



STAUTZENBERGER COLLEGE, BRECKSVILLE
CAMPUS EFFECTIVENESS PLAN
CAMPUS EFFECTIVENESS ASSESSMENT REPORT

Quarter Reviewed: Summer 2011 (11-2)

Instructions:

In accordance with Stautzenberger College, Brecksville's Campus 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.

	112	111	104	103	102
	Results	Results	Results	Results	Results
How many students started the quarter?	353	384	393	370	415
How many students finished the quarter?	328	350	360	332	386
% of students who finished the quarter?	92.9%	91.1%	91.6%	89.7%	93.0%
How many LOA students returned?	11	18	17	8	15
How many students continued?	282	323	326	305	318

Data Collected	112	111	104	103	102
Function:					
Student Outcomes					
What was the average incoming GPA?	2.34	2.81	2.76	2.47	2.48
What was the student Course Completion Rate?	87.1%	83.1%	84.4%	78.4%	85.1%
What was the Average GPA?	3.03	2.90	2.89	3.04	2.90
How many started the quarter probational?	26	23	21	22	22
Number of students dismissed for SAP reasons?	0	0	0	0	1
Number of students dismissed under 2X Rule?	16	13	8	16	20
What was the SAP Rate?	89.2%	91.1%	86.8%	86.7%	89.9%
What was the SAP Retention Rate?	100%	100%	100%	100%	95.5%
What was the Certification Exam Passage Rate?	n/a	73.68	52.94	78.6%	n/a
Retention					
What was the GWR for the quarter?	8.5%	7.2%	10.2%	9.5%	9.6%
How many students withdrew?	30	28	40	35	40
How many students took an LOA?	25	16	20	22	25
How many were suspended?	4	2	2	2	2
Percentage who did not continue into next quarter?	15.3%	11.7%	10.4%	14.1%	18.0%
• How many from pregnancies?	3	1	0	2	3
• How many from schedule conflicts?	11	5	0	6	8
• How many from military?	0	0	0	0	0
• How many work related?	0	0	0	4	6
• How many medically related?	4	8	1	6	9
• How many academically related?	0	1	1	16	17
• How many financially related?	1	3	2	nm	nm
• How many childcare related?	2	0	0	2	3
• How many to a different college?	5	4	4	nm	nm
• How many moving out of area?	2	1	4	nm	nm
• No longer interested in their program	2	3	5	nm	nm
• No Attendance/No Communication	13	15	22	nm	nm
• Did not return	2	0	8	nm	nm
• Other/Unknown	10	3	6	nm	nm
Placement					
How many graduates?	20	18	29	15	27
• Number employed in field?	1	1	3	6	14
• Number employed in a related field?	13	10	18	0	1
• Number employed out of field?	1	5	4	3	0
• Number still seeking?	5	2	2	4	12
• Number unavailable for placement?	0	0	1	1	n/a
• Awaiting response	0	0	1	1	n/a

Satisfaction					
What was the average Student/Instructor score?	90.1%	93.9%	92.45	91.1	91.8%
What was the average Student/College score?	90.0%	91.0%	91.0%	90.2%	91.7%
What was the average Externship score?	96.4%	92.7%	94.9%	94.5%	89.8%
How many Academic Reviews were completed?	120/124	179/183	135/148	103/105	162/207
How many hours of Extra Assistance were offered?	174.25	390.5	345.75	201.8	112.0
Average Employer Satisfaction score?	88.6%	n/a	n/a	100%	100%
Average Graduate Satisfaction score?	84.0%	n/a	n/a	92%	96%
Average student attendance rate?	92.8%	91.8%	93.2%	93.1%	90.5%
What was the Instructor retention rate?	74%	76%	69%	82%	75%
What was the average length of Instructor service?	7.26 Qtr	7.85 Qtr	6.9 Qtr	7.0 Qtr	6.8 Qtr

DATA ANALYSIS

Spring Quarter is traditionally one of the more “enrollment neutral” periods of the year. However, this Spring Quarter saw a sizeable drop in the total number of students starting the quarter (31 fewer in 11-2 vs. 11-1) due to lower-than-expected numbers of new starts in both Winter and Spring Quarters, as well as lower-than-expected continuing numbers. Conversely, the percentage of students finishing the quarter (92.9%) surged nearly 2 percentage points from Winter (91.1%) – and was only .1% below the rate achieved in Spring 2010 (93.0%). So, while overall fewer students started the quarter, more were retained to the point of quarter completion, indicating that within-quarter retention efforts are working.

The return of students from Leave of Absence (11 in 11-2) continued to be strong, again indicating that efforts to maintain contact with these students and facilitate their return are working.

Student Outcomes:

Average incoming GPA for the new starts was down nearly a half-point from that in Winter 2011 (2.34 in 11-2 vs. 2.81 in 11.1), indicating that hopes for better-prepared students (as noted in the last CEAR) may have been somewhat misplaced.

The Course Completion Rate, however, rose four percentage points compared to Winter Quarter to 87.1%, and was the highest reported for the past year (of 867 grades, only 112 were “non-completions”). While the rate is still under the College’s Goal of 90%, it is now again well above Standard. The return to more typical completion rates demonstrates that measures taken to strengthen the VET program and student support are working to address the hit caused by the College’s implementation of a lecture/lab dual passage requirement. The increase in the Course Completion Rate is supported by the significant drop in the both number of courses dropped (59 in 11-2 vs. 94 in 11-1), and the number of failing grades (28 in 11-2 vs. 87 in 11-1).

While welcomed, these changes are somewhat surprising, given the significant reduction in the number of Extra Assistance hours provided (174.25 in 11-2 vs. 390.5 in 11-1). The push over the last three quarters to increase the number of Extra Assistance hours was successful. However, the increase in performance indicators despite the drop by over half in the number of hours offered suggests several interesting possibilities: (1) the hours invested in Extra Assistance may not in fact be generating the outcomes desired; (2) prior quarters' investments in Extra Assistance yielded a long-term gain overall; or (3) Extra Assistance was offered by faculty in keeping with prior quarters, but some instructors may have forgotten/neglected to turn in their sign-in sheets. There is some anecdotal feedback, however, that students are simply refusing to attend Extra Assistance, or not showing after scheduling it with faculty. The issue will be raised at the Faculty Meeting on 8/20/11 to obtain additional clarity on the matter.

The average GPA performance for the quarter (3.03) also climbed hugely from 11-1 results (2.90)—continuing positive performance in this area. The number of students starting the quarter on some form of probational status, however, rose by three students (from 23 in 11-1 to 26 in 11-2), while the number of students dismissed under the 2X Rule rose by three (16 in 11-2 vs. 13 in 11-1). The SAP Rate also declined from 91.1% in 11-1 to 89.2% in 11-2, but remained above the lows experienced in 10-3 and 10-4 (86.7 and 86.8% respectively), and remains above the Goal established by the CEAR (80% minimum).

The window for VTNE certification exams did not open until July 15, 2011; thus, no test results are being reported for 11-2.

The Student Outcomes are particularly encouraging. While the lowest-ever Incoming GPAs were reported, the Course Completion Rate and the Average GPA rose. The numbers of dropped courses and failing grades both fell dramatically, suggesting that the increase in Average Quarterly GPA was not due to grade inflation, always a hazard to be considered. While the number of students starting the quarter "Probational" rose 12%, none were dismissed for SAP reasons. Forty-six students repeated courses, for a total of 69 retaken classes. Of these, 19 attempts were unsuccessful, netting a success rate of 72.4%, a strong indicator that efforts to support students repeating a class were successful. Of the sixteen students dismissed under the 2X Rule, 4 appeals were granted.

In keeping with the strong outcomes performance, Average Student Attendance Rate again rose, increasing more than 2.3% from Spring Quarter 2010. Given the strong correlation between good attendance and good academic performance, the CEAT is very pleased to see this metric increase.

