



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

Quarter Reviewed: Winter 2011 (11-1)

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.

	111	104	103	102	101
	Results	Results	Results	Results	Results
How many students started the quarter?	384	393	370	415	409
How many students finished the quarter?	350	360	332	386	391
% of students who finished the quarter?	91.1%	91.6%	89.7%	93.0%	95.6%
How many LOA students returned?	18	17	8	15	19
How many students continued?	323	326	305	318	363

Data Collected	111	104	103	102	101
Function:					
Student Outcomes					
What was the average incoming GPA?	2.81	2.76	2.47	2.48	2.61
What was the student Course Completion Rate?	83.1%	84.4%	78.4%	85.1%	87.7%
What was the Average GPA?	2.90	2.89	3.04	2.90	3.01
How many started the quarter probational?	23	21	22	22	39
Number of students dismissed for SAP reasons?	2	0	0	1	0
Number of students dismissed under 2X Rule?	13	8	16	20	13
What was the SAP Rate?	91.1%	86.8%	86.7%	89.9%	92.4%
What was the SAP Retention Rate?	87%	100%	100%	95.5%	100%
What was the Certification Exam Passage Rate?	73.68	52.94	78.6%	n/a	61.4%
Retention					
What was the GWR for the quarter?	7.2%	10.2%	9.5%	9.6%	5.4%
How many students withdrew?	28	40	35	40	22
How many students took an LOA?	16	20	22	25	17
How many were suspended?	2	2	2	2	1
Percentage who did not continue into next quarter?	11.7%	10.4%	14.1%	18.0%	9.5%
• How many from pregnancies?	1	0	2	3	1
• How many from schedule conflicts?	5	0	6	8	1
• How many from military?	0	0	0	0	0
• How many work related?	0	0	4	6	1
• How many medically related?	8	1	6	9	5
• How many academically related?	1	1	16	17	2
• How many financially related?	3	2	nm	nm	nm
• How many childcare related?	0	0	2	3	1
• How many to a different college?	4	4			
• How many moving out of area?	1	4			
• No longer interested in their program	3	5			
• No Attendance/No Communication	15	22			
• Did not return	0	8			
• Other/Unknown	3	6			
Placement					
How many graduates?	18	29	15	27	18
• Number employed in field?	1	3	6	14	10
• Number employed in a related field?	10	18	0	1	0
• Number employed out of field?	5	4	3	0	0
• Number still seeking?	2	2	4	12	8
• Number unavailable for placement?	0	1	1	n/a	n/a
• Awaiting response	0	1	1	n/a	n/a
Satisfaction					
What was the average Student/Instructor score?	93.9%	92.45	91.1	91.8%	91.9%

What was the average Student/College score?	91.0%	91.0%	90.2%	91.7%	92.7%
What was the average Externship score?	92.7%	94.9%	94.5%	89.8%	88.4%
How many Academic Reviews were completed?	179/183	135/148	103/105	162/207	248/258
How many hours of Extra Assistance were offered?	390.5	345.75	201.8	112	309.8
Average Employer Satisfaction score?	n/a	n/a	100%	100%	100%
Average Graduate Satisfaction score?	n/a	n/a	92%	96%	89%
Average student attendance rate?	91.8	93.2%	93.1%	90.5%	91.1%
What was the Instructor retention rate?	76%	69%	82%	75%	88%
What was the average length of Instructor service?	7.85 Qtrs	6.9 Qtrs	7.0 Qtrs	6.8 Qtr	6 Qtrs

DATA ANALYSIS

Despite the fact that Winter is one of the most difficult enrollment quarters of the year, the starting number for 11-1 (384) was only 7 below the number starting in 10-4 (393). This is most likely due to the very positive combination of Winter new start goal achievement and exceptionally strong continuing student retention. The number finishing the quarter, despite a long and difficult winter weather season, dipped only slightly (from 91.6% in 10-4 to 91.1% in 11-1)

However, when compared to Winter Quarter 2010, both numbers were down (25 fewer total students in 2011 (25 fewer students starting the quarter, and 4.5% fewer students finishing the quarter). Part of this reflects the two large graduating classes in Spring and Fall Quarters 2010, which lowered overall enrollment by an additional 20 students. As to the remaining five or so students, the change in grading rubric (mentioned in earlier CEAR reports) is apparently still having an impact, especially in the Veterinary Technology program.

In order to ensure continued enrollment growth in spite of large graduating classes, however, the College clearly has a need to place continued emphasis on recruitment/retention strategies, increased awareness/recruiting in smaller programs, and new program introduction if the overall school size is to increase. This new-program need should be significantly aided by the introduction of the “Personal Fitness Trainer” diploma and degree in October, 2011.

Once again, an encouragingly high number of students (18) returned from their Leaves of Absence, indicating that efforts to maintain contact with these students and to facilitate their return are working.

Student Outcomes:

Average incoming GPA for the new starts (2.81) increased slightly from 10-4 (2.76), and was the highest reported in the past five quarters; raising the possibility that students recruited will be increasingly better prepared academically. The Course Completion Rate was down slightly from the previous quarter (from 84.4% in 10-4 to 83.1% in 11-1), and remains under the IEP Standard of 85% and the

Goal of 90%. However, the performance remains well above the low experienced in 10-3. The harsh weather may have played some factor here: especially for students who missed classes due to inclement weather, and eventually met the 2-week attendance rule. Despite this likely cause for the increase, the emphasis on both Extra Assistance and early intervention with academically troubled students must be continued.

In addition, the reduction in Course Completion Rate appears to have been impacted more by the number of course withdrawals (94) than the number of failing grades (46 F's and 41 Ds). However, the gap between those two figures has narrowed since this difference first appeared in 10-4. Judging from experience in the Vet Tech labs vs. lectures, there is clearly still some residual impact from both the change in the rubric for the VET program and the academic rigor of the program.

The average GPA performance for the quarter (2.90) climbed slightly from 10-4 (2.89), with the past 5 quarters showing consistent performance in this area. The number of students starting the quarter on some form of probational status also increased by only 2 students over 10-4, but remains relatively consistent with performance over the past year. Once again, the number of students dismissed under the 2X Rule nearly doubled from 10-4, but is in line with performance over the past year. It is encouraging that the SAP achievement rate climbed to its second highest level in five quarters (91.1% in 11-1), eclipsed only by 10-1, when the record rate of 92.4% was achieved.

VTNE certification exam results were reported during 11-1, registering a much improved 73.68% passage rate for first-time takers. (Note: this CEAR also corrects a figure from 10-4, in which it was reported that no certification exams were taken. Due to the increased frequency of offerings of the VTNE, a November/December test was given in 2010. The first-time passage rate for this quarter was 52.94%).

In summary: as in 10-4, Student Outcome results are somewhat contradictory when attempting to identify overall academic trends. However, it appears that we are moving in the right directions on all major student performance indicators, and that re-achieving IEP Standards and Goals will be possible in the next 1-2 quarters. It is also clear that, to achieve this, additional attention and effort will need to be made regarding early intervention and Extra Assistance.

Retention:

With 91.1% of students finishing the quarter, the school continued its tradition of strong within-quarter retention performance (i.e., 90% or above). In addition, the 11-1 Gross Withdrawal Rate fell from 10.2% in 10-4 to 7.2% in 11-1, with the number of withdrawals falling from 40 to 28. While still above the traditional (and aimed for) level of 5%, this is a significant improvement. In addition, the number of students taking an LOA fell by 4 (16 in 11-1 vs. 20 in 10-4): a somewhat surprising

development given the weather situation. Once again, however, the majority of these LOA students returned in 11-2, indicating that efforts to stay in contact and communication with these students are working.

