



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

Quarter Reviewed: Fall 2010 (10-4)

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.

	104	103	102	101	094
	Results	Results	Results	Results	Results
How many students started the quarter?	393	370	415	409	432
How many students finished the quarter?	360	332	386	391	407
% of students who finished the quarter?	91.6%	89.7%	93.0%	95.6%	94.2%
How many LOA students returned?	17	8	15	19	8
How many students continued?	326	305	318	363	351

Data Collected	104	103	102	101	094
Function:					
Student Outcomes					
What was the average incoming GPA?	2.76	2.47	2.48	2.61	2.62
What was the student Course Completion Rate?	84.4%	78.4%	85.1%	87.7%	87.4%
What was the Average GPA?	2.89	3.04	2.90	3.01	2.97
How many started the quarter probational?	21	22	22	39	27
Number of students dismissed for SAP reasons?	0	0	1	0	1
Number of students dismissed under 2X Rule?	8	16	20	13	9
What was the SAP Rate?	86.8%	86.7%	89.9%	92.4%	91.9%
What was the SAP Retention Rate?	100%	100%	95.5%	100%	92.6%
What was the Certification Exam Passage Rate?	n/a	78.6%	n/a	61.4%	n/a
Retention					
What was the GWR for the quarter?	10.2%	9.5%	9.6%	5.4%	7.6%
How many students withdrew?	40	35	40	22	33
How many students took an LOA?	20	22	25	17	19
How many were suspended?	2	2	2	1	1
Percentage who did not continue into next quarter?	10.4%	14.1%	18.0%	9.5%	11.3%
• How many from pregnancies?	0	2	3	1	4
• How many from schedule conflicts?	0	6	8	1	2
• How many from military?	0	0	0	0	0
• How many work related?	0	4	6	1	2
• How many medically related?	1	6	9	5	3
• How many academically related?	1	16	17	2	1
• How many financially related?	2	nm	nm	nm	nm
• How many childcare related?	0	2	3	1	0
• How many to a different college?	4	Not previously calculated			
• How many moving out of area?	4				
• No longer interested in their program	5				
• No Attendance/No Communication	22				
• Did not return	8				
• Other/Unknown	6				
• Placement					
How many graduates?	29	15	27	18	41
• Number employed in field?	3	6	14	10	
• Number employed in a related field?	18	0	1	0	0
• Number employed out of field?	4	3	0	0	6
• Number still seeking?	2	4	12	8	13
• Number unavailable for placement?	1	1	n/a	n/a	n/a
• Awaiting response	1	1	n/a	n/a	n/a
Satisfaction					
What was the average Student/Instructor score?	92.45	91.1	91.8%	91.9%	92%

What was the average Student/College score?	91.0%	90.2%	91.7%	92.7%	93.1%
What was the average Externship score?	94.9%	94.5%	89.8%	88.4%	93%
How many Academic Reviews were completed?	135/148	103/105	162/207	248/258	186/213
How many hours of Extra Assistance were offered?	345.75	201.8	112	309.8	481.5
Average Employer Satisfaction score?	n/a	100%	100%	100%	nm
Average Graduate Satisfaction score?	n/a	92%	96%	89%	nm
Average student attendance rate?	93.2%	93.1%	90.5%	91.1%	90.1%
What was the Instructor retention rate?	69%	82%	75%	88%	79.5%
What was the average length of Instructor service?	6.9 Qtrs	7.0 Qtrs	6.8 Qtrs	6 Qtrs	6 Qtrs

DATA ANALYSIS

Following the drop in total enrollments from 10-2 to 10-3 (roughly 18 after graduating students were taken into account), 10-4 was a welcome change to the positive with an increase of 23 students. This is a typical enrollment pattern for the College, since Fall Quarter is always the largest enrollment period. The percentage finishing the quarter was also down on an annual basis (from 94.2% in 2009 to 91.6% in 2010). This decrease reflects the change in the grading rubric for our largest program's lab/lecture courses, requiring students to pass both independently. However, the percentage finishing the quarter rose 1.9% from Summer 2010 to Fall 2010, suggesting that students are adapting to the change over time.

A significant number of students returned from Leave of Absence between 10-3 and 10-4, an encouraging trend since these students are always at risk of being unable to cure the difficulties that lead to the Leave in the first instance.

Student Outcomes:

Average incoming GPA for the new starts (2.76) was slightly higher when compared to both 10-3 and 09-4. The Course Completion Rate was also up a significant 6 percentage points from 10-3, but was still lower by 3 percentage points when compared to 09-4. . Interestingly, the large hit in Course Completion Rate in 10-4 appears to be a direct product of the number of withdrawals, rather than failures. There were 89 Ws and only 31 Fs and 31 Ds (that constituted "unsuccessful" completions) in 10-4. Again, it is the CEAT's expectation that the decrease in the CCR overall is likely a reflection of the change in the rubric for the VET program and the academic rigor of the program.

The average GPA performance for the quarter (2.89) dropped significantly from 10-3 (3.04) and slightly from 09-4 (2.97). The number of students starting the quarter in some form of a probational status increased from 10-3, but remained constant from a year ago. The number of students dismissed under the 2X Rule was fewer than in any of the last five quarters, suggesting that the College's efforts to track and to support these students is succeeding.

The SAP Rate held roughly constant for the last three quarters, and the SAP Retention Rate was still 100%, both of which are encouraging outcomes.

The Student Outcome results are somewhat contradictory when attempting to identify trends, but indicate that the school is still on a positive track for overall student performance. Of concern, however, are the 84.4% Course Completion and the 2.88 Average GPA rates. The CEAT goal is set at 90% for course completion and at 3.1 for average GPA. The Standards and Goals were set prior to implementation of the new VET grading rubric, and this may be a consideration for next year's assessment process. Both suggest further consideration and monitoring will be necessary.

Retention:

While the school maintained its admirable retention performance (normally >90% of its enrolling students), 10-4's Gross Withdrawal Rate of 10.2% was the highest rate for the past 5 quarters. The number of withdrawals (40) tied with the high record mark reported in 10-2. The CEAT notes, however, that a significant number of these withdrawals returned in 11-1. The CEAT has already considered likely cause of such a spate of short "permanent outs," and how best to advise students to prevent these unexpected departures. Additional steps through Students Services, the Dean and Financial Aid have been considered and implemented. Additional issues to bring to students' attention have been discussed with Student Services.

LOAs or "temporary outs" remained relatively stable at 20, a significant percentage of which returned successfully in 11-1.

The CEAT is particularly pleased with the 2X Rule outcomes. The number dismissed under the 2X rule fell to 8 (1/2 the rate for 10-3). This suggests earlier and more frequent interventions are proving successful.