In general, therefore, academic indicators are improving, suggesting that the College's various interventions and systems are working. It also appears that the College is making progress toward re-

achieving all IEP Standards and Goals. However, the new “Standards of Academic Progress” will be implemented in Fall 2011, which allow students only two quarters of attendance to achieve a minimum 2.0 GPA and 67% course completion rate—or face dismissal and the loss of financial aid. By that point, the College must have all support structures in place and fully operational to ensure maximum student success.

Retention:

Once again, within-quarter retention performance was very strong, with 92.9% of the 11-2 students completing the term. However, the 18 total drops and seven total Leaves of Absence within the quarter provided a false sense of security: another 12 students dropped and a staggering additional 18 took LOAs between quarters, yielding an 8.5% Gross Withdrawal Rate for the quarter. While this is not the highest on record (in 10-4, the level reached 10.2%), this is a trend the College does not wish to see continue. Prior to the implementation of lecture/lab dual passage rule, the College boasted 80% retention (reflecting a roughly 5% loss rate each quarter). The CEAT intends to ensure that structures and support are implemented to ensure a return to prior levels of performance on the retention metric.

The number of LOAs was significantly impacted by students who opted not to take a Saturday morning class. Because rotations only run every other quarter, this meant that these students could not move forward in their rotations until completing the course (available to them again in fall 2011). The CEAT expects that most of these students will return in 11-4, when the class rotation returns to evening. (All incoming students are warned that they may be asked to take courses in any combination of days and nights, as space, scheduling and animals permit. Each student signs a form demonstrating that this policy has been explained thoroughly. Students opting to refuse a proffered schedule run the risk of falling out of rotation as a result. This is the first time that a significant number of students has opted to refuse a course rather than attend it as scheduled.)

LOAs were also impacted by a higher than usual number of pregnancies, medical issues and weddings. Withdrawals appear to have been most impacted by “Personal” reasons (23 total, as reflected by the “No Attendance/Communication” and “Other” categories). An additional seven students withdrew either because they lost interest in their program or because they were transferring to another college. Some of those transfers were because students could no longer afford the long commute to the College.

The number of students dismissed under the 2X Rule rose by one in 11-2 (to 14, from 13 in 11-1), a net increase of 14%, but reasonable given the number of courses retaken. No students were dismissed for SAP reasons. The number of students “Suspended” doubled from the historical two to a total of four in

11-1, in part because of the number of re-entry students who returned to the College on a Probation 1 status.

The “Percentage Not Continuing into Next Quarter” jumped from 11.7% in 11-1 to 15.3% in 11-2, a direct reflection of the high number of LOAs addressed previously.

The CEAT is aware that our study body is highly at risk due to unstable personal/familial/financial environments, particularly in the challenging recession the country now faces. Some students also arrive under-prepared in terms of career education, exploration and decision-making. Finally, the CEAT is aware that the Stautzenberger College, Brecksville environment is (by need and design) much more structured and disciplined than a public college or university. Not all students respond well to this structure, and indeed one withdrawal in 11-2 was a direct result of a student objecting to the College’s mandatory attendance and make-up policies. Having said that, the structure has proven effective for the vast majority of our students, and the CEAT does not anticipate altering its policies at this juncture.

Using the 11-2 withdrawal statistics as a guide, we have determined that students are most likely to withdraw between the second and third quarters of attendance.

We already take many steps to try to counteract these influences (usually successfully). To increase retention and maximize student outcomes, however, the CEAT has determined that it must increase assessment of student strengths and weaknesses at point of matriculation; increase the level of support/reinforcement/assistance during the early quarters of matriculation; and push our “Early Warning/Intervention” system much closer to the student through increased faculty involvement.

As a result of these conclusions, the CEAT has initiated the following measures:

- **Assessment/Readiness for Postsecondary Success:** COMPASS placement examination in pilot stage during 11-3 recruitment period; addition of pre-curriculum coursework to begin 11-4.
- **Awareness/Enlightenment:**
 - In 11-3, a new module was added to New Student Orientation that addressed tools for student success. The module was well-received.
 - The Dean of Academics is also investigating development of a video, to be shown to all prospective students, that will address:
 1. the various “stumbling blocks” that students might face on college enrollment (academic, personal, financial, familial, etc. – possibly with students talking about these issues)
 2. the way that Stautzenberger College “works,” and how/why it is different from a public institution; and

3. the “good, bad and ugly” of a particular career field (as explained by a Program Director) so that students are clear about what to expect.

- **Increased Levels of Support/Reinforcement/Assistance:** Exploration of the correlation between Extra Assistance hours and student academic performance. If there is a positive correlation, then Extra Assistance hours must be returned to a minimum of 250 per quarter (if 11-2 records are accurate); also investigate possibility of having mandatory 1-on-1 student meetings during the first 2 quarters of matriculation. (Note: This would be in addition to the required Academic Reviews at the end of the quarter).
- **Early Warning/Intervention:** The Dean of Academics will begin investigation of how faculty members can become more proactively involved in spotting and resolving student issues and in providing administrators with additional insight on students with potential problems.

Placement: A total of 20 students graduated this quarter. Placement of graduates continues to be strong, with 1 already employed in field, and 13 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 not currently placed, with the goal of having all 11-2 graduates employed in field by the end of 11-3.

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
10-2	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%
11-2	95.0%	96.0%	93.0%	94.0%	90.0%	95.0%	93.0%	95.0%	91.0%	94.0%	96.0%	93.8%
Quarterly % Change	-1.0%	+3.0%	N/C	-1.0%	-2.0%	-1.0%	-1.0%	+2.0%	-1.0%	N/C	N/C	-.02%

The overall Satisfaction scores indicate a rather unique perception of the school during the quarter, with only two areas (Bookkeeping and Program Directors) rising significantly. These jumps reflect the

addition of a part-time Bookkeeper (increasing availability to students) and the settling in of Drs. Linehan and Snyder as Co-Directors of the VET program. All other areas either maintained their ratings (see Financial Aid, IT and Librarian), or fell (see Reception, Admissions, Branch Director, Student Services, Placement and Dean), most only nominally.

Overall, the Satisfaction rating for the school posted at 93.8% – slightly under 11-2 but remaining above the IEP standard. Some of this reduction in positive perception may be due to the students unhappy with the Saturday scheduling of a class (already noted in the Retention section) – a perception that can easily spread to students outside of that situation. However, it does not appear that this quarter’s results are a cause for significant alarm, as the school is retaining its normally strong performance in overall Satisfaction.

Employer Satisfaction

A total of 14 Employer Surveys were received in 11-2, reflecting an average satisfaction rate of 4.45 on a scale of 1-5, or 88.6%.

As distinguished by Program, the Employer Satisfaction scores were as follows (5 being excellent):

Court Reporting:	n/a
Paralegal:	4.14 (82.8%)
Vet Tech:	4.72 (94.4%)

Graduate Satisfaction

A total of 17 Student Surveys were received in 11-2, reflecting an average satisfaction rate of 4.20 on a scale of 1-5, or 84%.

As distinguished by program, the Graduate satisfaction scores were as follows (5 being excellent):

Court Reporting:	4.0 (80%)
Paralegal:	n/a
Vet Tech:	4.25 (85%)

Note: Starting in 11-3, the Graduate Satisfaction Survey will include a numerical rating system. At present, the form allows only a qualitative response. The level of the qualitative response was normed to a numerical value for purposes of this calculation.

Academic Reviews

A total of 120 of a scheduled 124 Academic Reviews were held with students during 11-2: a 96.8% completion rate. As noted in previous CEAR reports: for the VET program, reviews are conducted in

quarters 1, 2 and 9. For Court Reporting, Massage Therapy and Paralegal Studies, reviews are done nearly quarterly as the small enrollments in these programs lend themselves to advising every student.

