



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

Quarter Reviewed: Summer 2010

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.

	103	102	101	094	093
		Results	Results	Results	Results
How many students started the quarter?	703	415	409	432	394
How many students finished the quarter?	332	386	391	407	376
% of students who finished the quarter?	89.7%	93.0%	95.6%	94.2%	95.4%
How many LOA students returned?	8	15	19	8	8
How many students continued?	305	318	363	351	330

Data Collected	103	102	101	094	093
Function:					
Student Outcomes					
What was the average incoming GPA?	2.47	2.48	2.61	2.62	2.48
What was the student Course Completion Rate?	89.0	85.1%	87.7%	87.4%	89.7%
What was the Average GPA?	3.0	2.9	3.01	2.97	2.92
How many started the quarter probational?	17	22	39	27	26
Number of students dismissed for SAP reasons?	0	1	0	1	4
Number of students dismissed under 2X Rule?	16	20	13	9	10
What was the SAP Rate?		89.9%	92.4%	91.9%	91.3%
What was the SAP Retention Rate?	100%	95.5%	100%	92.6%	88.5%
What was the Certification Exam Passage Rate?	78.6%	n/a	61.4%	n/a	52.3%
Retention					
What was the GWR for the quarter?	9.5%	9.6%	5.4%	7.6%	5.6%
How many students withdrew?	35	40	22	33	22
How many students took an LOA?	21	25	17	19	17
How many were suspended?	2	2	1	1	0
Percentage who did not continue into next quarter?	15.7%	18.0%	9.5%	11.3%	7.4%
• How many from pregnancies?	2	3	1	4	3
• How many from schedule conflicts?	6	8	1	2	0
• How many from military?	0	0	0	0	0
• How many work related?	4	6	1	2	1
• How many medically related?	6	9	5	3	2
• How many academically related?	16	17	2	1	2
• How many childcare related?	2	3	1	0	0
Placement					
How many graduates?	15	27	18	41	25
• Number employed in field?	3	14	10	21	11
• Number employed in a related field?	1	1	0	0	3
• Number employed out of field?	3	0	0	6	0
• Number still seeking?	2	12	8	13	11
• Number unavailable for placement?	1	n/a	n/a	n/a	n/a
• Awaiting response	5	n/a	n/a	n/a	n/a
Satisfaction					
What was the average Student/Instructor score?	91.1	91.8%	91.9%	92%	90.5%
What was the average Student/College score?	90.2	91.7%	92.7%	93.1%	91.9%
What was the average Externship score?	94.5	89.8%	88.4%	93%	90.1%
How many Academic Reviews were completed?	103/105	162/207	248/258	186/213	180/187
How many hours of Extra Assistance were offered?	201.8	112	309.8	481.5	239.3
Average Employer Satisfaction score?	100%	100%	100%	nm	93.3%
Average Graduate Satisfaction score?	92%	96%	89%	nm	95%
Average student attendance rate?	93.1%	90.5%	91.1%	90.1%	91.3%

What was the Instructor retention rate?		75%	88%	79.5%	80%
What was the average length of Instructor service?		6.8 Qtrs	6 Qtrs	6 Qtrs	6.2Qtrs

DATA ANALYSIS

Assess below the import of the statistical information presented above.

The number of students enrolled Summer Quarter fell only slightly from 2009 to 2010 (394 and 370 respectively). The percentage finishing the Summer Quarter this year, however, was down significantly (from 95.4% in 2009 to 89.7% in 2010).

A large part of this change is due to the increase in the number of students withdrawing for 10-3, many done for personal or non-academic reasons. However, some academic impact may also have been at work. This includes the fact that while Extra Assistance hours rose significantly from 10-2 to 10-3, they were still not up to historical levels. Additional analysis will be done for 10-4 data to 1) see if Extra Assistance hours are continuing to rise, and 2) to check for improvement in the quarter completion rate (and reduction in the number withdrawing).

Student Outcomes:

In several areas, Student Outcomes remained level between Summer Quarter 2010 and Summer Quarter 2009. Specifically, Incoming GPA and Course Completion Rate remained extremely close (though course completion rose 4% from Spring Quarter 2010). Average GPA also rose significantly, and the number who started the quarter on probation dropped from 26 in 2009 to 17 in 2010. In addition, the number dismissed for SAP reasons also dropped enormously (0 in 2010 vs. 4 in 2009). All of these are encouraging indicators.

While encouraging, these results are tempered by the increase in the number of students dismissed under the 2x rule (10 in 2009 vs. 16 in 2010). This may be attributed to the change in policy requiring passage of BOTH the lab and lecture portions of a class (a programmatic change made during Spring Quarter 2010). If so, a "leveling off" of this measure should occur over time. The CEAT will monitor this metric carefully.

The results on certification exam passage (VTNE) were of particular note, with strikingly different outcomes for those taking the test for the first time, and those who were repeat takers.

For the test administered August 18, 2010, a total of 14 "first-time" takers took the exam, with 11 passing (78.57%), beating the national average for all test-takers. While this result represents a 26% increase over January scores, the College is acting to ensure that repeat takers' scores increase commensurately. Specifically, a total of 24 graduates retook the test that same date, with only 2

(8.33%) passing. These results led to a complete analysis of scores for tests given in 2009-2010. Two patterns emerged. First, the longer a student takes to complete his or her program, the lower his or her chances are of passing the VTNE. Secondly, the more times a student has to take the VTNE, the greater his/her chances of never passing. The College immediately began planning changes to the test preparation it offers its graduates. To that end, the content and format of VET290 will be examined and revised to put a strong new emphasis on VTNE preparation as part of the course, rather than as an option provided to those students who are interested in test preparation. The changes will be formalized during 10-4, with implementation in 11-1.

Retention:

Again comparing “Summer to Summer,” there were several items of note. First is the number of students withdrawing, which rose from 22 in 2009 to 35 in 2010. Smaller but similar increases occurred in the number of students taking LOAs (17 to 22 respectively) and the number Suspended (0 to 2 respectively). A significant increase, however, is observed in the percentage of students not continuing into next quarter: which rose from 7.4% in 2009 to 15.7% in 2010. A number of categories rose from a year ago, including six times as many Leaves of Absence from schedule conflicts, four times as many from work related issues, three times as many from medical issues, and two times as many childcare-related. The most significant difference, however, arose from academic causes. In 2009, only 2 students did not continue into the next quarter for academic reasons. In 2010, that number rose to 16, indicating the need to increase both the speed of intervention and the provision of Extra Assistance tutoring and coaching.

Placement:

Placement procedures were slightly out of the ordinary during 10-3 as the Career Services Officer left the position. The Dean and Ms. Carrick filled in during the search process, and a new Career Services Officer will start Fall Quarter 2010.

Overall Student Satisfaction with College Operations:

Surveys:

Quarter	Reception	Bookkeeping	Financial Aid	Admissions	Branch Director	SSO	Placement	Program Directors	Dean	Information Tech	Librarian	Total
092	97.7%	nm	95.1%	95.6%	93.4%	96.8%	94.2%	95.4%	95.2%	nm	96.8%	95.1%
093	96.8%	nm	94.9%	96.2%	92.3%	98.2%	96.3%	94.9%	94.9%	nm	97.7%	95.8%
094	95.6%	95.3%	93.7%	96.8%	93%	97.3%	92.9%	95.2%	95%	85.5%	97%	94.3%
10-1	97.3%	92.6%	93.6%	96.3%	92%	96.1%	84.7%	93.7%	nm	90.9%	97.4%	92.7%
10-2	96.9%	96.6%	92.4%	96.4%	91%	97.4%	95.1%	92.0%	nm	92.7%	97.1%	94.8%
10-3	96.6%	94.8%	90.0%	94.1%	90.3%	95.2%	94.3%	94.8%	92.3%	90.6%	95.2%	93.5%
Quarterly % Change	-.3	-1.8	-2.4	-2.3	-.7	-2.2	-.8	+2.8	n/a	-2.1	-1.9	-1.3

Overall, there was some decrease in student satisfaction rates, with Bookkeeping, Financial Aid, IT, and Admissions showing the largest changes. Some of this may be attributed to tightening of policies and procedures in these areas, resulting in more restrictions on student choice. In the IT area, the mid-quarter change in personnel may have had impact on the results, particularly as the new person became acquainted with duties and services.