Two students were suspended (typical when compared to past quarters), while the percentage continuing into the next quarter rose from 86% in 10-3 to nearly 90% in 10-4.

In analysis, the increase in the Gross Withdrawal Rate and the Number of Withdrawals were both negative factors. However, given the number who ultimately returned, this may be a one-time event. This rate increased a full 4 percentage points from 10-3, and indeed was lower than any quarter in the past four (the only exception being 10-1).

In terms of both the GWR and the total number of withdrawals, there may be some residual impact from the requirement to pass BOTH lab and lecture in order to pass a class. There is also the faculty belief (anecdotal to date) that more and more students are simply arriving at our doors unprepared for

college-level work. However, what is of greater significance – and bears the need for additional effort – is the potential correlation between the average GPA achieved and Course Completion rate (both below CEAT standards) with overall institutional retention. Students who perform well in class are much more likely to not only complete the course, but also to remain in school. Therefore, the process of “earlier intervention” will be accelerated with all faculty during coming quarters so that struggling students are a) identified as early as possible, b) put on a plan of remediation, and c) are followed up individually. Such goals call for a system that involves a large number of staff to spread the workload, but maintains consistency in reporting and follow-up—a structure that will take both creativity and organization to achieve.

No certification exams were taken in 10-4.

Placement: A total of 29 students graduated this quarter – up from 15 in 10-3 and down from 41 in 09-4 (normal fluctuations given the fluctuations in incoming class size). Job placement of graduates is strong, with 3 already employed in field, and 18 in “Related” positions (note: RVT students are kept in a “Related” status until such time it is confirmed they have passed the VTNE exam, and can truly function as Licensed Veterinary Technicians). With only 1 student waiving placement, this leaves only 7 to be appropriately placed.

SATISFACTION

Overall Student Satisfaction with College Operations:

Surveys:

Quarter	Reception	Bookkeeping	Financial Aid	Admissions	Branch Director	SSO	Placement	Program Directors	Dean	Information Tech	Librarian	Total
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%
10-4	97.0%	96.0%	91.0%	96.0%	91.0%	96.0%	92.0%	91.0%	92.0%	93.0%	96.0%	93.7%
Quarterly % Change	+0.04%	+1.2%	+1.0%	+1.9%	+0.07%	+0.08%	-2.3%	-3.8%	-0.03%	+2.4%	+0.08%	+0.02%

10-4 overall Student Satisfaction with College Operations also proved to be at odds when compared with 10-3. Seven 7 areas rose in rating and 4 fell, though the negative disparity was only relevant in two departments: Program Directors and Placement. Changes were implemented at the end of 10-4 to address the decline in the Program Director scores (which still exceeded 90%) by appointing an additional two Program Directors for the College's largest program, Vet Tech. In addition, the College hired a new Placement Officer in 10-4, who has quickly restructured the department and increased placement presence on campus.

Notwithstanding these slight downward deviations, the overall score rose .02%.

Employer Satisfaction

No Employer Surveys were returned in 10-4*.

Graduate Satisfaction

No Graduate Surveys were returned in 10-4*.

**Note: no surveys were sent out in 10-4 due to change in Career Services personnel and need to revise forms.*

Court Reporting – N/A

Paralegal – N/A

Vet Tech- N/A

Attendance

Student attendance during 10-4 remained pleasingly high when compared to 09-4 (93.2% vs. 90.1%), but increased only .1% from 10-3 to 10-4. It appears that the faculty's continuing consistency in applying attendance policies is achieving its intended outcome.

Academic Reviews

A total of 129 of 140 scheduled Academic Reviews were held with students during 10-4, a 92% completion rate. The CEAT notes that for the VET program, reviews are designed to be conducted at quarters 1, 2 and 9. For Court Reporting, Massage Therapy and Paralegal Studies, reviews are done nearly quarterly; the small enrollments in these programs lends itself to advising every student. Moreover, the unique nature of mid-quarter starts means that Court Reporters may face the 2X Rule in a single quarter, placing them at greater risk (and, concomitantly, in greater need of academic advising).

Extra Assistance

A total of 345.75 hours of Extra Assistance were reported, continuing a very positive increase from the 10-2 low of only 112 hours, and an increase of nearly 144 hours over 10-3. Faculty and students alike are being encouraged to continue this trend; however, why this increase was not reflected in higher Average GPA results is puzzling. At least to some degree, it appears to lend a some credibility to the claim that students are arriving at our doors underprepared for the rigors of postsecondary education – and in some cases, so underprepared that even regular, individualized attention is not enough. The College is poised to implement placement testing to assist with this dilemma.

INSTRUCTOR DEVELOPMENT AND SATISFACTION

The emphasis on recruiting and retaining the best faculty continues, but was only partially supported this quarter by the numbers. The Average Length of Instructor Service fell a modest.1% from 10-3, but the Retention Rate dropped from 82% in 10-3 to only 69% in 10-4. The greatest hit for 10-4 was taken in the General Studies Department, where the Coordinator continues her efforts to ensure a well-balanced selection of faculty to complement our changing programs. The Dean will also continue her work with Program Directors to increase the number of faculty evaluations, to increase professional development for skills building specific to individual faculty members, and to ensure regular review of techniques/strategies to identify and retain the most effective instructors.

DIRECTION

What changes did you implement last quarter? Did these changes work?

We changed the following textbooks in 10-4:

The Bluebook: A Uniform System of Citation, 19th ed.

Plumb's Veterinary Drug Handbook: Desk Edition, 6th ed.

The Merck Veterinary Manual, 9th ed.

Anesthesia & Analgesia for Vet Techs, 4th ed

Veterinary Instruments & Equipment – A pocket guide, 2nd ed.

During the quarter, a number of edition versions were updated; reconciling the issue mentioned in the 10-3 CEAR. No additional issues/concerns with textbooks were noted. The student textbook list update issue was also resolved: instead of using a complicated, database-driven update system, the hardcopy booklist will simply be transferred to PDF format, and placed on the website each quarter.

The early identification of students with academic problems proceeded more smoothly this quarter, with the vast majority of faculty identifying troubled students by the end of Week 3. In addition, program directors also followed up more quickly and effectively on the student notification process by “splitting” lists and taking personal responsibility for a specific group of students. What remains, however, is to begin the move toward “individualized” plans of improvement for each student, with structured monitoring to ensure that the student follows his/her plan. This process development will begin in 11-1.

Also: with the help of faculty, and the introduction of new “Math Lab” skills improvement opportunities, the number of Extra Assistance hours rose significantly again during 10-4. New students, as well as continuing students who are struggling with their academics, are also being counseled by the Program Directors and Dean to begin Extra Assistance the very first week of the quarter. It is the CEAT’s estimation that the use of Extra Assistance is working.

