course. Students would have liked to have learned about surgeries other than spay and neuter. Another student noted that the Instructor showed her unhappiness in her body language and, at times, with her choice of vocabulary. The student noted that she was nervous in the class and the Instructor did not help to alleviate that. Lecture, PowerPoint and the Cookbook were most helpful in understanding topics being discussed or reviewed.

VET 270 Cleckner

The Cookbook and class time were listed to be most helpful to the students in understanding the course material. One student suggested that more patience could have improved the class. Lecture, PowerPoint, and the Cookbook were most helpful to the understanding topics being discussed or reviewed.

VET 270 Gebhart

Lecture, notes, hands-on, Cookbook, and one-on-one were most helpful to understanding the course material. Students would have liked to have learned more about different surgeries. Students suggested that more instruction and less pressure could have improved the class. The Cookbook and PowerPoint were most helpful to the students in understanding topics being discussed or reviewed.

VET 270 Gebhart

The students in this class noted that the Cookbook, practicing, reading assignments, and homework were most helpful in understanding the course material. The students had a few suggestions as to how

the felt the class could have been improved. Suggestions were: more consistency with grading, clearer instruction, and more space to work. One student noted that she were afraid to talk to the Instructor or ask for help because she didn't know if it was going to have a negative effect on her grade. Another student expressed concern that some Instructors do not agree as to specific protocols. Notes, handouts and the Cookbook were listed to be most helpful in understanding topics being discussed or reviewed.

VET 270 Harrington

There were no comments.

VET 270 Lackner

The students listed that hands-on, the Instructor, demonstrations, and discussions were most helpful in understanding the course material. One student suggested that a bigger lab with more space could improve the class. Homework and the Cookbook were most helpful to the students in understanding topics being discussed or reviewed.

VET 270 Morse

The one student commented that the experience of the Instructor and his patience was most helpful to understanding the course material. There were no further comments.

VET 270 Sanwald

The students of this class noted that one-on-one, group help, explanations, hands-on and demonstrations were most helpful in understanding the course material. Students would have liked to have learned more about anesthesia. The students suggested that the ability to take more time to explain rather than rushing, more practice drawing blood, and not getting points off for not getting the catheter in the vein on the first try when students have never done it before could improve the class. Demonstrations were most helpful in understanding topics being discussed or reviewed.

VET 270 Skolaris

For this class, the students stated that hands-on, patience, demonstrations and explanations were most helpful in understanding the course material. Students suggested that bigger labs/fewer students could have improved the class. Homework and the Cookbook were most helpful in understanding topics being discussed or reviewed.

VET 270 Skolaris

The one student commented that the Instructor was most helpful in understanding the course material. There were no further comments.

VET 270 Sanwald

The students of this class noted that hand on and the Instructor was most helpful to understanding the course material. Students suggested that more time to do sticks, cover more on suture styles and less cluttered could have improved the class. The students agreed that hands-on and homework were most helpful in understanding topics being discussed or reviewed.

VET 270 Snyder

The students of this class commented that the hands-on experience, demonstrations, practical application and discussion of materials were most helpful in understanding the course material. Students would have liked to have learned more about other procedures besides neuter/spay. Students suggested that bigger labs and smaller classes could have improved the class. The student noted that the homework and the Cookbook were most helpful in understanding topics being discussed or reviewed.

VET 270 Snyder

Hands-on, lab, and being in class were most helpful to the students in understanding the course material. Students would like to have learned more about more surgeries other than spay/neuter. The students suggested that different options for surgery, more practice with surgeries, and if the class was less stressful it could have been improved. For the students in the class, hands-on lab and homework were most helpful in understanding topics being reviewed.

VET 270 Morse

The students agreed that the hands-on experience and the explanations were most helpful to understanding the course material. One of the students suggested that more patience from the Instructor could have improved the class. Handouts were the method used which was most helpful in understanding topics being discussed or reviewed.

