



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

San Joaquin Valley College

Outcome-based Program Review Handbook



Purchase Proposal Sample: NEW Curriculum and Instruction Purchases

| | | |
|------------------|---|--|
| 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. | |
| 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 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. | |
| TIMELINE: | Program changes take a <i>minimum</i> of 120 days to implement. Please plan accordingly. | |
| | <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> |
| Timeline: | Allow at least 90 DAYS for purchase and installation after approval. | |
| | 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> |

San Joaquin Valley College

Outcome-based Program Review Handbook



| | | | |
|--|--|--|---------------------------------------|
| 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? | | | |
| Metric | Current | Target | By When |
| <i>VTNE (the licensing exam)</i> | 25% | 90% | <i>18 months after implementation</i> |
| <i>State board scores</i> | 25% | 90% | <i>18 months after implementation</i> |
| <i>CLO achievement in ten courses</i> | <i>30 of 78 (38%) of VT CLOs were assessed and achieve 80% mastery</i> | <i>All 78 CLOs to achieve 80% mastery</i> | <i>18 months after implementation</i> |
| <i>Graduation Rate (11/21/11 – 12/17/12)</i> | 52% | 70% | <i>18 months after implementation</i> |
| <i>Placement (11/21/11 – 12/17/12)</i> | <i>86% for 2012 per June 2014 Fact Sheet (see below)</i> | <i>Continue exceeding 75% institutional target</i> | <i>18 months after implementation</i> |

| |
|---|
| Section 2: Summary of Benefits <i>Explain the benefits of the proposed supply/equipment to the course and program or instructional techniques.</i> |
| <p><i>The Doppler blood pressure monitor is the only blood pressure monitor that meets the standard level of care for measuring blood pressure in the awake patient. Our students must be familiar with the use of this equipment as it will be a common skill for them to perform in the daily practice routine. While both the Cardell and the Doppler are approved and acceptable for monitoring blood pressure in the anesthetized patient, the Cardell (the instrument we use now) is consistently inaccurate in smaller patients.</i></p> |

| |
|---|
| Section 3: Supporting Documentation <i>Attach at least two forms of documentation from outside sources that support the need for the purchase. Supporting documentation includes but is not limited to: Advisory Board minutes or statements from members, statements from career service department, extern sites or employers, detailed recommendations from</i> |
| <p><i>programmatic accreditation associations or new laws and/or legislation, research on current industry trends.</i></p> <p>Supporting items are (attached):</p> <ul style="list-style-type: none"> • <i>Recommendation for Doppler BP monitor Purchase by AVMA made during accreditation process</i> • <i>Two statements from extern site hospitals and potential employer for Veterinary Technology graduates supporting the use of this equipment in the work place</i> • <i>Statement from CVMA District V governor</i> • <i>Statement from Instructor for VRT, 301, VRT306, VRT310, and VRT320</i> |

| |
|---|
| Section 4: Improvement of Student Achievement 4a. Explain how the proposed supply/equipment will increase student achievement. |
| <p><i>Student achievement will be increased due to the ability to be able to perform and interpret blood pressure measurements in awake patients, as well as anesthetized patients. This has applications in general veterinary practice as well as emergency practices. Blood pressure measurement is an essential part of the anesthetic monitoring process. It is also used in the diagnosis and monitoring of many medical patients. The students will gain an appreciation for the limitations of oscillometric blood pressure monitoring systems, as they would now be able to compare measurements in the anesthetized patient. In addition, the accuracy of student assessment of anesthetic depth will be improved with a more accurate monitoring device.</i></p> |

