



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

**Quarter Reviewed: Summer 2011 (11-3)**

**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
<b>Student Outcomes</b>		
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%
<b>Retention</b>		
Annual Retention	65%	78%
Quarterly Retention	91%	95%
<b>Placement</b>		
Annual Graduate Placement	69%	75%
Quarterly Graduate Placement Rate	85%	95%
<b>Satisfaction</b>		
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.

	113	112	111	104	103
	Results	Results	Results	Results	Results
How many students started the quarter?	308	353	384	393	370
How many students finished the quarter?	291	328	350	360	332
% of students who finished the quarter?	94.5%	92.9%	91.1%	91.6%	89.7%
How many LOA students returned?	13	11	18	17	8
How many students continued?	272	282	323	326	305

<b>Data Collected</b>	<b>113</b>	<b>112</b>	<b>111</b>	<b>104</b>	<b>103</b>
<b>Function:</b>					
<b>Student Outcomes</b>					
What was the average incoming GPA?	<b>2.58</b>	<b>2.34</b>	<b>2.81</b>	<b>2.76</b>	<b>2.47</b>
What was the student Course Completion Rate?	<b>89.5%</b>	<b>87.1%</b>	<b>83.1%</b>	<b>84.4%</b>	<b>78.4%</b>
What was the Average GPA?	<b>3.11</b>	<b>3.03</b>	<b>2.90</b>	<b>2.89</b>	<b>3.04</b>
How many started the quarter probational?	<b>19</b>	<b>26</b>	<b>23</b>	<b>21</b>	<b>22</b>
Number of students dismissed for SAP reasons?	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Number of students dismissed under 2X Rule?	<b>4</b>	<b>16</b>	<b>13</b>	<b>8</b>	<b>16</b>
What was the SAP Rate?	<b>89.6%</b>	<b>89.2%</b>	<b>91.1%</b>	<b>86.8%</b>	<b>86.7%</b>
What was the SAP Retention Rate?	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
What was the Certification Exam Passage Rate?	<b>70.8%</b>	<b>n/a</b>	<b>73.7%</b>	<b>52.9%</b>	<b>78.6%</b>
<b>Retention</b>					
What was the GWR for the quarter?	<b>5.8%</b>	<b>8.5%</b>	<b>7.2%</b>	<b>10.2%</b>	<b>9.5%</b>
How many students withdrew?	<b>18</b>	<b>30</b>	<b>28</b>	<b>40</b>	<b>35</b>
How many students took an LOA?	<b>16</b>	<b>25</b>	<b>16</b>	<b>20</b>	<b>22</b>
<b>How many were suspended?</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Percentage who did not continue into next quarter?</b>	<b>10.9%</b>	<b>15.3%</b>	<b>11.7%</b>	<b>10.4%</b>	<b>14.1%</b>
• How many from pregnancies?	<b>1</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>2</b>
• How many from schedule conflicts?	<b>2</b>	<b>11</b>	<b>5</b>	<b>0</b>	<b>6</b>
• How many from military?	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
• How many work related?	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
• How many medically related?	<b>3</b>	<b>4</b>	<b>8</b>	<b>1</b>	<b>6</b>
• How many academically related?	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>16</b>
• How many financially related?	<b>5</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>nm</b>
• How many childcare related?	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
• How many to a different college?	<b>2</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>nm</b>
• How many moving out of area?	<b>0</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>nm</b>
• No longer interested in their program	<b>2</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>nm</b>
• No Attendance/No Communication	<b>6</b>	<b>13</b>	<b>15</b>	<b>22</b>	<b>nm</b>
• Did not return	<b>0</b>	<b>2</b>	<b>0</b>	<b>8</b>	<b>nm</b>
• Other/Unknown/"Personal"	<b>10</b>	<b>10</b>	<b>3</b>	<b>6</b>	<b>nm</b>
<b>Placement</b>					
<b>How many graduates?</b>	<b>24</b>	<b>20</b>	<b>18</b>	<b>29</b>	<b>15</b>
• Number employed in field?	<b>0</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>6</b>
• Number employed in a related field?	<b>14</b>	<b>13</b>	<b>10</b>	<b>18</b>	<b>0</b>
• Number employed out of field?	<b>6</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>3</b>
• Number still seeking?	<b>4</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>4</b>
• Number unavailable for placement?	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
• Awaiting response	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>

	113	112	111	104	103
<b>Satisfaction</b>					
What was the average Student/Instructor score?	94.0%*	90.1%	93.9%	92.45	91.1
What was the average Student/College score?	86.0%*	90.0%	91.0%	91.0%	90.2%
What was the average Externship score?	93.8%	96.4%	92.7%	94.9%	94.5%
How many Academic Reviews were completed?	72/77	120/124	179/183	135/148	103/105
How many hours of Extra Assistance were offered?	232.75	174.25	390.5	345.75	201.8
Average Employer Satisfaction score?	84.0%	88.6%	n/a	n/a	100%
Average Graduate Satisfaction score?	100.0%	84.0%	n/a	n/a	92%
Average student attendance rate?	93.9%	92.8%	91.8%	93.2%	93.1%
What was the Instructor retention rate?	76%	74%	76%	69%	82%
What was the average length of Instructor service?	7.52 Qtr	7.26 Qtr	7.85 Qtr	6.9 Qtr	7.0 Qtr

*\*Note: 11-3 was the first quarter where the student evaluation process was conducted wholly online. The number of surveys returned overall was down significantly as students had a 1-week window to complete, then the survey went down. Unfortunately, many had not yet taken the time to fill it out. In addition, it was discovered that some students were filling out the online surveys for the wrong instructors. Therefore, this quarter's results are considered "questionable" for comparative purposes. 11-4 surveys will be done on computer as well, but with each class proctored at a specific time.*

### **DATA ANALYSIS**

The CEAT is extremely pleased with student outcomes for 11-3. The percentage of students completing the quarter (94.5%) is the highest in the past five quarters, and exceeded the rate achieved in 11-2 by nearly 2 full percentage points (94.5% vs. 92.9% respectively). While fewer students started the quarter, more were retained to the point of quarter completion, suggesting the expanded retention efforts implemented during the past year are working. The return of students from Leave of Absence (13) also continued to be strong. All instructors and administrators, and particularly the Student Services Officer, are to be commended for their diligence in maintaining close personal contact with LOA students and facilitating their successful retention/return to school.

### **Student Outcomes:**

Average incoming GPA for the new starts increased somewhat for 11-3 (2.58) when compared to 11-2 (2.34). However, several students enrolled with significantly low high school GPAs. The Dean will be monitoring these students as "extremely high academic risk" individuals. (Note: Additional commentary on incoming students is provided in the "COMPASS Placement Testing" section of this report.)

The Course Completion Rate rose a resounding two full percentage points when compared to Spring Quarter (89.5% vs. 87.1%). Spring Quarter had shown its own significant gains in this area (+4 percentage points from Winter), but is now supplanted by Summer Quarter as the highest reported Course Completion Rate for the past five quarters. While the rate is still under the College's Goal of

90%, we are now only .5% under the mark. The separation of the VET program lab and lecture classes may still be taking its toll; however, the impact appears to be diminishing as students become more accepting of (and responsive to) the new standard. In addition: Of 763 grades, only 80 were “non-completions.” Only 45 courses were dropped in 11-3: again a decrease from Spring Quarter (59) and only ½ the number dropped in Winter (94). The number of failing grades in 11-3 (35) was, however, a slight increase from the 28 failures in 11-2.

These overall positive changes are no doubt due, in some part, to the increase in Extra Assistance hours provided (232.75 in 11-3 vs. 174.25 in 11-2). In the past, however, there has not been a direct correlation between the number of hours offered and student performance. This, combined with a desire to promote efficiency, has resulted in some proposed changes to the Extra Assistance program. As a result, the college is testing the concept of “quantity” in Extra Assistance hours, vs. the tradition of “one-on-one.” The goal is to remain at the same level of paid faculty hours, but serve more students in the process. In addition, the introduction of self-paced tutorial software in the math and English classes will help ensure the availability of extra instruction on demand for students while not adding to instructional costs.

The average GPA performance (3.11) climbed for a second quarter, indicating positive performance in this area, but also hinting that we may be experiencing influx of grade inflation. An analysis of the number of “A’s” and “B’s” awarded during 11-3 (258 and 299 respectively; 71.7% of all grades awarded) appears to support this suspicion. This result will be spotlighted by the Dean at forthcoming Faculty Meetings to ensure that all remain vigilant.

The number beginning the quarter on some form of probational status fell from 26 in 11-2 to 19 in 11-3. Likewise, the number of students dismissed under the 2X Rule fell to 4 from the 23 in 11-2, a tremendous outcome.

The college implemented an early warning system to ensure that students who are struggling fully understand potential ramifications of poor academic performance and interface early with their program directors. This process is anticipated to keep the numbers of students reaching Financial Aid Probation (which we clearly want to avoid) small.

An additional two students were dismissed for violating Probation 2, while one was dismissed for violating Behavioral Probation (i.e., 2<sup>nd</sup> incidence of plagiarism).