INSTRUCTOR DEVELOPMENT AND SATISFACTION

Identification and retention of outstanding faculty continues, with the Instructor Retention Rate for 11-2 dipping slightly from 11-1 (76% in 11-1 vs. 74% in 11-2). The Average Length of Instructor Service was also slightly down (from 7.85 quarters in 11-1 to 7.26 quarters in 11-2).

In the General Studies department, two new adjunct faculty were added as one instructor did not return due to pregnancy and one instructor was not invited to return. In the Vet Tech department, a total of 6 instructors were added to the team. A total of 3 did not return during 11-2, including the former Program Director who left to pursue additional higher education. In Paralegal, two new instructors joined the team and one did not return. There were no changes to faculty in the Massage Therapy or Court Reporting programs.

Such performance is indicative of the fact that – although instructor retention and tenure levels are still high – the search for the complete, dynamic instructional “team” is not yet complete. The Dean of Academics will continue to work with Program Directors on faculty interviewing techniques, team building strategies, professional development, and faculty coaching in order to improve both faculty performance and retention. In addition, a complete review and revision of the classroom observation and faculty evaluation systems/pay are already underway.

DIRECTION

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

We changed the following two textbooks in 11-2:

- Trail Guide to the Body Student Workbook, 4th ed.
- Legal Research Analysis and Writing, 4th ed.

The early identification of students with academic problems proceeded smoothly during 11-2, with nearly all instructors responding with interim grades in a timely manner. The process is anticipated to improve even more with the first implementation of “eCompanion” during the 11-3 quarter. This online system allows all instructors to maintain their gradebooks online, and enables all students to view their grades at any time. As a result, neither Program Directors nor the CEAT will have to ask for grade reports in the future; instead, these reports will be accessible to all members of the educational team 24x7. Intervention with struggling students can therefore begin immediately at the beginning of the quarter, and progress can be monitored throughout.

The “Skills Lab” offerings are continuing, with 3 cycles (total of 12 sessions) during the 11-2 quarter. Both math and English assistance is offered – with any student not able to make the posted hours referred to one-on-one assistance with an appropriate instructor.

The Dean of Academics and the General Studies Coordinator made significant progress in the launch of placement testing and remedial offerings to ensure that all incoming students are appropriately placed according to their skill levels. These tools should assist the CEAT in ensuring maximum support and fit for each student.

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

It is anticipated that a number of textbooks will change for the Fall Quarter of 2011. The same procedures will be followed (i.e., monitored for change/edition updates by instructors, with follow-through by Bookkeeping and the Librarian; update of each quarter’s booklist through a PDF link on the website).

As noted previously, the Dean will investigate the reduction in Extra Assistance hours during 11-2 directly with the faculty. She will also re-emphasize the need for instructors to promote their availability, and enlist the help of Program Directors and other administrators in the event a student is failing academically and is refusing to take advantage of Extra Assistance.

CURRICULUM

Did you implement any improvements to your curriculum last quarter?

Significant changes to the VET290 (Externship) course, which doubled the number of times the class lecture session meets and added in specific preparation for the VTNE (including mock exams), have been underway for some time. In 11-2, the next phase of the improvement project—the requirement that all students purchase and use the VSPN preparation software—was implemented. As noted in the last CEAR, the VSPN allows full mock takes of the VTNE under the same testing conditions as the real examination. As of this writing, no data is yet available to assess the efficiency of the software in improving passage rates; such information will be reported in the CEAR as soon as it is available.

In the Paralegal program, revisions required to align with ABA standards were approved by the State of Ohio, and subsequently submitted to ACICS for its approval. ACICS approval was received in mid-July, and the new program will be introduced in Fall Quarter, 2011. The ABA application draft was completed with receipt of necessary financial information, and as of this writing is ready to move into the final review stage.

The residential Court Reporting program was revised to make more efficient use of contact hours and to allow more supervised practice time for students. Revisions were approved by the State of Ohio and are now pending with ACICS. The new Court Reporting Online program was also approved by the State; as of this writing, development of the application for ACICS approval is in progress.

Finally, two additional Continuing Education programs were delivered in the Vet Tech and Massage Therapy departments during 11-2: "Puppy Development" (June 18) and "Reiki Therapy" (also June 18). Attendees were again extremely positive about the quality of their experiences. The next programs are scheduled for August 13 ("Horse and Owner") and August 6 ("Trager Approach"). In addition, the Continuing Legal Education series will be finalized and marketing materials distributed during 11-3.

Faculty Input

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

BUS 124: The text does contain the material necessary to meet the objectives of this course. No adjustments are necessary to the training schedule as outlined on the course syllabus. The syllabus does provide sufficient time to cover the material. Absolutely I feel that this course is relevant to the students' course of study. I would not add or delete any course to any program.

BUS 140: Text contains necessary material for a business course, but not for a paralegal course. Judge Greene showed the next textbook for this course geared toward paralegals. The training schedule as outlined on the course syllabus does provide sufficient time to cover the material. Yes, absolutely, this course is relevant to the students' course of study. I would not add or delete any course in any program.

CDP 125: The text does contain the material necessary to meet the objectives of this course. The training schedule as outlined on the course syllabus can be "tight" sometimes...had to modify content a little in order to complete the curriculum. Yes, absolutely, the course is relevant to the students' course of study. Computer skills in information technology are a must in any professional field. I would not add or delete any course in any program.

CDP 150: The text does contain the material necessary to meet the objectives of this course, and the training schedule as outlined on the course syllabus does provide sufficient time to cover the material. Yes, absolutely, this course is relevant to the students' course of study. Word processing is a very important class for students pursuing a professional degree. I would not add or delete any course in any program.

GEN 101: The text contains necessary material for this course, but more relevant problem-solving exercises would be helpful. The training schedule as outlined on the course syllabus

does provide sufficient time to cover the material. This course is relevant to the students' course of study. The addition of the Pre-Curriculum math class will be beneficial.

GEN120: Instructor felt that text contains material needed to meet objectives in a very cursory manner. She also felt that schedule provides sufficient time and that course is relevant to students' course of study.

GEN 122: The text covers different types of writing styles, research skills and grammar topics. The Course Syllabus covers all the major topics and is covered with sufficient time. The essay writing information is very relevant and prepares the students for essays and assignments in other classes. The research and APA areas are helpful for the same reason. I would not add or delete any course in any program.

GEN 128: The text had a wide range and sufficient amount of words. However, it did not offer a lot of higher level application like evaluating—it just required the students to memorize. The course syllabus provided sufficient time, as we covered most of the material. This course is relevant for the court reporting students. I would not add or delete any course in any program.

KEY 124: The text does contain the material necessary to meet the objectives of this course, and the training schedule as outlined on the course syllabus does provide sufficient time to cover the material. Good keyboarding skills can make a difference when it comes to completing assignments on time as well as help students manage their time more effectively.

MAS 101: The text contains more than ample information for all 5 courses. It would be great to have a workbook specifically for A&P (being looked into). The training schedule as outlined on the course syllabus provides sufficient time to cover the material. I feel this course is relevant to the students' course of study. I would not add or delete any course in any program.

MAS 160: The program has been redone; I may have comments after the Diploma is launched.

PAR 100: The text contains the material necessary to meet the objectives of this course. The training schedule as outlined on the course syllabus provides sufficient time to cover the material. I feel this course is relevant to the students' course of study. I would not add or delete any course in any program.

PAR110: Instructor felt that text contains material necessary to meet course objectives. Comment that this is a very introductory course; felt that there is significant overlap with legal terminology course. Also noted that schedule provides sufficient time to cover material; course is relevant to students' course of study, but material is covered in other course (legal term).