Employer Satisfaction

No employer surveys were returned during 10-3.

Graduate Satisfaction

Court Reporting

One Court Reporting graduate returned the survey during 10-3. The student is working in the field, on a freelance basis, after graduating in 2009. She has been in this position for four months at time of receipt. The reported pay was between \$17,000-\$20,000 per year with no benefits indicated. The Court Reporter indicated that she was satisfied with the education received at Stautzenberger College, and indicated that she would neither add nor delete any courses from the curriculum she received.

Paralegal

No Paralegal graduate satisfaction surveys were returned during 10-3.

Vet Tech

No Vet Tech graduate satisfaction surveys were returned during 10-3.

Attendance

Student attendance rose a pleasing 2.6% from Spring Quarter to Summer Quarter 2010, and 1.8% from the same quarter last year. This increase can be directly attributed to more rigorous application of the attendance policy, which application is in part responsible for the slight decline in student satisfaction. The increase in attendance also likely impacted the significant rise in both Average GPA and course completion rate from Spring Quarter 2010, a result with which the CEAT is pleased.

Academic Reviews

A total of 103 of 105 (98%) scheduled Academic Reviews were completed in Summer Quarter 2010. As this was a relatively "light" quarter in terms of the number of students needing an Academic Review, the Student Services Officer, with aid of some Program Directors, was able to achieve a high rate of completion. This rate was also achieved despite only a 1 week break between quarters.

The issue of sufficient staff time for Academic Reviews, however, will come back into play during quarters where there are a very high number of students to be seen. The Dean and Student Services Officer will consult during 10-4 to develop an effective strategy for involving more staff in the Academic Review process. This is less than ½ of the usual number. With the revision of the number of quarters we administer academic reviews, it is unlikely that we will have an issue in the near future with administering these.

Instructor Satisfaction

Faculty made the following comments regarding strengths and weaknesses on campus:

Ms. Moore, Mr. Kepler, Ms. Carrick, Ms. Schirripa, and Judge Celebrezze had no concerns at this time.

Mr. Spanos asked for more information regarding student access to LEXIS/NEXIS, including password information. Each paralegal student is assigned a LEXIS/NEXIS number upon matriculation. The Program Director obtains these numbers on behalf of students, and is responsible for informing the students of their numbers. LEXIS/NEXIS is available to anyone with an internet connection, and can be used from the students' wireless network at the College.

Mr. Zahra indicated his discomfort with enforcing the student dress code and checking for ID badges. He does not feel that students should not be permitted to sit for class if they do not adhere to the ID badge and uniform policies. For clarification, students agree to these policies

when they matriculate, and these policies are directly related to safety and professionalism, goals that are dear to the hearts of everyone at the College.

Mr. Burgess expressed his opinion that there is not adequate time to prepare students in Theory classes in the Stenography programs. He offered that if more time is spent on theory, the students will have more confidence and the College will enjoy higher retention rates.

Dr. Brackney listed several items on her survey. Her recommendations included investigating such changes and advancements as: an encouragement to consider adoption of placement testing in the basic skills (math, reading, English); the addition of cadavers to enable dissection and real-life demonstration in anatomy and physiology; and greater emphasis on English skills (i.e., in regard to client communications). The placement testing recommendation is already under way at this writing. Dissection occurs in the lab animal class.

Dr. Linehan indicated her happiness in having Dean Fain and Ms. Carrick join the Education Administration.

Dr. Snyder recommends keeping the lab class size to a maximum of 10 students.

Ms. Lacey mentioned that, even after speaking with Mr. Terstage, she has concerns about the Instructor computer workstations in the classrooms. Most concerns revolve around the height of the stations, as the height prevents comfortable use of the keyboard and forces Instructors to bend over to use the computer. The CEAT would like to note that these stations are intended to be used from a seated position; once the stations have been booted and the usb drives inserted, the remote controls the remaining activity on the computer.

Ms. Segall responded to the survey with the comment that the courses are going well, and while the students are adhering to the attendance policy (“10% rule” and “4 credit hour rule”), they are not pleased with the regulation. The 10% Rule has been in force since the College opened its doors; the more controversial provision is the implementation in the Summer Quarter 2010 of the lab attendance rules.

Mr. Rose expressed a concern about the age of the computers in Room 158 and Room 160. The CEAT is pleased to respond to this concern by reminding the College that the computer systems have been replaced, with the older machines being donated, and the newer machines operational by Fall Quarter 2010.

Mr. Churilla made a special note that the Staff is always helpful.

One Instructor, who chose to remain anonymous, made multiple comments on the survey, including remarks about publication of instructor surveys in the CEAR; that some students may not have ALL the requisite knowledge and skills needed for employability; and the wish that incoming students could be somehow evaluated for their potential to succeed prior to admission. There was also some concern about the job market (assumed Veterinary Technology) being saturated, as well as ways to improve the number of students taking advantage of Extra Assistance.

The CEAT would like to comment that the most effective way to address issues is to confront them directly rather than to rely on written evaluation forms. All faculty will continue to be encouraged to address their concerns with the Program Director, Dean or Campus Director so that items can be addressed most effectively and efficiently, and closer in time to the Instructors' needs.

DIRECTION

What changes did you implement last quarter?

We changed the following textbooks in 10-3:

The Art of Massage in the 21st Century – Kellogg

Mosby's Fundamentals of Therapeutic Massage, 4th ed.

Practical Business Math Procedures, 10th ed.

Per the Instructor Comments (see section), there are still a few issues with textbooks, particularly with edition version. The Dean will be sending each Program Director a copy of the faculty feedback re: textbooks, with direction to identify (if possible) and consult with the likely faculty member making the comment so that appropriate action can be taken.

In 10-3, we also saw an encouraging pattern in the number of Extra Assistance hours, with total hours used rising from 112 in 10-2 to 201.8 in 10-3. While this level is still significantly under the desired rate, it is encouraging. During 10-4, particular emphasis and reminder will be given to the process of Extra Assistance (both students AND Instructors). Dean is also recommending that each Instructor set a regular time each week (following class, if possible) for extra assistance so that students become aware of and accustomed to a regular, set time for help.

Did these changes work?

Increased emphasis on the Extra Assistance use is clearly working, but not to the desired extent yet. Push will continue during 10-4 to again increase the number of hours provided.

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

Constant review and adoption of new or revised textbooks will continue as a routine part of continuous curriculum improvement.

As before, the monitoring of Extra Assistance hours will continue through the Dean's Office, with appropriate action as needed to continue increasing the numbers. The Dean's goal for Extra Assistance hours during 10-4 is 300 hours minimum for the quarter.

CURRICULUM

Did you implement any improvements to your curriculum last quarter?

The new Veterinary Technology program was fully introduced, with all new incoming students enrolled in this program version effective fall. A number of continuing students who opted to make the change are also enrolled. In addition to numerous course content changes, the new program offers the opportunity for a core elective course; moves the experiential hours (PODS) requirements earlier in the program and increases the number of hours; increases the number of externship hours required; and includes a math course.

The teach out of classes in the "old" version will continue until all students who originally entered the program complete their matriculation.