The SAP Rate rose slightly from Spring Quarter results (89.6% in 11-3 vs. 89.2% in 11-2), and remains above the Goal established by the CEAR (80% minimum). The number of students dismissed for SAP reasons remained at 0, with the SAP Retention Rate correspondingly remaining at 100%.

Other Student Outcome measures also indicate strong overall academic performance. Twenty nine students net (i.e., one took an LOA during 11-3) retook a total of 35 classes during 11-3, with only four classes being failed a second time (88.6% success rate). Of the resulting four 2X dismissals, 2 appeals were granted. The Average Student Attendance Rate, which had risen to 92.8% in 11-2, rose yet again in 11-3 to 93.9%--the highest attendance rate in the past 5 quarters.

VTNE certification exam results were published for the January to March exam, and remained slightly under expectations by just missing the national average. Of first-time test takers, only 70.8% passed. These results reflect the last group of test-takers to include individuals who did not receive the benefit of the College's new efforts to significantly increase the amount of time, review, and mock-testing being done for graduating students. The Dean will be meeting with VET Program Directors and the 290 instructor during 11-4 to ascertain what additional steps can be taken to improve performance in this area.

### **COMPASS Placement Testing (Introduction):**

In light of recent SAP and Gainful Employment regulations enacted by the U.S. Department of Education, our ability to retain and graduate students is more critical than ever. In addition, it has long been a faculty contention that many of the students lost during matriculation were under-prepared for college-level work at the time they enrolled and should not have been admitted.

Therefore, the Brecksville Campus launched formal pre-admission placement testing during 11-3, using the "COMPASS" evaluation instrument. Although the results will be relevant only to students enrolling post August 1 and starting in the Fall Quarter or later, it is worth mentioning the new system here both for general information and for future outcomes assessment.

In brief, the COMPASS tests abilities in three fundamental academic areas: math, English usage, and reading. The Brecksville Campus elected to include a fourth area (basic writing skills) which is assessed using a 30-minute, online writing sample. Scores are immediately available to both the student and the Admissions Representative. Consultation with the Dean and/or Program Director can also be done if the results are outside normal parameters, or if the student requires special advising due to the result.

Extensive research and development into the COMPASS was done--and how its scores track to the learning outcome of Stautzenberger College courses--so that appropriate "cut-off-scores" could be developed for various dimensions of academic placement. Specific score levels were subsequently developed for the following four levels:

**"Do Not Admit"** (student is referred to adult education sources outside the College to develop appropriate fundamental skills)

**“Pre-Curriculum”** (student is scheduled in pre-curriculum math, English, or both)

**“Core Curriculum”** (student is scheduled for regular program courses)

**“Proficiency Credit”** (student receives credit for one or more core courses)

While the test was originally scheduled for deployment with all students enrolling July 1 or after, actual implementation did not begin until August 1. Therefore, part of the new student population for Fall, 2011 (23 students, or 39.7%) were not tested because they enrolled prior to August 1. The remaining students enrolling for Fall (35, or 60.3%) were tested. A total of 6 students in the initial test group – including one who wished to re-enroll – placed at the “Do Not Admit” level in one or more areas. The two separate groups will allow the College to have a control group against which to measure the efficacy of the placement testing.

Further discussion on the results of the first COMPASS implementation – and its resulting impact on Student Outcomes – will be contained in the 11-4 and subsequent CEARs.

### **Retention:**

A total of 18 students withdrew during 11-3 (11 within, 7 between) for a Gross Withdrawal Rate of 5.8%. While still not a desirable number, the number permanently out is significantly down from 11-2 (when a total of 30, or 8.5%, withdrew). The lower Withdrawal rate helped the campus achieve a 10.9% rate for students not continuing into the next quarter – as compared to the 15.3% who did not continue from 11-2. In addition, the 11-3 GWR (5.8%) is the lowest rate of the past five quarters, and is re-approaching the level historically experienced before implementation of the lab/lecture dual passage rule (i.e., approximately 5% loss per quarter). Withdrawals were most often due to the usual culprits: “No Attendance/Communication” and “Personal Reasons.” Only two opted to attend another college, or decided that their academic program was not the right fit.

The total 11-3 Leaves of Absence (16) showed similar improvement from 11-2 (when 25 students took an LOA). LOAs were due to the usual reasons of “Personal” and “Health” issues, but this quarter was joined by “Financial Reasons,” with four students needing to leave school (at least temporarily) to take a job or work additional hours in order to support themselves and families. Given current economic conditions, it is likely that we will see more students in similar situations.

As noted previously, the number of students dismissed under the 2X Rule fell to only four in 11-3 (compared to the 14 in 11-2), reflective of the 88.6% success rate for students repeating courses. Another two students were dismissed for violating Probation 2 requirements and one was dismissed for violating Academic Honesty policy a second time. No students were dismissed for SAP reasons. The “Percentage Not Continuing into Next Quarter” dropped to 10.9% (the second lowest rate in the past five quarters) and was a full five percentage points below the rate experienced in 11-2 (15.3%).

**Placement:** A total of 24 students graduated in 11-3. At this writing, none have yet been placed in field (achieved only once the student passes the VTNE), but 14 are placed in “Related” positions. The Career Services Officer is working with the six students working out-of-field, as well as the 4 who are still seeking employment. The goal remains to have all 11-3 graduates placed in field by the end of 11-4.

**Compliance: Reaccreditation/Recertification Visits:** Two programs underwent site visits for reaccreditation or recertification during 11-3. First was the VET program, which was up for reaccreditation by the American Veterinary Medical Association. The site visit was conducted August 17-19. Several items were noted for correction; the majority being signage/lab-related issues. These items were addressed; and the program received accreditation for another 5 years.

The Stenography programs also underwent a site visit from the National Court Reporters’ Association (NCRA) on August 30-31. The visit proceeded with no findings, and the program received recertification for another 5 years.

**SATISFACTION**

**Overall Student Satisfaction with College Operations: Surveys**

*Note: as detailed previously, 11-3 was the “pilot” quarter for converting to on-line student evaluations. From reports provided, a total of only 228 students completed on-line school evaluations of the 308 starting number (74% response rate). This rate is much lower than normal. Therefore, the data presented are not deemed reliable for comparison to previous quarter’s results.*

Quarter	Reception	Bookkeeping	Financial Aid	Admissions	Branch Director	SSO	Placement	Program Directors	Dean	Information Tech	Librarian	Total
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%
11-3	92.0%	92.0%	87.0%	88.0%	85.0%	93.0%	87.0%	92.0%	87.0%	88.0%	93.0%	89.5%
Quarterly % Change	-3.0%	-4.0%	-6.0%	-6.0%	-5.0%	-2.0%	-6.0%	-3.0%	-4.0%	-6.0%	-3.0%	-4.3%

Observations on these scores are not presented as the data is deemed unreliable. The process for administering on-line student evaluations will change for 11-4, and students will not be required to complete the evaluations on their own as done in 11-3. Instead, a proctor will visit each class to administer the evaluation, with students responding by laptop. This should return numbers of students responding to the appropriate levels as well as improve the reliability of the data.

### **Employer Satisfaction**

A total of 10 Employer Surveys (of 27 sent) were received in 11-3, reflecting an average satisfaction rate of 4.20 on a scale of 1-5, or 84.0%.

*Note: The Career Services Officer has already begun follow-up calls to employers not returning the Satisfaction Survey. During 11-4, she will also be polling employers to ascertain their preference for receiving surveys online rather than in the mail. This is being done to increase the number of surveys returned as well as to make the process more convenient for employers.*

### **Graduate Satisfaction**

A total of 2 Student Surveys (of 27 sent) were received in 11-3, reflecting an average satisfaction rate of 5.0 on a scale of 1-5, or 100%.

*Note: Starting in 11-4, Graduate Satisfaction Surveys will be administered during the Exit Interview instead of by mail to significantly improve the number of student responses collected. A follow-up Satisfaction Survey will then be sent 1 year post graduation to re-confirm results.*

### **Academic Reviews**

A total of 72 of a scheduled 77 Academic Reviews were held with students during 11-3: a 93.5% 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 11-3 (76%) rising slightly from 11-2 (74%) and returning to the level achieved in 11-1 (76%). The Average Length of Instructor Service (7.52 quarters) also rose slightly from 7.26 quarters in 11-1, but still below the level reported in 11-1 (7.85), which was our highest to date.

The faculty numbered 53 in summer quarter, of which 8 were new. One new hire was in Massage Therapy; five were in Vet Tech; and two were in Paralegal. This time, the General Studies and Stenography departments did not alter. Additional faculty members were added to the Vet Tech

department when several faculty members elected to reduce their hours due to personal priorities. Another faculty member elected to leave for financial reasons.

While faculty retention continues to be strong, the CEAT will be implementing additional measures to ensure the strongest possible retention of highly qualified and effective faculty. To do this, the Dean will work with Program Directors in several areas. First, to provide an “Introduction to College Teaching” for those faculty hired without prior postsecondary experience. Second will be to provide “coaching” to those faculty who show strong promise, but who are not receiving strong scores on student evaluations. Third, the faculty interview process will be changed to include a new, “two-step” process in which prospective faculty must not only interview with the Program Director, but also present a short lesson to a “class” composed of other faculty and administrators. The team will then decide whether or not to move forward with the hire.