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

Textbooks will continue to be monitored for change/edition updates by instructors, with follow through by Bookkeeping. We will also continue the practice of updating each quarter’s booklist through a PDF link on the website.

The CEAT will most certainly continue the push for students to utilize Extra Assistance hours. In addition, the “Math Lab” group tutoring concept will be expanded to include English skills in 11-1. These will likely be renamed “Skills Lab” to reflect the expanded content. Finally, the Dean will begin working with both faculty and Program Directors to develop an “individual tracking and follow up” system for students identified with academic problems.

CURRICULUM

Did you implement any improvements to your curriculum last quarter?

The Vet Tech department developed a formal plan to make changes to the VET290 (Externship) course; doubling the number of times this class meets and adding in specific preparation for the VTNE (including mock exams). This new format should be launched in 11-1.

The PODS system was also put through revision, with the specific goal of developing a new website for the program where 1) students and employers can get clear information on requirements and deadlines, and 2) employers can input PODS hours completed directly online. This process is also scheduled for launch in 11-1.

Work on the ABA approval application process continued. Specific changes to the curriculum (including the creation of new classes) were drafted, and are expected to be finalized during 11-1.

A final decision was made to develop a completely on-line version of the Court Reporting; work is expected to be completed during 11-1.

Finally, work on Continuing Education programming in the Vet Tech, Massage Therapy, and Legal (CLE) fields were initiated during 10-4, with the goal of disseminating information to the market by February 1, 2011. The CLE series will be released approximately July 1, as most professionals do not enroll in such courses until the latter half of the year.

Faculty Input

Changes to the curriculum suggested by the faculty included the following:

BUS124: Text does not contain material necessary (only in certain respects). Several examples confused my students or poorly demonstrated necessary components of current business communication functions. I will look at texts in this area. Training schedule is sufficient; however, student needs varied and time needs consistently change with material covered (i.e., resume and cover letter writing = strong need; much assistance in this area was given). Course is relevant to student's course of study: several students lacked exposure/experience in business communication. This course is essential to developing common skills that employees will be expected to have.

CDP120: Excellent text; but we need to realign CDP120 so that the keyboarding component only takes up the first week of the class – the balance of work could be done on the internet as homework. Too much time was spent in keyboarding due to registration/online problems dealing with a new vendor. Recommend expansion of CDP250 certifications class, as prep for Microsoft certifications. Can we coattail with Mike Cooke's certifications?

CDP120: Some adjustments have to be made in terms of sufficient timing to cover all topics within the scheduled time. Absolutely feel course is relevant; it is of extreme importance for students to be technologically proficient.

GEN128: The text does contain the necessary material; however, it is a bit dry. It requires supplemental materials to keep the students focused throughout. Recommend various websites. I have also brought in poetry selections and make them identify words they do not know and also

encourage them to explore the poem's deeper meanings and themes to get them thinking analytically. I wouldn't delete this course; I would just enhance it.

GEN101: Since several sections of this course are taught by several different instructors, I would find it helpful to meet with other instructors to get their feedback on the course; the timeline of topics; how they assess their students, etc. Simply following the outline of the textbook doesn't necessarily mean we are on the same page, relatively speaking.

GEN101: Text contains necessary material. Time was tight because the class was one night a week and we had a holiday on that night. Thus we had only 10 weeks instead of 11. Course is relevant to the students' courses of study; shows an ability to follow process and can provide information related to their future field.

GEN102: (adding a course): An emerging need is in the area of social work & Psychology. A possible degree in social work.

GEN125: Text covers material very well. The scheduled allowed ample time to cover material. Course if relevant to students' courses of study; oral communication is a skill that cannot be overlooked. Not ready to add or delete a course yet; at least not from my experience thus far.

GEN126: The text contains the material necessary. Training schedule contains too much material for an 11-week course. Ex: some lessons have 2 topics for the evening, but to do the job properly, we need to spend the class on 1 topic. I would add a History & Government course.

MAS230: I feel 3 massages in a row is better than 2 (with breaks in-between); would suggest a business class for massage therapy (which I hear will be implemented in 2011).

MAS160: I'm still too new to give a knowledgeable answer. The program appears sound.

MAS140: The book is adequate; the class time overall is appropriate. It would make more sense to make it all on one day for two hours instead of 1 hr/2x per week.

MAS190: Text goes beyond information needed. This class has more time than is necessary based on previous instructor. Will adjust for next quarter.

MAS240: Text goes beyond what is necessary. Changes may be made when I have total responsibility of the entire quarter.

MAS100: The text contains material beyond the course objectives. Training schedule sufficient, but adjustments will be made for next year since I'm finishing for someone else's quarter.

MED101: The text is more medical oriented than massage therapy; will research and give to PD.

VET111: Yes, I like the text! Training schedule still yet to be determined with the first quarter per the new topical outline - so far so good.

VET112: Merck text: references all the diseases covered in this course; great reference! McCurnin: great overview; has a little bit about everything. Procedures: not so applicable for this class; maybe better for 265. Training schedule: are/could reportable and FADs be covered in another course? (Also: comment about surgeons don't use this book; but not clear which book he/she was referencing).

VET116, VET117: No adjustments; time allotted for objectives allows fine-tuning of subject matter +/- individual instructor to meet the students' needs.

VET265, VET270: Not enough technical instructors to run as efficiently as it should this quarter. Course is absolutely relevant to students' course of study.

VET266: Training schedule provides sufficient time; current instructors are working to improve the lab component.

VET268: Course to add: hands-on necessary earlier in program for Vet Tech. Consider splitting 265 and starting skills a quarter earlier.

Student Course Surveys/Residential Satisfaction

Overall, students appeared pleased with the caliber of the faculty; giving their instructors an overall rating of 92.45% during 10-4. Summarized comments taken from the evaluations are as follows:

BUS 124 Galauner

The instructor, his lectures, and the book were most helpful for the students. Students also appreciated role playing, practice interviews, PowerPoint presentations, and class activities. Suggestions for improvement included either shortening the class or splitting the class so that it was on two days instead of one. One student would like to see a book with example resumes added to the library's collection.

BUS 124 Ruggiero

Students found the instructor, the lectures, and hands-on assistance to be most helpful. Some students enjoyed the textbook and found it helpful, while others would have liked a different text. Handouts and homework assignments also helped students learn the material. One student commented that the instructor “is a great person and a very personable person.” Students suggested more group work, more examples, a different style of testing, and more focused work during class.

BUS 130 Scott

Handouts were most helpful to the student of this class. A suggestion for improvement was to shorten the tests.

BUS 130 Moss

Students found the instructor’s explanations and the book to be most helpful for learning the course material. While students enjoyed the class discussions, they would have liked even more. One student commented that she liked having her laptop in class.