Revisions to VET265 (in terms of increased opportunity for hands-on practice) and VET290 (additional requirements for VTNE preparation) are also planned for 10-4, and are scheduled for full implementation during 11-1. Additional work is also underway to integrate the use of online preparation software for VTNE preparation.

Faculty Input

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

BUS 124 Business Letter & Report Writing

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

BUS 125 Business Mathematics

The Instructor indicated that the text contains the material necessary to meet the objectives of the course, that the syllabus allows sufficient time to cover material, and that the course is relevant to the students' course of study.

BUS 140 Human Resources Management

For this class, the Instructor commented that the text contains the necessary content, and that the course is relevant to the students' course of study when those students were enrolled in the Paralegal Program. The Instructor mentioned that this course might not be relevant to a "General Education student." (*The CEAT would like to comment that students cannot pursue a General Education Program at the College.*) This Instructor did mention that the syllabus provides sufficient time to cover the material.

CDP 150 Word Processing 1

The Instructor expressed that the text contains the necessary material, but has "reservations" about this text. No further information was provided on this topic. The current syllabus provides sufficient time to cover the material.

CDP 250 Word Processing 2

The Instructor said that there is no physical text for this course; it is all online task completion. The Instructor added that the Cengage system (the publisher of the required course material) still has errors and tasks that do not work properly. The Instructor recommends changing to the McGraw Hill Simnet system. The Instructor has previewed the system and it appears to have fewer issues. The syllabus provides sufficient time to cover material, and the course is absolutely relevant to the students' course of study.

GEN 115 Introduction to Sociology

According to the Instructor, the text is perfect for this course. He/she also agreed that the syllabus provides a sufficient amount of time to cover the material, and that the course is relevant to the students' course of study.

GEN 122 Written Communications 1

The Instructor did not address the text validity or the issue of the syllabus providing enough time to cover the material. However, the Instructor noted that the students did not seem to have the knowledge or skill to write extensive essays, and that he/she experienced difficulty getting the students to understand the relevancy of this course to the students' course of study. The Instructor also indicated a need for a business writing course based on the mechanics of cover letters, business letters, and resumes. (*The CEAT would like to remind Instructors that BUS 124 Business Letter and Report Writing is a required course that covers these very topics.*)

GEN 122 Written Communications

This Instructor agrees that the text contains the necessary material, and that there is sufficient time to cover the material according to the syllabus. Lastly, the Instructor noted that this course is relevant, and that every student needs to be able to write effectively for all courses of study at the college.

GEN 125 Oral Communications

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

GEN 127 Transcript English

The Instructor noted that the texts for this course cover relevant topics, but is geared toward individuals creating original writings and not necessarily for those taking dictation. This issue has been recognized by the Program Director, and, unfortunately, no viable replacement texts exist at this time. The Instructor also noted that with increased class size, which ultimately leads to more questions from students, the schedule outlined in the syllabus provides barely enough time to cover required material.

KEY 124 Keyboarding

For this Instructor, the text contained the necessary material and the training schedule in the syllabus provided sufficient time. The Instructor noted that the course was not relevant to the students' course of study, but added that it will be once this class undergoes revision for Fall Quarter implementation. The CEAT would like to note that this course is vital to all our students: They cannot use their laptops if they do not know how to type. Moreover, this course has not been revised in any way.

MAS 115 Massage Therapy 1

The Instructor agreed that the text contained the necessary material, the syllabus provides sufficient time to cover material, and the course is relevant to the students' course of study.

MAS 130 Massage Anatomy and Physiology 2

According to the Instructor, the required text contained necessary material, the training schedule in the syllabus provides sufficient time to cover material, and the course is relevant to the students' course of study.

MAS 190 Massage Therapy 3

This Instructor indicated the course is relevant to the students' course of study, the syllabus provides sufficient time to cover material, and the text meets the objectives of this course.

MAS 200 Massage Anatomy and Physiology 4

This Instructor noted that the syllabus provides sufficient time to cover material, the text meets the objectives of this course, and that the course is relevant to the students' course of study.

MED 101 Medical Terminology

For this class, the Instructor agreed that the syllabus provides sufficient time to cover material, the course is relevant to the students' course of study, and requires a text that contains the material necessary to meet the objectives of this course.

PAR 110 Introduction to the Legal System

According to this Instructor, the course is relevant to the students' course of study, the text contains the necessary material, and the training schedule outlined on the syllabus provides enough time to cover material.

PAR 110 Introduction to the Legal System

This Instructor agreed that the course syllabus provides sufficient time to cover the material. In addition, while the text contains the necessary material, this Instructor said that not all material is entirely accurate. However, no other text suggestions were listed. Finally, the Instructor noted that this course provides a good overview to the various areas of law professionals may be exposed to.

PAR 130 Law Office Management

Pertaining to this class, the Instructor indicated that the text contains the necessary material but has an older copyright date with no more recent editions available. Also, this Instructor mentioned that no adjustments are necessary for the training schedule outlined on the course syllabus. This Instructor believes this course is relevant to the students' course of study. Lastly, this Instructor indicated that students had suggested that PAR 200 (Legal Research and Writing) be split across two quarters.

PAR 230 Family Law

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

STE 120 Theory Class Two

The Instructor of this course indicated that the text is not complete when considering if it meets the objectives of this course, however, no alternative suggestion was provided. The Instructor also said that this course is relevant to the students' course of study, and that there is not sufficient time to cover the material. The Instructor suggested an 8 credit hour course that meets twice a week.

STE 130 Theory Class Three

In regards to this course, the Instructor feels strongly that the class is highly relevant but the training schedule does not provide sufficient time to cover the necessary material. The Instructor also noted that the text does not meet the objectives, but did not provide any suggestions or alternative texts.

STE 140 Speed Building 1A

This Instructor indicated that the syllabus provides sufficient time to cover the material, and that the course is relevant to the students' course of study.

STE 200 Speed Building 4A

The Instructor responded by agreeing that the text contains the material necessary to meet the course objectives, the syllabus provides enough time to cover the material, and that the course is relevant to the students' course of study.

VET 105 Principles of the Veterinary Profession

According to the Instructor, the McCurnin book offers more information and reading assignments. In addition, the Instructor indicated that one hour should be added to this course to have sufficient time to cover the required material. This Instructor also feels that this course is absolutely relevant to the students' course of study.

The Instructor also expressed frustration that students need additional English and math skills prior to enrolling in the College. The Instructor also asked if being a high school graduate is a requirement for admissions. (The CEAT would like to respond that yes, a HS diploma is required for admission). The Instructor also made some comments re: student physical appearance (i.e., exposed tattoos, piercings, and unnatural hair colors) could prevent their possible employment. The Instructor finished with a suggestion that all employees should be listed on the website with educational history and courses taught or program affiliation. This information is already provided on the website in the catalog addendum. A separate webpage is currently under design that will also include photos and bios on all employees.

VET 110 Life Sciences

The Instructor noted there is an excessive amount of information to be covered, but that the time provided is sufficient if Extra Assistance is utilized. In addition, this course is most definitely relevant to the students' course of study.

VET 111 Husbandry and Disease of Small Animals

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

VET 112 Husbandry and Disease of Large Animals

The Instructor indicated that the text contains the material necessary and that there is sufficient time to cover the material. This Instructor also noted that in terms of AVMA requirements, the course is relevant to the students' course of study, but that most of the students have less interest in the material presented in this course compared to that in VET111. Given that this is a small animal program, this disparity is to be expected.