### **DIRECTION**

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

#### **Text Books**

We changed the following two textbooks in 11-3:

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

#### **Retention**

While retention numbers improved this quarter, the CEAT remains well aware that our study body is highly “at-risk.” And, while many of the new retention policies, procedures and services put into place over the past year are clearly having impact, continued vigilance is key. We hope (and expect) to see that that COMPASS placement testing, and the introduction of pre-curriculum courses, will help our students get off to a better academic start. But academics alone are not enough. We will still have to develop strategies to help students deal with the personal, financial, medical, and other challenges they face – and do it creatively in light of increasingly tight academic budgets for 2012.

Several “future” steps for improving retention were proposed in the last CEAR. Now, a quarter later, it is appropriate to revisit them, ascertain progress, and determine next/additional steps. The item proposed is listed first with the update/action following.

- **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.

**Complete.** Tracking of tested students will begin to ascertain impact of revisions on both retention and academic achievement.

- **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.

**Complete.** Module has now been delivered twice. While this will remain a component of the orientation, modifications will be made as a result of faculty changes.

- **Development of a Video for All Prospective Students. 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.
  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/can ensure they are making the right career choice.

***This element is incomplete;*** Dean will investigate creative “partnership” to facilitate production.

- **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).

A review of the number of Extra Assistance Hours provided as compared to the Course Completion Rate, Average GPA and Gross Withdrawal Rate for the past 8 quarters indicates that there is not necessarily a direct correlation between the number of hours and increased student performance on these metrics. In fact, the reverse appears to be true. The quarters with the highest Extra Assistance Hours presented among the lowest academic performance indicators. The College will not, therefore, push for more hours; instead, the CEAT will look to a better use of those hours.

As of this writing, Extra Assistance Hours have been modified so that sessions offered must be attended by more than one student. In addition, Program Directors are now directly involved in

assigning, regulating, and monitoring Extra Assistance delivery (including assignment of these responsibilities to full-time faculty). All-time, any-time resources have been added specific to math and English skills so that students may avail themselves of these resources from any location as they need them.

- **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.

Issue of direct faculty intervention was a topic for discussion at the professional development session had on August 20, and will be revisited at the November 19 session. Faculty expressed concern that students might be reluctant to approach instructors. Dean will work with faculty on ways to reduce student reluctance, especially with students who are in their first or second quarters. Dean will also consider adding a “teaching workshop” for new faculty hires (as well as those current faculty whose student course evaluations indicate the need for improvement or greater student acceptance).

### **Placement Testing**

As noted previously, the major directional change for 11-3 was the introduction of COMPASS placement testing for all incoming students. As some enrollments had occurred prior to the official launch, only 60.3% of the new 11-4 students were tested. The test rate will move to 100% for 12-1.

A total of 45 tests were administered, with several re-tests being given in cases where testing validity was questionable because results were inconclusive or contradictory.

Results included:

- 32 students placed in remedial math
- 10 students placed in remedial English
- 10 students achieved “proficiency” in math (i.e., credit for GEN101)
- 4 students achieved “proficiency” in English (i.e., credit for GEN122)
- Five students were denied admission (including one student who was a Re-Enroll) based on their failure to achieve minimum scores in one or more test areas. In addition, one prospective student was denied admission because she lacked her GED, but also did not meet the minimum threshold needed for admission to the College.)

To assess the impact that this new procedure might have, the Dean has already begun compiling statistical data on the incoming students’ high school GPA and COMPASS test scores. This will be compared to their academic performance at the end of 11-4, and contrasted to the performance of students enrolling in quarters where testing was not mandatory. The results of these analyses will be presented in future CEAR reports.

Other directional changes: During 11-3, the implementation of “eCompanion” as a way to both monitor student grades and keep students informed of their progress was fully launched. Reception by students was overall extremely positive, with many expressing their appreciation for the chance to continuously monitor grades. Reception by faculty was somewhat less so, with several instructors uncomfortable converting to a new technology. The General Education Coordinator continuously monitored class postings, however, and any faculty member indicating a problem or concern had access to substantial support and direction. By the end of the quarter, all faculty successfully developed a reliable (if somewhat basic) eCompanion system for their classes. Instruction on the next level of eCompanion development (i.e., completing Course Introductions, Weekly Syllabi, and other functional components) began late in 11-3, with reiteration at the Faculty Meeting on October 8. The next phase of implementation (including completing the Weekly Planner and uploading materials and class notes is scheduled for 12-1.

The student class evaluation process was also changed, with the very first “online” system being attempted. As neither the campus nor the Corporate Director of Online Education had ever had experience with this process, it was truly a learning process for all.

Given the unknowns, it was decided to allow students a one-week window in which to complete all course evaluations (August 31-September 1) and to complete the school evaluations from September 8-15. The evaluations would automatically come up when a student logged into eCompanion, and would not allow the student to do other activities until the evaluation was complete. In theory it should have worked; however, it was soon discovered that once a student completed one evaluation for one class, eCompanion would allow them to proceed to other tasks (thus missing the other course evaluations). In addition, once the “window” closed, the evaluation disappeared as well, preventing many students who did not act timely from completing them. Finally, students got confused as to which class and instructor they were evaluating, attempting to score and comment on teachers in other classes.

The process will be revised in 11-4 from lessons learned. The primary change is that we will return to having a formal proctor administer the evaluation to all classes. However, the process will be done using students’ laptops, rather than paper/pencil. This will take care of the missed and misplaced feedback. For the school evaluation, we must still work with the Director of Distance Education to develop a new approach as the student fills out only ONE of these evaluations per quarter. The best way to ensure that all students complete this is, as yet, still not determined.

Lastly, the “Skills Lab” offerings continued, but with only 4 sessions offered during the 11-3 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.

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

The COMPASS testing will continue as a formal part of the Brecksville Campus' Admissions process. The use of eCompanion will also continue, with advanced levels of functionality being introduced to (and required of) faculty each quarter. Once fully implemented, eCompanion should prove particularly helpful in documenting the amount of time each student spends in "outside" work (i.e., homework), which will shortly be a monitored item per the U.S. Department of Education.

Also as noted, student evaluations will continue to be done online with some administrative modifications.

**CURRICULUM**

**Did you implement any improvements to your curriculum last quarter?**

As of 11-3, all planned changes to the VET290 (Externship) course have been implemented. These changes included doubling the number of times the class lecture session meets and the addition of specific preparation for the VTNE (including mock exams). However, results of the first VTNE test following implementation (only 70.8% passage for first-time takers) indicates that more work needs to be done. Some of these test-takers did not participate in the augmented sessions, so a truly accurate understanding of the efficacy of the changes will not be available until the winter scores issue. The Dean has already notified the VET Program Directors, and the Externship Coordinator, that they will be meeting in 11-3 to discuss additional strategies for improving test scores.

In the Paralegal program, revisions required to align with ABA standards were fully implemented into the curriculum. Work continued on the ABA application submission process, with actual submission scheduled for 11-4. The Program Director has also received appointments to the boards of several key Paralegal professional organizations, and will be attending a national conference on the ABA approval process in early November.

The Online Court Reporting program application for ACICS underwent final reviews by Corporate staff, and should be ready for submission to the agency in early 11-4. Internal preparations will also begin to launch the program either in January or April, 2012.

Finally, the last program in the Continuing Education series for VET was delivered during 11-3. "Low-Stress Handling," with Dr. Sophia Yin, launched on October 1 with excellent audience response. (The last program in the Massage Therapy area, "Biodynamic Craniosacral Therapy" will be delivered in 11-4 on October 22).

The first program in the Continuing Legal Education Series, “A Review of the Appellate Process” was delivered on September 22. An additional 4 programs will be delivered during 11-4.

### **Faculty Input**

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

**BUS 124:** Yes, 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. This course absolutely is relevant to the students’ course of study. I would not add or delete any course in any program of study at Stautzenberger.

**BUS 124:** The text does contain the material necessary to meet the objectives of this course, but I found supplemental material important. The text had basics of all the important concepts. I would recommend Technical Communication by Lannon, 12<sup>th</sup> Edition – Pearson: more complete, sophisticated text. The training schedule outline does provide sufficient time to cover the material. Following the text alone did not fill 11 weeks. Additional concepts need to be included. Yes, I feel this course is relevant to the students’ course of study; it reviews writing techniques and professionalism.

**BUS 140:** Does the text contain the material necessary to meet the objectives of this course? Yes and no. The text is okay for business students, but not for paralegal students. I understand it is to be replaced. Yes, 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. I would not add or delete any course in any program of study at Stautzenberger.

**CDP 125:** The text does contain the material necessary to meet the objectives of this course. The material may be a little extensive for the amount of time allowed for this course. This course absolutely is relevant to the students’ course of study.

**CDP 240:** 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. This course is most definitely relevant to the students’ course of study. I would not add or delete courses to the program.

**CDP 250:** Yes, 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 very well. This course is relevant to the students’ course of study. I would maybe add courses to the program.

