



Proposals for Improvement

Program constituents can propose improvements that are not a direct result of the Program Review process at any time. Do keep in mind that program improvements can involve many departments and require review and processing before implementation is available.

Textbook Improvement Proposal (TIP)

To add, delete, or change a textbook, submit a Textbook Improvement Proposal (TIP) form ([Sample](#)) and additional support data to CurriculumImprovements@sjvc.edu 60- 90 days before the scheduled Program Review.

Course Improvement Proposal (CIP)

To suggest improvements to a course outline, assessment tools, CLOs, grade components, etc. submit the completed Course Improvement Proposal (CIP) form ([Sample](#)) and required support data 60-90 days before the scheduled Program Review to CurriculumImprovements@sjvc.edu.

Program Improvement (PIP)

To recommend more dramatic improvements to a program, such as new courses, unit changes, matrix changes, or accreditation updates impacting several courses you may submit a Program Improvement Proposal (PIP) form ([Sample](#)) and required support data to CurriculumImprovements@sjvc.edu.

Course Improvements	Program Improvements
<ul style="list-style-type: none"> • Changes to common assessment tools (rubrics, skill-offs, questions, projects, dropboxes, grade items, thresholds) • Changes to wording of CLOs that do not impact meaning of CLOs • Changes of less than 50% to Course Student Learning Outcomes (CLOs) in one course • Changes of less than 50% to wording of course descriptions 	<ul style="list-style-type: none"> • Any change needing approval by an external accreditation body • Program name change • Matrix changes • Combining courses • Deleting courses • Adding courses • Course name changes

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<ul style="list-style-type: none"> • Changes of less than 50% to the Unit Objectives of a course outline • Grade component changes 	<ul style="list-style-type: none"> • Clock hour or unit value changes • Changes to Program Learning Outcomes (PLOs) • Changes to performance standards (typing tests etc.)
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Measurement, Evidence and Support Documentation

All proposals require a measurement of improvement and evidence of improvement need as part of the submitted portfolio. Measurement includes at least one metric that will measure the impact of the improvement by meeting a target by a specified date. Evidence can include various support documentation and/or student achievement data.

Measurement. What metrics will be used to evaluate the effectiveness of the proposed changes (placement, licensure, certification, CLO/PLO achievement, course completion, etc.)? What is the current status and what is the expected target?			
Metric	Current	Target	By when
<i>Program Placement Rate</i>	<i>69%</i>	<i>75%</i>	<i>14 months after improvements are implemented</i>

Productive Evidence	Unproductive Evidence
<p>Productive Evidence includes but is not limited to:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Documented Advisory Board minutes <input checked="" type="checkbox"/> Statements from Advisory Board members, extern sites, clinical sites, employers, Career Services Managers <input checked="" type="checkbox"/> Detailed recommendations from programmatic accrediting associations <input checked="" type="checkbox"/> Details on new laws and /or legislation <input checked="" type="checkbox"/> Course comparison with similar institutions <input checked="" type="checkbox"/> CLO data <input checked="" type="checkbox"/> PLO data <input checked="" type="checkbox"/> Retention data <input checked="" type="checkbox"/> Placement data <input checked="" type="checkbox"/> Grades 	<p>Unproductive Evidence includes but is not limited to:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Personal commentary and opinion not supported by productive evidence <input checked="" type="checkbox"/> Generalized statements such as “All of our students say...” <input checked="" type="checkbox"/> Marketing materials from publishers

To access any proposal forms in MS Word format go to:
InfoZone > Departments > Program Review



Textbook Improvement Procedure

1. Completed proposal form is submitted to CurriculumImprovements@sjvc.edu for review **60-90 DAYS** before Program Review.
FORM is located on InfoZone: Departments > Program Review > Document Center
2. Textbook cost increase of 5% or more must be submitted by the curriculum department to the Senior Management Budget Committee for approval.
3. Once approved, the proposal form is uploaded into eCourses for program members to review and discuss for a minimum of **25 DAYS**.
4. Curriculum department:
 - a) orders sample materials for all involved campuses
 - b) informs all appropriate publishers of possible change
 - c) notifies Corporate Director of Purchasing to begin review process
5. After the review period, faculty will be given the opportunity to vote on the text for a minimum of **5 DAYS**.
6. Proposal is approved by a majority of faculty votes. Voting results are posted in forum. Final approval can be dependent upon the level of faculty participation.

Proposal Approved

Corporate Director of Purchasing and Campuses are notified of textbook change. Textbook change is added to the ATL by week 2 day 3 of the next module.

Proposal Not Approved

Proposal is returned to requesting party with feedback from curriculum department.

Discussion on the text may continue.

If a majority of faculty re-evaluate the decision, the proposal may be resubmitted.

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Textbook Improvement Proposal Sample

STANDARD:	Proposed textbook revisions must support the outcomes of the program and be in alignment with SJVC's Mission Statement and Strategic Plan.
POLICY:	Textbook Improvement Proposals are to be completed in full and submitted with support documentation to CurriculumImprovements@sjvc.edu between 60 - 90 days prior to the department's Program Review for peer review and institutional determination. Senior Management approval is required for any text expense greater than 5%.
PROCESS:	Complete and submit the Textbook Improvement Proposal to CurriculumImprovements@sjvc.edu . Attendees at Program Review will vote on adoption of the proposed text/software. A corporate curriculum team member will coordinate implementation of approved proposals.
TIMELINE:	Please allow 90 days for implementation of textbook changes.
Person Requesting:	<i>Erika Hultquist, VT Instructor</i>
Date:	<i>January 6, 2016</i>
Campus:	<i>Fresno</i>
Program:	<i>Veterinary Technology</i>
Course:	<i>VRT 101</i>
Current text(s):	<i>Clinical Anatomy and Physiology for Veterinary Technicians CLASS SET: Mammalian Anatomy, The Cat</i>
ISBN:	<i>9780323046855; 9780895826831</i>
SECTION 1: New Textbook Information	
Title:	<i>Clinical Anatomy and Physiology for Veterinary Technicians Laboratory Manual</i>
Author:	<i>Colville and Bassert</i>
Publisher:	<i>Elsevier</i>
ISBN:	<i>9780323048033</i>
Cost:	<i>Bundle Price \$114.95 – SJVC Cost \$74.71 Textbook and Laboratory Manual</i>
Edition:	<i>2nd edition</i>