VET 116 Anatomy & Physiology of Small Animals

The Instructor expressed that the texts are very detailed and work well, but that students should be required to purchase both the Colville text and Lab Manual. In addition, cadavers should be available in the lab. This Instructor also feels that there is not sufficient time to cover all material, and that there should be a 5 credit hour lab in addition to the lecture portion of this course. The labs involving small animals occur in students' second year, and include 28

hours of contact time. The Instructor finished by agreeing that this course is relevant to the students' course of study.

VET 117 Anatomy & Physiology of Large Animals

According to both of the Instructors, the text contains the necessary material to meet the objectives of the course. The syllabus also provides sufficient time to cover the material, and the Instructors noted that this course is relevant to the course of study.

VET 120 Animal Hospital Principles 1

This Instructor noted that the text contains the material that meets the objectives of this course. This Instructor also indicated that a more detailed syllabus in relation to subjects that should be covered in class would be helpful. Finally, while this course is relevant to students' course of study, the Instructor mentioned that some students had indicated that subjects she had intended to cover in VET 120 were also part of other course materials.

VET 121 Animal Hospital Principles 2

This Instructor responded in agreement that the text contained the necessary material, the training schedule outlined on the course syllabus provided sufficient time to cover the material, and the course is relevant to the students' course of study.

VET 261 Lab and Lecture Clinical Pathology 2

The Instructor commented that the text does not contain the material necessary, it only provides an overview. This forces the Instructor to depend heavily on PowerPoint notes. In addition, the training schedule in the syllabus does not provide enough time to cover the material, and possibly 3 hours would work better. This Instructor feels the course is relevant to students' course of study, and would like to see more emphasis on math and reading topics or the students be required to take more math and reading courses.

VET 265 Animal Medical Techniques

The Instructor agreed 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.

VET 268 Principles of Surgery

While the Instructor agrees that the text contained the necessary material, it was noted that some information was out-of-date and that some guidelines presented were too strict for actual patient care. This Instructor also mentioned that there was not enough time to cover all necessary material, and at least one more hour per week is needed. The Instructor feels that this course is relevant to the students' course of study.

VET 270 Applied Veterinary Anesthesia and Surgery

This Instructor noted that the course is relevant to the students' course of study, the training schedule outlined on the course syllabus provides sufficient time to cover material, and the text contains the material necessary to meet the objectives of this course.

Student Course Surveys:

Each quarter, the College asks its students to provide feedback as to how each of their courses might best be improved in the ideal world. The comments that follow are our students' efforts to ensure that each succeeding course offering is better than the last.

On-Line Course Satisfaction

Mean scores were obtained via corporate evaluation surveys for all 4 courses presented online during 10-3. Results were as follows, based on a ranking of 1 (Strongly Disagree) to 4 (Strongly Agree):

GEN102 (Donovan): 3.9

GEN112 (Greene): 3.13

GEN115 (Reineck): 3.47

GEN117 (Ragin): 3.6

Introduction to Psychology (Donovan)

Students felt that the book, examples, and Instructor-provided materials were of most help in learning the course material. They also appreciated the "virtual office" as a way to communicate with the Instructor. To improve the class, students suggested fewer papers, but more time to post discussions; having virtual lectures that are accessible at any time – but that have a video of the teacher presenting the material; and more time for discussions. Particular instructional methods that the students liked included videos, simulations, powerpoint, U-tube videos, and discussion forums. All but one student found the online orientation helpful.

Civics (Greene)

Students felt that peer support, Instructor's weekly previews, the book, online discussions, and online resources were of most help in understanding the material. The only request for additional information was for more coverage on the branches of government. To improve the class, students suggested that more relevance be established with their particular area of study; not having to read 3 chapters at a time; and posting of pictures of students in the class. One student also felt that there was a problem involving discussing their beliefs with other people (i.e., would have preferred to remain anonymous). Another student asked for more feedback from the Instructor on graded assignments. Methods of instruction liked by students included the book, web links, discussion forums, videos. Four of the students did not find the online orientation helpful, with one stating that if they have had the orientation before, they should not have to take it again. The Orientation to the online courses are used to ensure that students are apprised of any changes in the online platform, and to ensure that they have the opportunity to ask questions in person. The Orientation also allows the College to

measure participation in a way that ensures that only those students who wish to remain in the class are charged for it.

Introduction to Sociology (Reineck)

Students felt that the book, weekly PowerPoint presentations, online and group discussions, and the teacher were of most help in understanding the material. There were no suggestions of additional information to cover. To improve the class, students suggested reducing the amount of work/assignments due each week, have easier access to videos, and to do more discussion. Particular methods of instruction liked by students included PowerPoint presentations and videos, games, the “my soc lab” website, and discussion forums. Only 2 students did not find the online orientation helpful, with one student commenting that it was extremely helpful as he/she had not taken an online class before.

Introduction to Economics (Ragin)

Students felt that the reading material, textbook, and Instructor were of most help in understanding the material. There were no comments regarding additional information to cover. To improve the class, students suggested that the class should have had more lecture, being able to work on assignments ahead of time, and reducing the amount of required reading. Methods of instruction liked by the students included videos and web links, discussion forums and lecture. Only 2 of the students did not find the online orientation helpful, with one suggesting that it was easier to explore the website by him/her self.

Residential Course Satisfaction

Criminal Law- Independent Study- Greene

The Instructor went over the chapters and assignments before the student had to read the chapters, and the student found this to be of most assistance to learning and understanding the course material. The student expressed that having classmates might have improved the class. The CEAT would like to note that the student requested that she be given this class in this format because of her work schedule, not because the College could not offer it to her in full class format.

BUS 124 Carrick

The textbook, the Instructor, and hands-on work were most helpful for the students. The students expressed that they would have liked to cover more information about desktop applications and about how to find a job. According to the students, desktop applications, PowerPoint presentations, and more class structure could have improved the class. Many of the students agreed that the class met their expectations and had no suggestions for improvement.

Lastly, the computers, text, and lectures/discussions were the methods used which were most helpful when reviewing topics.

BUS 124 Carrick

The Instructor, textbook, taking notes, and lectures were most helpful for learning the course material. The only suggestion made as to how the class might have been improved was to shorten the class length. A couple of the students agreed that the class improved once the previous Instructor (before Ms. Carrick) had left. Handouts, emails, examples, lectures and the textbook were most helpful when topics were being reviewed.

BUS 125 Kepler

The Instructor's knowledge and patience were most helpful for learning and understanding the course material. There were no suggestions for improvement. PowerPoint and handouts were most helpful when topics were being discussed. The student found no interest in purchasing the text in digital format.

BUS 140 Moss

The students of this class remarked that the Instructor, and his experience as a lawyer, was of most help in learning the course material. Videos and professional experience were the most helpful methods used while reviewing and discussing topics.

CAP 110 Richards

The Instructor, using Blackboard software, writing captions, and refining real-time writing skills were most helpful for learning and understanding the course material. One of the students suggested that it would be nice to get a captioner as a guest speaker. Another suggestion was to have access to cable news programming to write CNN news, CSPAN and other programming. The students noted that PowerPoint, good presentations, and detailed explanations of captioning modules were most helpful to understanding topics being reviewed or discussed.

CDP 150 Molis

The textbook and hands-on activities were most helpful for learning and understanding the course material. Both students suggested that the Instructor should have more enthusiasm while teaching the material and one also recommended teaching at a faster pace. The book was the method used which was most helpful when reviewing topics being discussed.

CDP 250 Pingatore

The Instructor and the "help" button were most helpful for students' learning and understanding the course material. One student noted that she would have liked to cover more information on Access. Students also suggested having newer computers to work on, or to make the class on-line. Computers will be replaced over the break between Summer and Fall Quarters, alleviating this concern.

GEN 102 Hinderer

The students enjoyed the Instructor, in-class discussions, the PowerPoint presentations, and the textbook. A couple of students suggested going more in-depth on various topics and following the textbook more closely.