**GEN 101:** The text contains the material necessary to meet the objectives of this course, and I am looking forward to using the new textbook and supplements. Adjustments have been made to the training schedule so that it provides sufficient time to cover the material as outlined on the course syllabus. Yes, I feel this course is relevant to the students’ course of study. I would not add or delete any course in any program of study at Stautzenberger.

**GEN 109:** Yes, the last text was more specific. This text is more generic. Other texts should continue to be explored. The training schedule provides sufficient time to cover the material as provided on the course syllabus. This course is relevant to the students' course of study. I would not add or delete any course in any program of study at Stautzenberger.

**GEN 122:** The text does contain the material necessary to meet the objectives of this course. Yes, the training schedule provides sufficient time to cover the material. Absolutely – I feel this course is relevant to the students' course of study. I would not add or delete any courses at this time.

**GEN 122:** Yes, the text contains the material necessary to meet the objectives of this course. Both the text and APA book were helpful. Yes, the training schedule for the course syllabus provides sufficient time to cover the material. No changes have been made for the updated 11-4 syllabus. I feel this course is relevant to the students' course of study. All students need to write well. I would not add or delete any courses at this time.

**GEN 125:** Yes, this text contains the necessary material for this course. The training schedule provides sufficient time to cover the material in the syllabus. I do feel this course is relevant to the students' course of study. I would not add or delete any courses.

**GEN 125:** Yes, the text contains the material necessary to meet the objectives of this course. Both the text and APA book were helpful. Yes, the training schedule for the course syllabus provides sufficient time to cover the material. No changes. I do feel this course is relevant to the students' course of study. All students need to communicate. All students need interviewing and presentation skills.

**MAS 111, MAS 130, MAS 200:** The Rizzo text is user-friendly and the workbook is fabulous. However, I still need to refer to Kurtzman/Tortora for reference and need better visuals to assist in students' understanding. Students wanted to use Kuntzman/Tortora to finish their program of study. "Realism" has invaluable visuals. Yes, the training schedule provides sufficient time to cover the material. This course is relevant to the students' course of study. I would not add or delete any courses. Somewhere in the employee manual it states a discretionary bonus for instructors who are assigned a new book to teach a class. I was hired the day before Thanksgiving in 2010 and started my first class 4 days later, with only 3 weeks left in the quarter.

- November 29, 2010, new book: Kuntzman/Tortora Guide
- October 2011, new book: Rizzo Text with Workbook

That's 4 new textbooks within one year, and not one discretionary bonus.

**MAS 190:** Medical Terminology does contain the material necessary to meet the objectives of this course. Trail Guide has good info; fair to poor illustrations. The training schedule provides sufficient time to cover the material. I feel this course is relevant to the students' course of study. I wouldn't add or delete any courses.

**PAR 200:** Yes, the text contains the necessary material to meet the objectives of this course. The training material provides sufficient time to cover the material outlined in the syllabus. This course is relevant to the students' course of study.

**PAR 250:** The text contains the necessary material to meet the objectives of this course. The training schedule provides sufficient time to cover the material. I feel this course is relevant to the students' course of study. I wouldn't add or delete any courses.

**STE 110:** 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 add a geography course. (The CEAT would like to point out that a Geography course is a part of the Court Reporting Program.)

**STE 120A:** 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 of study.

**STE 150:** There is no text for this class – none is needed. 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 of study.

**STE 210, 220:** 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.

**STE 240:** 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 of study.

**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. No adjustments need to be made at this time. I feel this course is relevant to the students' course of study, but I have recently implemented animal restraint, as one of the biggest complaints by students is lack of knowledge of animal handling. I would not add or delete any course at this time.

**VET 110:** The text contains the material necessary to meet the objectives of this course and the course syllabus provides sufficient time. I feel that some or most of this course is relevant to the students' course of study.

**VET 112:** The information is there [in the text] – students must work to find it. I'm okay with that. They should work for it! 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.

**VET 116:** The text contains the material necessary to meet the objectives of this course. Yes, the training schedule as outlined on the course syllabus provides sufficient time to cover the material; no

adjustments necessary. We usually have time at the end of the quarter to review course material. I feel this course is relevant to the students' course of study. I can't think of any courses I'd add or delete.

**VET 117:** 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.

**VET 123:** 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.

**VET 123:** 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 of study.

**VET 259:** 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 of study.

**Vet 260:** 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.

**VET 261:** The training schedule as outlined on the course syllabus does not provide sufficient time to cover the material. The Lab needs to be after the lecture. There are too many students per lab to be able to assure depth of knowledge acquired. I feel this course is relevant to the students' course of study.

**VET 265:** Whether the text contains necessary material to meet the objectives of this course is hard to answer, as this is more of a practical course. Yes, I believe the outline of the training schedule provides sufficient time to cover the material. I feel this course is very relevant to the students' course of study. Should encourage clipping the neck for drawing blood from the jugular vein when needed. This would increase the chance for success for the tech.

**VET 268:** No, the text does not contain material necessary to meet the objectives of this course. I would like to see the McCurnin's Clinical Textbook for Vet Techs replace the Elsevier Principles and Practice for Vet Tech. Hard to tell whether the training schedule provided sufficient time to cover the material, as I had one less day to teach because of Labor Day. This loss of one class made it very hard to cover all the material. Yes, I feel that this course covers all the needed information. I would not add or delete any course at this time.

**VET 270:** Whether the text contains necessary material to meet the objectives of this course is hard to answer, as this is more of a practical course. Yes, I believe the outline of the training schedule provides sufficient time to cover the material. I feel this course is very relevant to the students' course of study. At times, there are too many people in the prep room at one time.

## Student Course Surveys/Online Satisfaction

### **On-Line Course Satisfaction Surveys**

Corporate evaluations were provided for all 4 courses presented online during 11-3. Results were as follows, based on a ranking of 1 (Strongly Disagree) to 4 (Strongly Agree):

**BUS124, Letter and Report Writing (Sciuto): 3.20 or 80.0%** on 100% scale (3.26 in 11-2)

**GEN102, Intro to Psychology (Donovan): 3.06 or 76.5%** on 100% scale (2.96 in 11-2)

**GEN112, Civics (Greene): 3.01 or 76.0%** on 100% scale (3.30 in 11-2)

**GEN115, Intro to Sociology (Nagy): 3.56 or 89.0%** on 100% scale (3.14 in 11-2)

With the above results for 11-3, the CEAT once again has serious concerns regarding the relatively low performance of the instructors of online courses when compared to those delivered residentially. This quarter, only one course (GEN115) met or exceeded the CEAT's minimum satisfaction score of 85%. The Dean has expressed concern about student satisfaction to the Corporate Director of Online Learning.

At this writing, there is some discussion that ALL online learning may be able to be moved to in-house faculty only, allowing the campus greater flexibility in working with – or even replacing – faculty members who do not achieve sufficient student satisfaction ratings. The Brecksville Campus is already in process of training most – if not all – its residential faculty in on-line instructional techniques and administration.

Comments on online courses were as follows:

**Sciuto: (BUS124):** Students liked the book, videos, and the teacher. One student, however, felt that class was outdated and the same as instruction received in high school. Most students felt that there was no additional information that they wanted to cover in the class. For improving the course, student suggested that assignments be made more clear; homework be spaced out more appropriately (i.e., not assigning the majority of homework in the last few weeks); doing the “long report” in the middle of the quarter instead of at the end; and telling the students up front that they must have a webcam. This concern will be addressed immediately by the CEAT. Most helpful instructional methods were the videos and web links. Most of the students found that the Online Orientation was very helpful before starting the class.

**Donovan (GEN102):** Only 2 students completed evaluations for this course. One felt the weekly papers help him/her to analyze the information in the book. There were no suggestions for additional topics/information. To improve the class, students suggested including a few more topics on the discussion board, improving the quizzes, and not including questions in which the student has to determine the accuracy of the statements. Videos were noted as the

most helpful instructional methods. There were no specific comments about the value of the Online Orientation.

**Greene (GEN112):** Only 2 students completed evaluations for this course. One felt the book was very helpful. There were no requests for additional topics within the course. One student commented that the videos were a helpful instructional method. Both students apparently felt that the Online Orientation was a “pointless.” The CEAT would like to note that these students had participated in online orientations in the past, and objected to having to sit through them again. However, to ensure complete clarity for each student and to record attendance in a uniform manner in the first week of class, the requirement will remain.

**Nagy (GEN115):** Students found the book and the PowerPoint presentations to be the most helpful learning tools. There were no suggestions for additional information/topics to be included. One student commented that the class “had a great teacher” and could not be improved.” Another student suggested not having a “weekly assignment” due the same week as the final. Particularly helpful methods of instruction included web links, PowerPoint presentations, and videos. Four students felt that the Online Orientation was very helpful; three did not.