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SECTION 2: Cost Analysis			
Cost increase of 5% or more must be submitted to Senior Management.			
Review Date:	January 15, 2014 / Carole Brown	Approved <input checked="" type="checkbox"/>	Disapproved <input type="checkbox"/>
Comments: <i>The approval of this proposal would increase the total cost from \$50.66 / student (+ \$33.56 for a class set of "Mammalian Anatomy: The Cat") to \$74.71 / student.</i> <i>Current program data (01/10/2011 – 01/28/2013) shows VRT101 was taught 11 times with a total of 234 students.</i>			
SECTION 3: Measurement What metrics will be used to evaluate the effectiveness of the proposed text? (CLO improvement, licensure, certification, etc.) What is the current status and what is the expected target?			
Metric	Current Status	Target	Date
<i>Completion rate</i>	84%	90%	6/2016
<i>Attendance</i>	82%	90%	
	49% (CLOs 1 & 4)	85%	
	53% (CLO 2)	85%	
	61% (CLO 3)	85%	
<i>CLO achievement is exceptionally low</i>	75% (CLO 5)	85%	
SECTION 4: Summary of Student Learning Outcomes			
1. Provide a general explanation of the benefits of the new textbook.			
<i>This lab manual supplements the information contained in the textbook. There are many learning activities that will supplement the other teaching techniques used in VRT 101. The variety will help meet the varied learning styles of our adult students. Some examples are: Matching questions to terms, labeling anatomy within illustrations and learning games such as crossword puzzles. Implementation will also reduce the need for copies/handouts in VRT 101.</i> <i>PD Comments: This book will replace the Sebastiani text at this time. Currently the Sebastiani text is used as a class set. It is really not very supportive of the main Colville text and has led to a number of confusions between the uses of differing terminology than what is in the main text. Additionally, the lab manual is meant to accompany and reinforce the main text. At this point both Erika and I are making copies out of the</i>			

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<p><i>lab manual because it has vastly increased the student experience (just going off of commentary from the students themselves) and will greatly assist in cementing their knowledge of Anatomy.</i></p>
<p>2. How does this textbook support the PLOs?</p>
<p><i>Anatomy and physiology are a core foundation of knowledge in the Veterinary health care field. Without a strong basis here, students will struggle throughout their school career and into their professional career until they build a strong foundation.</i></p>
<p>3. How does this textbook better support the CLOs than the current textbook? (Please address specific SLOs in your response)</p>
<p><i>This will supplement the current textbook and provide additional learning resources for the students. This current laboratory manual was made to accompany the current text. It provides not only reinforcement activities like crossword puzzles and word searches, but it also provides the instructor with real world activity ideas to incorporate into the lab to reinforce concepts.</i></p> <p><i>Additionally, this workbook uses the same language and terminology as is used in the Colville text. This is greatly reduce student confusion when using it as a dissection guide.</i></p>
<p>4. How does this new textbook support the action items listed on your current Program Review Plan? If it doesn't directly align with action items, provide additional explanation or justification for change.</p>
<p><i>This has not been discussed in Program Review, however AVMA requires us to constantly review textbooks and library holdings for accuracy and applicability to the current curriculum.</i></p>
<p>5. What additional instructor resources are provided with this textbook that are not provided with the current textbook? (PowerPoints, software, etc.)</p>
<p><i>None</i></p>
<p>6. Additional Information:</p>
<p><i>All of the additional resources are linked to the textbook (which possess the answer keys to the workbook exercises as well as the image library). This workbook provides better activities to use as reinforcement of material.</i></p>

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Course Improvement Proposal (CIP) Procedure

1. **SUBMIT:** Faculty members from any campus can initiate a proposal. Completed Proposal forms are submitted to the CurriculumImprovements@sjvc.edu

FORM is located on InfoZone: Department > Program Review > Document Center

Course proposals can be used for a variety of change requests; therefore, the procedure may differ depending on the request. The curriculum department will determine appropriate steps.

2. **VETTING:** at Program Review (30 days)
 - ✓ The proposal is uploaded into the Program Review eCourses for program members to review through the designated discussion forum
 - ✓ The curriculum department will facilitate the forum discussion. All faculty members in the program are encouraged to participate.
 - ✓ After discussion period, the curriculum department will initiate a vote
3. **APPROVALS:**
 - ✓ Depending on the nature of the Proposal, approval by the Senior Management Budget Committee may be required
 - ✓ Proposals may be approved by faculty through majority vote when required
 - ✓ Some proposals can be directly approved by the Curriculum Department
4. **BUILD:** from 2 to 60 days
 - ✓ Changes are communicated to all impacted campuses with an effective date
 - ✓ Curriculum department will coordinate the implementation of the changes

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Course Improvement Proposal (CIP) Sample

STANDARD:	Proposed course improvements must support the outcomes of the program and be in alignment with SJVC's Mission Statement and Strategic Plan.
POLICY:	The Proposal form is to be completed in full and submitted with support documentation to the CurriculumImprovements@sjvc.edu between 60- 90 days prior to the department's Program Review for peer review and institutional implementation.
PROCESS:	Complete and submit the Course Improvement Proposal to CurriculumImprovements@sjvc.edu . Attendees at Program Review will vote on adoption of the proposal. A corporate curriculum team member will coordinate implementation of approved proposals.
TIMELINE:	Changes may take a minimum of 60 days to implement. Please plan accordingly
Course Improvements include but are not limited to:	
<ul style="list-style-type: none"> • Wording of CLOs • Changes to common assessment and teaching tools (rubrics, skill-offs, exams, projects, grade items, dropboxes, thresholds) • Changes of less than 50% to course outline components (course description, CLOs, UOs) • Grade components 	
Campus:	<i>Visalia, Bakersfield, Fresno, Ontario, Modesto, Hanford, Hesperia, Lancaster</i>
Program:	<i>RT</i>
Course:	<i>RT41</i>
Person Requesting:	<i>Kerry Green</i>
Date:	<i>8/25/14</i>
SECTION 1: Improvement Information- Describe the proposed improvement and how the change will improve the course?	
Change	Justification - Explain how each change will improve the course
<i>Edit the wording to CLO 11 and add a CLO 12. To assess these two outcomes, they proposed updates to the existing rubric. RT41 CLO 11: Pass the Comprehensive Therapist Multiple-Choice secure self-assessment examination</i>	<i>To be in alignment with RRT requirement</i>
<i>(SAE) for advanced level practitioner (RRT) RT 41 CLO 12: Pass the Comprehensive Clinical Simulation self-assessment examination (SAE) for advanced level practitioner (RRT)</i>	

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Section 2: Additional information- Include any additional information that may be helpful with implementing the change

SECTION 3: Academic Leadership Input

A statement from the Academic Dean (Campus Director if submitted by the Academic Dean) documenting their knowledge and support of the proposed improvement is necessary to process the proposal (Separate Attachments or emails to the Curriculum Specialist are acceptable).