VET 271 Krickhan

The students noted that lab, the Instructor, and being in class were most helpful to understanding the course material. All of the students agreed that more labs and fewer lectures would have improved the class. Hands-on, PowerPoint and homework were most helpful in understanding topics being discussed or reviewed.

VET 271 Krickhan

For the students of this class, labs, hands-on, demonstrations and the book were most helpful to understanding the course material. One student commented that the tests did not cover what was talked about in lecture. The students all agreed that more lab and fewer lectures would have improved the class. Using the book was the method used which was most helpful in understanding topics being discussed or reviewed.

VET 271 Krickhan

The hands-on experience, discussions and demonstrations were most helpful to understanding the course material. The students suggested that more lab time, less lecture, more pairs of gloves, more large/XL gowns, smaller classes, more medium size x-ray trays, and smaller lead gowns could have improved the class. Demonstrations were the method used which was most helpful in understanding topics being discussed or reviewed.

VET 271 (lecture) Krickhan

The students of this class expressed that the book, discussions, and PowerPoint were most helpful in understanding the course material. The students also suggested that the class could have been improved if there was more homework, if the tests were over information that was taught, and if there was more focus on relevant information.

VET 271 Krickhan

PowerPoint, taking x-rays, hands-on, the book and the Instructor were all listed as most helpful to understanding the course material. The students suggested that shorter class and more props, and different types of positioning could have improved the class.

VET 271 (lecture) Krickhan

The students noted that the radiology text, PowerPoint, notes and the Instructor's experience were most helpful in understanding the course material. The students suggested that thorough study guides for the tests, and less lecture/more lab time could improve the class.

VET 271 (lab) Krickhan

Studying, labs, hands-on, taking x-rays, and the Instructor's experience were most helpful in understanding the course material. The students suggested that more lab time would improve the course.

VET 271 Krickhan

The students noted that practicing, the Instructor, reading assignments, lab and hands-on experience were most helpful to understanding the course material. One student commented that she would have liked to have learned more about exotic animals. Students suggested that more demonstrations, more practice with positioning, less lecture, more focus on what will be tested and more lab time could have improved the class. The methods which were used that were most helpful in understanding topics being discussed or reviewed were handouts, PowerPoint, x-ray examples, and props.

VET 271 Krickhan

The Instructor's knowledge, PowerPoint, lab, and hands-on practice were most helpful in understanding the course material. One student would have liked to have learned more about digital x-ray. The comment confuses the CEAT (given our ownership of a digital dental x-ray), and the CEAT would like the Dean to seek clarification. The students suggested that less lecture, more lab and test based on what was learned could have improved the class.

VET 290 Puleo

The students of the class noted that research, mentors, and being in a clinic were most helpful to their understanding. Students would have liked to have learned more about large animals, drawing blood, and giving vaccinations. One student commented that internships should be evaluated to ensure that supervisors at the sites are personable and willing to teach. Students have a large role in choosing their internship sites; the CEAT can certainly recommend that an interview process be put into place to ensure that students and sites have the opportunity to meet each other prior to beginning the course, however.

LIBRARY MANAGEMENT

Please indicate below any changes you implemented to your Library during the last quarter.

We added the following resources to the Library in 093:

- Equus
- Business Mastery : A Guide For Creating A Fulfilling, Thriving Business And Keeping It Successful Fourth Edition
- Applied Pharmacology For VeterinaryTechnicians 4th ed.
- Atlas Of Dental Radiography In Dogs And Cats 1st ed.
- Laboratory Animal Medicine: Principles And Procedures
- Mosby's Veterinary PDQ : Veterinary Facts At Hand, Practical · Detailed ·Quick
- Small Animal Internal Medicine 4th ed.
- Training Triage: Performance-based Solutions Amid Chaos, Confusion, And Change
- Veterinary Anatomy And Physiology: A Workbook For Students
- Veterinary Medical Terminology 2nd ed.
- Civil Procedure (University Casebook Series)
- Civil Procedure : 2007 Supplement
- Compliance: Taking Quality Care To The Next Level : A Report Of The 2009 AAHA Compliance Follow-up Study.
- Six Steps To Higher Quality Patient Care
- Six Steps To Higher Quality Patient Care
- Six Steps To Higher Quality Patient Care
- Animal 1st pbk. ed.
- Animal E.R.
- Animal Law : Welfare, Interests, And Rights
- An Atlas Of Interpretative Radiographic Anatomy Of The Dog And Cat 2nd ed.
- Blackwell's Five-Minute Veterinary Consult : Canine And Feline
- Clinical Radiology Of Exotic Companion Mammals
- The Envable Lifestyle : Creating A Successful Massage Therapy Business
- Infectious Diseases Of The Dog And Cat 3rd ed.
- It's The Law! : Pets, Animals, And The Law

- A Massage Therapist's Guide To Pathology (LWW Massage Therapy & Bodywork Educational Series) 4th ed.
- Modern Hydrotherapy For The Massage
- Pediatric Massage Therapy
- Sport & Remedial Massage Therapy
- Trigger Point Therapy For Myofascial Pain : The Practice Of Informed Touch
- Deep Tissue Massage : A Visual Guide To Techniques
- Diagnostic Radiology and Ultrasonography Of The Dog And Cat 4th ed.
- The History Of Massage : An Illustrated Survey From Around The World
- Massage Therapy Career Guide For Hands-on Success 2nd ed.
- Practical Diagnostic Imaging For The Veterinary Technician 3rd ed.
- Radiology Of Rodents, Rabbits And Ferrets : An Atlas Of Normal Anatomy And Positioning
- Small Animal Radiology and Ultrasonography : A Diagnostic Atlas And Text 3rd ed.
- Animal E.R.
- Trail Guide to the Body : Flashcards 3rd
- Court Reporter Reference Workbook
- Court Reporter Reference Workbook
- Courtroom Testimony For Skill Development : Two-voice Extracts From Actual Court Cases And Depositions, Edited And Graded For Students Of Court Reporting.
- Jury Charge For Machine Shorthand Practice And Dictation : Extracts From Actual Cases, Edited And Graded For Students Of Court Reporting
- Legal Terminology and Usage for the Court Reporter
- Medical Briefs : A Dictionary Of Medical Briefs And Phrases For Court Reporting, volume 1 2nd ed.
- Medical Briefs : A Dictionary Of Medical Briefs And Phrases For Court Reporting, volume 2 2nd ed.
- Q & A: A Faster Way : A Guide to Extensions
- Q & A: A Faster Way : A Guide to Extensions
- Study Guide to Court Reporter Reference Workbook
- Study Guide to Court Reporter Reference Workbook
- Court Reporter Reference Textbook
- Court Reporter Reference Textbook
- The Hesitation Notebook : A Workbook for Success in Court Reporting School
- Low Stress Handling, Restraint and Behavior Modification of Dogs & Cats: Techniques for Developing Patients Who Love Their Visits

Faculty Input

Please indicate below any changes to the Library recommended by the faculty.

Andrew Matt, Heather Butler, Laura Lackner, and Jeremy Molis have no requests at this time.

Jeff Tuma commented that his students have had great success on their research projects. He also noted that the library was very helpful to them in their research. Jeff personally had the opportunity to do research for the class and was impressed with the library. He stated that the Librarian was always very helpful and accommodating.

Mary Beth Moore recommends adding a hard copy of a legal encyclopedia to the library. The CEAT is aware of Ms. Moore's desire to acquire one; she has asked in the past. These are, however, extraordinarily expensive, and require an updating service. This makes it challenging to justify as an acquisition at this time when students have full and free access to LexisNexis online. The College also has a strong relationship with the Cleveland Marshall School of Law's Law Library, where students may learn to use the encyclopedias. The CEAT would like Judge Greene to speak with Ms. Moore about her options on this request.