GEN 112 Palm

The Instructor and his depth of knowledge helped the students to grasp the subject matter. They found him to be very informative, and liked his use of handouts and class discussions. One student suggested better use of PowerPoint.

GEN 112 Piazza

The students found the Instructor's lecture style to be very helpful to understanding the material. One student commented that the Instructor would go over the material again and again until it was clear that everyone understood it. A couple of students did suggest that discussing more current information about government and politics would have been interesting, and one student indicated that she is more interested in their VET classes than Civics.

GEN 112 Scott

The students were enthusiastic about most of the Instructor's methods. They commented positively on the book, the lectures, the discussions, and the study guides. One student mentioned that the Instructor was very helpful. The students all agreed that shorter tests, and ones that had multiple choice and True/False questions, would have improved their experience in the class. The students also would have liked PowerPoint notes.

GEN 115 Churilla

The textbook, lectures, and group work were helpful to the students. The Instructor's use of written notes on the board was another effective teaching method. Students did express some concerns about the class. One student noted she did not see the relevance of the class to her education. Some students found the material uninteresting and would have liked a greater variety in teaching style. One student expressed confusion about requirements for assignments. Another student indicated that the Instructor did not present objective opinions to the class. One student would have liked the textbook in an on-line version, while other students strenuously objected to an on-line version of the book.

GEN 115 Novak

Students noted that the Instructor was very good at giving detailed explanations of topics being discussed, and also that the PowerPoint presentations, class discussions, and the textbook were all helpful in their learning of the material. The only suggestion for improvement was to have fewer chapters on a test.

GEN 122 Carrick

Students expressed noted that the new Instructor (Ms. Carrick) greatly improved the class. They enjoyed the lectures, the textbook, discussions, and the explanation of material. While they

indicated they would have liked more time to cover material, they also noted that it was not the Instructor's fault. One student would have liked more information on how to write a case study. In terms of having the textbook on-line, one student commented that she likes having a print copy of the book so she can go back to it in the future for reference. One student would like to see even more APA references added to the Library.

GEN 122 Carrick

One student noted that the class improved when the new Instructor (Ms. Carrick) began teaching. They felt that extra explanations from this Instructor improved their class experience. One student, though, was still frustrated with the class and felt as if the students were unprepared for assignments.

GEN 122 Fuller

Students seemed to have mixed opinions about this class. While some indicated that the Instructor was helpful in explaining material, others indicated that the Instructor seemed a bit unprepared for class, and would jump around between subjects. Group work, worksheets, and the book helped the students to learn the material. They would have liked more information about APA, and further help with the mechanics of grammar.

GEN 125 Fuller

The students felt that the Instructor, the textbook, and class discussions assisted most in learning the course material. Students also appreciated the use of note cards. One student expressed concern that *The Interviewing Guidebook* was never used for the class. The same student also mentioned the Instructor's apparent lack of preparation for class, while others thought it could be improved with greater organization. Some students would have liked to do more speeches, or at least have them spread out more, and to learn more about interviewing techniques and interpersonal communication in the workplace. A couple of students expressed an interest in an on-line textbook for this class.

GEN 125 Zahra

The Instructor's lectures, handouts, notes, and explanation of the material assisted the students in learning the course material. Handouts, reviews, and real world examples were the best methods the Instructor used to help the students understand the topics. The only suggestions for improvement were to have more PowerPoint presentations, less homework, and meeting two days a week instead of one.

GEN 127 Carrick

While the students enjoyed the Instructor and her teaching style, they indicated that they would have liked the material to be related to stenography. They felt too much time was spent on general English, and would have liked to use more of the book that was intended for the use of court reporters. The students would have also liked more emphasis on conversational English and transcripts, and more hands-on examples and group work.

GEN 127 Carrick

Students indicated that lectures and the textbook were helpful to their learning of the material. Students expressed concerns that the class was not focused enough around the needs of the students, particularly more attention on grammar, punctuation, capitalization, etc. While one student remarked that the Instructor had good control over the class, they did note that negative interactions with one student affected the rest of the class. Students also would have liked more support, more feedback, and positivity. One student recommended greater familiarity with Case Catalyst and more assignments from all required textbooks.

KEY 124 Pingatore

The students were very enthusiastic about the Instructor. One student said that he was very intelligent and a great help for the novice typist. They also enjoyed the computer keyboarding program. The students did note difficulty in using the older computers and that there were some initial problems logging onto the computer program, which was very frustrating. These computers will be replaced over the break between Summer and Fall Quarters, alleviating this frustration.

KEY 124 Rose

Only one student commented on this class. The student enjoyed the keyboarding program and thought it was helpful in learning the material. He also found the Instructor's verbal communication to be an effective method of presenting the material. The student did say that he would have liked to get his laptop in earlier in the quarter. The CEAT would like to note, however, that laptops are made available as soon as new students have earned their financial aid and can pay for the machines. Students are free to purchase laptops outside the College at as early as they would like.

MAS 115 Segall

The Instructor and her teaching style were of most help in learning the course material. The students enjoyed the hands-on experience and thought it was a good method of allowing them to understand the topics being discussed. One student did suggest that the Instructor be more vocal—because she was quiet, the students had to ask her to repeat herself frequently.

MAS 160 Firster

The Instructor and his PowerPoint presentations were most helpful for the students' learning of the course material. The only suggestion for improvement was to have a longer class.

MAS 190 Segall

The students thought that the hands-on training was very helpful in learning and understanding the course material. One student also listed PowerPoint presentations and handouts as methods that were helpful in understanding the topics being discussed. The only comments about how the class could be improved were to have more people in the class and for the Instructor to speak more loudly/clearly.

MAS 200 Firster

The Instructor's method of teaching assisted students most in learning and understanding the course material. PowerPoint presentations and handouts were also mentioned as helpful methods of teaching. A warmer classroom was the only suggestion for improvement.

MED 101 Firster

The students were very enthusiastic about the Instructor and found his teaching style to be very helpful in learning the material. PowerPoint presentations and crosswords were other effective teaching methods. They had no suggestions for improvement.

MED 110 Tuma

The student in the class expressed that the Instructor was very easy to understand and explained everything very well. She also enjoyed the book and the handouts. She noted that there were no improvements needed.

PAR 100 Piazza

In terms of effective teaching methods, the students found the class discussions particularly helpful. One student also noted she liked having the students actively participate in class. The students would have liked more thorough homework, a more exciting book, and more students in the class.

PAR 110 Scott

Only one student evaluated this class, but he thought that the Instructor was very helpful and organized. The student also commented that the Instructor went above and beyond to help the student understand the material. Effective teaching methods included handouts and PowerPoint presentations. The student's only suggestion was to have more students in the class. This student also did not wish to purchase an on-line textbook.

PAR 110 Spanos

Not many comments were made about this class, but one student did enjoy the Instructor's enthusiasm. The students expressed an interest in an on-line textbook. One suggestion made was to combine this class with Law Office Management, because many topics are very similar. The Paralegal Studies Program is under revision, at which time subject matter will be reassessed.

PAR 130 Moore

The only comment made about this class was that the Instructor was clear and concise in her explanation, which assisted in learning and understanding the course material.

PAR 230 Celebrezze

The students found the Instructor, particularly his professional experience, to be most helpful in learning the course material. While the students found the videos to be a good method of instruction, they did comment that some of the videos were outdated. One student pointed out that more material could have been covered because there was extra class time.

PAR 270 Greene

The students of this class agreed that the Instructor was most helpful in learning the course material. One student commented that his extensive knowledge of the law led to a great learning experience. Videos and lectures were very effective teaching methods. No suggestions for improvement were given. One student would like to see more law books in the Library.