PAR 130: The text and supplemental online materials are excellent. We have more than sufficient time to cover all materials. I anticipate completing the entire book easily during and

throughout the course. This course is absolutely essential. I would not add or delete any course at this time as I am not completely familiar with all the courses in all the programs.

PAR240: Instructor felt that text contains necessary material; schedule provides sufficient time, and is relevant to students' course of study.

STE 110A: The text contains the material necessary to meet the objectives of this course. The training schedule as outlined on the course syllabus provides sufficient time to cover the material. I feel this course is relevant to the students' course of study.

STE 130A: The text contains the material necessary to meet the objectives of this course. The training schedule as outlined on the course syllabus provides sufficient time to cover the material. I feel this course is relevant to the students' course of study.

STE 220, 240, 210: The training schedule as outlined on the course syllabus provides sufficient time to cover the material. I feel this course is relevant to the students' course of study. I would not add or delete any course in any program.

VET 107: The text contains the material necessary to meet the objectives of this course. The training schedule as outlined on the course syllabus provides sufficient time to cover the material. I feel this course is relevant to the students' course of study. (As a former student/grad, I would add another quarter of Pharmacology VET150. It is an extremely detailed class and 11 weeks does not seem like an adequate amount of time.)

VET 116: The text contains the material necessary to meet the objectives of this course and the course syllabus provides sufficient time. I feel this course is relevant to the students' course of study.

VET 121: With the combination of the two textbooks, they meet the requirements for the medical aspects of the course only, not breed identification. I used material from a previous instructor and three books from the public library about horses and livestock; I do not have the titles. Not sure about adding or deleting any course in any program of study at this time.

VET 123: There was confusion between the two texts being used. I would recommend choosing one or the other. The course syllabus provides sufficient time, but with the computer knowledge the students have these days, I would consider eliminating the computer portion of this class to allow more time for the material. I feel that this course is relevant to the students' course of study.

VET 290: The training schedule as outlined on the course syllabus provides sufficient time to cover the material. I feel this course is relevant to the students' course of study. I would not add or delete any course in any program.

Student Course Surveys/Online Satisfaction

On-Line Course Satisfaction Surveys

Corporate evaluations were provided for all 5 courses presented online during 11-2. Results were as follows, based on a ranking of 1 (Strongly Disagree) to 4 (Strongly Agree):

BUS124, Letter and Report Writing (Sciuto): 3.26 or 81.5% on 100% scale

GEN102, Intro to Psychology (Donovan): 2.96 or 74% on 100% scale

GEN109, Intro. To Organizational Psychology (Donovan): 3.44 or 86% on 100% scale

GEN112, Civics (Greene): 3.30 or 82.5% on 100% scale

GEN115, Intro to Sociology (Nagy): 3.14 or 78.5% on 100% scale

The CEAT is concerned that the online courses performed significantly worse than the residential courses. This outcome may, however, be due in part to the very low enrollments of Brecksville students in GEN102 and GEN115, both of which are no longer a part of the largest program (Vet Tech). Only one course (GEN109, 86%) met or exceeded the CEAR's minimum satisfaction score of 85%. One course (GEN102) is significantly out of line with student satisfaction, returning a very disappointing 74% on the rating. The next lowest score was a 78.5%.

These results are a bit surprising, as all instructors have taught online courses previously, and all instructors (with the exception of Sciuto) have traditionally met minimum standards. (Note: it is encouraging to note that Instructor Sciuto significantly raised ratings from a very concerning 2.6 or 65% in 11-1 to a respectable 81.5% in 11-2).

The Dean of Academics will be providing all online instructors with this feedback, and will ask that additional effort be made next quarter to ensure both student understanding and acceptance of online instruction.

Comments on online courses were as follows:

Sciuto: Students liked the instructor's use of YouTube videos; the textbook; examples given by the instructor; and the instructor's explanations. One student felt that he/she learned nothing from the course. No student indicated a wish to learn additional topics not covered in the course. For improvements, students suggested "easier communication between instructor and student," not having the short report due in the same time period as the long report; being able to take the quizzes (sic) twice, more time for assignments/not having assignments due Thursday; better clarity regarding assignments. One student found the Orientation helpful; two others had taken online classes before and were familiar with the system.

Donovan (GEN102): One student responded that the most helpful part of the course was the textbook. There were no suggestions for additional curriculum topics. There was one suggestion for improvement: To make the tests slightly less confusing. “The multiple true/false statements in one question is very confusing.” One student found the Orientation helpful; the other did not.

Donovan (GEN109): The students found the book, the videos, and PowerPoint presentations very helpful. There were no suggestions for additional topics or ways to improve the class. Students were equally split as to the helpfulness of the Orientation.

Greene (GEN112): Students found the book and the Internet to be very helpful in learning the course material. One student suggested the course could be improved by offering more about black history and more personal opinions (student noted assignments were “dry”). Class could have been improved by having land-based; having fewer tests; and having more discussion. Three of three students responding found the Orientation helpful.

Nagy (GEN115): Students found the instructor, the book, and the “mysoclab” videos helpful. There were no comments as to other topics to add to the course. To improve the course, students felt that it should have been land-based as it is a “social” class; another recommended better test questions as student felt questions did not match the book. (The CEAT has determined that this concern is accurate.) One student found the mysoclab “a waste of money.”

Residential Course Satisfaction Surveys

While 90.1% of our students expressed satisfaction with their instruction, the following suggestions and recommendations (summarized) were contained in the course comments:

BUS 124 Anderson

While some students found the PowerPoint presentations and the textbook to be useful, many students expressed frustration with the course. Better organization, more focus, more professionalism, and better explanation of information could have improved the course. Some students found that the topics covered in the class were redundant and did not relate to their field of study. Students would have liked more information on resumes and cover letters, and better explanations of their final project. A couple of students expressed interest in purchasing a digital version of their textbook.

BUS 124 Carrick

The students noted that the instructor’s explanations and method of teaching helped them to learn the course material. They appreciated the fact that expectations were clearly defined. The textbook also helped them to learn the material. One student suggested adding encyclopedias to the library. Another student wrote that they would be interested in purchasing a digital copy of their textbook if it would be cheaper.

BUS 140 Moss

Students cited the book, the teacher's examples, the computer, and the group activities as being helpful in learning course material. Some students would have liked more time spent on the material, and more information on laws based on human resources. One student would have liked less real life examples and more time spent explaining the textbook. Another student would have liked the class to be "more exciting." A suggestion for a library addition was a law book over civil actions. One student would be interested in purchasing a digital copy of their textbook.

CDP 120 Daneri

Students appreciated the hands-on work and the instructor's patience and understanding. The PowerPoint, projector, and the basic discussions aided them in learning course material. Students expressed some interest in purchasing a digital copy of their textbook.

CDP 120 Daneri

The students were enthusiastic about the instructor's teaching style, and said that he spent a lot of time going over everything so that everyone understood the material. They appreciated the instructor demonstrating how to do everything, and working through the labs step-by-step with them. The book also assisted the students. Suggestions for improvement were to remove the keyboarding component of the class, use a better textbook, talk about Adobe Reader, spend more time going over material before assigning homework, have more class time, cover HTML coding, provide space for students with laptops, and have a faster pace. Some students not only expressed interest in a digital copy of the textbook, but in having the entire class online.

CDP 140 Greene

Students commented that the overhead projector helped them to learn the material. They also very much appreciated the real life experiences of the instructor and her willingness to answer questions. One student noted that it was nice to be taught by a recent graduate currently working in the field. One student suggested more group activities. Another student wrote that they were frustrated with their textbook because it talks about lots of things that they can't do with their student version of Case Catalyst. One student didn't like having class only one night a week.