Jan Bruml noted that she has made many suggestions to Karen for quite a few DVD's, and was made aware of materials that are available to her.

Amy McLysaght suggested more access to search engines that store empirical journals.

Danya Linehan requested a Sophia Yin book and she is looking forward to it coming in.

Harold Rauzi suggested that a "case finder" or a hard copy law digest would be helpful in the library.

Bob Churilla would like to see some social science videos added to the library. If Mr. Churilla will kindly recommend specific videos, the CEAT will be happy to acquire them on his behalf.

Dr. Snyder expressed that the Librarian has been helpful.

Sharon Buterbaugh suggested that it would be helpful if every TV/DVD/VCR had an appropriate remote for it, which works. Batteries for the remotes are available in the Office Suite.

Student Library Suggestions:

Students would like to see general vet references and animal law books added to the Library holdings. The Library already includes these resources.

Students would like to see case studies references added to the Library. This request will be referred to the Librarian.

Students would like to see more large animal references added to the library. The CEAT refers this request to the Librarian for consideration.

Students would like math formulation books added to the Library holdings. The Library includes multiple volumes dedicated to pharmaceutical formularies. The CEAT would like Mr. Krickhan to refer his students to the Librarian for assistance in locating the volumes.

Students would like to see VTNE review books, a math book, and Veterinary surgery manuals added to the Library holdings. The VTNE review book is available for purchase through the Bookstore. The Library does include math books. The request for surgery manuals will be forwarded to the Librarian for consideration.

One student commented that she would like to see more vet books added to the Library.

Students would like to see books for surgical procedures added to the Library Holdings.

Student Usage

How many students used your Library (for any reason) during the last quarter? Please provide a number.

7228 students used the Library/Network resources in 093 (7206 on-line, and 22 borrowing patrons). Twenty-two hardcopy resources were checked out in 093.

What was the average daily rate (divide the number of students using by the total number of class days in the quarter)?

7228 students / 65 days = 111.2 students/day. Thus, 28% of our students used our resources on a daily basis in 093. This represents over a 3% increase in student usage as compared to 092.

STUDENT MANAGEMENT

What activities did your Student Council take this past quarter? What proposals did they make to improve the school. Attach a copy of the minutes of the Student Council Meeting to this Report.

The SCNAVTA met multiple times throughout the quarter.

- July 8, 2009
- July 14, 2009
- July 15, 2009
- August 12, 2009
- August 20, 2009

The group set up a website for their activities and now post their minutes on-line for all students to see and feel included (while still conforming to the Green Effort of paperless activity).

ITEMS OF NOTE

1. We had a total of 4 guest speakers in 093. These included:

Instructor	Guest	Topic	Date
Machles	Rob Karkley	Humane Investigator	7-28-09
McLysaght	Barb Lysoght	Hypnosis	8-27-09
Moore	Marcia Lawson	Paralegal	
Lacey	Karen Shrader	Librarian	7-9-09

2. Students were escorted on the following eight fieldtrips in 093:

Stearns Farm	9-9-09
Willow Creek Farm	9-14-09
Cleveland Museum of Natural History	8-3-09

Willow Creek Farm	9-1-09
Metropolitan Veterinary Hospital	9-8-09
Cuyahoga County Justice Center	8-26-09
Parma Municipal Court	7-22-09
Brecksville Library	7-16-09

3. Good things that happened:

- APL Fur Ball
- Adopt-a-Thon for Summit County APL w/ WGAR Remote Broadcast
- State Board approval of the Pharmacy Technician Programs
- State Board approval of Stautzenberger College Grants and Scholarships programs
- Inspection of the Fire Extinguishers and Sprinkler systems
- 5 Body Vitality Workshops
- OACCS Seminar on Faculty Roles in Growing Retention on July 31, 2009
- Evolution of the Academic Honesty Policy
- Issuance of the August Newsletter
- Cleveland Magazine's Feature of the College