STE 120 Burgess

The student in this class commented that it was a great class and that the Instructor's explanations to questions were most helpful to learning the material. The Instructor's inclusion of personal experience, and how it is applied to the workforce, was an extremely helpful method of instruction.

STE 130A Burgess

Practice and drills were noted to be the most effective teaching methods in this class.

STE 130/140/150 Burgess

Case Catalyst and Blackboard were the most helpful teaching methods in this class. The student would have liked a longer class period.

STE 150 Beltz

The Instructor of this class was given only positive reviews. The student commented that she is a very caring Instructor, and that she felt as if the Instructor was not only there to perform a duty, but that she really cared about the students and would do whatever it took to help them succeed. The student thought that the Instructor's knowledge about stenography and all of her methods of teaching were helpful. The student also thought downloading the drills for practice was an effective teaching method.

STE 150 Zarife-Green

The student of this class appreciated the Instructor trying to stay flexible and gear the class toward the student's learning process. In terms of effective teaching methods, the student said "for speed building really all you can do is drill, drill, drill!"

STE 170/200 Beltz

These students thought that the Instructor, and the way she read to them, were the most helpful parts of the instruction. One student noted that the Instructor went out of her way this quarter, with a personal website, handouts, and seminars. One student did comment that the program could benefit if all readers, rather than just the Instructors, were CRI's. The College now boasts 5 CRIs in its program, including readers.

STE 220 Schirripa

The only comment made about this class was that the Instructors in the program were most helpful for learning the course material.

VET 105 Martino

Notes, handouts, videos, PowerPoint presentations, and guest speakers were all listed as effective teaching methods and as assisting most in learning the material. Students would have liked more in-depth explanations of some topics. While one student thought the topics were dry, another student thought the class was laid out well.

VET 105 Kane

The students agreed that the Instructor's PowerPoint presentations and notes were the most effective teaching methods. Two suggestions for improvement were to offer extra credit and to have more time for the course.

VET 105 Kunc

One student commented that this was an excellent class and that the Instructor was very thorough in her instruction. Students also appreciated the notes, PowerPoint presentations, guest speakers, and videos. One student suggested more field trips.

VET 105 Martino

Students enjoyed the Instructor's teaching method, particularly the notes, PowerPoint presentations, examples, and discussions. One student suggested a slower pace, especially when it came to projects, and another student would have liked more assignments from the textbooks. One student would like more case studies added to the Library. This request will be forwarded to the Librarian.

VET 110 Krasnasky

The students indicated that, by far, the PowerPoint presentations were the most effective teaching method and assisted most in their learning of the material. One student indicated that the class covered a lot of information. A couple of students commented that they wished that the lab manual be used even more in the class. Other students suggested more group projects, videos, more information on exotics, and advance notice of quizzes.

VET 110 Krasnasky

Students again were enthusiastic about the use of PowerPoint presentations and thought that they helped greatly in learning the material. The students seemed to disagree about other aspects of the class. While some thought the Instructor was clear and concise, and offered a lot of extra assistance, others thought she was hard to follow and slightly confusing. Students also disagreed about the book—some loved it, and some found it to be confusing. There were various topics the students would have liked to cover, such as microscope use, diseases, cancer, and organs. These are all topics that are encompassed in later, more specific courses, however. Students would like additional models in the Library. Currently, the Library's model holdings are extensive; however, if students could offer specific requests, the CEAT will be happy to consider them.

VET 111 Lacey

Students thought that PowerPoint presentations helped most in their learning of the material. One student expressed concern that the class was too hard, and that is why so many people fail. (The CEAT would like to note, however, that this is not a course widely failed by students.) Other students commented that the Instructor seemed to lack some control over discussion in the class. Others recommended that comments be kept very focused in the class, since there was so much material to cover. Two students also suggested having more tests so that there was less information on each one. One student commented that there is inconsistency in information across the classes. This perceived inconsistency may be the product of the variety of methods that may be used to treat a given disease. Often, there is no one “right” method, though the College makes every effort to focus on the industry standard.

VET 111 Linehan

The Instructor and the textbook were the most useful tools in the students’ learning and understanding of the material. Students noted that the Instructor taught at a good pace and made the material easy to understand. The students also thought that the PowerPoint presentations were a good teaching method. One student expressed that they would not want more information added to the course because there was already more than enough to learn.

VET 112A Naso

The students commented that the Instructor seems to be very smart, and a good veterinarian, but they expressed concern about her teaching style. While they thought the PowerPoint presentations were helpful, they would have liked the class to go at a slower pace, and for material to be explained more clearly. Students also commented that, if the Instructor showed more enthusiasm in the subject matter, class would have been more enjoyable. The Dean and Program Director did, however, mentor this Instructor significantly during the course of the quarter to generally well-received results. One student seemed to think that there was little improvement over the course of the quarter, however.

VET 112A Linehan

Lectures, notes, and the Instructor’s teaching style helped the students to learn and understand the course material. PowerPoint presentations were the preferred method for understanding the topic. One student commented that he thinks there should be a separate Large Animal program, because some students had no interest in the topic. Fewer tests could have also improved the class. Another student noted that class could have been improved if “grumpy, loud students stayed home.”

VET 112A Naso

While some students commented that the PowerPoint presentations were helpful in learning the material, other students indicated that their best resource was studying on their own. Many students wrote that the class moved too quickly and not enough time was spent on the material. Students also felt that the Instructor could have been better prepared, more friendly, more helpful and more timely. Students also seemed frustrated that they thought they were unprepared for their tests and it was unclear about what material they were going to be tested

on. One student suggested more books on farm animals in the Library. This request will be forwarded to the Librarian.

VET 116 Brackney

The students agreed that the PowerPoint presentations, handouts, videos, textbooks, and other classmates/Instructors were helpful in learning and understanding the material. Most of the students expressed concern that the class moved too quickly and not enough time was spent on the material. Students noted that they felt very rushed learning the material. One student suggested a different class schedule, and another would have liked the Instructor to have more teaching experience so they would be able to “take it down a notch.” Students would like more models in the Library. If students will be more specific, the College will be happy to add to its extensive model holdings.

VET 116 Snyder

Students found the Instructor, her teaching style, and her drawings on the board to be helpful in learning and understanding the material. The PowerPoint presentations were the best teaching method utilized. One student commented that the Instructor “has tons of knowledge and clinical experience,” and that she is great. Another student said that the extra study session before tests were extremely effective, and it helped this student’s grade. Most students expressed frustration that the room was too cold. Some students also would have preferred less information on tests. Suggestions for improvement also included bringing animals/models into class, and having less homework.

VET 117 Cinotti

PowerPoint presentations, reviews, notes, the textbook, and the Instructor were most helpful to the students’ learning and understanding the course material. One student commented that the class went very well, and that the Instructor took the time to teach thoroughly and make sure the students understood the material. Another student commented that the Instructor was entertaining and a very good Instructor. A few students would have liked more use of models in class.

VET 117 Cinotti

The PowerPoint presentations and Instructor’s lectures were effective teaching methods. One student noted that the Instructor took the time to go over things that were confusing. Students would have liked more hands-on experience, and other students would have liked either fewer textbooks or more use of the ones that were required for the class. The texts used in the VET program are used repeatedly across courses. Students only purchase them once, but often times the books are used for very small sections relative to the course material.

VET 117 Linehan

Students thought the PowerPoint presentations, notes, workbook, and Instructor’s lectures and explanations were good teaching methods and helped them learn the material. A few students would have liked more review time, and a couple of students commented that they found the class not as useful as others because they do not plan on working in a large animal setting. A

couple of students would have liked more hands-on work. This is, however, a lecture (not an applied) course. One student suggested more pictures books in the Library.