All RT Program Directors agree via email by 9/11/14

Ontario supports this change.

Visalia agrees with Jeff.

Temecula is in favor of this change.

I approve of this change.- Jeff Rutherford

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Program Improvement Proposal (PIP) Procedure

- SUBMIT:** Faculty members from any campus can initiate a proposal. Completed Proposal forms are submitted to the curriculum department at CurriculumImprovements@sjvc.edu
FORM is located on InfoZone > Departments > Program Review > Document Center
- VETTING:** at Program Review (30 days)
 - ✓ Curriculum department gathers input from internal departments such as Academic Affairs, Academic Applications Administrator, Financial Aid, Admissions, Information Systems, Facilities, Associate VP, and any other affected campuses or departments.
 - ✓ External support documentation is gathered by faculty in collaboration with the curriculum department.
- APPROVALS:** may require up to 90 days
 - ✓ Proposal is submitted to the curriculum department for review in no more than 15 DAYS
 - ✓ If the program has an external accreditation body, the proposal will also need approval of the Director of Program Compliance, and will be reviewed in no more than (the same) 15 DAYS
 - ✓ Proposal require submission to the Vice President of Academic Affairs for review and approval
 - ✓ Proposals may also require submission to Senior Management Budget Committee for review and approval
- BUILD:** requires a *minimum of 60 days* before implementation:
 - ✓ Approvals and timelines are communicated to all impacted campuses
 - ✓ Faculty and curriculum department or designee build course outlines
 - ✓ Faculty and curriculum department revise/build common mastery assessments
 - ✓ Academic Application Administrator and Registrar(s) build program IDs and schedules
 - ✓ Curriculum department builds Curriculum Repository
 - ✓ Faculty choose ancillaries and textbooks
 - ✓ Curriculum department update all corresponding assessment plans
 - ✓ Curriculum department updates Catalog and marketing materials
 - ✓ Any faculty hiring and/or training will occur as directed by each campus Academic Dean with support from the Director of Instruction

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Program Improvement Proposal (PIP) Sample

STANDARD:	Proposed program improvements must support the outcomes of the program and be in alignment with SJVC's Mission Statement and Strategic Plan.
POLICY:	The Proposal form is to be completed in full and submitted with support documentation to CurriculumImprovements@sjvc.edu between 60- 90 days prior to the department's Program Review for peer review and institutional determination.
PROCESS:	Complete and submit the Program Improvement Proposal to CurriculumImprovements@sjvc.edu . Attendees at the Program Review will vote on adoption of the proposal. If approved, the proposal is forwarded to Senior Management for their review.
TIMELINE:	Program changes take a <i>minimum</i> of 120 days to implement. Please plan accordingly.
Program Improvements include but are not limited to:	
<ul style="list-style-type: none"> • Any change needing approval by an accreditation body • Program name or course names • Matrix changes • Combining, deleting or adding courses • Clock hour or unit value changes • Changes to Program Learning Outcomes (PLOs) • Changes to performance standards (typing tests etc.) 	
Campus:	Fresno
Program:	Veterinary Technology
Contact Person:	Michele Lopez, RVT
Person Requesting:	Michele Lopez, RVT
Date:	April 24, 2014

Improvement Information:	
Describe each proposed change and the reason each will improve the program.	
Change	Justification
VRT206 Companion Animal Nursing <ul style="list-style-type: none"> • Move to Term 1 Mod 1 and pair with VRT101 • Increase from 5 weeks to 10 weeks • Increase the units from 3 units to 5 units 	<ul style="list-style-type: none"> • VRT206 needs additional time to meet the CLOs • 0 of 5 CLOs achieve target of 80% (CLO1- 48%, CLO2- 60%. CLO3-77%,

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	CLO4-56%, CLO5-66%)(see CLO data)
<p>VRT101 Anatomy and Physiology of Domestic Animals</p> <ul style="list-style-type: none"> Change from 5 weeks for 5 hours/day to 10 weeks for 2.5 hours/day 	<ul style="list-style-type: none"> Pairing VRT101 (A&P of Domestic Animals) with VRT206 (Companion Animal Nursing) will provide stronger foundational knowledge More time spent on anatomy will increase state board scores in this area <p>Anatomy is one of the areas our recent grads have had trouble with on their state boards</p>
<p>VRT102 Fundamentals of Animal Nursing</p> <ul style="list-style-type: none"> Reduce from 10 weeks to 5 weeks <p>Reduce the units from 5 units to 3 units</p>	<ul style="list-style-type: none"> This class does not have enough content to support 10 weeks Time is better spent on increasing anatomy and physiology
<p>VRT205 Laboratory Procedures</p> <p>Move to Term 2 Module 1</p>	<ul style="list-style-type: none"> The students need the disease information to be able to meet the CLOs The Lab portion focuses on diagnostics for some diseases. The way the course is set up now, students aren't taught about any of the diseases or symptoms until after the class. Consequently, they are unable to retain the information and differentiate between the various diseases. (For example we teach them how to perform a urinalysis, which can be used to diagnose or monitor kidney functions and kidney disease but currently we don't teach them or introduce them to kidney disease and its symptoms, why it's important, etc. until after this class in companion animal nursing). The new matrix would have them learn the diseases first then learn the diagnostics.
<p>VRT208 Introduction to Pharmacology</p> <p>Move to Mod 2 Term 2</p>	<ul style="list-style-type: none"> VRT208 needs to be offered after both VRT205 Lab Procedures and VRT102 Small Animal Nursing so that the students can apply pharmacology with knowledge from these courses VRT208 needs to be offered closer to the surgery class taught in Term 3 so pharmacological knowledge can be applied to surgery
<p>VRT390 Veterinary Clinical Rotation</p> <p>Extend from 5 weeks to 10 weeks in Term 3</p>	<ul style="list-style-type: none"> This will help in relieving the amount of hours for the student in the second 5 week