### **Residential Course Satisfaction Surveys**

*As noted previously, 11-3 marked the first introduction of “on-line” student course evaluations instead of the traditional paper/pencil format. While this is certainly a change that needed to occur, it was not known by anyone – including the Corporate Director of Online Learning – how the results would be presented.*

*What the campus eventually received was a large number of emails, each containing an evaluation for an instructor and his/her particular class(es). Statistically, the results were not difficult to tabulate as individual figures for each instructor could be taken from each emailed evaluation. From the statistical side: 94% of students indicated satisfaction with their instruction.*

*Each email also included the comments (historically, summarized from the paper versions, then condensed and edited by the Librarian for inclusion in the CEAR). It was anticipated that the online system would provide a summary report, by instructor, of all comments received. Instead, the summary report presents commentary **by category of question – not by individual instructor.***

*Each instructor was emailed a complete copy of his/her evaluation for each course taught. For 11-4, the Dean will also ask the Corporate Director of Online Learning to attempt formatting the summary report so that comments are separated by instructor, not by question.*

*Finally (and as noted in the statistical summary section), the numbers of evaluations received were not typical/comparable. Some students also completed surveys and provided feedback on*

*the wrong instructor. Therefore, the overall results cannot be deemed valid for comparison with previous quarters.*

**CDP 120 Daneri**

Students enjoyed the instructor and his method of teaching. Many students noted that the instructor's patience was greatly appreciated in the class. They thought he was knowledgeable about the subject area and took extra time to make sure students understood all the material. PowerPoints were helpful. One student thought the class should be optional, and a few others thought the keyboarding portion was unnecessary. Another student noted that there were some computer issues in the class.

**CDP 120 Daneri**

The labs, the book, PowerPoint, and the instructor helped students to learn the course material. Student noted that the instructor was energetic and happy, and made class fun. His explanations were extremely helpful. A quicker pace, a separate advanced and beginner class, and a different text could have improved the class.

**CDP 125 Daneri**

No comments were made about this class

**CDP 150 Daneri**

No comments were made about this class

**KEY 124 Daneri**

Students thought the instructor was always prepared, always on-time, and willing to spend extra time on material.

**CDP 150 Pingatore**

Students enjoyed the small class size and thought all topics were covered. One suggested more focus in the class would have improved it. Handouts and lecture were helpful teaching methods.

**CDP 224 Pingatore**

No comments were made about this class.

**BUS 124 Carrick**

The instructor and her lectures helped the students to learn the course material. The book was also helpful. More hands-on and more tests could have improved the class. Personal examples, verbal communication, lecture, and the books were effective teaching methods.

**GEN 122 Carrick**

The book, extra assistance, PowerPoints, handouts, and the instructor's explanations helped the students learn the course material. More preparation for writing essays was suggested, as was more time spent on the material in the book. Extra help with technical aspects of writing was needed.

**BUS 124 Plungas**

The textbook and the instructor's method of teaching helped the students to learn the course material. More classroom activities and more information on computer programs were suggested. PowerPoints and the homework were also helpful.

**GEN 122 Plungas**

Students commented that the instructor was very good and made the material easy to understand. They thought she was well organized and it was easy to tell that she really enjoyed teaching. PowerPoints, handouts, and individual help were good teaching methods. No suggestions for improvement were given.

**GEN 125 Plungas**

Most students wrote that the instructor was fabulous, a great teacher, and helped explain material so that everybody could understand and relate. One student commented that the instructor was tough, but consistent and really wanted all of the students to succeed. Students liked that they always knew where they stood, and when assignments were due. Great organization and extreme patience were appreciated by the students. More information on interviewing was suggested. The PowerPoints were noted as being the most helpful teaching method. A shorter class period would have improved the class.

**GEN 126 Frameli**

Handouts, overhead slides, and the books were helpful to the students.

**GEN 101 Walker**

Students commented that the instructor was the most patient instructor ever and they appreciated how understanding she was. She was also willing to give extra assistance when needed. The lecture and discussions were also helpful. Students struggled with the class being four hours. More medical math was suggested. One student thought the class should be optional. Handouts, the use of the board, PowerPoints, and examples were useful teaching methods.

**GEN 101 Walker**

Notes, reviews, homework, overheads, examples, PowerPoints, and the instructor helped the students learn the course material. One student noted that they had a hard time in the class, and that they thought the pace was too fast. Students were enthusiastic about the instructor's teaching methods and thought that her explanations were great. Students suggested more time for homework, more studying options, and a different book.

**GEN 109 Churilla**

Class discussions, lecture, and the instructor helped the students to learn the course material. They thought the instructor was very engaging and one of the best. Having less group projects was suggested. One student thought the course was pointless. Videos, handouts, movies, and use of the board were effective teaching methods.

**GEN 125 Churilla**

No comments were made about this class.

**GEN 109 Bell**

The book, handouts, PowerPoints, group activities, study guides, and the instructor all helped the students to learn the course material. A different method of testing was suggested. One student noted a lack of professionalism in the classroom.

**GEN 109 Bell**

Students cited the PowerPoints, discussions, study guides, group work, and the book as being helpful. The students enjoyed the variety in the class and the instructor's enthusiasm. One student thought that the material that they were tested on was not covered in class. Some students didn't see the point of the class, and some would have liked it to relate better to their field of study. A smaller class size or a larger classroom would have improved the class. Students enjoyed having some of the class sessions outside.

**GEN 120 Scott**

The movies and discussions helped students to understand the course material. Students did not enjoy the fact that they had substitutes for the majority of the class sessions. Some students suggested returning tests and quizzes in a timely manner. Since the instructor was not present a lot of the time, students felt confused about when assignments were due and what was going on. A shorter class period was also suggested.

**STE 110A Delay**

No comments were made about this course.

**STE 130A Delay**

No comments were made about this course.

**STE 130A Delay**

No comments were made about this course.

**STE 210 Richards**

Students thought the course was fine. The machine and the instructor were helpful. They liked the mock deposition.

**STE 220 Richards**

No comments were made about this course.

**STE 240 Richards**

No comments were made about this course.

**STE 290 Richards**

The student commented that the class was very helpful and the instructor was very informative.

**CDP 240 Green**

Students felt that they learned a lot in this class. The instructor was awesome, and explained the day-to-day happenings in the court reporting world, which made the students feel confident. The instructor answered all of the questions the students had, and never made them feel stupid for asking. One student thought that the textbook could be unclear at times. This student also suggested having a better computer and steno machine for the instructor to use.

**STE 290 Green**

The instructor helped the students to learn the course material. She was very interactive and made sure everyone was comfortable asking questions. She was willing to answer anything. One student thought the book had arbitrary questions, wasn't written clearly, and could be redundant at times. The internet, books, board, and class interactions were helpful teaching methods.

**STE 240 Schirripa**

No comments were made about this course.

**STE 120A Beltz**

The theory book and reviews helped the students learn the course material.

**CDP 240 Ely**

No comments were made about this course

**STE 150 Ely**

No comments were made about this course.

**STE 160 Ely**

Students thought that the instructor provided interesting and challenging materials to work on. They were happy with the class. The climate control in the class could have been improved—the conditions in the classroom were awful. The instructor and her exercise books were very helpful.

**STE 160 Ely**

No comments were made about this course.

**MAS 117 Myers**

The instructor made the course easy to understand. The PowerPoints and handouts were helpful teaching methods.

**MAS 140 Myers**

No comments were made about this course.

**MAS 101 Onest**

The instructor helped the students to learn the course material. Videos and handouts were also helpful. A better book would have improved the class.

**MAS 170 Onest**

No comments were made about this course.

**MAS 240 Onest**

No comments were made about this course.

**MAS 270 Bromfield**

No comments were made about this course.

**MAS 160 Gaudin**

No comments were made about this course.

**BUS 140 Moss**

Students thought that it was helpful to have an attorney as the instructor. The instructor did a good job of making the course interesting and of pointing out the legal implications of Human Resources. Having the class in a different location would have improved the course. The handouts were also helpful. Students enjoyed learning about current events.

**PAR 250 Moss**

No comments were made about this course.

**VET 105 Krasnasky**

No comments were made about this course.

**VET 110 Krasnasky**

The notecards, PowerPoints, homework, book, and the instructor's explanations helped students learn the course material. Students enjoyed the class, but would have liked more time to go over material, and less slides to study. More hands-on work, visuals, and worksheets would have improved the class. The instructor's willingness to provide extra assistance was appreciated by the students. They thought she was very nice and helpful.

**VET 110 Krasnasky**

The instructor, book, PowerPoints, and studying helped the students learn the course material. Less PowerPoints, and more visuals and in-depth explanations would have improved the class. Classroom

activities were also suggested. Many students commented that no improvement was needed because the class was great the way it is.

#### **VET 107 Jones**

Flashcards, PowerPoints, discussions, handouts, real life scenarios, guest speakers, videos, and the instructor were all helpful teaching methods. While the discussions were enjoyed, having even more discussions was suggested. Some suggestions for improvement were to visit a clinic and to learn more about holistic veterinary medicine. Students thought the class was great, and many said that there was no room for improvement. A more precise syllabus would have improved the class, and one person suggested a slower pace.

#### **VET 107 Jones**

Students wrote that the books, PowerPoints, notes, lectures, med term videos, and the instructor helped them learn the course material. Students thought that the instructor had a great assortment of real life examples to relate to the lecture. A more detailed syllabus and field trips could have improved the class. One student noted that the instructor was great at communicating and made the class really enjoyable.