CDP 150 Daneri

The step-by-step instructions and demonstrations assisted the students in learning course material. The textbook, PowerPoint, and group work were also helpful. One student suggested more labs. No one was interested in a digital version of their textbook.

CDP 224 Pingatore

One student would have preferred a different textbook, one that did not provide step-by-step instructions, but that had more explanations as to how things worked. They would be interested in a digital textbook.

CDP 224 Daneri

The student commented that the instructor's patience and enthusiasm with presenting material helped them to learn and understand the course material. The slides were helpful as well. They were not interested in a digital textbook.

CDP240 Richards

The book, the instructor's explanations, and the handouts helped the students to learn the course material. They are not interested in a digital textbook.

CDP 250 Pingatore

Students appreciated the work on the computer, but expressed frustration that they did not have enough to do to fill the time period. They thought that once you passed the test you should no longer be required to attend class. One student thought that there was too much crossover with Word Processing 1. There was interest in purchasing a digital version of the textbook.

GEN 101 Walker

The students noted that the instructor's explanations and handouts helped them to learn the course material. The use of the board was also helpful. Some students seemed interested in purchasing a digital textbook.

GEN 101 Leard

Students were very enthusiastic about the textbook, and also appreciated seeing problems worked out on the board. Handouts, emails, and PowerPoint presentations were also effective teaching methods. A few students commented that they were frustrated by their classmates' poor attitudes and the fact that they didn't do the assigned work. Students would have liked the math to relate to their field of study, and would have liked to be able to use calculators. A slower pace, more examples, and more notes could have improved the class. Students liked that the instructor allowed them to ask questions before turning in homework assignments. While some students expressed interest in a digital textbook, they would still like a hardcopy version as well.

GEN 102 S. Bell

The instructor, the examples, the class discussions, and the group work all helped the students to learn the course material. PowerPoint presentations and the textbook were also listed as helpful. A shorter class time and more time spent on disorders would have improved the class. Only a couple of students said they would be interested in a digital textbook.

GEN 109 S. Bell

Students were very positive about the instructor and his teaching methods. They thought he was enthusiastic, knowledgeable, and that he made learning fun, while sharing personal experiences. The study guides, discussions, and PowerPoint presentations were also helpful. Some students commented that the class was too long. And even though they enjoyed the

class, one student questioned its relevance to their field of study. Only one student was interested in a digital textbook (if it were cheaper).

GEN 109 S. Bell

The group work, hands-on activities, PowerPoint presentations, study guides, and book were listed as effective teaching methods. The students also enjoyed the instructor's teaching style. Suggestions for improvement were a field trip, more homework, and going slower through the PowerPoint presentations.

GEN 115 Churilla

Students found the book, the PowerPoint presentations, the instructor's explanations, and the group exercises to be helpful. Students suggested a more interesting approach to the class, instead of just lectures.

GEN 120 Scott

The movies, the book, handouts, and the lectures were helpful teaching methods. Some students did not appreciate the movies, however. Students enjoyed the class discussions but noted that they were frustrated that the instructor was not always in class. Some thought the class was too long, and it was easy to lose focus. The instructor could have been more organized. One student suggested ergonomically correct classroom chairs.

GEN 120 Tuma

Students seemed to appreciate learning outside and said that it served to "open the mind." Students also mentioned that the instructor, visual aids, handouts, real life examples and PowerPoint presentations were useful teaching methods. Suggestions for improvement were a field trip and more students in the class. One student noted they didn't understand why this course was part of the curriculum as the material was redundant of what was learned in previous courses. About half of the students were interested in purchasing their text in digital form.

GEN 122 Bush

The book and the handouts were cited as being helpful teaching methods. Students were very enthusiastic about the teacher and her teaching methods. They appreciated the exercises, the small class size, reading out loud, and group work. One student commented that the papers are too lengthy. A comment was made that Ms. Bush is "an amazing teacher" and that students can profit greatly from her. One student commented that most of the material was a review from high school.

GEN 122 Plungas

Students thought that the instructor was an excellent resource and did a great job explaining the class material. They appreciated her willingness to help with papers and extensive explanations with class work to back them up. PowerPoint presentations and worksheets were also helpful teaching methods. One student suggested more outlets for laptops in the classrooms, and also thought that the class was irrelevant to their course of study. The APA

guidebook was cited as helpful, but more preparation was needed before writing papers, especially concerning punctuation. There was little interest in a digital copy of the text.

GEN 125 Nemer

The textbook helped the students to learn the course material. Some students felt that the speeches were too long, and that there were too many people in the class. Many students suggested using PowerPoint presentations to break up the lectures. More worksheets, visual aids, more organization, and better quizzes could have also improved the class. Some students commented on the lack of breaks in the class, and that the class would go over the allotted time. One student would like to see better enforcement of the school dress code.

GEN 125 Palmer

Students wrote that the instructor's lectures and explanations, along with the book, helped them to learn the material. Some students noted that they liked that the lectures followed the book so that they could refer back to it if they had questions, while others said that they liked that the lectures were more "go with the flow." The self tests were helpful, but some students would have liked more notes or worksheets. A couple of students would be interested in a digital text.

GEN 128 Plungas

The book and the vocabulary games were both helpful teaching methods. The student would be interested in a digital text.

MAS 115 Gaudin

The instructor's lectures and the hands-on demonstrations helped the students to learn the course material. One student would like even more hands-on time.

MAS 130 Onest

The instructor, the constant review of material, the handouts, and the PowerPoint presentations were useful teaching methods. One student suggested better models, as the ones we currently have are not helpful for the bones. Another student suggested making flashcards available for purchase in the bookstore.

MAS 230 Bromfield

Many methods of instruction were listed as being helpful: PowerPoint presentations, the book, videos, lectures, and handouts. One student would have preferred a more interesting subject. They also suggested adding a business book to the library if there is not already one there.

MAS 240 Onest

Students commented positively about the instructor and her teaching methods. They noted that it would have been beneficial to have her for all of their A&P classes. The PowerPoint presentations, handouts, notes and lectures helped them to learn the material. Suggestions for improvement included more focus on muscles and bones and having two classes for review

instead of one. One student would like a license for Visible Body in the library. There is no interest in a digital text.

MED 101 Onest

The student of this class thought that they learned a lot from the medical terminology book and from the instructor. According to them, the class is at its highest standard. The board and handouts were helpful. The student would be interested in purchasing the text in a digital format.

MED 110 Ruffa

The instructor, books, movies, and websites helped the student to learn the material. They are not interested in a digital textbook.

MED 110 Spanos

The instructor assisted the student in understanding the material that they were unable to get from the textbook. The board and handouts were also useful teaching methods. There was no need for improvement. The student would be interested in purchasing their text in a digital format.

PAR 100 Moss

The students thought that this was a very enjoyable class and that the instructor did a good job of using real life examples to illustrate the definitions of words. The examples helped them to actually learn the words, instead of just memorizing them. A different/less expensive textbook would have been appreciated. One student commented that they never used the disk with the book. They would have also liked to use the book more, such as completing the exercises at the end of each chapter. There was no interest in a book in digital form.

PAR 130 Sabol

The textbook helped the students to learn the course material. Students also appreciated that the instructor was a paralegal. Students expressed concern that no other teaching methods besides reading from the book were used, except for a couple of projects. One student would have liked to do the activities that were listed at the end of the chapters, so as to get more money out of the book. A more interactive class could have improved the students' experience.

PAR 215 Nemer

Students appreciated the instructor's teaching style, but most noted that book was very much outdated and that much of the information has changed since 1996. One student would have liked less ambiguity regarding assignments. More information on the DEA, FBI, and CIA would have improved the class. Suggestions for additions to the library were Code of Federal Regulations and Federal Register/United States Code. There was no interest in a digital textbook. (Footnote: as of Fall 2011, this course will no longer be required in the Paralegal program.)