CAP 120 Richards

Students found the instructor and course materials to be most helpful. One student commented that she enjoyed writing captions constantly throughout the class period. The captioning TV set was another successful teaching method. One student expressed a few areas for improvement. The student commented that having Stenograph write a student version of BCS would help the course dramatically. She also suggested that the captioning should start after theory, and that there need to be more captioning classes. One student would like to see Gary Robson texts added to the library’s collection.

CDP 120 Daneri

The instructor, the PowerPoint presentations, and the textbook were noted by most students to be helpful for learning the material. One student commented that the instructor is “awesome, and a very good instructor.” She also commented that he was always asking if the students needed help and offering to give extra assistance. A few students would have liked their laptop sooner because it would have helped them in this particular class. The CEAT would like to point out that only those students purchasing laptops through the College using their Financial Aid have this issue, since they must sit through 30 days to earn their aid. Students are welcome to purchase their laptops off campus or using cash if they wish to avoid this outcome. Some students would have liked a faster pace throughout the course.

CDP 120 Daneri

While students commented that the textbook was helpful for learning the material, they noted that the instructor was even more integral to their success in the class. Students also found the PowerPoint presentations and the step-by-step process to be helpful. One student suggested that students should be evaluated to see if the course is really necessary based on their skill level. Students are welcome to attempt to test out of the course if they believe they have already mastered the material.

CDP 120 Daneri

The labs, book, and instructor were helpful for learning course material. The use of PowerPoint was listed as an effective teaching method. Some students suggested a slower pace and a smaller class size. One student suggested splitting the course into Advanced and Beginner sections. This is, however, an introductory survey course, and there is no “advanced” version of it.

CDP 120 Molis

Students found the book, the hands-on learning, and the step-by-step instruction to be helpful for learning course material. The PowerPoint projector was the most effective teaching method according to the students. One student commented that she was confused about what labs/homework she was required to complete. Students would have liked a little more guidance and explanation, and for the instructor to be more attentive when to questions. One student said that it was a bit chaotic when some students were working on keyboarding and some were working on Word.

CDP 120 Pingatore

The book, computer usage, and the instructor’s method of covering the material assisted the students in learning the material. Students again seemed mixed on the pace of the class. Some felt it was too advanced, and some felt bored. One student was frustrated by the length of time spent on keyboarding, which she saw as only being needed by one student. Students also suggested more examples and no midterm exam. Students did express that they learned a lot in the class.

CDP 120 Pingatore

Students found the textbook, in-class activities, and lectures to be most helpful for learning the material. The PowerPoint presentations and labs were noted as useful methods of teaching. Some students would have liked more individualized help from the instructor. Students also suggested better organization.

CDP 120 Pingatore

Students found the book to be helpful, but overwhelmingly agreed that the class went too fast and was chaotic. Students wanted more guidance from the instructor and some would have liked keyboarding to be separate from this course. One student suggested that the instructor needed better classroom control and more interaction with the class, instead of having it be more self-paced. This impression may have been the product of the disparate skill sets in the student body, which would have made a more even pace difficult.

GEN 101 Leard

The students in this class had very mixed feelings on the class. Some felt the class should be optional because it is too basic and they were bored, while other students found the class to be very challenging and thought that the pace was way too fast. Some students suggested

different sections of the class so people of the same skill level could be together. This concern will be more fully addressed when the College implements placement testing, thereby better ensuring that students take material more closely matching their skill sets. Students found the book helpful, as well as the PowerPoint slides and problems on the board. Students appreciated the instructor's patience and his willingness to tutor.

GEN 101 Leard

The book and instructor's explanations/tutoring assisted the students in learning the material. One student suggested placement testing for this course, which was supported by some students saying the class went too fast, and others saying the class was not challenging enough. Students appreciated the active learning in terms of work on the board, but they would have liked even more.

GEN 101 Walker

The students found the examples and in-class work to be helpful for learning material. The handouts and projector were effective teaching methods. The students appreciated the repetition of material, and the open atmosphere of the class. A couple of students would like to see the Instructors identify more clearly how the material relates to their course of study. For Vet Tech students, the material in this course is crucial to Life Science, Pharmacology and Anesthesiology.

GEN 101 McGreevy

The instructor and his explanations were most helpful to the students. The students found the instructor's notes and handouts helpful as well.

GEN 101 Kepler

While students enjoyed the instructor and the book, many expressed frustration that the class was too easy and therefore not very exciting or interesting. Students would have also liked more enthusiasm and for the material to be related to their course of study. Students again stated that they would like to test out of this class. Students are welcome to attempt to proficiency test out of the course. They should contact Ms. Carrick if they would like to take the test. The PowerPoint presentations were effective teaching methods.

GEN 101 Leard

The students in this class seemed to disagree on the course. Some felt it was too fast, and some felt it was too slow. Many methods of teaching were listed as effective: notes, PowerPoint presentations, explanations, the book, handouts, and homework. One student mentioned that the instructor tried to use a variety of teaching techniques, but not all were equally effective for that student. Another student would have liked greater class organization.

GEN 102 Bell

Students were very enthusiastic about this instructor and his methods of teaching. Students commented that he was open, honest, listened to feedback, and made the class fun. Students also appreciated real life stories and the instructor being "real." PowerPoint presentations,

handouts, pictures, and study guides were listed as effective teaching methods. No suggestions were made for improvement.

GEN 102 Bell

Many teaching methods were listed as effective, including PowerPoint presentations, handouts, study guides, the textbook, and class discussions. Students also enjoyed the instructor's personal stories. Many students raved about the instructor, and commented that the class was perfect. One student would have liked a more controlled, professional atmosphere.

GEN 112 Scott

The student in this class found the instructor and the book to be most helpful for learning the material for the course.

GEN 112 Celebrezze

Students found the movies and the book to be helpful for learning the material. Some suggestions for improvement included having more enthusiasm from the instructor, receiving notes or handouts, being tested more frequently, having a shorter class period, and receiving a more detailed syllabus.

GEN 122 Stepanek

Students found the textbook to be most helpful for learning the material. Students also appreciated the handouts and use of the overhead. Suggestions for improvement included more examples, more enthusiasm, and more class interaction. Students suggested more APA guidebooks in the library and a textbook that contained more information about APA. The library does include a multitude of books relating to APA, and special presentations are made by the Librarian to all introductory classes on how to cite using APA. She also provides one-on-one instruction and courtesy proofreading of citation format free of charge.

GEN 125 Ruggiero

Students commented that the instructor and her "in-depth knowledge of all the material" were most helpful for learning the material. The handouts, video clips, PowerPoint presentations, and the book were all effective teaching tools. Some students suggested more work on resumes, more public speaking, and having the class twice a week.