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<p>VRT 308 Advanced Pharmacology Move to Term 2 Mod 3</p>	<ul style="list-style-type: none"> • There is too much content in VRT208 Beginning Pharmacology • There is not enough content in VRT308 Advanced Pharmacology 		
<p>MTH 121 and MTH 122 Move to pair with the Pharmacology classes (VRT208 and VRT308)</p>	<ul style="list-style-type: none"> • The math classes should be given with the pharmacology classes to ensure better understanding of the math required for pharmacology • MTH122 class is currently offered at the end of the program which is too late to assist with pharmacology content 		
<p>VRT 301 Beginning Surgical Assisting A VRT 306 Beginning Surgical Assisting B</p> <ul style="list-style-type: none"> • Combine beginning surgery lecture and beginning surgery lab to one class <p>VRT 310 Advanced Surgical Procedures A VRT 320 Advanced Surgical Procedures B</p> <p>Combine the advanced surgery lecture class with the advanced surgery lab class to one class</p>	<ul style="list-style-type: none"> • Currently if a student fails the lab but has passed the lecture they only repeat the lab portion. This is a problem because they often have to take a leave for 15 or more weeks before the class is offered again. • The gap between lecture and skills class makes for more student failures upon repeating the class. 		
<p>VRT 490 Externship A VRT 491 Externship B</p> <p>Combine Externships A and B to one 15 week course</p>	<ul style="list-style-type: none"> • Some students complete all extern hours prior to the start of VRT491 adding confusion and unclear attendance postings • Having a single course for all extern hours to be completed would simplify and clarify student records • As expressed in past VT Program Reviews, Career Services personnel support this change in expectancy of higher placement rates 		
<p>ENG 121 and ENG 122</p> <p>Place in the matrix where appropriate to accommodate core course improvements</p>			
<p>SECTION 1: Measurement What metrics will be used to evaluate the effectiveness of the proposed changes? (Placement, licensure, certification, CLO/PLO achievement, course completion, etc.) What is the current status and what is the expected target?</p>			
Metric	Current	Target	By When
VTNE (the licensing exam)	25%	90%	18 months after

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			implementation
State board scores	25%	90%	18 months after implementation
CLO achievement in ten courses	30 of 78 (38%) of VT CLOs were assessed and achieve 80% mastery	All 78 CLOs to achieve 80% mastery	18 months after implementation
Graduation Rate (11/21/11 – 12/17/12)	52%	70%	18 months after implementation
Placement (11/21/11 – 12/17/12)	86% for 2012 per June 2014 Fact Sheet (see below)	Continue exceeding 75% institutional target	18 months after implementation

SECTION 2: SUPPORT DATA (Include as an attachment documentation from outside sources and of student success that support the need for the changes)

2.1 Documentation: Support documentation includes but is not limited to: Advisory Board minutes or statements from members; statements from career service department, extern sites or employers; documentation of programmatic regulations from accreditation associations or new laws and/or legislation; research on current industry trends; course comparison with other institutions

2.2 Student Success Data: Student Success Data includes but is not limited to: CLO data, PLO data, Placement data, Licensure/ Certification data, Retention data, Enrollment data, Attendance data, Course surveys

List of support data:

Statements from former students

CLO data (See Appendix 2)

Explain how the data listed above support the proposed changes

Previous student statements illustrate the need for a program improvement such as:

- The classes are taught in such a way that students have trouble retaining knowledge because the class order is not designed to build on previous knowledge
- Information is given after the concepts it explains. (The pharmacology is given before the diseases – they learn the treatment of diseases before they learn about the diseases)
- The anatomy is given 25 weeks before the diseases are introduced
- The diagnostic procedures are outline before the diseases are introduced or explained

CLO Data

- There are 78 total CLOs from all courses. Of the 78, 30 achieved target, 25 were below target and 23 were not assessed (from January 2013 to present)
- 25 of 55 (45%) of common mastery assessment questions assessed did not meet the 80% target

- The data illustrate the lapses in knowledge retention. Common Mastery Assessment questions in later classes require re-teaching of information due time gaps between introductory and advanced classes.

Instructors spend several class hours in surgery class reviewing pharmacology and the students still have a difficult time grasping the concepts and remembering the drugs because pharmacology was taught too long ago when students get to the advanced classes.

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SECTION 3: ALIGNMENT WITH OUTCOMES

Provide a narrative that explains how the proposed changes align with and support the Student Learning Outcomes identified within the program. (Academic Affairs to complete)

New matrix will support achievement of current PLOs and ILOs. CLO and PLOs will not change. Courses will be shuffled and adjusted to the appropriate length for outcomes to be achieved.

SECTION 4: TEACH-OUT

A "teach-out" is when current students will need to finish their original class schedule while new students will be given the changes – this can create the need for additional classrooms, teachers, or changes to student contracts. (Used for assessing the financial impact of the changes)

This proposal will create a "Teach Out" situation: Yes No

Describe the plan for addressing a teach-out situation:

The current program is linear, and each term is a prerequisite to the previous term. The content shift will mean that students returning from an LOA may have to take independent study to catch up.

SECTION 5: IMPACT ON STUDENTS

Provide a detailed narrative that clearly explains how the proposed changes will impact current student schedules and/or campus experience both positively and negatively.

The current students should not be impacted by the change. There is adequate lab and lecture space for the new matrix to begin without any impact on the current students.

The negative impact during the teach-out period would be that any failures of classes or any students on LOA or returning from LOA would need to take independent study courses to complete the program.

SECTION 6: IMPACT ON FACULTY

Provide a detailed narrative that clearly explains how the proposed changes will impact any faculty scheduling or qualifications. Will additional faculty be needed? Will current faculty need additional training? (Used for assessing the financial impact of the changes)

The surgery classes will require a commitment of 10 weeks per class instead of 5 weeks. This should not impact scheduling; the same teacher often teaches the lab and lecture portions of the class.

The faculty members who teach the lecture are fully qualified to teach the lab. Frequently the same teacher teaches the lab and the lecture.

The expectations in the class for the students will be clear and consistent because the same instructor will be teaching both lecture and lab.

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SECTION 7: IMPACT ON RESOURCES

Provide a detailed narrative that clearly explains how the proposed changes will require modifications to current classroom space/ facility usage or require new/additional equipment. (Used for assessing the financial impact of the changes)

The only resource requested is the textbook Veterinary Dentistry for the Nurse and Technician for ten of the VRT courses (See Appendix 3).

There is adequate lab and classroom space available. There is no additional equipment needed to implement these changes. There is no anticipated impact on other programs or departments.

SECTION 8: IMPACT ON PROGRAMATIC ACCREDITATION

Does your program have an external accrediting body? What are their requirements for this sort of change?

AVMA requires a letter notifying them of the changed matrix. Greg Osborn will assist with this requirement upon PIP approval.

SECTION 9: ACADEMIC LEADERSHIP INPUT

A statement from the Academic Dean (Campus Director if submitted by the Academic Dean) documenting their knowledge and support of the proposed improvement is necessary to process the proposal (Separate Attachments or emails to the Curriculum Specialist are acceptable).