VET120A Martino

Students mentioned many teaching methods as being helpful, such as note cards, PowerPoint presentations, lectures, videos, handouts, and homework. Some students would have liked more time spent on dog breeds and on the terminology. A few students mentioned that they really enjoyed the Instructor's teaching style and did not find any flaws with the class. One student would like more updated dog breed books in the Library, and another student recommended a book titled *The Dog Dictionary*. This request will be forwarded to the Librarian.

VET 120A Klotz

Videos, flashcards, PowerPoint presentations, and the lectures were the most effective teaching methods. The Instructor giving real life examples also helped the students learn and understand the material. A couple of students would have liked to learn more about breeds and about nutrition. One student commented that it seemed as if the Instructor was unsure of what would be on the PowerPoint presentations, as if they were made by someone else.

VET 120A Shell

The students in this class were very enthusiastic about the Instructor and her use of personal stories, examples, and real life experiences. They thought this helped most in learning and understanding the material. Other methods used which were helpful were the PowerPoint presentations and videos. Some students would have liked a longer class period because some material was covered too quickly. They would have liked to spend more time on behavior. Going on field trips was another suggestion to improve class. One student would like the Dean Vaughn videos in the Library. These are actually available in the Library to use on campus but cannot be checked out.

VET 121A Krasnasky

Students in this class found the study guides, handouts, and PowerPoint presentations to be useful teaching methods. The Instructor's explanations also helped the students learn the material. One student suggested using a different textbook, and another noted an inconsistency in what they were learning across classes (ex: TPR range). Another student noted the classroom was too cold. One student would like audio books in the Library.

VET 121A Martino

PowerPoint presentations and lectures helped the students learn and understand the material. While the students enjoyed the demonstrations and visual aids in the class, they would have liked even more. A couple of students would have liked more reviews before tests. While one student expressed that he would have liked a different Instructor, others mentioned that they enjoyed the Instructor's positive attitude and that the Instructor had a great personality and kept the students interested in the material.

VET 140 Bell

Most students found the Instructor's teaching style helpful to learning the material. The students commented that they enjoyed his enthusiasm for the subject matter, and found his lectures, PowerPoint presentations, and drawings on the board particularly helpful. The book was also a helpful tool in understanding the material. A few students would have liked more lab time, and wished they did not have to attend Pharmacology right after this class. A couple of students commented that the Instructor should have spent more time talking about the material and less time on extraneous topics.

VET 150 Krickhan

Most teaching methods were considered effective by the students in this class. Some helpful methods mentioned included PowerPoint, the book, the lectures, study groups, and the Instructor's willingness to offer extra assistance. Many students in the class were frustrated about the class's meeting time right after Microbiology. Students would have also liked a slower pace, more time to go over the drugs, and a greater variety in teaching styles in the class. One student suggested having the *Math for Meds* book required for this class. A couple of students recommended more copies of *Plumb's Veterinary Drug Handbook* in the Library, which has already been addressed with a new edition in the Library and it now being a required text for this class. Another student would like the textbooks for the class in the Library, which unfortunately is not allowed under accrediting guidelines.

VET 259 Snyder

Students in this class appreciated the lectures and PowerPoint presentations, and especially the hands-on time in the lab. Demonstrations and real life examples also helped the students to learn and understand the material. One student commented that the Instructor "always explained the material thoroughly and well and always answered questions and was enthusiastic." Students had a few suggestions for improvement. Some would have liked even more lab time, and one student expressed frustration having to share the lab with another class. Other students expressed concern about the time they had to take out of class to walk the dogs and to take care of the dogs and cats. Students would have liked more information on avian, exotics, and ferrets. The CEAT is confused as to why any Lab Animal student would be engaged in caring for animals other than the lab animals, and would like the Program Director to clarify.

VET 260 Krickhan/Butts

PowerPoint presentations and lectures were the teaching methods that helped the students to learn the material. One student commented that the Instructor was always patient answering questions. Some students suggested videos, more lab time, having lecture before lab, and more real life stories as ways to improve the class.

VET 261 Machles

The students found the Instructor, PowerPoint presentations, and homework to be most helpful in learning the material. A couple of students expressed concern that the lab portion did not follow along with the lecture portion well, and they would have liked the same Instructor

for lab as for lecture. A couple of students said they would have liked to be able to have copies of the pictures in the slides, and another student recommended more test review. Two students suggested lecture all in one day, and others would have liked more class time. Students again recommended textbooks in the Library.

VET 261 Galetka

While students appreciated the hands-on learning and outside assistance from other Instructors, many expressed frustration with this class. Many students commented that the Instructor was unable to answer questions, sometimes due to worrying about extraneous issues. Other students felt as if they could have benefitted more from the class if it were taught by a more experienced Instructor. They also felt as if the lab and lecture portions were out of sync. While many students commented that the Instructor was very nice, they also indicated that class could get confusing at times. Again, a student commented that they would like copyright permission to have copies of photos used in class and textbooks in the Library.

VET 265 Lacey

While students enjoyed the hands-on learning, the “cookbook,” and PowerPoint presentations, they felt as if they were not given enough guidance for how to perform the tasks required. They commented that the instruction was not detailed enough to allow them to accomplish their goals in class, and they were expected to perform well without being given sufficient instruction on how to do so. Some students felt as if the Instructors spent too much time talking amongst themselves, and were unprofessional. Several also expressed that they felt diminished by the Instructors, and that some of the grading practices were unfair. Students also were frustrated that time out of class was spent walking dogs. One student would have also appreciated additional constructive criticism. One student would like videos of blood draws and catheter placement added to the Library. This request will be forwarded to the Librarian.

VET 266 Klotz

The Instructor, notes, videos, PowerPoint presentations, homework, and hands-on work were most helpful to learning the course material. The Instructor’s willingness to answer questions and help the students outside of class was also noted as a helpful teaching method. Students commented that they the course could have been improved if more lab time were added and if they had additional experience performing dentals. They also suggested smaller lab classes and longer lab classes could improve the experience. One student would have liked to take Anesthesia before this class.

VET 267 Pawling

Students commented that the Instructor was very helpful to learning the material, as were the PowerPoint presentations. Many students suggested either bringing an anesthesia machine to class or taking the class to the lab to see and understand the machine better. The students would have liked more clarification about what material they needed to know for tests, and more homework. While one student mentioned that it was difficult to have a new Instructor this far into the program, another student commented that the Instructor improved drastically throughout the quarter.

VET 268 Brackney

PowerPoint presentations, lecture, homework, and the textbook were all helpful in learning material. Some students enjoyed the Instructor's teaching style, while others felt the class moved too quickly. One student would have liked a more positive attitude, and a few students noted that they would have enjoyed the class more if it could have been later in the day. Two students would have liked more opportunities for points in the class, and another suggested in-class activities. One student expressed concern that the techs in the lab spent time speaking in the background, and that they would sometimes do procedures for the students when they were struggling, instead of giving instruction. One student would like a subscription to VIN.

VET 271 Krickhan

The students found the PowerPoint presentations, lectures, demonstrations, and lab time to be effective in helping them learn the material. More lab time and more homework were the only suggestions given for improvement. One student commented: "I feel I am learning what I need to know in the workforce for radiology from the method [the Instructor] uses to teach."

VET 290 Machles/Lacey

Students found their externships to be of most assistance to learning the material of the class. A couple of students would have liked a greater focus on the VTNE; the review for the VTNE is provided outside of class time, and occurs across multiple weeks. Another student would have liked more clarity as to class discussions. Students would like more copies of *Plumb's Veterinary Drug Handbook* in the Library. This request has already been acted upon, and the book has now been added as a required purchase for the VET courses. One student would have liked the Instructor to be more prompt returning phone calls and emails.