PAR 215 Greene

The one-on-one teaching and the informative material helped the student to learn the course topics. They would be interested in a digital textbook.

PAR 240 Scott

The instructor, lectures, handouts, textbooks, and PowerPoint presentations were helpful teaching methods. One student would have liked more information on title searches. Form books and legal encyclopedias would be helpful additions to the library. Only one student was interested in a digital textbook.

PAR 290 Greene

The student enjoyed the hands-on learning.

STE 110A Delay

The theory one book/blackboard helped the student to learn the course material. They would have liked more quizzes.

STE 120A Delay

Blackboard and the book helped the student to learn the course material. The student would have liked more time to improve the Q & A, and more equality in the classroom.

STE 120A Delay

The student noted that the Blackboard audio at varying speeds was most helpful in learning course material. The student suggested more briefs and phrases, and a session on how to practice effectively. The student enjoyed being pushed out of their comfort zone.

STE 130A Ely

The student wrote that all of the instructors have been great and that Blackboard is fantastic. The student commented that having a printer in every room would be helpful, as would having more conference room chairs in the classroom because the plastic chairs are not conducive to learning.

STE 140 Ely

There were a few teaching methods listed as effective: the briefs, the dry erase board, the extra assistance, and the drilling. One student suggested a shorter class and information on how to do colloquy. Another student noted that the instructor was great and really went above and beyond.

STE 160 Richards

Since there was only one student in the class, it was noted that the class was completely catered to their needs, which was of course helpful in learning course material.

STE 200 Beltz

The extra assistance and one-on-one practice helped the student to learn the course material.

STE 210 Beltz

The instructor's clear explanations helped the student to learn the course material. They suggested more handouts.

STE 230 Schirripa

The dictation and the use of the board to go over punctuation and grammar were most helpful to the student.

STE 295 Beltz

The student noted that they learned a lot on their jobs and that there was nothing to improve.

VET 107 Klotz

Students appreciated that the instructor was experienced in the field and that she had a lot of stories to share with the class. They also noted that she was great at explaining material, and that they enjoyed the use of PowerPoint presentations and handouts, especially the fact that notes were sent via email. The students were split on if they would like a digital textbook.

VET 107 Spencer

Students had a very positive response to the instructor. They loved her teaching style and thought that her explanations were great. The notes, PowerPoint presentations, visuals, note cards, med term book, discussions, and videos were all effective teaching methods. The students thought the instructor was "awesome" and was willing to answer any questions that they had. Suggestions for improvement were new med term videos, more discussion time, and hands-on with animals in the lab. Students liked having their book in print format.

VET 110 Krasnasky

Students wrote that they thought the instructor was amazing and went above and beyond to help the students. One student said they wished she could teach every class because she is a wonderful asset to the school. The PowerPoint presentations, videos, handouts, textbook, and homework assignments were all helpful teaching methods. Some students thought that the PowerPoint presentations were a little monotonous and would have liked more variety in the class. More hands-on could have improved the class. One student said there was a need for more outlets in the classroom. One student said they would have liked less math in the course because it was too easy. Another student said they would have preferred notes/homework on paper rather than sending them via email.

VET 111 Lacey

Students noted that the instructor kept the class interesting and did a good job of explaining the course material. They thought that she was knowledgeable on the subject matter and very enthusiastic. The PowerPoint presentations were helpful, but some students suggested that they should match the online notes. A slower pace and hands-on learning could have improved the class. Some students liked having to fill in their notes, while others didn't. More use of the

textbooks would have been appreciated too. Only a couple of students were interested in a digital textbook.

VET 111 Lacey

The PowerPoint presentations, notes, explanations, personal experiences, and videos helped the students to learn the material. One student commented that they thought the course would also be about husbandry, but they only covered diseases. More homework, more review, more time to cover material, less notes, and more focus could have improved the course. A couple of students wrote that the notes did not match the PowerPoint presentations. One student suggested adding encyclopedias to the library. A couple of students noted they would be interested in a digital text if it were cheaper.

VET 111 Linehan

PowerPoint presentations, reviews, the textbook, notes, and the lectures were all helpful. The instructor's personal experiences were also appreciated. Students would have liked the PowerPoint presentations emailed to them beforehand, more discussions, more information on strange diseases, and more "gross" pictures. One student expressed frustration that one student spent a lot of time sleeping in class, which was distracting.

VET 112A Cinotti

Students thought that the instructor was very interesting and did a great job teaching the course material. The PowerPoint presentations and models were good teaching methods. The real life experiences and stories were good additions to the course. Students suggested longer classes, less fill in on the notes, and more hands-on.

VET 116 Snyder

Students commented on many aspects of this class. The class was described as having "great synergy between PowerPoint presentations, the book, and the notes" and as being "perfect." Students also wrote that the instructor and her explanations helped them to learn the material. The teacher was patient, and took extra time to repeat information that was difficult. Diagrams, quizzes, models, and visual aids were effective teaching methods. Students would have liked more time in the class and more hands-on learning, including dissection. Even more models and skeletons could have helped the learning process as well. More class interaction was recommended. Students were not interested in a digital textbook.

VET 116 Decker

Students were very enthusiastic about the instructor and her method of teaching. Everyone commented on the notes binders they were given and wrote that they were a great addition to the course and assisted them greatly in learning the materials. Students also appreciated the time spent reviewing along with the instructor's willingness to tutor. The PowerPoint presentations, handouts, and diagrams were effective teaching tools. Many students commented that the pace of the class was perfect. One student would have liked larger sections of notes broken up, and another suggested learning about more animals besides cats and dogs. More models are needed. Some students were interested in a digital text.

VET 116 Linehan

Diagrams, notes, PowerPoint presentations, the book, review sheets, lectures, videos, group time, and extra assistance all helped the students to learn the course material. Students suggested having open book tests, emailing the PowerPoint presentations before class, and having more hands-on work. One student would have liked more information from the dog atlas on the different types of body structures. Suggestions for additions to the library included more picture books and a book to break down the class information. Only one person was interested in a digital textbook.

VET 117 Cinotti

Students enjoyed the instructor and his lecture style, especially the inclusion of personal stories and experiences. They thought he was fun and interesting. The PowerPoint presentations, textbooks, models, diagrams, and notes were effective teaching tools. Some students would have liked a slower pace, and one student suggested better organization and timing of the lectures. A couple would have liked less fill-in notes. A suggestion for the library was to add hands-on materials. Only a few were interested in a digital text.

VET 121A Violetti

The book and the notes helped students to learn the course material. One person said they thought the instructor did the best she could to help people succeed. Students requested more clarity regarding course assignments, expectations, and grading procedures.

VET 123 Boyles

While students thought that the PowerPoint presentations and notes helped them to learn the information, some indicated that no notes were given in the beginning of the quarter (Note: instructors are not required to provide; however, many students find them useful). Better preparation and organization could have improved the course. Overall, students felt that additional explanations/information could have improved the class; exposure to additional information on species other than cats would have also been helpful.

VET 123 Moore

PowerPoint presentations, handouts, the crossword puzzle, and the textbook were effective teaching methods. Students requested more hands-on learning, less time in class per day, more information on nutrition, more information on large animals, more group work or in-class discussions, and a slower pace when going through PowerPoint presentations. One student would like additional information on breeds and behavior in the library.

VET 126 Riggs

Students enjoyed this class, and would have liked for it to be longer. They thought that the instructor was enthusiastic and they appreciated his personal stories. The PowerPoint

presentations were effective teaching tools. More homework was suggested. There was no interest in a digital textbook.