To improve our insights into student withdrawals, efforts began in January 2011 to better ascertain and document the reasons why students interrupted or terminated their education. In 11-1, we received the most detailed data to date. Those who simply stopped sitting in class – and rejected attempts to contact them – were by far the largest group (15). Another 8 were medically related, as well as 8 were reported as “Other” (which includes personal reasons as well as unique circumstances). All of these are areas where intervention efforts may not be possible or effective. However, five students indicated a scheduling conflict (which may have been caused by a failure to remain in rotation) and another three (all relatively early in matriculation) indicated loss of interest in their selected program as the reason for withdrawal. While students are already advised about the impact of course withdrawals on rotational availability, future scheduling and program completion, in addition efforts are being made in Admissions to provide as much insight and guidance as possible into the daily realities of the VET program and career.

Following the low number of students dismissed under the 2X rule in 10-4 (8), a total of 13 fell to this criterion in 11-1. Another two were dismissed for failing to meet the standards of Probation 2 after appealing a previous dismissal. While not a desired outcome, the number is not significantly out of line with performance over the past 5 quarters. In addition, the CEAT is aware that many of the students dismissed this quarter had long histories of academic difficulty despite intense intervention. However, this outcome is NOT in line with the fact that Extra Assistance hours were reported at their highest level (390.5) in the past five quarters. The conclusion is likely that Extra Assistance – in and of itself – is not enough. While the CEAT recognizes that not every student can be saved, the Dean, Student Services Officer, and Program Directors will meet to determine intervention strategies and structures that may be added to improve overall academic performance.

As in 10-4, two students were suspended (typical when compared to past quarters). The percentage not continuing into the next quarter, however, rose to 11.7%: returning to the levels experienced in 10-2 and 10-3. The Average Student Attendance Rate was on par for 10-1 at 91.77%, but still a reduction from the 93.2% achieved in 10-4. Given the unusually harsh weather in 11-1, this outcome is nevertheless remarkable. The CEAT is very surprised that we met both Standard and Goal despite the weather.

In summary: Despite some encouraging trends in such figures as Incoming GPA, Average GPA, Total Withdrawals, SAP Rate, the reductions in Course Completion Rate and Percentage Continuing into the Next Quarter are of significant concern. The CEAT has determined that these reductions are likely

reflective the larger issue of a significant number of historically struggling students—disaggregated across quarters—coalesced into a single quarter when the limits of their abilities were reached. However, it is clear that additional emphasis must be placed on early identification and warning for students who indicate academic difficulty. In addition, new strategies need to be put in place to ensure that students are fully aware of the academic program/career that they are undertaking, and the opportunities/limitations of the career-school environment.

Placement: A total of 18 students graduated this quarter. Placement of graduates continues to be strong, with 1 already employed in field, and 10 employed 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 legally act as Registered Veterinary Technicians). The Career Services Officer is working with the five students working out of field, with the goal of placing these students appropriately during 11-2.

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
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%
11-1	96.0%	93.0%	93.0%	95.0%	92.0%	96.0%	94.0%	93.0%	92.0%	94.0%	96.0%	94.0%
Quarterly % Change	-1.0%	-3.0%	+2.0%	-1.0%	+1.0%	0	+2.0%	+2.0%	0	+1.0%	0	+3%

The total score for 11-1 overall Student Satisfaction with College Operations rose very slightly from 93.7% to 94.0%, a stellar outcome and the highest it has been since Spring 2010. Five areas rose, some significantly (see Financial Aid, Placement and Program Directors), reflecting the significant skills of the new Career Services Officer and the change that was made to the structure of the program directorship of the largest program, VET. Three areas fell (Reception, Bookkeeping, and Admissions), with Bookkeeping registering a significant 3% drop. This last result may well be due to tightened procedural and collection activities and a period during which the Bookkeeper was out ill for an

extended time. The Reception score appears to be a product of student frustration with miss-forwarded phone calls. This issue has been addressed by Ms. Oskins. Of note was the significant trend for the IT department, rising a full three points over the same period last year. Scores for the Dean, Librarian, and Student Services Officer remained level.

Employer Satisfaction

No Employer Surveys were returned in 11-1*.

Graduate Satisfaction

No Graduate Surveys were returned in 11-1*.

**Note: no surveys were sent out in 11-1 due to change in Career Services personnel and need to revise forms. Surveys for both 10-4 and 11-1 graduates were sent out in early 11-2.*

Court Reporting – N/A

Paralegal – N/A

Vet Tech- N/A

Attendance

Student attendance during 11-1 fell to 91.8%: down from the 93.2% experienced in 10-4, but slightly up from the rate achieved in Winter 2010 ((91.1%). Without question, the severity of the 2010-11 winter played a large role here, including the fact that the school was forced to close for several days. Results for 11-2 (reflective of more typical weather conditions) will be closely monitored to ensure that the importance of student attendance is continuing to receive appropriate emphasis.

Academic Reviews

A total of 179 of 183 scheduled Academic Reviews were held with students during 11-1: an excellent 97.8% completion rate. 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 lend themselves 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 390.5 hours of Extra Assistance were reported, again continuing a very positive increase from the 10-2 low of only 112 hours, and an increase of nearly 44.75 hours over 10-4. While it is expected that this rate will not continue to increase as dramatically as it has in previous quarters, the Dean,

Faculty, Program Directors and Student Services Officer will continue their emphasis on the importance of EA for all students.

In addition: From anecdotal reports, it appears that many of our struggling students are waiting until the END of the quarter (when they know they are in serious trouble) to go to Extra Assistance, rather than beginning the process at the start. This is despite being contacted about their grades during Weeks 3 and 4 and being directed to Extra Assistance at that time. The Dean, Student Services Officer, and Program Directors have all begun including a caveat about this particular habit when counseling at-risk students. In addition, plans are already in development for a new system of both identifying and continuously monitoring each at-risk student in more structured and proactive way.

INSTRUCTOR DEVELOPMENT AND SATISFACTION

The emphasis on recruiting and retaining the best faculty continues, with the Instructor Retention Rate climbing to 76% (from its atypical low of 69% in 10-4). The Average Length of Instructor Service also climbed to its highest level ever (7.85 quarters average service). The General Studies Department lost a significant number of faculty, with a total of five not returning to teach in 11-1 (including one who teaches only a specific course not offered in 11-1). The CEAT is particularly concerned about this issue, and additional emphasis will be placed on this area in 11-2 to reduce the turnover rate. A total of six Instructors did not return in Vet Tech (including one who left full-time employment due to relocation), but these were largely a rotational issue; two in Business/Entrepreneurship Management did not return because their specialized classes were not offered in 11-1; and one each did not return in Paralegal and Massage Therapy, again because of rotational issues.

While the quarter's faculty retention improvement was welcomed, the CEAT is focused on building a core Gen Ed faculty to ensure higher faculty retention. A stable, satisfied faculty – which students are able to see as a constant, rather than a variable – is a significant contributor to retention and overall student satisfaction. The Dean will continue her work with individual Program Directors to refine both their employee selection and coaching/development processes.