#### **VET 107 Spencer**

Students cited the med term videos, class discussions, and PowerPoints as being helpful. One student noted that no improvement was needed. Another student suggested field trips. Students thought that overall the instructor was a great teacher. She was nice and had a great sense of humor. Students were able to learn a lot about the everyday aspects of the profession. The lectures accompanied by discussion were much more effective than just the typical note taking and straight lecture.

#### **VET 112A Kostal**

The notes and PowerPoints were effective teaching methods. The Glass Horse videos, diagrams, and making flashcards were also helpful. More pictures and videos could have improved the class. One student noted that a more professional attitude from the instructor could have improved the course. A slower pace also would have been appreciated.

#### **VET 117 Kostal**

Flashcards, the book, notes, PowerPoints, and videos helped the students learn the course material. Better classroom control was suggested, along with emailing the PowerPoints. A slower pace was also suggested. More information on zoo animals would have improved the course.

#### **VET 116 Decker**

Students were very enthusiastic about the instructor and her teaching methods. They loved the reviews and the way they took notes in the class. The diagrams, books, study sessions, notes binders, and PowerPoints were also helpful. The teacher's extra assistance was very much appreciated. The students thought the instructor was awesome and a really helpful teacher. They thought the class was very thorough. Some portions of the assignments were overwhelming.

**VET 121A Violetti**

No comments were made about this course.

**VET 121A Violetti**

The PowerPoints were helpful for learning the course material.

**VET 121A Violetti**

The book and the teacher were helpful.

**VET 123 Violetti**

The book and fellow classmates helped the students learn the course material. Students felt like they had to work and study on their own a lot in order to succeed. They didn't think the instructor was very knowledgeable on the subjects. Better organization and better assignments could have improved the course.

**VET 123 Violetti**

The PowerPoints and books were helpful for learning the course material. Students thought everything was covered, but would have liked information on large animals. More enthusiasm, activities, and variety in teaching style would have improved the class.

**VET 123 Violetti**

Study guides, the texts, and fellow classmates helped the students learn the course material. Better organization and a better teaching style could have improved the class. Students would have liked the instructor to be more knowledgeable on the topics covered.

**VET 123 Violetti**

PowerPoints, the books, and flashcards helped the students learn the course material. More enthusiasm could have improved the course. Students thought the instructor seemed unsure about some of the topics she was teaching. Better communication and organization were suggested. More information on large animals was also recommended.

**VET 123 Owens**

The instructor, notecards, and the book helped the students learn the course material. Students appreciated the PowerPoints, but thought the instructor went way too fast through the slides, therefore they were not given time to take notes. Students thought the instructor was nice and had a fun personality, but they weren't confident she was knowledgeable about the material. Reviews before tests were suggested.

**VET 123 Owens**

The book, handouts, flashcards, study groups, and the instructor helped students learn the course material. Students suggested adding reviews before tests, and less reading from PowerPoint slides. The

lectures went too fast and made comprehension and note-taking difficult. The PowerPoints were good, but weren't used effectively.

#### **VET 125 Linehan**

The textbook and the instructor's explanations helped students learn the course material. Students suggested more information on horses and felines. They also would have liked a longer class period. PowerPoints, videos, and lecture were effective teaching methods. One student commented that the books in the library were excellent and very helpful for this course.

#### **VET 140 Bell**

The lab, instructor, hands-on work, and extra assistance were all helpful. Students enjoyed the instructor and his enthusiastic teaching style. A slower pace and field trips would have improved the class. The explanations were always thorough and the teacher was amazing. He broke down the material and made it understandable.

#### **VET 140 Bell**

The instructor's enthusiasm, the book, and lectures helped students learn course material. Students thought the instructor had a great teaching style. They liked his personal stories and PowerPoints. A slower pace was suggested, as was putting the class in a lab setting.

#### **VET 140 Bell**

The book and the instructor were most helpful in learning course material. Some students thought the instructor needed to stay focused during class. More hands-on time was suggested. Students wrote that the instructor was enthusiastic and they enjoyed his personality.

#### **VET 140 Bell**

Students appreciated the notes from the instructor and the lab assistant in class. They thought the instructor was enthusiastic and a great teacher. They liked the lab time and would have liked more. Sometimes class didn't start on time. In-class assignments and examples were effective tools in the classroom.

#### **VET 259 (Lab) Snyder**

PowerPoints, lecture, and hands-on experience were most helpful. Students thought the instructor was clear and concise and was great at giving examples and explaining the material. Students never felt dumb for asking a question. Students would have liked a longer lab, and more equipment in the lab (scales). Some thought the labs were a bit disorganized.

#### **VET 259 (Lecture) Snyder**

PowerPoints, lecture, and the text helped students learn the course material. One student suggested a necropsy lab early in the quarter. The instructor was very knowledgeable and good at explaining.

**VET 259 (Lab) Snyder**

Hands-on experience and the PowerPoints were most helpful. The book and extra assistance were also great resources. One student commented this was her favorite class. A student suggested information on chinchillas. More lab time would have improved the class.

**VET 259 (Lecture) Snyder**

PowerPoints, the book, homework, tutoring, and lab time were all listed as helpful. More pictures and videos, and more opportunities for points were suggested to improve the class. Students enjoyed the field trip.

**VET 259 (Lab) Snyder**

The PowerPoints, demonstrations, the instructor's knowledge, and the hands-on learning were all helpful. Students suggested having more teachers per student in the lab, and practice on cadavers.

**VET 259 (Lecture) Snyder**

Students thought the teacher was very knowledgeable, and they thought the book and PowerPoints were helpful. More time for lecture was suggested. Some students thought the class periods were too close together.

**VET 268 Zachman**

Many things helped the students to learn the course material: PowerPoints, the text, extra assistance, the book, quizzes, hands-on work, the instructor's enthusiasm, and lecture. Students commented that the instructor offered extra help to anyone who needed it and was very helpful and made students feel comfortable. He was very eager to help and went the extra mile to help with math. He was an excellent instructor. Students would have liked more information on large animals and suture patterns. More lectures on surgical procedures were also suggested. Some students thought too much of the class was review from the previous quarter. Some students didn't like the group projects. Students liked being taught about what they would actually be doing in surgery. The instructor's sharing of personal experiences was appreciated.

**VET 150A Krickhan**

Lectures, PowerPoints, the CD, overhead material, and homework helped the students learn the course material. Students didn't want more information covered because there was too much already. One student suggested splitting this course into two separate classes, one for math and one for drugs. More math problems and more homework could have improved the course. More use of the textbooks was also suggested.

**VET 271 (Lecture) Krickhan**

The textbooks, PowerPoints, and labs were most helpful. More homework and a better textbook were suggested. Some of the homework was confusing, and a more accurate syllabus would have helped.

**VET 271 (Lab) Krickhan**

Students thought the hands-on labs, the book, and the stuffed animals helped them learn the course material. More homework and a better textbook were suggested.

**VET 271 (Lab) Krickhan**

The textbook, radiographs, and the instructor's personal experience were most helpful. More information on large animals was suggested. The handouts and walk-through of the lab were appreciated.

**VET 271 (Lecture) Krickhan**

The textbook and PowerPoints were helpful. Students thought the instructor did a good job of making the subject interesting. More interaction in the lecture could have improved the class.

**VET 271 (Lecture) Krickhan**

The teacher's explanations, the book, and the PowerPoints were all helpful. Students thought the material was dry, but that the instructor made the class interesting. Demonstrations and examples were great.

**VET 271 (Lab) Krickhan**

The hands-on work, the lab, the PowerPoints, and the book helped the students learn the course material. Students thought it all flowed very well.

**VET 271 (Lab) Krickhan**

Students liked the lecture and PowerPoint. They suggested a better dark room and more viewing boxes.

**VET 271 (Lecture) Krickhan**

Students suggested having all of the PowerPoints for the class on a CD.

**VET 271 (Lecture) Krickhan**

The textbook and hands-on were most helpful. Some thought the lecture was too long. More information on large animals was suggested. Students noted that the instructor was good at making difficult material easy to understand.

**VET 271 (Lab) Krickhan**

The hands-on work with x-rays was most helpful. One-on-one help was appreciated. More work with large animals was suggested. The PowerPoints were effective teaching methods.

**VET 260 (Lecture) Lacey**

PowerPoints, lecture, videos, the text, and the instructor's knowledge and sense of humor were helpful in learning class material and in making the class enjoyable. Students recommended handing out complete PowerPoints and having a shorter lecture time. One student suggested having the same instructor for lecture and lab.

**VET 260 (Lab) Lacey**

Hands-on experience, PowerPoints, the book, and help from other students were most helpful. Better organization was suggested. More communication, more personal attention, and less time spent on PowerPoints could have improved the class. The lab needs to better match the lecture.

**VET 260 (Lecture) Lacey**

PowerPoints, the instructor, the books, the homework, and tutoring helped students learn course material. More homework and more opportunities for points could have improved the class.