VET 140 Bell

Overall the students liked their time spent in lab and appreciated all of the hands-on experience. They would have liked even more time in the lab. Students also commented on the instructor's enthusiasm for the material and on his willingness to help. They also enjoyed the other lab instructor in the class. The variety of examples was helpful, but some students suggested an even greater diversity in the samples. The textbooks were appreciated as well, and some students would have liked a digital version of the books. Students also commented on the fact that they felt comfortable asking questions in class.

VET 140 Bell

Students were impressed by this class and enjoyed learning the material. Some thought that the books were helpful, while others thought that they might be outdated. The instructor's explanations and enthusiasm for the material also aided the students in learning the material. Students wrote that the class was too short and would frequently go over the allotted time. They also liked that he didn't use PowerPoint presentations, as it made it more interactive and interesting. The fact that they were told what was important and what would be on tests and quizzes was appreciated. One student suggested more homework. Some asked for more visual aids in the class and in the library.

VET 150A Krickhan

Many teaching methods were listed as helpful: PowerPoint presentations, the textbook, homework assignments, math problems on the board, the Plumb's book, note cards, lecture, worksheets, and group study sessions. Many of the students expressed a need to better understand the relevancy of their instruction to their future jobs. In addition, they suggested more test reviews, more information on test topics, and more time spent on math and homework.

VET 259 Snyder

The instructor, hands-on work, demonstrations, lectures, and PowerPoint presentations helped the students to learn the information. Students would have liked a longer class period, and more information on exotics. One student commented that the instructor was very helpful and that the class was very interesting. There was no interest in a digital textbook.

VET 259 Snyder

Students cited the instructor, PowerPoint presentations, and textbook as being helpful. Lectures and demonstrations were also appreciated. Students suggested a field trip to a lab, a longer class period, and having class earlier in the day.

VET 260 Krasnasky

The PowerPoint presentations and worksheets were effective teaching methods. Students commented that the instructor was great and did a good job of keeping them interested. More

homework assignments could have improved the class. One student thought there was too much information included in the course.

VET 260 Krasnasky

The hands-on experience, worksheets, and PowerPoint presentations were most helpful. One student thought that the lab needs improvement (by the third week they need to be performing fecals, UA's, etc.). Students appreciated the instructor working through labs with them so that they could understand the material better. One student suggested more positive samples. A couple of students noted that there was too much material on each test.

VET 261 Krickhan

While students commented that the PowerPoint presentations helped them to learn the material, they thought the presentations could have been improved. More explanations and homework could have added to the PowerPoint lectures. Reviews for tests, more opportunities for points, and more discussion could have improved the class. One student noted that objectives were unclear and that the class could use more direction. More inclusion of real life experiences and examples could have also improved the class. The textbooks were helpful, but students would have liked to use them more. Some students commented that there needs to be a better correlation between lecture and lab, and suggested having the same instructor for both.

VET 261 Szarka

Students thought the books helped them learn the class material. The students expressed a need for additional organization and clearer instructions. In addition, they commented that a more in-depth understanding of veterinary medicine, rather than human medicine, would have been helpful. Additional requests included more time/assistance for learning the material.

VET 265 Mooney

The hands-on experience and the cookbook helped the students to learn the course material. Most students commented that they felt uncomfortable in the class, and thought that the instructors had poor attitudes. Students were also disappointed that they rarely used their textbooks. Students thought they were rushed in the labs and there could have been better organization. More time in lab was needed.

VET 265 Stone

PowerPoint presentations, the instructor's personal experiences and stories, fieldtrips, and lectures helped the students to learn the course material. One student commented that they loved the instructor and thought she was a great teacher. She was knowledgeable, down to earth, and passionate. Some students thought they had already learned this material in previous classes. Other comments included that there was some confusion between lecture and lab, and that the PowerPoint presentations could be tedious at times.

VET 266 Butts/Gebhart

Demonstrations, videos, handouts, and instructor explanations assisted the students in learning the course material. Students would have liked longer time in lab, and to have taken anesthesia before this class. One student suggested having a separate video for each role played in the dental lab.

VET 266 Butts

Students commented that the instructor helped them to learn the course material by always being willing to take extra time to explain difficult concepts. They were very enthusiastic about her teaching style and her demonstrations. The hands-on work, notes, PowerPoint presentations, reviews, and overhead math problems were also helpful. More videos would have improved the class. Some students requested more information on large animals and more lab time.

VET 267 Morse

Students noted that the instructor's explanations and real life examples helped them to learn the course material. They thought he was interesting and enthusiastic. PowerPoint presentations and highlighted material also assisted them. Some students thought that there was too much material and there should have been more tests so that the material was spread out. Others would have liked more in depth information. A smaller class size and tests/quizzes/papers returned in a more timely fashion would have also improved the class. Students also would have appreciated getting more use out of their textbook.

VET 268 Gebhart

Effective teaching methods included PowerPoint presentations, the book, lecture, hands-on experience, and homework. They appreciated the explanations, but would have liked more notes. A lot of students wrote that they felt rushed and that they needed more time in the lab. Some students felt that more professionalism and equality in the classroom could have improved the course. A larger variety in classroom activities would have been appreciated, along with more homework. More information on math would have been helpful. One student suggested adding more videos to the library.

VET 271 Krickhan

PowerPoint presentations, lecture, lab, homework, and hands-on work assisted the students in learning the course material. Some students liked the textbook, while one commented that the assigned text was hard to understand. They also liked the use of the models and skeletons. Other suggestions for improvement included shortening the class, and having more in depth lectures and PowerPoint presentations. One person suggested having a digital x-ray machine, and another commented that we needed better equipment.

VET 290 Lacey

Students enjoyed their work experience. One student commented that the class could have been better organized and that they would have liked information on suturing to be covered in one of their classes.

LIBRARY MANAGEMENT

We added the following resources to the Library in 11-2:

1. Alternative Health Practices for Livestock
2. Anderson's Ohio Annotated Probate Laws Handbook: 2011 Edition
3. Anderson's Ohio Family Law Handbook 2011
4. Blackwell's Five-minute Veterinary Consult Clinical Companion: Small Animal Emergency and Critical Care
5. Court Reporting: Grammar and Punctuation
6. Ethics of Animal Use
7. The Feline Patient
8. A Field Guide to Common Animal Poisons
9. Glossaries for Court Reporters
10. Grooming Manual for the Dog And Cat
11. Handbook of Veterinary Pharmacology
12. Hot Stone Massage: The Essential
13. Guide to Hot Stone and Aromatherapy Massage
14. How to Prepare for the CBC Exam
15. Job Placement Strategies for Paralegals
16. Jury Charge for Machine Shorthand Practice and Dictation
17. Jury Charge for Machine Shorthand Practice and Dictation
18. Knock 'em Dead Cover Letters: The Strategies and Samples You Need to Get the Job You Want
19. Knock 'em Dead Resumes: Smart Advice to Make Your Online and Paper Resumes More Productive
20. Medical Terminology
21. Nā Mo'olelo Lomilomi: The Traditions of Hawaiian Massage and Healing
22. Paralegal Procedures and Practices
23. Professional Education Series: Law
24. Professional Education Series: Law
25. Professional Education Series: English
26. Realtime Word Log: A Place to Enter and Master New Words and Phrases
27. Small Animal Toxicology Essentials
28. A Systematic Guide to Medical Terminology
29. A Systematic Guide to Medical Terminology
30. Thai Massage: Sacred Bodywork
31. The Proofreading Manual: A Guide for Court Reporters, Scopists and Proofreaders

32. The Use of Health Databases and Selective Breeding: A Guide for Dog and Cat Breeders and Owners
33. The Use of Health Databases and Selective Breeding: A Guide for Dog and Cat Breeders and Owners