DIRECTION

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

We changed the following textbooks in 11-1:

- Workplace Communications: The Basics, 5th
- Writer's World: Paragraphs and Essays, 3rd
- Medical Terminology: A Short Course, 5th

- Trail Guide to the Body Student Handbook, 4th
- Pocket Guide to APA Style, 4th
- Behavior Problems in Small Animals: Practical Advice for the Veterinary Team
- Principles & Practice of Veterinary Technology, 3rd
- The American Democracy, 10th
- Introduction to Geography: People, Places, Environment, 5th
- Phoenix Theory, 2nd (Beta Version)
- Fundamentals of Pharmacology for Veterinary Technicians, 2nd

A number of these changes were the result of updated editions of already existing texts. The Booklist was for the first time posted to the website as a simple PDF document, rather than the more complicated and long-standing process of generating the Booklist via a database.

The early identification of students with academic problems proceeded relatively smoothly, with some intervention on the part of the School Director in the Vet Tech program. Efforts also began to retain continued contact with struggling students – with the report that some students were receptive, others not. Work on a formal structure for such intervention will continue in 11-2.

Also remaining is the need to reach students even BEFORE they begin the quarter. Once again, the Dean, Program Directors, and individual teachers will increase their communication to students about the need to begin Extra Assistance before a problem starts. Waiting until the end of quarter or until forced to seek help has caught up with a number of students. With continued reminders, and a clear warning, it is hoped that we can intervene more effectively with these individuals.

The continued emphasis on teacher intervention with Extra Assistance is clearly working, as the quarter reported a record number of hours provided (390.5). In addition, the “Math Lab” concept has been renamed as “Skills Lab,” with sessions in both math and English being offered throughout 11-1.

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 and the Librarian. We will also continue the practice of updating each quarter’s booklist through a PDF link on the website.

The CEAT will continue the push for students to utilize Extra Assistance hours, and will do so with a “Start Immediately!” mentality with those students who have shown a particular reluctance or lackadaisical attitude toward seeking help.

CURRICULUM

Did you implement any improvements to your curriculum last quarter?

In keeping with the changes planned, the Vet Tech department introduced the first round of changes to the VET290 (Externship) course, doubling the number of times the class lecture session meets and adding in specific preparation for the VTNE (including mock exams). The College determined a more structure, required review was necessary as students ceased taking advantage of the quarterly, optional reviews.

The results of the first trial exams indicated the strong need for this type of preparation, helping the instructor to pinpoint specific areas where review is needed. During 11-2, the second set of changes will begin, requiring students to subscribe to an online review/testing service during the Externship course in addition to the increased hours. This step will also include a full, “realtime” practice exam, under the same environmental conditions students will experience when they take the VTNE.

The new PODS website was completed in 11-1, with numerous additional information pieces developed and circulated to students as they encountered the changes. For employer’s convenience, a copy of the school’s liability insurance policy was also added, ensuring that this information is both clear and easily accessible. The PODS coordinator also began the process of collecting PODS site agreements with each sponsor, and listing these organizations on the website, to ensure that students will find a wide variety of locations to choose from. While this process is taking a significant amount of follow-up time, it is building a solid, consistent and substantial core of organizations to assist us in this endeavor. The need for additional sites is a product of the changes implemented in 10-4 as a result of the new VET program revisions. Since students now must complete additional PODS hours, additional sites were needed to ensure there is no “burn out” of willing partners.

Finally, deadlines and reporting structures were tightened to ensure that students not only perform their hours appropriately, but also turn in their documentation in a timely fashion. What remains is to streamline the data input process – a task that the PODS coordinator will be working on in 11-2.

Work on the ABA curriculum changes was completed and approved by the Paralegal Advisory Committee in 11-1, and a program revision application was sent to the State of Ohio (subsequently approved). The ACICS application will be drafted and submitted in 11-2.

The draft ABA approval application was also completed in 11-1, except for the financial information (received in raw form from the Maumee campus), which will take a substantial amount of time to review and calculate. This is planned for 11-2. Once the ACICS approval is received, the ABA application will be submitted (presently planned for 11-3).

Work began during 11-1 on a completely on-line version of the Court Reporting program, with final review/organizational approval expected during 11-2.

Finally, the first Continuing Education programs were delivered in the Vet Tech and Massage Therapy departments. While enrollment was lower than hoped, attendees were extremely positive about the quality of their experiences. The next sessions are scheduled in June (11-2). Additional marketing will be done by both email and direct contact in an effort to build enrollments – and to cement the school's position in this new marketplace. A total of five Continuing Legal Education programs have been confirmed and approved by the Supreme Court of Ohio, and will be delivered near the end of the year due to the nature of continuing education compliance in the legal field.

Faculty Input

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

BUS 124: Text does contain the necessary material to meet the objectives, and is outstanding. The training schedule on the course syllabus is sufficient and it has worked well. Course is relevant to students' course of study, but in part some material may be irrelevant i.e. proposal writing. This course is essential to developing common skills that employees will be expected to have.

BUS 125: Text does contain the necessary material to meet the objective of this course, and it is very comprehensive. Training schedule is sufficient; however, the text has more material than in the syllabus. It is a challenge to cover all the text material, but worth the effort. I would need to be more familiar with the entire curriculum to determine if courses need to be added or deleted. I feel the students having difficulty in the course need training in reading for content.

CDP 120: Text does contain the necessary material to meet the objectives of this course. Training schedule is sufficient if no emergency snow days are experienced.

GEN 112: The text does contain the material necessary to meet the objective of this course. This term all students are Vet Tech so I try to make Civics relevant to their course of study.

GEN 122: Absolutely this text contains the necessary material to meet the objective of this course. The training schedule as outlined on the course syllabus is sufficient, but additional

“Lessons” with homework or short assignments might be beneficial as a replacement for one of the papers. This would help ensure understanding of concepts more frequently, rather than giving a large grade for a paper. Course is relevant to the students’ course of study.

GEN 122: Text contains necessary material. The training schedule as outlined on the course is sufficient; however, the book has a lot of grammar and sentence level instruction. We spend some time on this, but focus on essay level structure, thesis, introductions (and more) and do not have time for all the grammar topics. I feel this course is relevant to the students’ course of study. Adding a remedial grammar course and a reading comprehension class would be helpful to some students.

GEN 125: The text does contain the necessary material. I do not feel there is sufficient time to cover the material on the course syllabus. I feel that the course is relevant to the students as it prepares them for interviewing, and customer and work interaction.

GEN 126: Text contains the necessary material. It is difficult to provide sufficient time to cover the course syllabus since it takes at least 3 hours to cover a chapter. I would add Economics and A.M. History programs to Stautzenberger College.

STE 200: The training schedule as outlined on the course syllabus provides sufficient time. This course is definitely relevant to students’ course of study, as the Court Reporters are working to achieve 225 wpm.

VET 107: Text contains necessary material. I think sufficient time is provided to cover the material, but the snow day threw me off a bit and I just talk too much. I do feel this course is relevant to the students’ course of study

VET 110: Texts contain necessary material and I really love the books. The training schedule as outlined on the course syllabus does provide sufficient time. I feel this course is relevant to the students’ course of study.

VET 111: The text does contain the necessary material to meet the objectives of this course; however, some information is outdated or inaccurate. Having sufficient time in the course syllabus is difficult in a 4 hour class. Also, a Holiday make-up day was not provided which made us fall behind. I feel this course is relevant to the students’ course of study. [The CEAT would like to note that class cancellations of four or fewer hours in VET111 do not need to be made up, since the quarter provides for 44 hours of contact time for a class that is structured for a 40 contact hour requirement. As long as a course meets for the stated contact hour requirement, no make-up is necessary. The Instructor’s concerns about the text have been forwarded to the Program Directors for immediate consideration.]