**VET 260 (Lab) Lacey**

The book, lab equipment, demonstrations, and hands-on work helped students learn the course material. More time for lab work, more time spent on large animals, and watching the movie *Under the Skin* could have improved the class.

**VET 260 (Lecture) Lacey**

The students appreciated the instructor's sense of humor, the PowerPoints, the discussions, and the textbook. Students would have liked more opportunities for points, more time in class, and more homework. Students also suggested having the same instructor for lecture and lab. Students also liked the personal experiences.

**VET 260 (Lab) Lacey**

Demonstrations, asking questions, PowerPoints, hands-on, and the textbook were all helpful. Students wanted more actual lab time, instead of lab time being spent going over PowerPoints. One student had a problem with the way a make-up test was given (printed slides instead of on a computer). Students liked being able to ask questions and also thought it was great that they could bring in samples from their own pets.

**VET 261 (Lecture) Lacey**

PowerPoints, personal stories from the instructor, and the books helped students learn the course material. Students thought too much material was covered and the tests were too hard.

**VET 261 (Lab) Lacey**

The PowerPoints, hands-on material, and the teacher's assistance helped the students learn the course material. Students thought lab was stressful and expressed concern with some of the techs in lab.

**VET 261 (Lab) Lacey**

The book, hands-on, tutoring, class notes, and homework all helped students learn the course material. Students recommended more time to work on the microscope, and more time spent talking about urine. They thought there wasn't enough space in the labs and that there could have been better organization and explanation.

**VET 261 (Lecture) Lacey**

Students wrote that the PowerPoints, homework, and the instructor's pictures and diagrams helped them learn the course material. They would have liked information about blood transfusions. More

homework and more in class work could have improved the class. Better tests were also suggested. Students also enjoyed the case studies.

#### **VET 290 (Lacey)**

Students enjoyed their hands-on experience at their internship sites, but didn't see the point of this course. The students thought the VTNE practice tests were great, but they would have liked more VTNE review. Clearer expectations on assignments would have improved the class. Many students were very frustrated that the class was in the middle of the day. They noted that the class time caused problems with their jobs, which they were especially unhappy about because they didn't see the point of the course.

#### **VET 291 (Lacey)**

No comments were made about this course.

#### **VET 265 (Lab) Butts**

Students really enjoyed the instructor and her method of teaching. They thought the class was set up perfectly and that everything flowed very nicely. They felt they got the most out of their learning experience. The instructor had clear explanations and was willing to explain things in more detail if needed. The textbook was also helpful. Some students thought the lab time seemed difficult to manage because there were too many animals and not enough students. All of the instructors and techs should be giving the same instructions. One student wrote that the Saturday necropsy lab was extremely helpful.

#### **VET 265 (Lecture) Butts**

PowerPoints, the labs, the videos, the books, and the hands-on experience were all helpful. Students thought the instructor took the time to make them feel comfortable and understand the material. They appreciated that she took the time to acknowledge when people were doing well and succeeded in their task. One student suggested having the same partner in lab every week. One student thought the technology in their classroom was a problem. More homework would have improved the class.

#### **VET 265 (Lab) Butts**

Hands-on work, PowerPoints, videos, and the lab instructors helped the students learn the course material. More time spent explaining vaccinations could have improved the class. Better organization of cage cleaning is also needed. Everyone wanted more lab time.

#### **VET 265 (Lecture) Butts**

PowerPoints, textbooks, videos, handouts, field trips, and the instructor helped the students learn the course material. More information on large animals and a longer lab time would have improved the class.

#### **VET 265 (Lab) Butts**

Watching the demonstrations of techniques, doing hands-on work, and working with the lab assistants helped the students learn the course material. The PowerPoints, homework, and handouts were good teaching tools. Students would have liked more information on restraining techniques. More lab time

was needed. Some students thought the instructors in the class should show more compassion for the animals and be less alienating to the students.

#### **VET 265 (Lecture) Butts**

Students thought the instructor was knowledgeable about the material and they liked the hands-on experience and PowerPoints. Some students thought the grading was too hard. They also wanted more lab time.

#### **VET 270 Butts**

The hands-on in the lab and repetition of material helped students understand the course material. Students suggested a smaller class size and more consistency of grading between instructors. One student commented that the animals never showed up on time. The cookbook was also helpful.

#### **VET 270 Butts**

The cookbook, tutorials, and the personal experiences of the instructor helped the students learn the material. One student would have liked more instruction on everyday work in a clinic. More practice was needed on these routine tasks. Students also suggested an instructional DVD and hands-on experience earlier in the quarter. The instructor was very willing to help when students got stuck.

#### **VET 270 Butts**

The cookbook and the teachers helped the students learn the course material. The students were enthusiastic about all of the instructors in their class, and they thought they were all very helpful. They said they learned a lot in this class. Some students thought grading was unfair.

#### **VET 266 (Lab) Klotz**

Students thought the group of instructors was great to work with. They made it fun to learn and treated the students like adults. The hands-on experience was most helpful. One student wrote that they would have liked their fellow students to be more prepared for class. One preferred a different dental chart.

#### **VET 266 (Lecture) Klotz**

The PowerPoints, videos, visual aids, and instructors were all helpful. One student recommended a group project. One student expressed frustration with the grading of a lab.

#### **VET 266 (Lecture) Klotz**

PowerPoints, the hands-on work, and the equipment helped students learn the course material. Students enjoyed the instructor and thought they learned a lot from her. One student wrote they needed better scrubbing techniques. Another student wrote they didn't like having to stay later than the class time. They understood it was for animal safety, but for that reason the class time should be longer.

#### **VET 266 (Lab) Klotz**

Students liked all of the hands-on work and the reviewing. The PowerPoints and handouts were also effective. They thought the instructors were very helpful and took time to explain everything and

repeated as necessary. More practice and more time in lab were needed. Sometimes the lab would go until 11:00pm when class was supposed to be over at 10:00pm.

**VET 270 Mooney**

Students liked the hands-on experience and the repetition. They appreciated the instructor's willingness to help in the lab. One student would have liked more time to observe before having to actually do the hands-on work. Better organization and a less crowded class could have improved the course. The cookbook was also helpful.

**VET 270 Mooney**

The cookbook and the instructors helped the students learn the course material. They liked the hands-on work, and would have liked more information on large animal.

**VET 270 Mooney**

The students enjoyed the instructor and the cookbook. Some students thought the cookbook didn't exactly match what they were being taught. More class time and more professionalism from the instructors were recommended, as was more information on large animals.

**VET 270 Mooney**

Students thought that the instructors were very helpful and calm and that made for a comfortable learning environment. The hands-on help and the videos were also helpful. More time in class was needed. Better equipment could have improved the class. Students also liked the examples and explanations given by the instructors.

**VET 267 Heindel**

The PowerPoints, book, and instructor's stories helped the students learn the material. A few students noted that the instructor could have been more professional. More class time was needed. Some students thought that the tests were difficult and it wasn't clear what they were going to be tested on. There seemed to be some confusion in the class about expectations.

**LAB ASSISTANT EVALUATIONS**

**VET 259 Spencer**

Students thought that this instructor was always willing to assist and answer questions. She was helpful and nice, in and out of the classroom. Students were very enthusiastic about her and said to "keep her around." They gave her "two thumbs up."

**VET 261 Szarka**

Students appreciated the extra time the instructor spent on tutoring. She seemed knowledgeable about the subject and enjoyed teaching. [One student commented that it was inconvenient to be given this evaluation during finals week. They thought it showed poor organization on the school's part].

**VET 265 Jones**

Students wrote that this assistant was helpful and kind, and was willing to help with any problems or questions.

**VET 265 Boyles**

This instructor was friendly and patient, and willing to help with any questions or problems.

**VET 265 Krickhan**

Students thought that he was a great lab instructor—he “knows his stuff” and is very patient.

**VET 265 Zachman**

This instructor was helpful and informative. Students thought he was knowledgeable and also enthusiastic about teaching. He was fun to learn from.

**VET 265 Jones**

The instructor was very nice, helpful, and made students think for themselves, which they appreciated.

**VET 265 Zachman**

Students wrote glowing comments about this instructor. He took the time to explain things and would spend extra time working with students on material that was confusing. He was fun and happy and made learning fun.

**VET 265 Boyles**

Students thought this instructor made them better at their jobs. She had a great attitude, was knowledgeable, and made you think for yourself.

**VET 265 Krickhan**

Students wrote that this instructor was awesome.

**VET 265 Boyles**

This instructor told good stories and was very educated. At first she was intimidating, but she was very enjoyable in the class and had a great sense of humor.

**VET 265 Jones**

Students thought this instructor was helpful and sweet. She was very knowledgeable and if she didn't know the answer to a question she would make sure to go out of her way to find the answer. One student thought that she was not out-going enough for the lab setting.

**VET 265 Krasnasky**

This instructor was very smart and always willing to help. She treated every student with compassion, and was very patient. She was never judgmental or harsh. Students liked that she was very calm.

**VET 265 Zachman**

He was very nice and helpful. He took the time to explain things to his students and students would love to have him in class again.