GEN 125 Ruggiero

The instructor of this class was described as being very personable and helpful. The PowerPoint presentations, hand-outs, and group projects were helpful methods of instruction. One student would have preferred being assigned professional speeches that could be applied to future career goals.

GEN 125 Ruggiero

The instructor, PowerPoint presentations, and the textbook were most helpful for learning the course material. Students suggested more time spent on forms of communication, and less

time on practicing interviews. One student thought there was too much time spent on “common sense material.”

GEN 126 Frameli

Students found the instructor and his use of props, websites, maps, and videos most helpful for learning and understanding the material. One student would have liked more time for the class.

GEN 128 Dyko

The students in this class enjoyed the instructor and his teaching method. One student commented that the instructor always tried to make the class fun and interesting. Many students agreed they would have liked more challenging vocabulary words. One student would have liked a shorter class period. Students also thought Jeopardy, the handouts, and class discussions were effective teaching methods.

MAS 100 Firster

The student in this class commented that the instructor was very patient and explained material very well and in-depth. PowerPoint was noted as an effective teaching method.

MAS 140 Segall

The book, PowerPoint presentations, and instructor’s examples were most helpful for learning the course material. One student thought that the material was rushed, and that the class should be longer. Another student suggested more videos and more real life examples.

MAS 160 Gaudin

Most students agreed that the hands-on experience was the most helpful tool for learning the course material. The students also liked the instructor’s way of explaining material. PowerPoint presentations and handouts were also effective teaching methods. One student suggested taking a field trip.

MAS 170 Firster

Students thought the instructor, the PowerPoint presentations, the handouts, and the crosswords puzzles all helped them to learn and understand the material. One student would have preferred a greater variety in teaching methods.

MAS 230 Burner

Students commented that the instructor really “knew her craft” and did a good job with hands-on training. One student would like more videos and more information on marketing as it relates to the field of study.

MAS 240 Firster

The instructor helped the students to understand the course material. Handouts and videos were effective teaching methods, while students would have liked even more videos. One

student was extremely frustrated about having very short breaks in between classes. This concern was addressed in 11-1, so that MAS students have sufficient time to venture off campus to eat lunch.

MED 101 Karam

The instructor and the repetition of the material helped the students learn and understand the course content. The PowerPoint presentations, flashcards, and the CD that came with the book were also effective teaching tools.

PAR 100 Spanos

The book and the instructor were listed as being helpful for learning course material. Going over test material was also appreciated.

PAR 130 Sabol

One student commented that the instructor made the material clear and understandable, and gave good examples. Students would have liked more activities, and more information about the duties of paralegals.

PAR 200 Moore

There were many items listed as being helpful for learning the course material: class discussions, assignments, demonstrations on the computer, the textbook, and the instructor's explanations. Students would like even more interactive activities. Students requested that form books and The United States Code be added to the library. One student thought the class was too long.

PAR 210 Moore

Students cited the instructor, textbook, and in-class activities to be most helpful for learning course material. PowerPoint presentations were also appreciated, while one student would like more exercises paired with the chapters. Students would like more legal form books and American Jurisprudence added to the library. Many of the legal forms are on CD Rom to make them more functional; the CEAT suggests that students check with the Librarian about accessing the CD Roms.

PAR 215 Spanos

One student commented that the instructor is very knowledgeable, and another student found the visual aids and examples to be helpful for learning course material.

PAR 240 Scott

No comments were made on this course.

STE 120 Beltz

The student in this class commented that the class was perfect, and that the examples on the board were helpful for learning course material. The handouts and exercises were also effective teaching methods.

STE 140/160 Delay

Students found practicing, Blackboard, and the *Brief Encounters* book to be helpful for learning course material. One student would like a longer class, and another expressed frustration that the instructor did not read at a consistent speed, but also said that she is sure it will get better with time.

STE 170 Beltz

One student commented that the new website for the course is helpful and has good material on it. It was also noted that the instructor goes over everything that the students might have a problem with. One student would like more brief handouts, as they were cited as being helpful for learning course material. Drill was also listed as helpful for understanding material.

STE 200 Schirripa

Blackboard, hands-on help, drilling, and links to helpful websites were noted as resources that helped students to learn the material. One student suggested more time for two voice. The CEAT will check with the Program Director, but believes that two- and four-voice is covered extensively for high speed students, including nearly unlimited Extra Assistance for those seeking additional testing opportunities. One student would like to see more drills and glossaries in the library.

STE 290 Green

Students gave enthusiastic reviews of this instructor. One student noted that examples of what the instructor does on a daily basis and examples of how her firm handles things were helpful in the course. Another student wrote that the instructor's personal experience helped her to learn what she needed for the course. They also commented that she is a really good teacher, is easy to listen to, and is fun and interesting. One student suggested having a field trip or a guest speaker.

VET 105 Lacey

The instructor, book, handouts, and PowerPoint presentations were noted as helpful for learning course material. One student would have liked to learn more about laws, and thought that class time could have been used more efficiently.

VET 107 Kane

Students thought that some teaching methods were effective, such as PowerPoint presentations and handouts, but many students expressed frustration with what was perceived as negativity. Students commented that she seemed reluctant to answer questions and that she was difficult to follow at times. Students enjoyed the medical terminology portion of the class, and thought the videos were helpful. The student concerns about this instructor were addressed by the Program Director.

VET 107 Kunc

There were many effective teaching methods listed by the students including the medical terminology videos, notes, PowerPoint presentations, the textbook, and the instructor's teaching style. Students thought that some of the material was mundane, but said they could not offer any suggestions for how to make it more interesting. Some students would have liked a slower pace and more homework.

VET 107 Martino

Students found the notes, handouts, and PowerPoint presentations to be effective teaching methods. One student commented that the instructor was very enthusiastic and made the class fun. Students seemed to have split opinions on the medical terminology videos. A few students enjoyed them and thought they were helpful for learning the material, and others thought they were "ridiculous." Topics students would have liked more information on included behavior, animal laws, and current topics in the field.

VET 107 Martino

The PowerPoint presentations, notes, and instructor's lectures were listed as assisting the students in learning the material. Again some students enjoyed the medical terminology videos and some were very strongly opposed to them. One student said that they were "a total waste of time and not at all effective." Some students also noted that not all of the textbooks for the class were used. Another suggestion for improvement was to have hands-on learning in this class. One student wrote that she would like case studies added to the library.

VET 107 Martino

Many teaching methods were listed as helpful for learning the material. Students noted that the handouts, PowerPoint presentations, notes, personal stories, lectures, and videos assisted them in learning the material. One student would have liked a slower pace, and more information on exotics. The College does offer a course specific to exotics, and encourages this student to pursue her interest in the subject with that elective. Some students wrote that they would have liked to use their textbooks more, and some students noted that they were frustrated with the medical terminology videos. One student would have liked a warmer classroom. A couple of students would like more veterinary journals added to the library.