VET 112: The text does contain necessary material to meet the objectives and when it's lacking they also have the Internet. The training schedule as outlined on the course syllabus does get crunched, especially with the snow days. I feel this course is relevant, but I don't think the students realize it is. I would like to see some of the requirements the AVMA demands of them so I can show them some examples that might be on the state exam. This might make it real for them. [This request has been forwarded to the Program Directors for fulfillment.]

VET 116: The text does contain the necessary material. The training schedule on the course syllabus provides sufficient time to cover the material. I feel that this course is relevant to the students.

VET 266: The text does contain the necessary material to meet objectives of this course and then some. It would be nice to have longer lab time, maybe another 30 minutes. It is challenging for them to complete anesthesia, a dental, and finish all the paperwork and still absorb the information and learn. I absolutely feel the course is relevant to the students. Maybe an elective course in alternative therapies would be a good program to add at Stautzenberger College.

VET 260: The text does contain the necessary material to meet the objective of this course. The training as outlined on the course syllabus provides sufficient time. I feel that this course is relevant to the students. I would like to add a Professionalism Course and make Surgery Lab 22 weeks.

VET 268: Text does meet the objectives of this course. The training schedule as outlined on the course syllabus could use more time in the lecture to provide review and to cover necessary material. Students struggle to pull all the information from previous quarters together. I feel this course is relevant to the students. I would add additional hands on labs, such as Anatomy lab, Kennels/Skills, and expanding/enhancing VET 265.

Student Course Surveys/Residential Satisfaction

Student rating of the faculty increased from an overall score of 92.45% during 10-4 to 93.9% in 11-1. Summarized comments taken from the evaluations are as follows:

BUS 124 Carrick

Students commented that the instructor took the time to go over material that was confusing and cleared up any questions. Other students thought that the book and the examples helped them to learn the course material. One student noted that the instructor's comments on drafts were also helpful. Some students commented that they would have liked more time spent on

interviews and on long reports. Another requested that the material be related to the field of study.

BUS 124 Ruggiero

Quite a few methods of instruction helped the students learn the course material: textbook, lectures, handouts, in-class activities, videos, and overheads. The students also thought the instructor's knowledge assisted them in learning the material. One student noted that this course and GEN 125 both covered resumes and oral speeches, and they weren't sure why they needed to learn it twice. However, one student wrote that they would have liked to spend more time on resumes.

BUS 124 Carrick

Many students expressed frustration with their original instructor for this course. However, they noted immense improvement once the class was taken over by a new instructor. They found this instructor's teaching style and explanations helped them learn the material. The book, lectures, and notes were also helpful in learning material. Some students would have preferred a slower pace, and more time to work on projects.

BUS 125 Leard

No comments were made for this course.

BUS 125 Leard

For this course, being shown how to do the work instead of just reading how to solve the problems helped the student to learn the material. The student also appreciated the reviews and PowerPoint presentations.

BUS 130 Piazza

No comments were made for this course.

CAP 290

No comments were made for this course.

CDP 120 Daneri

Students appreciated the step-by-step instruction from the instructor, and the extra assistance provided. The instructor's personality, the PowerPoint presentations, and overhead slides also helped the students to learn the material. Some students would have liked to start keyboarding sooner, and for the class to move at a faster pace. One student would have liked more variety

in teaching style, while another commented that no improvements were needed because the instructor was great. One student would have liked the computers to be faster and to be upgraded.

CDP 120 Pingatore

The book, the labs, and computer usage were listed as helping the students learn the course material. Some students commented that they would have liked the instructor to be more involved and to help more students during the class. A few students would have liked a slower pace or a longer class period.

CDP 120 Daneri

The instructor's clear instructions were cited by many students as the most helpful tool in learning course material. The book, labs, and PowerPoint were also helpful. One student would like to see the course split into "Advanced" and "Beginner" sections so that the pace could be more appropriate. One student commented that the instructor "was a good guy and you can tell he loves his job. The class is laid back and comfortable which aides in learning."

CDP 224 Pingatore

The book and hands-on assignments were helpful for the students' learning of the material. Some students would have liked more group work and discussion. One student commented that some of the data was corrupted on the hard drive. Another student would like more in-depth reference resources for Excel.

GEN 101 Walker

The majority of students wrote that the instructor, and her clear explanations and willingness to help, assisted them in learning the material. Students commented that the overhead slides were very easy to understand and follow. Most students wrote that they had no suggestions for improvement because they thoroughly enjoyed their instructor. Two students would have liked the class to relate more to their field of study.

GEN 101 Walker

The instructor and their examples were listed as most helpful for learning course material. The handouts and slides were also appreciated. One student wrote that they liked how the instructor demonstrated more than one way to do something, and used games to help them learn. Some students would have liked more group work (to break up the lecture), a shorter class period, and more homework.

GEN 101 Walker

Students were very enthusiastic about the instructor and her method of teaching. The explanations and examples (particularly real life scenarios) were very clear and easy to understand. The book, "exit slip tests," overheads, and handouts were also helpful. Some students suggested only learning what was pertinent to their program of study.

GEN 102 Bell

The PowerPoint presentations and the book were listed as effective teaching tools. Students also thought the instructor's entire "note process" worked very well. Students would have preferred more hands-on work and more discussions. One student suggested covering criminal behavior.

GEN 109 Bell

Many methods of instruction were listed as effective: the book, the lecture, the PowerPoint, the review packets, videos, and handouts. The instructor's teaching method helped students to learn the material. One student suggested covering interviews and how to deal with difficult scenarios in the workplace. [This type of material appears in multiple chapters at multiple times during the quarter in this course. The heaviest concentration comes in chapters 7 (teams in organizations) and 10 (conflict and negotiation) of the text. These chapters are assigned for the students to read, and lecture material and class discussions focus on interpersonal and group management of conflict. The instructor enhances the lecture with conversations on how to work through conflict with supervisors, co-workers, and subordinates.]

GEN 109 Bell

PowerPoint presentations, study guides, handouts, discussions, and the instructor all helped the students to learn the material. One student commented that the small class size was very conducive to learning. One student enjoyed the instructor's ability to "think outside the box." No suggestions were made for improvement.

GEN 112 Moss

Students noted that the book, handouts, and discussions helped them to learn the material. Students suggested more visual aids and "more interesting" material.

GEN 120 Piazza

The book helped the students to learn the course material. Videos were also appreciated. Students would have liked if the instructor were more focused and more professional. Assignments were confusing at times.

GEN 120 Greene

Lectures, movies, class discussion, the textbook, and homework helped the students learn the material. Students suggested more handouts and PowerPoint presentations.

GEN 122 Spalding

The instructor and her clear explanations and directions helped students to learn the course material. Students noted that the PowerPoint presentations, handouts, and discussions also assisted them in learning the material. Students also appreciated group work. One student would have liked a longer class period.

GEN 122 Carrick

Students expressed frustration with having to change instructors in the middle of the quarter, but noted that the class improved once the instructor change happened. They did note that this crammed a lot of assignments into the end of the quarter, but that this was not the fault of the instructor. Students appreciated the instructor's explanations and the ability to send papers electronically. One student suggested shorter papers.