The proposed changes to the VT program will benefit students' academic, clinical, and professional journey. The requested changes reflect a better aligned curriculum ensuring students have necessary prerequisite knowledge and skills throughout the program. Careful consideration was taken after having taught the program to our recent students. Input from all VT faculty and administration has been received and reviewed resulting in a comprehensive program revision. I am confident that these changes will assist our students in achieving our ILOs.

Sumer Avila, CD



Curriculum and Instructional Purchasing Overview

Program constituents can propose new supply and/or equipment purchases for the program or campus that are not a direct result of the Program Review process by submitting the required documentation to the Curriculum department. New purchases fall under two categories: Curriculum Purchase and Instructional Purchase.

Curriculum Purchase

A Curriculum Purchase is defined as NEW (not replacement) items requested by faculty specific to the student achievement of course and program outcomes and job placement. To request NEW items, submit the completed Purchase Proposal form to CurriculumImprovements@sjvc.edu with the required supporting documentation 60-90 days before the scheduled Program Review.

Instructional Purchase

An instructional purchase is defined as NEW (not replacement) items requested by faculty to support classroom instructional techniques. Instructional purchases are not specific to any one program.

Repair or Replacement of Supplies/Equipment

If equipment is in need of repair or replacement, please inform your facilities manager through the Service Desk System and it will be repaired or replaced. These items have already been justified therefore no purchase proposal is necessary.

Ongoing Replacement of Supplies / Consumables

Replacement of ongoing consumable supplies will be processed through the Purchase Request System (PRS) on InfoZone. These items also have already been justified therefore no purchase proposal is necessary.

Capital Budget Request

A purchase costing more than \$1,000 or having an estimated life span of two or more years requires a Capital Budget Request (CBR) and must also follow the purchase request policies. For additional questions about purchasing, please refer to the Purchasing and Facilities Policies and Procedures Booklet found on InfoZone.



Purchasing Process

Purchases

Purchase Proposal and CBR (if required) are submitted to
CurriculumImprovements@sjvc.edu

Proposal form is uploaded into the Program Review eCourse for program members to review and discuss for **30 DAYS**



Proposal and CBR go to the Senior Management Budget Committee for final approval



Upon approval curriculum department notifies the campuses and forwards approved proposal and CBR to Corporate Director of Purchasing for purchase fulfillment



Selected equipment is then added to the approved program equipment listing

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Purchase Proposal Sample: NEW Curriculum and Instruction Purchases

<p>STANDARD: New supply and/or equipment purchases must be in alignment with SJVC's Mission Statement and Strategic Plan. They must support the Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), and show a positive correlation to career placement.</p> <p>POLICY: The Proposal form is to be completed in full and submitted with support documentation to CurriculumImprovements@sjvc.edu between 60- 90 days prior to the department's Program Review for peer review and institutional determination.</p> <p>PROCESS: Complete and submit the Purchase Proposal to CurriculumImprovements@sjvc.edu. Attendees at the Program Review will vote on adoption of the proposal. If approved, the proposal is forwarded to Senior Management for their review.</p> <p>TIMELINE: Program changes take a <i>minimum</i> of 120 days to implement. Please plan accordingly.</p>	
<p style="text-align: center;">Curriculum Purchases</p> <p>Policy: Curriculum purchases are defined as NEW items requested by faculty specific to student achievement of course and program outcomes and job placement.</p> <p>Process: The <i>Purchase Proposal</i> is to be completed in full and submitted with supporting documentation to the Curriculum Technician. If the proposal involves a program on multiple campuses, stakeholders from those campuses will be asked to review the Proposal prior to final approval.</p> <p>Examples: Patient simulators, virtual labs, durable medical equipment, HVAC training equipment</p>	<p style="text-align: center;">Instructional Purchases</p> <p>Policy: Instructional purchases are defined as NEW items requested by faculty to support classroom instructional techniques. Instructional purchases are not specific to any one program.</p> <p>Process: The <i>Purchase Proposal</i> is to be completed in full and submitted with supporting documentation to the Classroom Technology Specialist.</p> <p>Examples: Laptops and laptop carts, Interactive whiteboards, Clicker response systems</p>
<p>Timeline: Allow at least 90 DAYS for purchase and installation after approval.</p>	
Item	<i>Doppler Blood Pressure Monitor</i>
Total Cost (for all campuses included)	<i>\$1,255 / campus (Bakersfield in 2015)</i>
Is this request from Program Review? If so, please list the PR number	<i>No</i>
Person Requesting	<i>Robyn Nearn, DVM</i>
Supervisor	<i>Lisa Kisla</i>
Campus	<i>Fresno</i>
Date	<i>05/05/14</i>
Software required:	<i>No</i>
IS notified:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Program	<i>Veterinary Technology</i>
Course(s)	<i>VRT206, VRT301, VRT306, VRT310, and VRT320</i>



Purchasing Requisition Ordering Procedure

The Corporate Director of Purchasing – CDP is responsible for college wide procurement policies and procedures for all hard line products and services. This includes price negotiation, vendor selection, supply chain management and light maintenance service programs. The CDP in cooperation with SJVC's campus Facility Managers, are charged with maintaining and distributing supplies and services to all campus locations in a time sensitive and efficient manner.

I have a supply need now what ?

Section 1: New Purchase Request for Lab or Office Supplies

1. Check stock availability with your facilities manager prior to generating a new purchase request for supplies. If no stock exists, proceed to step two.
2. Generate new electronic Purchase Request form. Please see [step-by-step instructions](#). Once your purchase request form has been properly filled out and submitted it will be assigned a **service desk** ticket number and sent to your campus director for approval. Once approved your request will be dispatched to your facilities department for fulfillment. **That's It!** It takes approximately **24-72** hours before you will receive your requested supplies.

NOTE: All new purchase requests must have prior written approval from your campus director and/or supervisor before a purchase order can be issued.

NOTE: College credit cards are prohibited for use in purchasing regular classroom supplies and services. These would include: *a. Textbooks, b. Consumable supplies c. Testing materials and services of any kind.*

NOTE: The Facilities Manager is responsible verifying all physical inventory levels prior to vendor order placement.

Section 2: New Purchase Request for Capital or Non-Capital Equipment or Furnishing Items

1. All Capital and Non-Capital equipment and furniture are purchased exclusively by the CDP.
2. Check stock availability with the CDP prior to generating a new purchase request. If no stock exists, proceed to step three.
3. Generate new electronic Purchase Request. See access and [Step-by-Step instructions](#). Once your purchase request form has been properly filled out and submitted it will be assigned a **service desk** ticket number and then forwarded to your campus director for approval and the CDP and controller for review and fulfillment. Delivery time will vary and is dependent on justification, budget scheduling and/or senior management approval.