VET 110 Krasnasky

The instructor and the PowerPoint presentations were listed as being helpful for learning the material. A majority of the students expressed concern that there was too much information to be covered in the class and they found this overwhelming. Some students thought the information could be split into two different courses. One student said that she needed more time to process information, and would have preferred two 2-hour sessions during the week instead of one 4-hour session. Some students said that the textbook was a good resource, while others would have preferred a different book. The concerns of these students regarding the math component of this course were addressed by a program revision calling for math to be

offered in advance of this course so that its math components represent review only, and not new material to be learned.

VET 111 Linehan

Students commented that the teacher's enthusiasm helped them to learn the material, and that the instructor's ability to explain things well assisted them in understanding the course. Many students noted that they were frustrated by having to fill in notes on their PowerPoint outlines. One student wrote that she couldn't get the full benefit of the instructor's lectures because she was busy trying to keep up with writing notes. The College has determined through many years of experience and experiment with varying levels of complete notes that providing students with full notes does not permit students to commit information to memory as well as having students actively participate in taking notes. While we respect the difficulty of taking notes and listening, it does serve a pedagogical purpose, and should not be underestimated in its effectiveness as a learning tool. Students would have preferred a different textbook. Other suggestions for improvement were more detailed explanations and real life examples.

VET 111 Linehan

The PowerPoint presentations, the book, and the instructor's lectures were cited as helping the students understand the course material. A couple of students noted that it was difficult to keep up with writing notes while trying to listen to the lectures. One student would have liked "more information."

VET 112 Naso

Students wrote that this was a very difficult class, but that the PowerPoint presentations, studying on their own, and the textbook were helpful. Some students had a hard time understanding the instructor and thought the class was too fast-paced. Frustrations also included the poor lighting in the classroom, a lack of timeliness, a low level of enthusiasm from the instructor, complicated descriptions, and insufficient explanation of assignments, tests and grading procedures. The Dean and Program Directors are working with this instructor to address these concerns.

VET 116 Cinotti

The PowerPoint presentations, reviews, and textbooks were listed as being helpful for learning the course material. Students would have liked more time spent on each topic and hands-on work and examples.

VET 116 Decker

Students were very enthusiastic about the notes binder that the instructor provided them at the beginning of the course. The instructor's explanations and knowledge on the subject matter also helped the students to learn the material. Students also appreciated all the reviewing of material, and some suggested even more review. Students also suggested a shorter class period and more diagrams, models, and pictures. One student noted that some of the instructor's humming distracted her periodically.

VET 117 Cinotti

The instructor's method of teaching was mentioned multiple times as being helpful for learning the course material. The students appreciated the instructor's sense of humor/personality, personal stories, and method of explaining the material. PowerPoint presentations and note cards were also effective teaching methods. Some students would have liked more in-depth information, more videos, and more use of the textbooks.

VET 121 Krasnasky

The most effective teaching method for this course was the PowerPoint presentations. Students also mentioned that the instructor explained material very well, using real life examples. Some students would have liked more hands-on work, clearer explanations of what they would be tested on, more tutoring hours, and a different method of testing. This is an introductory course, and does not include hands-on, which (during course work) is offered to second year students. Students seeking hands on this early in the program should use their PODS hours for this purpose.

VET 121 Krasnasky

PowerPoint presentations helped the students to learn the course material. Review sheets and study guides were also appreciated. Many students would have liked a more focused class, and for off-topic questions to be answered outside of class time. Students would have also liked more time on each topic, more information about llamas and alpacas, less breed identification, and more videos.

VET 121 Martino

Personal stories from the instructor and the PowerPoint presentations helped the students to learn the material. Students would have liked more time on llamas and alpacas, and also more information on large animal behavior. Another suggestion for improvement was to visit a large animal veterinary practice. Students appreciated in-class discussion and would have liked class to be an hour longer.

VET 140 Bell

Students enjoyed all of the hands-on work in this course, and would have liked the opportunity to have even more. The textbook was another useful method of instruction. A few students pointed out that they liked that the instructor did *not* use PowerPoint. The students enjoyed the teacher's method of instruction and his enthusiasm/passion for the subject matter. A few students noted that no improvements were needed for this course and that it was their favorite. One student would have liked less material on tests.

VET 140 Bell

The instructor went through the book with the students and told them what to highlight, and the students found this helpful for learning material. They also appreciated not having PowerPoint presentations, but would have liked homework/test reviews and less material on tests. One student would like some books with diagrams added to the library.

VET 140 Bell

The students thought that the instructor's thorough explanations helped them to understand the material. They appreciated his enthusiasm for teaching and enjoyed the time spent in lab. Some students liked the textbook, while others did not. A couple of students mentioned that they would prefer more professionalism in the classroom. Students would have liked homework/study guides, a more comprehensive syllabus, and a better rubric for their paper. Students would also like more lab time.

VET 150 Krickhan

PowerPoint presentations, the book, lecture, handouts, note cards, and problems on the board helped the students to understand the material. Students suggested spending more time on each topic (especially math), more real life examples, and more homework/practice. This desire for additional math has been addressed in the program revision, with the addition of a full math course. Some students thought the class needed to be longer, while others thought that it was too long. Students also suggested less reading from the PowerPoint presentations and tests that covered less material.

VET 150 Martino

Students thought that the outlines on the board were more effective than PowerPoint presentations. They noted that the note cards and the textbook were helpful for learning the material. Some students wrote that the class was hard, and could be confusing, so a more meticulous breakdown of the material would have been helpful. One student noted that the dogs in the lab were distracting during this class. One student suggested adding pictures/diagrams to the library.

VET 150 Krickhan

The students found the PowerPoint presentations, the book, the homework and the instructor's knowledge/personal experience to be helpful for learning the course material. A few students suggested that fewer PowerPoint presentations would be helpful, as they were hard to concentrate on. Students also suggested more hands-on work. One student thought that the course should be broken down into two quarters.

VET 259 Snyder

The instructor's enthusiasm and willingness to help assisted the students in learning the course material. Most students found the lab time to be the most helpful for understanding the material. Students also liked having PowerPoint presentations already filled out so that they could concentrate on the lectures. Some students were frustrated with the class schedule. They preferred a longer class meet.

VET 260 Klotz

While the use of PowerPoint presentations was an effective teaching method, students commented that they would have preferred if the instructor did not read straight from the slides. The students liked hands-on work and the field trip. Most students noted that a shorter lecture period would have greatly improved the class.