**VET 266 Szarka**

Some students thought that the instructor could have been more patient. They would have liked to be treated as adults. One student did not like the textbooks. Another student would have liked eCompanion to be updated more frequently.

**VET 266 Arends**

Students very much enjoyed this instructor and thought he did a great job.

**VET 266 Krasnasky**

Students liked this instructor and one wished she could teach every class. They thought she did a great job.

**VET 270 Zachman**

Students thought this instructor was great. One student noted that there was a big difference in grading between this instructor and one of the others. He was always very helpful and approachable.

**VET 270 Cleckner**

Students again thought that the grading was unfair and inconsistent between instructors. This instructor was very good—knowledgeable and helpful.

**VET 270 Varner**

While this instructor got good scores, one student thought that she was not very helpful. No other comments were made about this instructor.

**VET 270 Heindel**

No comments were made about this instructor.

**VET 270 Cleckner**

No comments were made about this instructor.

**VET 270 Gebhart**

One student wrote “thank you for being hard on us. It makes me want to learn.” One student thought she did a great job.

**VET 270 Heindel**

Students thought she was a great instructor and made class fun.

**VET 270 Varner**

One student wrote that she was really nice and an excellent instructor. She really knew how to help the students.

**VET 270 Heindel**

One student thought that the first two classes were unorganized, but very exciting. Some thought this was because it was her first quarter teaching it, so the next time would be better. Students really enjoyed the instructor's teaching style.

**VET 270 Krasnasky**

Students noted that the instructor was great—helpful and cheerful. They also thought she would have an easier time the next quarter she taught it since this was her first time.

**VET 270 Lacey**

One student wrote that the instructor did a great job making the environment not too stressful.

**VET 270 Gebhart**

A couple of students noted that the class always went over on time. One would have liked to learn more information on suture patterns.

**VET 270 Spencer**

Students enjoyed this instructor and thought she was great. She was nice and helpful. The students thought she made class fun.

**LIBRARY MANAGEMENT**

We added the following resources to the Library in 11-3:

1. Anatomy Trains Revealed: Dissecting the Myofascial Meridians
2. Elements of the Equine Distal Limb
3. Equine Colic
4. Finger Exercise Book: The Ultimate Finger Drills to Write Cleaner, Faster, and to Build Endurance
5. Massage Desk Reference
6. Realtime Briefs, Phrases & Writing Drills
7. Veterinary Office Practices
8. 2011 Court Reporter Sourcebook
9. Marketing Massage: From First Job to Dream Practice
10. Massage Therapy Career Guide for Hands-on Success
11. Access 2010 for Dummies
12. Animal Law in a Nutshell

13. Children Tried as Adults (ABC News Nightline)
14. Dogs 101
15. DogTown
16. Every Dog's Legal Guide: A Must-have Book for Your Owner
17. Excel 2010 for Dummies
18. Food, Inc.
19. Foot and Mouth Disease (ABC News Nightline)
20. Front Office Management for the Veterinary Team
21. Handbook of Behavior Problems of the Dog and Cat
22. Handbook of Livestock Management
23. How to Run a Dog Business: Putting Your Career Where Your Heart Is
24. Humane Livestock Handling
25. Inside Animal Hoarding: The Case of Barbara Erickson and Her 552 Dogs
26. Inside the Living Body (National Geographic)
27. An Introduction to Animals and the Law
28. A Lawyer's Guide to Dangerous Dog Issues
29. Little Lions, Bull Baiters & Hunting Hounds: A History of Dog Breeds
30. My Dog Ate What
31. Outlook 2010 for Dummies
32. Powerpoint 2010 for Dummies
33. Public Defenders: Counsel for the Poor (ABC News Nightline)
34. Saunders Handbook of Veterinary Drugs: Small and Large Animal
35. Sheep and Goat Medicine
36. Small Animal Dermatology: A Color Atlas and Therapeutic Guide
37. Supreme Court Decisions (ABC News Nightline)
38. Terri Schiavo (ABC News Nightline)
39. The Visible Horse: Anatomy in Motion
40. Through a Dog's Eyes
41. The Well-Being of Farm Animals: Challenges and Solutions
42. Wild Mammals in Captivity: Principles and Techniques for Zoo Management
43. Windows 7 for Dummies
44. Word 2010 for Dummies
45. A Worldview of Animal Law
46. Aggression in Dogs: Practical Management, Prevention & Behavior Modification
47. Anatomy and Physiology: The Massage Connection

48. Canine and Feline Behavior and Training: A Complete Guide to Understanding our Two Best Friends
49. Dogs Bite: But Balloons and Slippers Are More Dangerous
50. Great American Trials: 201 Compelling Courtroom Dramas
51. Introduction To Massage Therapy
52. One At a Time: A Week in an American Animal Shelter
53. The Pit Bull Placebo: The Media, Myths and Politics of Canine Aggression
54. Saving Gracie: How One Dog Escaped the Shadowy World of American Puppy Mills
55. Social Media for Veterinary Professionals

### **Faculty Input on Library**

**Ms. Schirripa** and **Ms. Walker** had no comment.

**Ms. Beltz:** Everything I have requested I have received from Karen. She is absolutely fantastic. She helps all students with whatever they need.

**Ms. Carrick:** No comments at this time, but as usual, we do love Karen!

**Mr. Churilla:** Adequate resource for students.

**Dr. Cinotti:** Glad to see the glass horse!

**Dr. Decker:** No recommendations at this time.

**Ms. Ely:** I have been very impressed with the school's libraries; everything that could possibly be needed is there in hard copy or electronically or both. The librarian is extremely helpful and pleasant.

**Mr. Moss:** The librarian is always responsive to my requests for materials.

**Ms. Onest:** Karen is a great help!

**Ms. Plungas:** Helpful to have the computers, printers and copiers for students. Appreciate all the media sources for students, and Proquest is great. I wish our students took advantage of newspaper and magazine subscriptions.

**Ms. Randolph:** I think the library has been improving all the time. Karen is very helpful anytime I have questions. She is great.

**Ms. Richards:** We need more KPR materials.

**Dr. Snyder:** No suggestions at this time.

**Ms. Violetti:** Should have Saunders Manual of Small Animal Practice – help with student research.

**Mr. Zachman:** I am happy with the books and videos available for my VT 268 course.

### **Student Library Suggestions:**

The following were suggestions for additional acquisitions by the students:

- A wider selection of books (no specifics)
- Adobe Flash Player (software, not reference item)
- Ohio Jurisprudence
- The Restatement of Torts (treatise)
- Glass horse model
- Dean Vaughn tapes (available to be viewed outside of class)
- More models/skeletons
- Breed books
- Wider variety of veterinary drug desk references
- Plumbs Drug Handbook
- More videos of true surgeries done in the building
- Animal behavior books
- 

### **Student Usage**

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

There were a total 2,569 student uses of Library/Network resources in 11-3. Fifty-seven items were checked out during the course of the quarter. Six hundred and three users accessed ProQuest resources during 11-3.

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

3,229/66 days in quarter = 48.9 students average use per day. This means that of 308 students starting the quarter, an average 15.9% of our students used our Library resources each day in 11-3.

### **STUDENT MANAGEMENT**

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

Stautzenberger College’s SCNAVTA group did not meet during 11-3, but did publish an edition of their newsletter. The failure to meet was due to the pending graduation of several leaders within the group. The Dean will consult with the SCNAVTA coordinator and Program Directors to begin a process of “succession planning” so that the organization will continue to be viable and active in coming quarters.

**ITEMS OF NOTE**

**1. We had a total of 13 guest speakers in 11-3. These included:**

<u>Instructor</u>	<u>Guest</u>	<u>Topic</u>	<u>Date</u>
Carrick	Karen Jakubczak	APA Style	7/14/11
Spencer	Karen Jakubczak	APA Style	7/18/11
Jones	Karen Jakubczak	APA Style	7/20/11
Carrick	Karen Jakubczak	APA Style	8/24/11
Carrick	Karen Jakubczak	APA Style	8/25/11
Spencer	Karen Roknich	Resumes and Cover Ltrs.	9/12/11
Jones	Stephanie Sivula	Nutrition & Internal Med.	8/29/11
Celebrezze	Marc Lawson	Paralegals	8/25/11
Green	Lynn Peterson	Case Catalyst	8/23/11
Klotz	Patrick Quinn	Fluid Therapy	8/15/11
Spencer	Amanda Butts	Humane Investigations	8/1/11
Celebrezze	Nick Celebrezze	Civil Litigation	7/28/11
Violetti	Jay Zachman	Sm. Animal Nutrition	7/28/11

**2. Students were escorted on the following 7 fieldtrips in 11-3:**

- Stearns Farm
- Cleveland Probate Court
- Acre Lake
- Broadview Hts. City Hall
- Stohlman Farms
- Wil Research
- Berea Municipal Court

**3. Good Things That Happened**

- The quarterly Blood Drive for the American Red Cross was held on Monday, August 22.
- The Court Reporting Students held a fundraiser for the “Run for the Record” from August 29-September 2
- “Cell Phones for Soldiers” campaign provided 41 cell phones for the cause
- Skills Labs were held on Aug. 16, 17, 24 and 25