Continued:

Section 3: Request Purchase for Curriculum Capital Budget Request Items

All equipment items categorized as capital, or non-capital equipment, is purchased through the corporate office utilizing Section 2 of this policy.

1. All order requests for new capital and or non-capital categorized equipment, which is intended for curriculum use, must be introduced through a curriculum program review.
2. Generate new electronic Purchase Request. Please see [Step-by-Step instructions](#). Once your purchase request form has been properly filled out and submitted it will be assigned a **service desk** ticket number and then forwarded to your campus director for approval and the CDP and controller for review and fulfillment. Delivery time will vary and is dependent on justification, budget scheduling and/or senior management approval.

Section 4: Ordering Guidelines for Information Technology Software, Hardware and Licensing, Curriculum and Non-Curriculum

All information technology software and hardware is purchased through the corporate office and cannot be purchased at the campus level without the express approval or knowledge of corporate information services department.

1. Generate new electronic Purchase Request. Please see [Step-by-Step instructions](#). Once your purchase request form has been properly filled out and submitted it will be assigned a **service desk** ticket number and forwarded to your campus director for approval and then to the Corporate Director of Information Services – CDIS for review and approval. Once the CDIS has approved the request it will be sent to the CDP for fulfillment. Delivery time will vary and is dependent on justification, budget scheduling and/or senior management approval.

Section 5. Purchasing - Vendor Register Listing

The Purchasing department has established a Vendor Register Listing for use at all facility locations. A registered vendor is one that, at a minimum, meets many of the vendor selection criteria (i.e., pricing, billing terms, order fill rate, return goods policy, etc.) established by the Corporate Purchasing Department.

The Vendor Register Listing is limited to those vendors most commonly utilized by the college and does not include every vendor in the college vendor database. A goal of the Corporate Purchasing Department is to reduce the number of vendors used by the college in order to leverage our buying power, thus receiving goods and services at greater discounted prices.

The Vendor Register Listing will be updated regularly, as the Purchasing department is continuously negotiating with current and prospective vendors. Vendors not appearing on the Vendor Register Listing may not be used until they are approved by the Corporate Purchasing Department. Vendors can be added to the listing by processing a [New Vendor Request Form](#) and submitting it to the Corporate Purchasing Department. The New Vendor Request form can be obtained in the [Info Zone](#) Purchasing Site Location.

[New Vendor Request Form](#)

Continued:

Section 6. Purchasing – Electronic Vendor Account Creation

In conjunction with Section 5 of this Procurement Policy/Procedure. The Corporate Directors of Purchasing and Controller maintain authority for the purposes of establishing new electronic vendor accounts for any purpose.

Employees are prohibited from establishing new electronic vendor credit or charge accounts with new or existing vendors for any purpose.

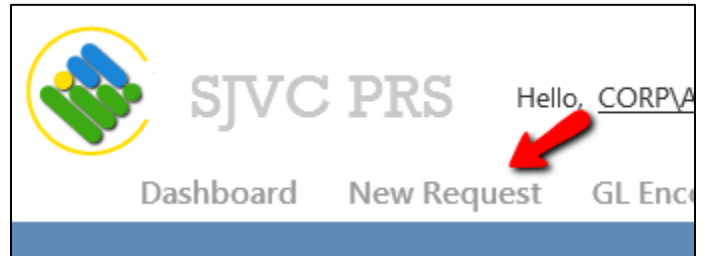
New electronic vendor accounts can be established by having the campus Facilities Manager process a [New Vendor Request Form](#) and submitting it to the Corporate Purchasing Department.

The New Vendor Request form can be obtained in the [Info Zone](#) Purchasing Site Location.

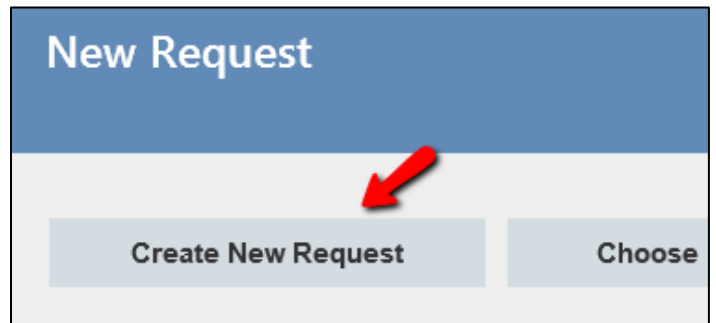
New PRS User Instructions

This instructional overview will show you how to submit a new **PRS Request**, save an **Order template** and recall an order template to submit a new request.

1. Once you access the **PRS**, you can begin creating a new request by clicking on **New Request**.



2. From here, you will choose **Create New Request**.



3. In the **New Request** form, you will begin by typing in the **Vendor**. For this example we will use **Staples Business Advantage**.

Following this by selecting a **Ship To**: location from the dropdown menu.

The **Project ID** field is not a required field. You will enter a Project ID if your Purchase Request is in regards to a Project from the Project Site.

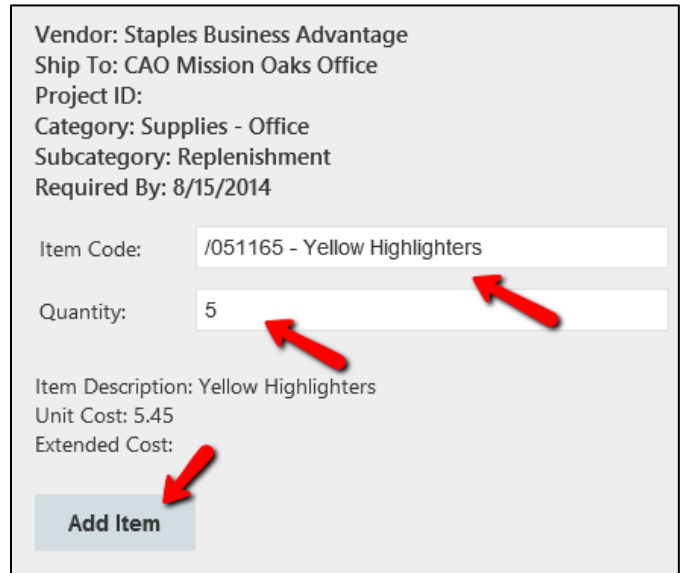
Moving down, you will provide a **Category** and **Subcategory**. Lastly, you will provide a **Required By** date.