34. The Use of Health Databases and Selective Breeding: A Guide for Dog and Cat Breeders and Owners
35. Canine and Feline Behavioral Therapy
36. The Cat: Its Behavior, Nutrition & Health
37. Clinical Pathology for the Veterinary Team
38. Dellmann's Textbook of Veterinary Histology
39. The Encyclopedia of Animals: A Complete Visual Guide
40. Exotic Small Mammal Care and Husbandry
41. Get the Job You Want, Even When No One's Hiring: Take Charge of Your Career, Find a Job You Love and Earn What You Deserve!
42. Horse Owner's Veterinary Handbook
43. Hot Stone Massage: A Three-Dimensional Approach
44. How to Say It On Your Resume: A Top Recruiting Director's Guide to Writing the Perfect Resume for Every Job
45. Massage Basics: A Guide to Swedish, Shiatsu, and Reflexology Techniques
46. A Massage Therapist's Guide to Treating Headaches and Neck Pain
47. Veterinary Disaster Response
48. Animal Care Training: Technician Skills DVD
49. Animal Care Training: Veterinary Assistant Training, Part 1 DVD
50. Animal Care Training: Veterinary Assistant Training, Part 2 DVD
51. Pet Emergency First Aid: Cats DVD
52. Pet Emergency First Aid: Dogs DVD
53. Bowtech: The Original Bowen Technique
54. The Paralegal's Handbook
55. The Resume Handbook: How to Write Outstanding Resumes & Cover Letters for Every Situation
56. The Rolfing Experience: Integration in the Gravity Field
57. Blackwell's Five-minute Veterinary Consult Clinical Companion: Canine and Feline Behavior
58. The Closed Captioning Handbook
59. The Constitution of the United States of America: With the Bill of Rights and all of the Amendments
60. Cover Letter Magic: Trade Secrets of Professional Resume Writers
61. Creatures of the Kingdom : Stories of Animals and Nature
62. The Dog Dictionary: Canine Lingo From A to Z
63. The Empowered Paralegal: Effective, Efficient and Professional
64. A History and Understanding of Reiki
65. Massage for Total Well-Being: Massage and Meditation for the Seven Centers of Health
66. The Only Resume and Cover Letter Book You'll Ever Need!
67. Résumé Magic: Trade Secrets of a Professional Résumé Writer
68. Animal Life
69. Behavior of Exotic Pets
70. Court Reporters Job Hunting: A Practical Manual for Job-Hunters and Career-Changers

71. The Dog: Its Behavior, Nutrition, and Health
72. Farm Animal Welfare: Social, Bioethical, and Research Issues
73. Foundations of Manual Lymph Drainage
74. Fundamentals of Small Animal Surgery
75. Handbook of Poisoning in Dogs and Cats
76. Illustrated Guide to Equine Diseases
77. Is Eating People Wrong?: Great Legal Cases and How They Shaped the World
78. Landmark Supreme Court Cases: The Most Influential Decisions of the Supreme Court of the United States
79. Manual of Trauma Management of the Dog and Cat
80. National Wildlife Federation Field Guide to Insects and Spiders & Related Species of North America
81. The Resume.com Guide to Writing Unbeatable Resumes
82. Therapeutic Chair Massage
83. Transitioning from Student to Professional Court Reporter
84. Watsu Basic and Explorer Paths
85. What Does Somebody Have to Do to Get a Job Around Here : 44 Insider Secrets and Tips That Will Get You Hired
86. The World's Best Massage Techniques: The Complete Illustrated Guide: Innovative Bodywork Practices from Around the Globe for Pleasure, Relaxation, and Pain Relief
87. Bankruptcy Procedure Manual 2010
88. 301 Smart Answers to Tough Interview Questions
89. Animal
90. Animal Physiotherapy: Assessment, Treatment and Rehabilitation of Animals
91. Atlas of Comparative Diagnostic and Experimental Hematology
92. Blackwell's Five-minute Veterinary Consult: Small Mammal
93. Polished: Adding Shine to Your Resume, Cover Letter, and Interview Skills

Faculty Input on Library

Ms. Schirripa, Mr. Ruffa, and Ms. Walker had no comment.

Ms. Boyles: The library staff was extremely pleasant and helpful. The library was adequate for my needs this quarter.

Ms. Carrick: Great resources and fantastic Librarian!

Ms. Delay: The New York Times would be a useful resource for our students.

Ms. Gaudin: Great job! She provides requested resources, is helpful and pleasant.

Mr. Moss: The Librarian is always responsive to my requests promptly.

Ms. Onest: Fantastic job updating the Massage collection! Would love to have videos/CDs/movies relating to A & P so I don't have to rent them from Netflix.

Ms. Plungas: I have suggested before to give both students and instructors orientation to the Library. In my instructor orientation, I was given maybe 5 minutes of info on the Library. I had to go ask the Librarian about how to find and access ProQuest, once a student told me it existed. That said, I have had second- and third-quarter students who don't know what ProQuest is. I would like a required Library orientation for instructors and a class visit by Ms. Jakubczak to familiarize students with the Library's offerings.

Ms. Violetti: Small Animal Clinical Techniques, Susan M. Taylor (Saunders-Elsevier); Small Animal Dermatology; A Color Atlas and Therapeutic Guide by Linda Medleau and Keith A. Hnilica (Saunders-Elsevier)

Student Library Suggestions:

The following were suggestions for additional acquisitions by the students:

- In-depth reference resources for Excel
- Modality books
- Access to Lexis/Nexis (All paralegal students have access to Lexis/Nexis.)
- New dog model (This model will be acquired in 11-3.)
- Large animal magazines
- *Canine Lingo from A-Z*
- Animal behavior books
- A copy of every textbook (Our accrediting bodies limit the numbers of texts that may be included in our holdings.)
- All of the textbooks for VET 260 (Please see above.)

Student Usage

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

There were a total 3,704 student uses of Library/Network resources in 11-2. Forty-one items were checked out during the course of the quarter. Seven hundred and eighty-nine users used the ProQuest resources during 11-2.

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

4534 student uses/66 days in quarter = 69 students average use per day. This means that of 353 students starting the quarter, an average 19.5% of our students used our Library resources each day in 11-2.

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 two times during 11-1. The group also published two editions of their newsletter during Winter Quarter to keep members up to date on events and happenings.

ITEMS OF NOTE

1. We had a total of 9 guest speakers in 11-2. These included:

<u>Instructor</u>	<u>Guest</u>	<u>Topic</u>	<u>Date</u>
Spencer	Karen Jakubczak	APA Style	4/20/11
Cole-Bush	Karen Jakubczak	APA Style	4/20/11
Klotz	Karen Jakubczak	APA Style	4/27/11
Anderson	Karen Jakubczak	APA Style	5/16/11
Carrick	Karen Jakubczak	APA Style	5/19/11
Bromfield	Karen Roknich	Resumes and Cover Ltrs.	5/23/11
Bromfield	Mary O’Reilly	Loans for Startup Businesses	5/25/11
Churilla	Dr. Danya Linehan	Pets as a Family Member	6/2/11
Spencer	Karen Roknich	Career Services	6/15/11

2. Students were escorted on the following 4 fieldtrips in 11-2:

- Stearns Farm
- Berea Municipal Court
- Massage Envy
- Embrace Salon and Spa

3. Good Things That Happened

- The quarterly Blood Drive for the American Red Cross was held on Monday, May 2.
- Graduation for the Winter and Spring Quarters of 2011 was held on Friday, July 8 at the Middleburg Heights Community Center
- Veterans' History Day, June 3: a total of 9 Armed Services veterans (various branches and various engagements) had their service history transcribed; the information will be permanently maintained in the Library of Congress.
- The Popcorn Machine arrived, and we enjoyed several days of school-wide munching.
- Hot Dogs and pop were sold to raise money for a Vet Tech charity
- Fundraising efforts and drawings, including for Indians tickets, began in support of "Operation Nip-Tuck" – a spay/neuter event of the Cleveland APL