GEN 122 Spalding

The book, homework, handouts, PowerPoint presentations, and the instructor's explanations helped students learn the course material. Some students wanted more time spent on grammar, and some wanted less. A few students commented that there were disruptive students in the class, and better classroom control could have improved their learning experience. Some students suggested more in-class time to work on papers.

GEN 122 Plungas

Students noted that the instructor and her clear explanations and willingness to offer extra assistance helped them to learn the course material. Homework, in-class work, and PowerPoint presentations were also helpful. Many students expressed concern that this class was not relevant to their program of study, and should be tailored more to their programs. Some thought the class was too easy, and that there were too many paper assignments. However, the instructor's feedback did help them be successful with their papers.

GEN 125 Ruggiero

Students wrote that the textbook, in-class discussions, videos, participation activities, and real life experiences from the instructor helped them learn the course material. One student suggested talking more about fears and anxieties in situations and how to overcome them. A

couple of students would have liked a shorter class. Another student commented that there is too much cross-over between BUS 124 and GEN 125.

GEN 126 Frameli

The pictures, charts, and diagrams all helped the student to learn the course material. The student commented that it was a good class even though she did not think it was relevant to her course of study. [The CEAT would like to point out that this course content is required by NCRA as a component of every court reporter's academic preparation, and that the content should be built into the student's dictionary.]

KEY 124 Daneri

The typing program, lectures, and slides helped the students learn the material. One student would have liked a larger class and to learn more about Windows. [This material is part of a subsequent course, CDP 120.]

MAS 100 Onest

Students enjoyed the instructor's personal experiences and reviews, and thought the handouts were helpful. One student thought "more information was covered than the brain could handle." One student would have liked more on muscles, and less on cells.

MAS 190 Gaudin

The hands-on work and the instructor were most helpful for learning the course material. Students were very enthusiastic about the instructor's teaching methods and also appreciated the slides and handouts. One student suggested adding modality books to the library, learning more about rolfing in class, and having a longer class period.

MAS 200 Onest

The PowerPoint presentations and handouts were listed as effective teaching methods. One student wrote that they appreciated the instructor breaking things down into easier terms and drilling information until they understood it. One student suggested more slides and a field trip. More information about muscles was also suggested.

MAS 270 Bromfield

The PowerPoint presentations, handouts, and the book assisted the students in learning the material. One student suggested more videos, and another would have preferred if the class was earlier in the day.

MED 101 Karam

Students appreciated how knowledgeable the instructor was and her ability to break up large terms. One student commented that the textbook was a little small, but still very helpful.

MED 110 Tuma

Along with the outlines, lectures, and handouts, the students also enjoyed the real life experiences that were shared. One student would have liked the course geared more towards Massage Therapy, as opposed to a general overview.

PAR 100 Piazza

The textbook and explanations assisted the students in learning the course material. One student also enjoyed that each student had to teach a chapter. Students suggested more worksheets, and a greater variety of teaching methods.

PAR 100 Greene

Effective teaching methods included the note cards for each chapter, the white board, and the examples on paper. The student suggested having an outline of the material so she could study more efficiently.

PAR 110 Scott

The PowerPoint handouts and the book were listed as effective teaching methods. The students also enjoyed the instructor's explanations. More visuals, more worksheets, and more hands-on learning could have improved the class. One student noted that there was some confusion at the beginning of the quarter because they had three different instructors.

PAR 200 Spanos

The student in this class noted that the use of real life situations and applying law to them helped them learn the material. They would like access to LexisNexis on the computers in the library.

PAR 210 Scott

The student commented that the overview was exact and to the point for each chapter. The student thought the real life examples were helpful as well.

PAR 230 Celebrezze

The book, the instructor, and the class discussions were most helpful for learning course material. The students also appreciated the real life examples. One student suggested less homework involving accounting.

PAR 250 Spanos

Students found that the examples and the text were of most assistance in learning course material. One student would have liked copies of wills, while another thought the class was “splendid.”

PAR 260 Greene

The instructor’s personal experiences and stories, along with the videos, helped students learn the material. One student suggested guest speakers.

PAR 270 Scott

Lecture and the book were helpful learning tools. Students also appreciated the instructor’s explanations and personal experiences. One appreciated that the instructor included a lot of Ohio laws, instead of just general laws. Other suggestions for improvement included more lecture and nicer chairs.

STE 110 Christine Green

The student of this class thought Blackboard and the book helped them to learn the material. A suggestion for improvement was to review the material for each chapter for more than just one class.

STE 110A Delay

The student appreciated the Blackboard audio. They also liked the non-required textbook *Fast Track to Machine Shorthand*. A suggestion for improvement was more emphasis on accuracy.

STE 130 Schirripa

The student of this class noted that the briefs and handouts helped her to learn the material.

STE 190/200/220 Rob Green

Many methods of instruction were listed as helpful: the machine, laptop, the instructor, practicing, being read to, doing 4-voice, and handouts. One student noted that testing could have been better and another would have liked finger drills.

STE 295 Beltz

The student of this class enjoyed going out into the field, and the one-on-one time in the class. They would like a list of regional reporting firms.

VET 105 Krasnasky

PowerPoint presentations, study guides, and videos were all listed as effective teaching methods. The students also liked the inclusion of real life experiences. One student suggested more interesting topics.

VET 107 Linehan

The majority of students thought the medical terminology videos helped them learn the class material, while some thought they were hard to watch back-to-back and should be spread out more. Students thought the instructor had great explanations and real life examples, and they also liked the PowerPoint presentations and handouts. One student noted that they really learned a lot about the veterinary profession, but would like more information on specializations. Another student wrote that there need to be more available outlets in the classrooms since laptops are mandatory. [The CEAT would like to point out that there is a laptop charging station in the student lounge for all students to recharge as necessary.] Other suggestions for improvement included more note-taking and more use of the textbook.

VET 107 Krasnasky

Most students thought that the medical terminology videos and PowerPoint presentations were helpful for learning course material. Students thought that the class got easily sidetracked and would have appreciated if the instructor stayed more focused. They thought there were too many personal stories and not enough attention paid to what was on the syllabus. More concise PowerPoint presentations, a different medical terminology program, better organized tests, and more use of the textbook were all suggestions for improvement.

VET 110 Linehan

The book and PowerPoint presentations were listed as effective teaching methods. Students appreciated the lecture style and the instructor's explanations. Students would have liked a slower pace, and to have the information broken down so that it's easier to understand. Some students found the notes to be confusing and thought they needed more class time. One student noted the need for more electrical outlets. Homework, websites, and videos also helped the students learn the information.

VET 110 Krasnasky

Students cited the book and PowerPoint presentations as assisting them most in learning course material. Most students noted a need for a slower pace so they had more time to learn material, and also requested more concise PowerPoint presentations. More visual aids and hands-on learning were also suggested.

VET 110 Krasnasky

The PowerPoint, book, handouts, and notes helped the students to learn the course material. Students would have liked the instructor to be better prepared for class and to be more punctual. Students felt the class was rushed and a slower pace could have helped them better learn the material. Concise PowerPoint presentations were also requested. A more interactive class could have also improved their experience.

VET 110 Krasnasky

Students noted that the PowerPoint presentations and notes helped them learn the material, but also wrote that they found the PowerPoint presentations to be confusing and thought that too much information was covered in a short period of time. More variety in teaching style could have also improved the class. Students liked the lab book and the handouts.