A screenshot of the 'New Request' form. The form has a blue header with the text 'New Request'. Below the header, there are several input fields with labels to their left: 'Vendor:' with the value 'Staples Business Advantage', 'Ship To:' with the value 'CAO Mission Oaks Office', 'Project ID:' with an empty field, 'Category:' with the value 'Supplies - Office', 'Subcategory:' with the value 'Replenishment', and 'Required By' with the value '8/13/2014'. At the bottom left of the form is a 'Submit' button.

4. On this next screen, you will begin typing into the **Item Code** field either the vendor item number of the item description. The field will populate a drop down menu with all approved items matching the characters you have entered.

Please note: The PRS only provides for the purchase of *approved* items.

Provide a **Quantity** for the item and choose **Add Item**. This will add your item to your Request. Repeat this until you have listed all the desired items.



Vendor: Staples Business Advantage
Ship To: CAO Mission Oaks Office
Project ID:
Category: Supplies - Office
Subcategory: Replenishment
Required By: 8/15/2014

Item Code: /051165 - Yellow Highlighters
Quantity: 5
Item Description: Yellow Highlighters
Unit Cost: 5.45
Extended Cost:

Add Item

Red arrows point to the Item Code field, the Quantity field, and the Add Item button.

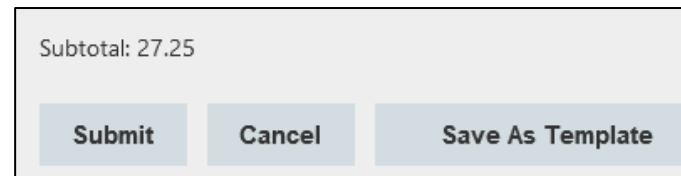
5. After you have added items to your Request, you may remove them one row at a time by choosing **Remove**.



	Item Code	Item
Remove	/051165	Ye

A red arrow points to the Remove button.

6. At this point in making the **Purchase Request**, you may choose to **Submit** the request, **Cancel** the request or also **Save As Template**. This will allow you to recall this information in the future and place another **Purchase Request** using this information.



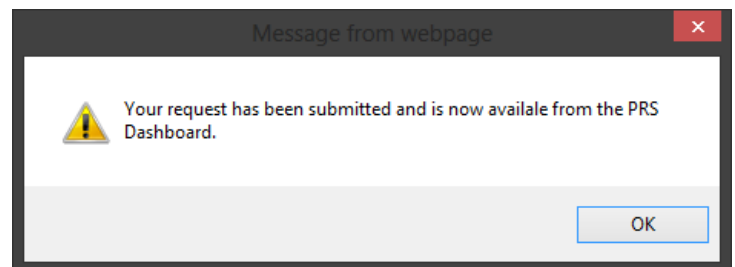
Subtotal: 27.25

Submit **Cancel** **Save As Template**

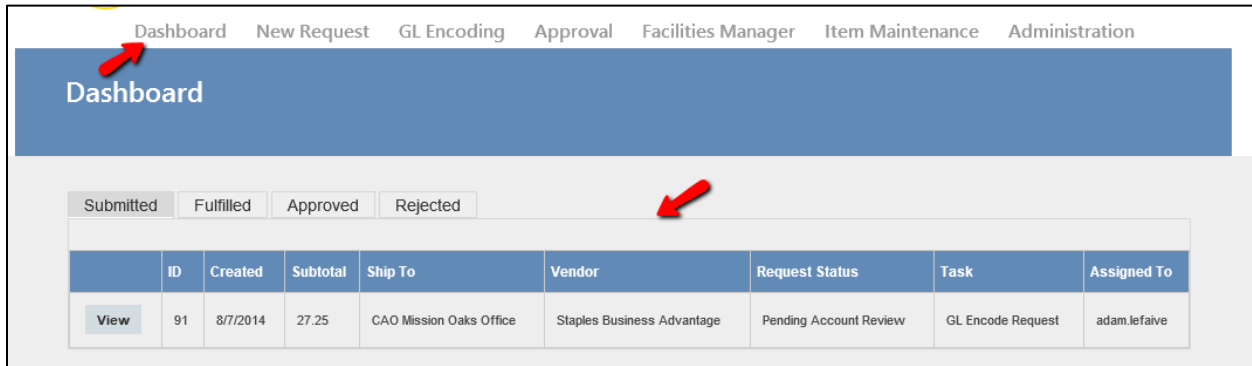
Choosing **Submit** will bring up a confirmation box and then will submit your **Purchase Request**.

7. When your **Purchase Request** is successfully submitted, you will get this pop up box display for you.

In addition, you will also receive an email confirming that your **Purchase Request** has been submitted.



8. After you submit your order, you can track them using the **Dashboard** in the PRS.

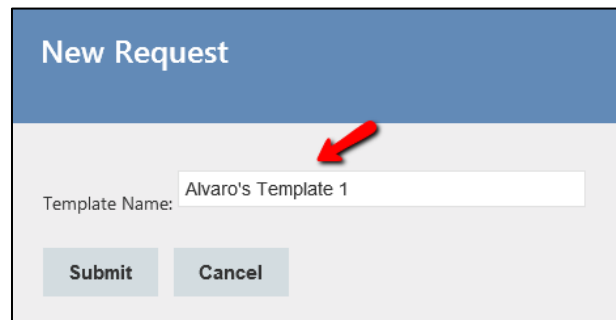


The screenshot shows the PRS Dashboard interface. At the top, there are navigation tabs: Dashboard, New Request, GL Encoding, Approval, Facilities Manager, Item Maintenance, and Administration. The 'Dashboard' tab is selected and highlighted with a red arrow. Below the navigation is a blue header with the word 'Dashboard'. Underneath, there are filter buttons: Submitted, Fulfilled, Approved, and Rejected. A red arrow points to the 'Submitted' filter. Below the filters is a table with the following data:

	ID	Created	Subtotal	Ship To	Vendor	Request Status	Task	Assigned To
View	91	8/7/2014	27.25	CAO Mission Oaks Office	Staples Business Advantage	Pending Account Review	GL Encode Request	adam.lefaive

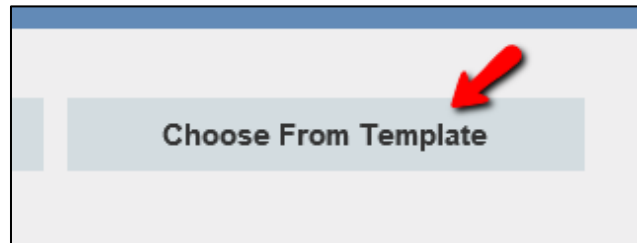
9. From step 6, if you choose **Save As Template**, you will be taken to a screen where you will be asked to provide your template a name.