VET 261 Snyder

PowerPoint presentations, homework, and lecture helped the students to learn the course material. Students noted that the instructor did a good job of explaining the material. More videos and more lab time/less lecture time could have improved the course. One student noted that she did not see the point of the class and that she could not see how it will help her in her career as a vet tech. This comment troubles the CEAT, since no one can function as a Vet Tech without understanding pathology. One student would like more copies of Plumb's in the library.

VET 261 Wilttrout

The PowerPoint presentations, the book, and the hands-on learning were all helpful to the students. One student commented that the instructor realized the student was not grasping the material and took time to review and offered more assistance, showing that she cared about the students. This student commented that the instructor is an amazing asset to the school. On the other hand, another student had issue with the instructor's attitude. Students would have liked even more hands-on work and examples. One student noted that she would have liked more in-depth explanations as to why she missed points on assignments and tests.

VET 261 Wilttrout

Students commented that the slides, hands-on work, and detailed explanations helped them to understand the material. Again students seemed to have some conflicting opinions about the class. One said that she appreciated the instructor's enthusiasm, while another mentioned there was a need for a more professional attitude from the instructor. Students suggested better microscopes and slides, and more hands-on work to improve the class.

VET 265 Mooney

Students thought that the PowerPoint presentations, the "Cookbook," and the time spent in lab helped them to learn the material. Students appreciated that the instructor was knowledgeable on the subject matter. Some students felt that the lab time was chaotic. This seemed to be driven by their stress to complete various tasks, as some noted that there was too much to do in lab and not enough time to do it. More lab assistants would have been helpful. Students also felt as if they could not keep up with writing notes. They also would have liked to learn more about other animals besides cats and dogs. This is the small animal component of Medical Techniques, however. Large animal considerations are addressed in VET 266 in the following quarter.

VET 266 Lacey

The willingness of the instructor to provide extra assistance was appreciated by the students. The students also found the PowerPoint presentations, the book, and the hands-on work to be helpful for learning material. Some students found the lab experience to be very stressful, and would have liked a more organized class. Other students would have liked more clearly defined expectations and a greater number of demonstrations.

VET 267 Morse

Many methods of instruction helped the students to learn and understand the material: the instructor's explanations, demonstrations, PowerPoint, notes, real life examples, and the book. Students also noted that the instructor's enthusiasm improved the class. Students suggested a slower pace, less information on each test, more hands-on, more case studies, and a longer class period. A couple of students suggested that this class should be before Dentistry. This recommendation has been forwarded to the appropriate parties for consideration.

VET 268 Gebhart

The book, lecture, and PowerPoint presentations all helped the students to learn the course material. Students would have liked a more interactive class, because they felt that it was mundane at times. Students also mentioned a need for more hands-on time and printed notes. The CEAT would like to note that this is the Surgery Lecture class, and the "hands-on" component occurs in the Surgery Lab class also offered in this rotation. A couple of students felt that testing was unfair because of the scope of material tested upon.

VET 271 Krickhan

Students found most aspects of the class to be helpful. They mentioned the instructor, the book, the PowerPoint presentations, the lecture, and the hands-on/lab work as assisting them in learning course material. Some students did not like having class on Saturday morning.

VET 290 Machles/Lacey

Students found the internship to be the most helpful part of this course. One would have liked better communication. One student suggested doing the internship at a different point in their education, but did not give specifics.

Student Course Surveys/Online Satisfaction

On-Line Course Satisfaction

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

Introduction to Psychology (Donovan): 3.54 or 88.5%

Civics (Greene): 3.29 or 82%

Introduction to Sociology (Reineck): 3.69 or 92.3%

Comments were as follows:

Donovan: The students in this course indicated that the text, online videos, PowerPoint presentations and the instructor's explanations aided them most in the understanding of the course materials. One student indicated that the opinions of the other students in the discussions helped them to understand the materials. Some indicated that the class was great the way it was and that nothing needed to be done to improve the class. A few students indicated that the weekly activities were too long, and one student did not understand the relevance of the class in their program. Most students said that the online orientation was thorough and they had no trouble navigating the course site after attending the orientation. One student suggested that students only attend the orientation once, and not prior to every online class. Only one student indicated that it was difficult to understand the instructions in the online orientation.

Greene: The students felt that the notes, textbook, Google, online resources and the instructor's selection of relevant topics helped them to understand the course materials. Most students had no suggestions for improvement. One student wished the instructor had been more involved in the course discussions, while another suggested that the course far exceeded their expectations. The online orientation was sufficient for the students' understanding of the course site.

Reineck: The students in this class listed other students, the book, and PowerPoint presentations as being most effective learning tools for this class. One student appreciated the clarity of the instructor's expectations for the class. Most students felt that everything that was needed was covered in this class, however; one student felt that learning about Amish communities would have been beneficial. Some students felt that the course work was overwhelming, and that the midterm and final were too extensive. The same student wished she would have been able to work at her own pace because some weeks she was busier with her other classes. One student wished she had not been forced to take an online class; she would have preferred the class at the school. There were varying comments regarding the online orientation. Most felt that it was sufficient. One student indicated that there was too much information at one time, while another student did not feel enough time was spent discussing the dropbox. One student said she felt overwhelmed after the orientation, but once she actually got into the site, realized that everything was explained thoroughly.

LIBRARY MANAGEMENT

We added the following resources to the Library in 10-4:

1. The History of Ohio Law (Ohio University Press Series on Law, Society, and Politics in the Midwest), Vol. 1
2. The History of Ohio Law (Ohio University Press Series on Law, Society, and Politics in the Midwest), Vol. 2
3. The National Atlas of Korea

4. The National Atlas of Korea
5. Plumb's Veterinary Drug Handbook, 6th ed.
6. Aromatherapy for Bodyworkers
7. Natural Spa and Hydrotherapy: Theory and Practice
8. Pearson's Massage Therapy: Blending Art with Science
9. Realism: A Study in Human
10. Structural Anatomy, 2nd ed.
11. Shiatsu, 1st ed.
12. Tappan's Handbook of Healing Massage Techniques, 5th ed.
13. Therapeutic Reflexology: A Step-by-Step Guide to Professional Competence
14. Trail Guide to The Body: How to Locate Muscles, Bones and More, 3rd ed.
15. American Map: Akron / Summit & Portage Counties, Ohio
16. American Map: Greater Cleveland
17. Ohio Street Atlas
18. Anderson's Ohio Civil Rules Practice, with Forms: 2011 ed.
19. Blackwell's Five-Minute Veterinary Consult: Equine, 2nd ed.
20. Blackwell's Five-minute Veterinary Consult: Ruminant, 1st ed.
21. Buddhist Scriptures
22. Color Atlas of Diseases and Disorders of the Foal
23. The Complete Dog Book, 20th ed.
24. Court Reporting: Bad Grammar/Good Punctuation
25. Drug Speller 2010
26. e40th & pain: Poems from Deep Cleveland
27. Encyclopedia of Dog Breeds, 2nd ed.
28. Investigating Communication: An Introduction to Research Methods
29. Large Animal Internal Medicine, 4th ed.
30. Lifespan Development, 3rd ed.
31. Ohio Atlas & Gazetteer: Detailed Topographic Maps, 7th ed.
32. Ohio Jurisprudence 3d, Ohio Court Rules: Local
33. Ohio Jurisprudence 3d, Ohio Court Rules: State
34. Ohio Rules of Professional Conduct, 4th ed.
35. Pathways: A Novel (Star Trek, Voyager)
36. Physicians' Desk Reference 2011, 64th ed.
37. Principles of Communication
38. The Qur'an: A New Translation
39. Rand McNally the Road Atlas 2011: United States
40. Sacred Texts of the World: A Universal Anthology
41. Small Animal Emergency and Critical Care: Case Studies in Client Communication, Morbidity, and Mortality
42. Understanding Government: The Bill of Rights & Constitution (Just the Facts)
43. Understanding Government: The Branches of Government (Just the Facts)
44. The World's Wisdom: Sacred Texts of the World's Religions, 1st ed