VET 111 Stone

The instructor's experience, the book, the handouts, and the PowerPoint presentations helped students to learn the material. Students suggested better preparation for class and assignments handed back more quickly. One student noted that she is in her 4th quarter and has not yet had any hands-on experience, which she would like. [The PODS program for the old VET program requires students to obtain at least 40 hours of PODS in their first year at the College. For students in the new VET Program, this requirement is 60 hours. These hours are all "hands-on," and any student who has reached the end of his or her first year without completing these should see a VET Program Director immediately.]

VET 112A Cinotti

The PowerPoint presentations, instructor's explanations, notes, and visual aids helped the students learn the material. Students noted that the instructor was very enthusiastic and helped keep the students engaged in class. Students suggested a field trip, more homework, more reviews, more models, a smaller class size, and more use of textbooks.

VET 116 Decker

The students noted that they loved the instructor's teaching style. They also wrote that the multiple reviews, the handouts, the notes binder, and the diagrams helped them to learn the course material. One student said that the instructor was "very helpful, organized, and efficient." Suggestions for improvement were a new dog model, more class time, and hands-on work.

VET 117 Cinotti

Many teaching methods were listed as effective: notes, PowerPoint presentations, quizzes, lecture, visual aids, handouts, homework, and the book. Students liked the instructor's teaching style. Students suggested study guides, field trips, more models, longer quizzes, and more class time. One student would like more large animal magazines in the library. A few students expressed that they did not use their textbooks enough to justify the cost.

VET 120A Krickhan

The PowerPoint presentations and movies were listed as helping the students learn the material. One student would like to be able to view the movies at home. Students enjoyed the instructor's teaching style, but would have liked more handouts, a shorter class, more information about behavior, and more information on breeds.

VET 121A Krickhan

Students cited the PowerPoint presentations as being most helpful for learning information. One student suggested longer time to review information for tests.

VET 121A Krasnasky

The teacher's explanations, PowerPoint presentations, and note cards were the most effective teaching methods. Students suggested more homework and a field trip to improve the class.

VET 123 Machles

Students thought that the PowerPoint presentations and the notes helped them learn the course material. Students recommended a slower pace, more handouts, and consistent testing. Students seemed frustrated by the amount of time spent on breeds, and also by the lack of punctuality by the instructor.

VET 123 Machles

The class thought that the instructor's method of teaching was very effective, and that the instructor was great at answering vet tech related questions. The notes and PowerPoint presentations were also good methods of instruction. Students suggested more information on nutrition and toxicology, clearer notes, more use of the textbook and more electrical outlets.

VET 123 Kunc

The notes, homework, flashcards, book, and PowerPoint presentations helped the students learn the course material. The instructor was also helpful. Some students thought the class was too vague and needed to be more focused. Students suggested movies and more class time.

VET 123 Bacisin

The students noted that the instructor really helped them to learn the course material and was very knowledgeable. Some thought the PowerPoint slides were helpful, while others found them confusing to follow. The students found the breed cards to be a tedious process, and thought that could be improved. Students would have liked hands-on experience, more information about exotics, more visual aids, and more outlets in the classroom.

VET 123 Machles

Students thought that the instructor and PowerPoint presentations were helpful for learning material. Students appreciated the instructor's teaching style, but would have preferred a slower pace with more time to learn material. The students also wrote that the class was a little unfocused, and they would have liked some hands-on work. Other suggestions were to cover a variety of animals, and for the class to be held on time. One student suggested adding *Canine Lingo from A-Z* to the Library.

VET 123 Todarello

The PowerPoint presentations, notes, and personal experiences were most helpful for the students. Students enjoyed the original instructor, even though she was not there the entire quarter because of a significant injury. Some students felt that the class didn't have any focus and too many things were supposed to be covered throughout the course. A smaller class size would have improved the class, along with a longer class period.

VET 125 Eick-Miller

Students found the homework and handouts to be helpful, but would have liked even more. PowerPoint presentations and notes were also effective teaching methods. The students

unanimously agreed that more class time was needed. Some felt that even more books on animal behavior should be added to the library.

VET 140 Bell

The students appreciated the instructor sharing his experiences, but often felt that the class went off subject and that made them get far behind. They also liked the hands-on learning and the texts for the class. They suggested spreading the tests out, handing graded tests back, and not having to grade their tests in front of the class. Some students thought the class was too accelerated.

VET 150A Krickhan

The lectures and notes helped the students learn the information. Many students felt there was too much information in this course and it should be spread out into two quarters. Students suggested using real life examples, spending more time on math, and more homework. One student noted that she did not have a syllabus. Many students expressed frustration about the testing schedule and said they needed more time to study in between class and tests. One student would like an ECG book, instead of just a CD.

VET 259 Snyder

Students enjoyed the instructor's teaching style and really liked all of the time spent in lab. The PowerPoint presentations were also effective teaching methods. The students thought the instructor was very calm, respectful, enthusiastic, and good at explaining difficult concepts in a way the students could understand. Students would like even more lab time, a smaller class size, and more use of the book. One student would like to see a copy of every textbook in the Library.

VET 260 Butts

The repetition of material and the instructor's teaching method were mentioned by most students as helping them learn the course material. Students noted that the instructor was very patient, organized, and enthusiastic. The PowerPoint presentations and visuals were also effective teaching methods. Most students noted that no improvement was needed. One student wrote that she would like more lab time and the class split over two days, and that not all of the required textbooks were used for this course.

VET 260 Butts

Students noted that the instructor was willing to go above and beyond to help them understand the information, and spoke to them like they were adults. The PowerPoint

presentations and hands-on lab were effective, and the reviews were also appreciated. One student suggested that since not every class takes the full four hours to finish, they should be able to decide if they leave class early. A couple of students would like all of the textbooks added to the Library. [Please note: The College's accrediting body will not accept textbooks in the Library's holdings. The Library is intended to offer resources the students are not expected to purchase.]

VET 261 Machles

PowerPoint presentations, homework, and the lab were cited as helping the students learn the material. Some students suggested combining this class with VET 260, and some would like more helpful textbooks. Fewer quizzes could have improved the class, along with information being broken down into smaller sections. Students would have liked better preparation from the instructor, and one questioned whether all students were treated equally.

VET 265 Lacey

Students thought that the hands-on labs and the PowerPoint presentations assisted them in learning the material. Students would have liked longer lab time, consistency with lab staffing, and more detailed instructions on how to perform procedures. A few students noted that since they were beginners, they felt as if the pace should have been slower and the labs should have been less stressful.

VET 265 Lacey

The students found the cookbook and the handouts to be helpful. Some students felt rushed and underprepared for their labs. Some would have liked demonstrations before beginning the lab, where they felt constrained by time and performance pressures. Some were dissatisfied with the instructors and questioned whether they were willing to answer all questions. A few felt that there was a lack of organization and lack of consistency between instructors.

VET 266 Klotz

PowerPoint presentations and labs helped the students to learn the course material. Students also appreciated personal experiences shared with the class. Overall, students commented that there was inconsistent grading among the different instructors, and that they needed more lab time. Some students indicated that they felt that the instructors expected perfection when, for these students, this was their first time performing these procedures and they needed extra help.

VET 267 Morse

Many students noted that the instructor's personal experiences and stories helped them to learn the material. They thought the instructor was very knowledgeable and provided clear explanations. PowerPoint presentations and homework were also appreciated. Suggestions for improvement were more timely responses to emails and homework being handed back more promptly. One student recommended that this class should be before the dental class. [The CEAT thinks this suggestion should be explored as quickly as possible, and the Program Directors and faculty are assessing it now.]