Once you provide your template a name, select **Submit**. When you choose **Submit**, you will get a confirm message to confirm you'd like to submit. After you do so, you will get a message that your template was saved successfully.



The screenshot shows the 'New Request' screen. At the top, there is a blue header with the text 'New Request'. Below the header, there is a text input field labeled 'Template Name:' containing the text 'Alvaro's Template 1'. A red arrow points to the input field. Below the input field are two buttons: 'Submit' and 'Cancel'.

10. You can create a new **Purchase Request** using a saved template. To complete this, choose **New Request** from the upper navigation and then select **Choose From Template**.



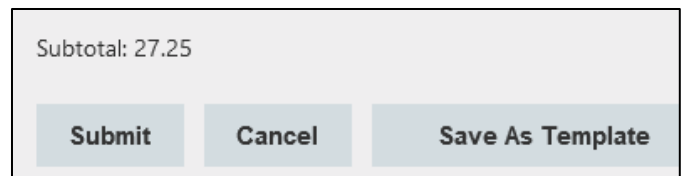
The screenshot shows a large, light blue button with the text 'Choose From Template'. A red arrow points to the button.

11. Select a template from the dropdown menu and then select **Insert**.



The screenshot shows the 'New Request' screen. At the top, there is a blue header with the text 'New Request'. Below the header, there are two buttons: 'Insert' and 'Delete'. A red arrow points to the 'Insert' button. To the right of these buttons is a dropdown menu with the text 'Alvaro's Template 1' and a downward arrow. A red arrow points to the dropdown menu.

12. This will take to Step 6 where you can select **Submit**, and then confirm your **Purchase Request**.



The screenshot shows a screen with the text 'Subtotal: 27.25'. Below the text are three buttons: 'Submit', 'Cancel', and 'Save As Template'.

13. From the Dashboard, you can also view your **Rejected Purchase Requests**. To pull up an individual request, select **View** from the left hand side of the **Purchase Request**.

Dashboard

Submitted | Fulfilled | Approved | **Rejected**

	ID	PO	Created	Subtotal	Approval Date	Ship To	Vendor	Approved By
View	85		8/6/2014	27.25		CAO Mission Oaks Office	Staples Business Advantage	

14. You are be able to view all of the information for the rejected **Purchase Request** and if you'd like to **Resubmit** it, you can click on **Resubmit**.

Detail

Vendor: Staples Business Advantage
 Requested By: Alvaro.Marin
 Category: Supplies - Office
 Status: Rejected

Submitted Data: 8/6/2014 5:37:43 PM
 Subcategory: Replenishment
 Ship To: CAO Mission Oaks Office

Description	Item Code	Quantity	Unit Cost	Extended Cost	GL Account
Yellow Highlighters	/051165	5	5.45	27.25	67210-0080-00

Subtotal: 27.25

Approval Date:

Approved By:

Notes:

[Print Preview](#) [Resubmit](#)

15. Once you have sucsefully submitted your PRS requests it will travel through an approver workflow process.

Approvers Listing

Division/Location Description	Approver
Admissions	Chief Administrative Officer
Marketing	Chief Administrative Officer
Placement	Chief Administrative Officer
Accounting	Chief Financial Officer
Facilities	Chief Financial Officer
Management Information Systems	Chief Financial Officer
Administration	Chief Operating Officer
Teaching & Learning	Vice President of Academic Affairs
Human Resources	Vice President of Administration
Accreditation	Vice President of Legal
Financial Aid	Vice President of Student Financial Services
Campus	Campus Director
Maintenance	Campus Real Estate Development
Software	Director of Network Operations

1. Curriculum Item Requests - Please follow steps outlined in section 24. [Curriculum Purchase Requisition Form](#)
2. Non-Curriculum Item Requests – Please follow steps outlined in Section 25. [Non-Curriculum Purchase Requisition Form](#)

CBR DEFINITION

Capital / Non-Capital Designation Rule

Definition: Non – Replacement Capital Furniture or Equipment Items

Defined as any single item or project purchase costing more than \$1,000 and or having an estimated life span of three or more years.

Capital & Non-Capital Supplies, Equipment & Services		
Non disposable, electrical powered, non-electrical powered, classroom and non classroom equipment and or fixtures	LCD projectors	Desks
	Computer towers	Chairs
	Computer screens	File cabinets
	UPS units	Class room tables/chairs
	Printers	Patio equipment
	Copy machines	Printer stands
	Fax machines	AV carts
	Video Conf units	LCD carts
	DVD VCR players	Specialty furniture
	Smart Boards	File cabinets
	TV's	Podiums
	Ele. comm devices	Printer stands
	Misc computer Equip	Copy mach stands
Postage machines	Laptops	

Definition: Non - Capital Equipment / Supply Item

Defined as any single or multiple item purchase costing less than \$1,000 and which may not have an estimated life span of not more three years.

Non-Capital Supplies and Equipment Purchase Authority Schedule		
Disposable lab supply items used in the classroom	Paper supplies	Text books
	Writing supplies	DVD disks
	Desk supplies	VCR tapes
	Toner / Ink cartridges	Library magazines
	Ele pencil sharpeners	Library journals
	Food supplies	
	Kitchen supplies	

CBR JUSTIFICATION CRITERIA

Curriculum / Non-Curriculum New Furniture, Lab Equipment, Maintenance Projects

Submittal Criteria Check List:

All requests for proposed evaluation and possible acquisition for the categories below will be subject to a defined SJVC Justification Criteria.

1. **Curriculum** = Non replacement new type furniture and equipment requests
2. **Non-Curriculum** = Non replacement new type furniture and equipment requests
3. **Miscellaneous** = Capital maintenance, remodel and revitalization projects
4. Formal written justification which would include the following:
 - a. Equipment Description, Model, and part number information.
 - b. Vendor information, address phone, fax, e-mail and or website information.
 - c. Current price information.
5. All requests required to be **submitted 60 days prior** to scheduled program review date.
6. Campus Director Approval for **all application requests**.
 - Written analysis outlining exact scope of requirement needs, i.e., purpose, market use trends, technology application change and obsolescence, competition use comparison.
 - Senior management and or ownership recommendation. (If Applicable)
 - Advisory Board recommendations. (If Applicable)
 - Extern site evaluation recommendations. (If Applicable)
 - Program self-study reviews and recommendations. (If Applicable)
 - Accreditation site inspection reviews and recommendations. (If Applicable)

Ralph Ortiz
SJVC Corporate Director of Purchasing