LIBRARY MANAGEMENT

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

We added the following 28 resources to the Library in 10-3:

1. Anderson's Ohio Annotated Business Entities Handbook: 2010 Edition
2. Anderson's Ohio Annotated Probate Laws Handbook: 2010 Edition
3. Anderson's Ohio Consumer Law Manual: 2010 Edition
4. Anderson's Ohio Family Law Handbook: 2010 Edition
5. The Associate
6. Breed Predispositions to Disease in Dogs and Cats
7. Canine and Feline Nutrition: A Case Resource for Companion Animal Professionals, 3rd ed.
8. Clinical Atlas of Ear, Nose and Throat Diseases in Small Animals: The Case-Based Approach
9. Clinical Veterinary Advisor: Dogs and Cats
10. Color Atlas of Clinical Anatomy of the Dog & Cat, 2nd ed.

11. An Introduction to Veterinary Medical Ethics: Theory and Cases, 2nd ed.
12. LWW's Pharmacy Technician Certification Exam Review, 1st ed.
13. Medical Mathematics and Dosage Calculations for Veterinary Professionals, 2nd ed.
14. The Merck/Merial Manual for Pet Health, Home ed.
15. Pills for Pets: The A to Z Guide to Drugs and Medications for Your Animal Companion
16. Saunders Handbook of Veterinary Drugs, 2nd ed.
17. Small Animal Practice Client Handouts
18. Textbook of Veterinary Internal Medicine: Diseases of the Dog and the Cat, Vol. 1, 7th ed.
19. Textbook of Veterinary Internal Medicine: Diseases of the Dog and the Cat, Vol. 2, 7th ed.
20. Anatomy & Physiology: The Unity of Form and Function, 2nd ed.
21. Anatomy & Physiology: Laboratory Manual, 2nd ed.
22. Business Communication Today, 7th ed.
23. Coloring Guide to Human Anatomy, 3rd ed.
24. Financial Accounting, 7th ed.
25. Gross Anatomy, 4th ed.
26. Nutrition Concepts and Controversies, 9th ed.
27. Understanding Nutrition, 9th ed.
28. National Paralegal Reporter

Faculty Input

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

Ms. Schirripa, Ms. Carrick, Ms. Krasnasky, Dr. Snyder, Mr. Kepler, and Mr. Rose have no requests or suggestions at this time.

Ms. Geletka recommended adding references related to Avian and Reptile Hematology, Immunology, and blood banking. She did not suggest any specific title.

Mr. Burgess, Ms. Moore, Mr. Churilla, Mr. Moss, and Mr. Zahara all commented on the Library's excellent holdings and the professionalism and helpfulness of Karen Shrader, the College's Librarian.

Mr. Spanos suggested adding "OJur" to the College's holdings.

Ms. Scott added that legal treatises and/or encyclopedias like "Am.Jur." would be helpful but can be very costly. She also noted that she would be happy to donate her copies of the OBAR reports if the Library has the space and the need. The CEAT thanks Ms. Scott for the offer; the Library already includes current issues of the OBAR.

Dr. Brackney asked that JAVMA, JVIM, Compendium, and Clinician's Brief be added to the College's journal holdings.

Dr. Linehan responded with a suggestion that up-to-date versions of Plumb's Formularies be kept in the Library, but noted that she has heard that the text often disappears. The College has purchased a reserve holdings case to prevent further absconding with this and other valuable and high demand holdings.

Judge Celebreeze commented that while the Librarian is always able to borrow the visual aids he requests from other Libraries, he would like to see those visual aids added to the College's permanent holdings. If the Judge would be so kind as to identify specific holdings, the College will work to incorporate them into its holdings.

Student Library Suggestions:

These comments are typically combined with the student's course evaluations, and, therefore, this section is usually blank.

Student Usage

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

5312 students used the Library/Network resources in 10-3 (3804 internet users, 1495 ProQuest users, and 13 borrowing patrons). Twenty hardcopy resources were checked out in 10-3.

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

5312 students/64 days = 83 students/day. Thus, 21.7% of our students used our resources on a daily basis in 10-3.

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.

There is currently no active Student Council at the Brecksville campus. Initiating this group, and more student organizations, is a known need and efforts will be initiated shortly. Dean is planning to seek student input first via Focus Groups so that activities are both relevant to and desired by the students.

The current student groups include SCNAVTA and the Paralegal Students association. There was limited to no activity by either of these groups during 10-3; an issue that the Dean has brought up to Program Directors. Reactivation of the groups is anticipated in 10-4 following coaching and encouragement to organization faculty sponsors.

ITEMS OF NOTE

1. We had a total of 17 guest speakers in 10-3. These included:

<u>Instructor</u>	<u>Guest</u>	<u>Topic</u>	<u>Date</u>
Martino	Karen Shrader	APA Style	7-14-10
Martino	Karen Shrader	APA Style	7-15-10
Segal	Alfredo Duenos	Sports Massage	7-19-10
Oliver	Karen Shrader	APA Style	7-19-10
Oliver	Karen Shrader	APA Style	7-26-10
Celebrezze	Nick Celebrezze	Family Law	7-28-10
	Judge Leslie Celebrezze		
Segal	Sally Herman	Reflexology	7-28-10
Carrick	Karen Shrader	APA / Research	8-3-10
Martino	Warren Burgess	Placement	8-4-10
Segal	Carrie Kemenyes	Thai Massage	8-9-10
Klotz	Dr. Feltes	Animal Behavior	8-9-10
Segal	Dena Katch	Myofascial Release	8-11-10
Celebrezze	Marcia Lawson	Duties of Paralegal	8-18-10
Martino	Warren Burgess	Placement	8-19-10
Martino	Chuck Stella	K-9 Behavior & Training	8-24-10
Kunc	Jennifer Cipolletti	Wildlife Rehab	8-25-10
Martino	Dr. Lisa Snyder	Lab Animal Med. Research	8-31-10
Martino	Dr. Carrie Bauman	Large Animal Medicine	9-1-10
Lacey	Joe Caporaletti	Reptile Medicine & Nursing	9-2-10
Martino	Jim Krickan	RVT's in Specialty Med.	9-7-10
Kunc	Gail Rinderknecht	RVT Specialty, Oncology	9-8-10

2. Students were escorted on the following 12 fieldtrips in 10-3:

- Brecksville Library (3 separate fieldtrips)
- Cleveland-Marshall Law Library
- Bodies the Exhibition
- Great Lakes Veterinary Specialties
- MetroParks Dog Show
- Willow Creek Farm

- WIL Research Laboratories
- Stearns Farm
- Lakeside Courthouse, Cleveland

3. Good things That Happened

1. **Student Recognitions:** outstanding student performance was recognized in several categories:
 - High Academic Honors: 74
 - Academic Honors : 60
 - Perfect Attendance: 108
2. **American Red Cross Blood Drive:** held on September 1, 2010, this first-ever event will now occur quarterly. Stautzenberger Brecksville not only met its collection goal (25 units) but exceeded it (37 units collected).
3. **Student Comments to USDOE, “Gainful Employment” Regulations:** an information packet was distributed to all students, and presentations made by the dean, regarding the regulations. Many SB students entered their comments; adding to the 91,000 total public comments received by USDOE on this issue.
4. **OCRA “Run for the Record”:** also a first-time event, the Run for the Record brought over 100 runners to the SB campus on Saturday, September 18. Over \$5,000 was raised!
5. **New Vet-Tech Program Introduction:** Current students had the opportunity to learn about the revised Vet-Tech program, which now includes electives in Companion Animal/Pocket Pet and Exotics. Several Q&A sessions were held on campus, with a number of students opting to enroll in the new program.