VET 268 Gebhart

Homework packets, the textbook, and the PowerPoint presentations were helpful for the students. Some students thought the instructor was intimidating, and they were too afraid to ask questions. Some students mentioned that they felt grading was unfair, and one would have preferred to have previous tests returned before having to take another one. More review time in class would have been helpful.

VET 270 Gebhart

One student expressed frustration with the technicians in the lab, and a few students wrote that the lack of patience from the instructors was very frustrating as well.

VET 271 Krickhan

Many methods of instruction were noted as helpful, including the PowerPoint presentations, real-world experience of the instructor, notes, and hands-on time in lab. Students enjoyed the instructor's lecture style, but would like more time in lab. One would prefer to not have this course at the same time as surgery, and a few students would like updated equipment and a different text. [The CEAT is a bit confused by the equipment comment: All equipment was purchased in 2006 or later; none of it is outdated.]

VET 290 Lacey

Students enjoyed their on-site experience, and also the mock tests and review sessions. Students would have liked to spend even more time on VTNE review, and would have preferred if the mock tests were not graded. One would like fewer class meetings.

Student Course Surveys/Online Satisfaction

On-Line Course Satisfaction

Corporate evaluations were provided for all 5 courses presented online during 11-1. Results were as follows, based on a ranking of 1 (Strongly Disagree) to 4 (Strongly Agree):

BUS124, Letter and Report Writing (Sciuto): 2.6 or 65% on 100% scale

GEN102, Intro to Psychology (Donovan): 3.95 or 98.7% on 100% scale

GEN112, Civics (Greene): 3.68 or 92% on 100% scale

GEN115, Intro to Sociology (Nagy): 3.11 or 77.8% on 100% scale

GEN123, Written Communications II (Zeeman): 3.93 or 98.3% on 100% scale

Only one course (BUS124) appeared significantly out of line with student satisfaction, returning a disappointing and concerning 2.6 on the rating, with the next lowest score being a 3.11. Any score of less than 85% residentially yields a requirement for mentoring the instructor. As a result, the Dean has acted to ensure immediate attention to this matter. Her concern has been forwarded to the Corporate Online Coordinator, with the request that these instructors be assisted with strategies to improve future course instruction.

Comments were as follows:

Donovan: Students felt that additional websites and links to online videos helped them understand the course material. They also felt that the course covered everything they wanted to learn about the topic. For improving the class, the only suggestion was to tie the class content more to their future careers. The feelings were split regarding the Online Orientation (1 stated helpful; 1 stated not).

Greene: Students felt strongly that the book was very helpful in understanding the course material, along with the eLibrary. There were no additional topics they wanted the class to cover. To improve the class, students suggested only more feedback from the instructor/better explanation of assignments. They found discussion forums and weblinks particularly helpful, and all but one indicated that the Online Orientation was helpful.

Nagy: By far, students felt the textbook was the most helpful to learning and understanding the course material. No one felt that additional topics needed to be included. In terms of course improvement, the consistent suggestion was that too much homework was given in the class. Videos, PPT presentations, discussions and weblinks were mentioned as helping in the learning process. Two students found the Online Orientation helpful; two did not.

Sciuto: The students felt that the book, other students in the class, and videos were the most helpful in learning the materials, with some commenting that they did not find “much” helpful. Suggestions for improvement included improving the clarity of the assignments and instructions on how to complete them. Some students expressed the wish that they had taken the course on a residential vs. online basis. Students found other students, web links, discussion forums, YouTube, and the book helpful to understanding the topics. Overall, students felt that the Orientation to the course was helpful.

Zeeman: Students noted both feedback from the instructor and writing many papers helped them learn and understand the course material. No additional topics were suggested for inclusion. Students had no feedback for the instructor as to how to improve the class; however, one did note that other students not finishing their work on time made him/her wait to finish his/her own work. Website and links were particularly helpful to understanding the topics, while the students were equally split (yes/no) on the helpfulness of the Online Orientation.

LIBRARY MANAGEMENT

We added the following resources to the Library in 11-1:

1. Anderson's Ohio Annotated Business Entities Handbook: 2011 Edition
2. Anderson's Ohio Consumer Law Manual: 2011 Edition
3. The APA Style of Documentation: A Pocket Guide
4. The Business of Massage Therapy: Building a Successful Career
5. Ergonomics: Body Mechanics and Self-care for Bodyworkers
6. Fundamental Techniques in Veterinary Surgery, 3rd ed.
7. Handbook of Canine & Feline Urinalysis
8. Handbook of Veterinary Cytology
9. Holistic Bodywork
10. A Journey into the Deaf-World
11. Laboratory Manual to Accompany Pharmacy Technician: Practice and Procedures
12. Lukan's Documentation for Physical Therapist Assistants, 3rd ed.
13. Math for the Pharmacy Technician: Concepts and Calculations
14. Medical Insurance for Pharmacy Technicians
15. The Merck Veterinary Manual, 10th ed.
16. The Morphology of Canine & Feline Blood Cells, Including Equine References
17. The Morphology of Human Blood Cells
18. Pharmacology for Technicians: Understanding Drugs and Their Uses, 4th ed.
19. Pharmacy Calculations for Technicians: Succeeding in Pharmacy Math, 4th ed.
20. Pharmacy Labs for Technicians: Building Skills in Pharmacy Practice

21. Pharmacy Practice for Technicians: Mastering Community and Hospital Competencies, 4th ed.
22. Pharmacy Technician: Practice and Procedures"
23. Pocket Guide for Technicians: Generic-Brand Name Reference
24. Psychology, 6th ed.
25. Real-Time Writing, 2nd ed.
26. The Human Body: A Visual Guide to Human Anatomy
27. The Torah: The Five Books of Moses
28. Williams' Essentials of Nutrition and Diet Therapy, 10th ed.
29. Writing Naked: Principles of Writing for Realtime And Captioning
30. Basic Grammar and Usage, 6th ed.
31. Blackwell's Five-minute Veterinary Consult Clinical Companion: Small Animal Toxicology
32. Building A Medical Vocabulary: With Spanish Translations, 5th ed.
33. Complementary Medicine for Veterinary Technicians and Nurses
34. Domestic Animal Behavior for Veterinarians and Animal Scientists, 5th ed.
35. Evergreen with Readings: A Guide to Writing, 5th ed.
36. Evergreen with Readings, 7th ed.
37. Handbook of Veterinary Nursing, 2nd ed.
38. Hematology Techniques & Concepts for Veterinary Technicians, 2nd ed.
39. Medicine and Surgery of Camelids, 3rd ed.
40. Perrine's Story and Structure, 10th ed.
41. Small Animal Bandaging, Casting, and Splinting Techniques
42. A Thousand Words: Grammar and Writing in Context
43. 100 Words Almost Everyone Confuses & Misuses
44. AAEP's Equine Manual for Veterinary Technicians
45. The American Heritage Dictionary of Idioms
46. Animals Make Us Human: Creating the Best Life for Animals
47. Avian Medicine, 2nd ed.
48. Ballentine's Legal Dictionary and Thesaurus
49. Beginning Myofascial Release
50. Can I Wear My Nose Ring To The Interview? : The Crash Course: Finding, Landing, And Keeping Your First Real Job
51. Comfort Touch: Massage for the Elderly and the Ill
52. Companion Animals: Their Biology, Care, Health, and Management, 2nd ed.
53. Comprehensive Reflexology & Massage: The Foot
54. Customer Service: A Practical Approach, 5th ed.
55. Deep Tissue & Neuromuscular Therapy: The Extremities