Faculty Input on Library

Judge Greene, Mr. Daneri, Judge Celebreeze, Mr. Kepler, Ms. Ruggerio, Ms. Gaudin, Ms. Onest, and Ms. Schirripa had no comment.

Ms. Beltz: I am thrilled with our library! We have many, many references for our students from test preparation to religious references to atlases and quotation books. All required by the National Court Reporters Association. Our librarian is always so willing to help the students. She is truly an asset to the School!

Ms. Butts: More copies of instruction DVDs: for surgery, dental. Website material allows students to download or watch instructional videos at home.

Mr. Moss: The librarian has always been very responsive to my request for materials, videos, etc.

Mr. Dyko: I unfortunately do not have much experience with the Library.

Mr. Framelli: We need to get some maps in our classroom.

Ms. Walker: I haven't had much opportunity to utilize the library yet.

Ms. Delay: excellent resource materials and computers. Karen is very helpful.

Dr. Naso: I don't know exactly what journals, hard copy, or electronic are available to students. Could we as faculty have a library orientation to what the library has to offer? Is Karen available to come into class and present to the students how to access the different resources?

Dr. Linehan: Please see Heather's list!

Ms. Machles: Principles and Practice of Veterinary Technology, 3rd Ed., workbook: a few copies for instructors to use (3); Saunders Veterinary Anatomy Flash Cards; a few copies for instructors (2); Large Animal Clinical Procedures for Veterinary Technicians, 2nd edition, (desk copy); Essential Calculations for Veterinary Nurses and Technicians, 2nd edition (desk copy); Anesthesia and Analgesia for Veterinary Technicians, 4th edition (desk copy) – I have the catalog for all ISBN's.

Mr. Burner: I would like to see more training videos (DVDs) for Massage Therapy. This could include: Neuromuscular Therapy; Myofascial Release, Pregnancy Massage, Orthopedic Assessment, Lymphatic Drainage, Reflexology, Infant Massage. This is a selection of popular modalities in the massage field. These can be found through MassageWarehouse.com or the catalog.

Student Library Suggestions:

The following suggestions were indicated by the students:

- Sample Resume Books
- Gary Robson's book on broadcast captioning. The students in this class were made aware that this particular book has been in the library for some time.
- APA Guidebooks. Ms. Jakubczak currently visits classrooms and discusses APA style citations. There are also numerous books existing on this topic in the library.
- United States Code form books
- American Jurisprudence forms on CD Rom. These CDs already exist in the library and the student should be directed to speak to the librarian regarding utilizing them.
- Stenograph Drill books and glossaries. These materials are utilized in the stenography classroom and readily available for the students.
- Veterinary Case Study books
- Veterinary journals
- Diagram books for the veterinary technology students
- Plumb's

Student Usage

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

There were a total 7,828 student uses of Library/Network resources in 10-4 (5,197 Internet inquiries, 2,621 ProQuest users, and 10 borrowing patrons. A total of 13 items were checked out.

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

7,828 student uses/69 days in quarter (73 days less 4 snow days) = 113 students average use per day. This means that of 393 students starting the quarter, an average 28.8% of our students used our online resources each day in 10-4.

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.

This is where SCNAVTA goes.

ITEMS OF NOTE

1. We had a total of 18 guest speakers in 10-4. These included:

<u>Instructor</u>	<u>Guest</u>	<u>Topic</u>	<u>Date</u>
Martino	Karen Shrader	APA Style	10-11-10
Martino	Karen Shrader	APA Style	10-12-10
Martino	Karen Shrader	APA Style	10-12-10
Kunc	Karen Shrader	APA Style	10-12-10
Lacey	Karen Shrader	APA Style	10-14-10
Martino	Amanda Butts	Shelter Medicine	11-3-10
Celebrezze	Nick Celebrezze	Govt, elections, voting	11-11-10
Ruggiero	Karen Shrader	APA Style	11-11-10
Martino	Karen Shrader	APA Style (revisit)	11-17-10
Galuner	Karen Shrader	APA Style	11-18-10
Klotz	Greg Adams	Heartworm/Flea-Tick	11-18-10
Ruggiero	Karen Shrader	APA Style	11-22-10
Martino	Dr. Mike Stone	Obesity in Canines	11-23-10
Ruggiero	Karen Shrader	APA Style	11-23-10
Stepanek	Karen Shrader	APA Style	11-24-10
Burner	Diane Mastanardo	AMTA	11-30-10
Ruggiero	Karen Shrader	APA Style	11-24-10
Klotz	Eric Bond	Fecal Centrifugation	12-2-10

2. Students were escorted on the following 8 fieldtrips in 10-4:

- Cleveland Marshall College of Law/Cuyahoga County Juvenile Court
- Berea Municipal Court (2 visits)
- Acre Lake Farm
- WIL Research
- Great Lakes Veterinary Services (2 visits)
- Cleveland Crown Classic Dog Show
- Stearns Farm
- Willow Creek Farm

3. Good Things That Happened

1. **Student Recognitions:** Outstanding student performance was recognized in several categories--
 - High Academic Honors
 - Academic Honors

- Perfect Attendance
2. **American Red Cross Blood Drive:** Held on November 1, 2010; goal was not met by only 3 donors. We continued our success, however, in the number of new donors!
 3. **Blankets Fur Beasties:** Led by faculty member Marie Lacey, Stautzenberger College did a mass drive for animal care items; supporting the work of 10-year-old Harley Hillman. A large number of items were collected; actual transfer of the items to Harley was covered by local TV stations 5 and 8.
 4. **Snack Days:** Student Services offered students free pop and snacks during Finals Week.