San Joaquin Valley College

Outcome-based Program Review Handbook



| | |
|--|--|
| <p><i>4b. Summarize how this purchase will assist student placement. Have any students been denied placement because of the College's lack of this supply/equipment?</i></p> | |
| <p><i>The familiarity and ability to use the Doppler blood pressure will add to the skill level of the student and increase placement. This skill is used on a routine basis in awake and anesthetized patients. It is a standard of care that we are not meeting at this time. This skill is even more important in the emergency setting and will add to the students' placement at these types of hospitals.</i></p> <p><i>It is unlikely that students will be denied placement because of lack of this one skill. However, the ability to use this equipment enhances the skill set of our SJVC veterinary technology graduates and improves placement.</i></p> | |
| <p>Section 5: Alignment with Outcomes</p> | |
| <p>Curriculum Purchase <i>5a. Explain HOW the proposed supply/equipment aligns with and support the CLOs and/or PLOs. Please identify and list the specific SLOs.</i></p> | <p>Instructional Purchase <i>5a. Explain HOW the proposed supply/equipment aligns with and supports the ILOs and/or Instructional Department outcomes for an instructional technique purchase.</i></p> |
| <p>VRT 206: <i>CLO 2 - Evaluate and verify conditions affecting various organ systems in dogs and cats and conclude the correct methods of treatment and prevention.</i></p> <p>VRT 301:</p> | <p><i>Students will perform blood pressures in the workplace and therefore must practice this skill in the classroom.</i></p> |
| <p><i>CLO 1 - Identify common surgical instrumentation and methods of sterilization</i></p> <p><i>CLO 2 - Discuss the protocols for surgical patient care from admission to recovery</i></p> <p><i>CLO 4 - Discuss proper technique and procedures of anesthetics in a veterinary setting.</i></p> <p>VRT 306: <i>CLO 3 - Monitor patient during procedure and recovery.</i></p> <p>VRT 310: <i>CLO 1 - Discuss anesthesia and critical care assessment.</i></p> <p>VRT320: <i>CLO 1 - Apply various protocols to induce, monitor, and recover surgical patients with anesthesia.</i></p> | |
| <p><i>5b. How are the CLOs and/or PLOs being currently taught and assessed without this purchase?</i></p> | <p><i>5b. What instructional techniques are currently being used without this supply/equipment?</i></p> |
| <p><i>The same CLO's and SLO's are currently being taught with the Cardell monitor</i></p> | <p><i>The Cardell monitor is less inaccurate in small patients and those that are awake. This creates confusion for the student when determining how to treat patients. It is also not the equipment used in routine practice to assess patients that are awake.</i></p> |

San Joaquin Valley College

Outcome-based Program Review Handbook



| | |
|---|--|
| Section 6: Implementation | |
| <i>6a. What maintenance or upkeep is required for this supply/equipment (Batteries, Belts, etc.)?</i> | |
| Batteries, service; only if trouble shooting is required. | |
| <i>6b. Will this supply/equipment become outdated and need to be replaced? If so, approximately how long until it is outdated?</i> | |
| No. It will not become outdated. The only need for replacement would be from damage. With proper care, this instrument can last for many years. | |
| <i>6c. Will faculty need to be trained on how to use this supply/equipment? If so, describe the training plan and skills assessment plan.</i> | |
| Faculty will not need to be trained as they are already familiar with the use of this type of equipment. | |
| Section 7: Ordering Information | |
| Attach all of the following documentation: | |
| <ul style="list-style-type: none"> • Detailed equipment/supply specifications • List of possible vendors • Additional ordering information | |
| Any additional info or comment: | |
| <p>The complete kit includes the probe, sphygmomanometer, headset, carrying case, 9-volt battery, 2.5 cm cuff and 5.0 cm cuff. The 7.5 cm cuff and the 10 cm cuff will need to be purchased additionally. The carrying case, while costly is vital for the protection of this sensitive equipment during storage.</p> <p>This product is available through Henry Schein Animal Health. It can also be purchased from MWI.</p> <p>The price for the complete set is \$1,105.00.</p> <p>Additional items: 10 cm cuff (\$80.00) and 7.5 cuff (\$70.00)</p> | |
| Section 8: 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). | |
| | |
| Section 9: Internal Research (completed by AA staff) | |
| <i>How many students are enrolled in this program on all campuses?</i> | |
| <i>Is this item in use on another campus? If so, which campus(s)?</i> | |
| <i>How will we measure return on investment?</i> | |
| | |
| Section 10: Senior Management Review | |
| Proposal must be reviewed by Senior Management or authorized representative. | |
| Review Date: | Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> |
| Comments: | |
| | |