56. Effective Immediately: How to Fit in, Stand Out, and Move Up At Your First Real Job
57. Ethics and Animals: An Introduction
58. Exotic Animal Medicine: A Quick Reference Guide
59. Grammar Girl's Quick And Dirty Tips for Better Writing
60. Handbook of Avian Medicine, 2nd ed.
61. How to Land Your First Paralegal Job: An Insider's Guide To The Fastest-growing Profession of the New Millennium, 5th ed.
62. An Illustrated Guide to Veterinary Medical Terminology, 3rd ed.
63. Infant Massage
64. Infectious Disease Management in Animal Shelters
65. Lessons from the Top Paralegal Experts : The 15 Most Successful In America and What You Can Learn From Them
66. The Lost Dogs: Michael Vick's Dogs and Their Tale of Rescue And Redemption
67. Lymphatic Drainage Massage
68. The Massage Therapist's Guide to Client Safety & Wellness
69. Mastering Pregnancy Massage
70. Medical History and Physical Examination in Companion Animals, 2nd ed.
71. NALA Manual for Paralegals and Legal Assistants: A General Skills & Litigation Guide For Today's Professionals, 5th ed.
72. Orthopedic Assessment for the Lower Body
73. Orthopedic Assessment for the Upper Body
74. Patient Assessment, Intervention, and Documentation for the Veterinary Technician : A Guide To Developing Care Plans and SOAPs
75. Polished: Adding Shine to Your Resume, Cover Letter, and Interview Skills
76. Publication Manual of the American Psychological Association, 6th ed.
77. Redemption: The Myth of Pet Overpopulation and the No Kill Revolution in America
78. The Resume Handbook: How to Write Outstanding Resumes & Cover Letters for Every Situation, 5th ed.
79. Rules for Writers, 6th ed.
80. The Veterinary Technician's Pocket Partner: A Quick Access Reference
81. Top 10 Rules of Ethics for Paralegals, 2nd ed.
82. Understanding Zoonotic Diseases

Faculty Input on Library

Ms. Schirripa, Dr. Linehan, Mr. Leard, and Ms. Onest had no comment.

Dr. Decker: No recommendations other than a new dog skeleton.

Ms. Butts: I would like to see more copies of the surgery and dental demo videos. I would also like to see more Instructional videos covering Veterinary procedures.

Mr. Frameli: Get more U.S. and World Maps.

Ms. Gaudin: Excellent resource and help.

Ms. Spalding: Students in my classes were hesitant to use our electronic library resources due to unfamiliarity with this type of "Library." Continued instruction (via in-class sessions or individual assistance) seems to be a critical need in order to make our library a more effective resource for students.

Ms. Klotz: I would like to see us obtain or even make more videos on procedures for students to watch. It is nice to be able to break up a four lecture with a video. There are several available different topics; I borrow DVD's from work to show on different bandaging techniques.

Ms. Plungas: I am not sure what orientation students get for the library, but I wish as an Instructor I had an Orientation into what programs and materials the library offered for both Instructors and students. As an English Instructor I want to require my students to use material from the library. I have information from my Program Director and the Librarian but would have preferred a formal orientation.

Mr. Moss: The Librarian is very helpful to me in providing resources for my class.

Judge Celebrezze: Librarian is doing an excellent job obtaining any request I have for her.

Ms. Carrick: Requirements of APA style pocket guide and new version of APA style lecture seem to be well received by students.

Student Library Suggestions:

The following were suggestions for additional acquisitions by the students:

- In-depth reference resources for Excel
- Additional modality books
- Access to LexisNexis in the Library [Lexis/Nexis is accessible from any computer.]
- New dog model
- Large animal magazines
- *Canine Lingo from A-Z*
- Additional animal behavior books

- A copy of every textbook [Students should note: Our accrediting bodies prohibit stocking our library with textbooks.]
- All of the textbooks for VET 260 [Please see above note.]

Student Usage

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

There were a total 6,087 student uses of Library/Network resources in 11-1 (3,519 Internet inquiries, 2,555 ProQuest users, and 13 borrowing patrons. A total of 19 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)?

6074 student uses/70 days in quarter (72 days less 2 snow days) = 87 students average use per day. This means that of 384 students starting the quarter, an average 22.6% of our students used our online resources each day in 11-1.

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.

Stautzenberger College’s SCNAVTA group met a total of three times during 11-1. The group has initiated a newsletter, two editions of which were published during Winter Quarter, to keep members up to date on events and happenings. The SCNAVTA was instrumental in encouraging a number of students to attend the Midwest Veterinary Conference, held in Columbus in late February.

ITEMS OF NOTE

1. We had a total of 22 guest speakers in 11-1. These included:

Instructor	Guest	Topic	Date
Spalding	Karen Jakubczak	Library	1/24/11
Spalding	Karen Jakubczak	Library	1/24/11
Krasnasky	Karen Jakubczak	Library	1/25/11
Krasnasky	Karen Jakubczak	Library	1/26/11
Plungas	Karen Jakubczak	Library	1/26/11
Linehan	Karen Jakubczak	Library	1/26/11
Walsh	Karen Jakubczak	Library	1/31/11
Walsh	Karen Jakubczak	Library	2/1/11
Bell	Karen Jakubczak	Library	2/2/11

Richards	Chris Crosgrove	Captioning	2/3/11
Gaudin	Kristen Peairs	Rossiter/Stretching	2/14/11
Celebreeze	Marcus Levinson	Paralegal's Responsibility	2/15/11
Bacisin	Ginger Alpine	Canine Behavior	2/28/11
Gaudin	Janet Greuser	Neuromuscular Release	3/7/11
Gaudin	Janet Greuser	Ortho-Bionomy	3/9/11
Ruggiero	Karen Jakubczak	Library	3/7/11
Gaudin	Sally Herman	Reflexology	3/14/11
Klotz	Sherri Shinsky	K-9 Massage	3/15/11
Ruggiero	Karen Jakubczak	Library	3/16/11
Scott	John Morgan	Interrogation	3/17/11
Klotz	Susan Curci	Acupuncture	3/29/11
Beltz	Lynn Peterson	Software & Machines	4/19/11

2. Students were escorted on the following 5 fieldtrips in 11-1:

- Cuyahoga County Domestic Relations Court
- Stearns Farm
- Camp Cheerful
- Wil Research
- Cuyahoga County Justice Center

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 February 14, 2011; overall goal was met, but the school fell just short of being listed in a national "thank you" by the ARC. Both goals would have been made, except for the fact that several donors donations were not counted because they were "baby" bags.
3. **Willow Creek Public Education Seminar:** the campus was the site of a public seminar on "Preventive Care and Emergency Preparedness" for horse owners; 13 individuals attended.
4. **Outreach: Instructor Amanda Butts was featured in the Cuyahoga Valley Career Center's newsletter for her visit to "3rd Grade Career Day" at William Foster Elementary.**
5. **Hot Dog Fest:** On March 15 and 16, all students, faculty and staff were treated to a "Hot Dog Day" sponsored by the Office of Student Services. Both carnivores and vegetarians were accommodated!