

## PROGRAM: *OAS*

### FY12 Instructional Five Year Program Review

#### WHY DO A PROGRAM REVIEW?

As a part of accreditation, the Higher Learning Commission (HLC) requires institutions to have an established process to regularly review all programs. Each institution is allowed the latitude to develop and administer a review process that is suited to the institution's unique circumstances and needs.

The Illinois Community College Board (ICCB) requires all instructional programs and all student and academic support services to conduct a program review at least once every five years. The program review process should...

- Examine the need for the program, its quality, and its cost of operation.
- Involve employees of the unit as well as individuals not employed in the unit.
- Examine current information and data.
- Produce results that are considered in campus planning, quality improvements, and budget allocation decisions.

The College's annual *Program Review Report* to the ICCB comes directly from the approved program reviews.

The purpose of Sauk's program review process is to promote continuous improvement and to link those improvements to other internal processes, including curriculum development, assessment, budgeting, facility planning, and to the strategic plan through operational plans. Information provided in program reviews will be used in internal reports, reports to other agencies, and for institutional planning.

#### TIMELINE

April/May	Units informed that they are scheduled to conduct a program review in the fall
Beginning of the fall semester	Program review orientation sessions conducted
Fall semester	Units conduct their program reviews
<b>December 1</b>	<b>Program reviews are due</b>
Early Spring semester	Unit's administrator and the Program Review Committee will consider program reviews, request revisions, and approve final reviews Equipment Requests, Personnel Change Requests, and Major Project Requests from <u>approved</u> program reviews, will be forwarded for consideration in the budget allocation process
April 1	
End of spring semester	Instructional units submit next year's operational plans, including all activities identified in the program review
Early July	Student and academic support services submit next year's operational plans, including all activities identified in the program review

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#### INSTRUCTIONS

- The program review is to be conducted by a team of 5 to 10 individuals recommended from the following:
  - Department/unit staff and administrator
  - Employees not part of the department
  - 1 or 2 students
  - Community members and/or industry representatives who are not SVCC employees
- Use this document as a template. Do not use alternate formats.
- Complete all items on all pages
- Use past *Operational Plans* as resources
- The ICCB Best Practices Report may describe the entire unit or a specific practice. *This is the only optional component* of the program review
- Insert the names of the program review team on the SIGNATURES AND APPROVAL page
- Complete any appropriate request forms:
  - Equipment Request
  - Personnel Change Request
  - Major Project Request
  - Request forms are available in *FAST* under *Documents and Forms*
  - Requests will be forwarded to the budget allocation process, *after all program review revisions have been submitted and the review has been approved by the Program Review Committee*. The requests will not be forwarded to the budgeting process until the Committee informs the unit that the review has been approved.
- The approval process:
  - Submission of the review alone does not constitute approval
  - The Program Review Committee may request additional analysis, clarification, or information, and will not approve the review until it is satisfied that its requests have been addressed
    - Reviews must be *approved by April 1* for requests to be forwarded for budgetary consideration
  - The program administrator may request a meeting to discuss the review and/or request modifications, and approves the review after the Committee approves it
  - The President provides the final approval of every review

QUESTIONS: Contact the Program Review Committee Chair, Janet Lynch, with any questions regarding your program review.

#### HOW to SUBMIT the PROGRAM REVIEW

- Program reviews are due on December 1
- The program review, appropriate request documents, and any other support documents should be submitted as an e-mail attachment to:
  - The program's immediate administrative supervisor (dean or vice president), *and*
  - The chair of the Program Review Committee, Janet Lynch.
- A printed copy of the review *is not required*, and is discouraged.
- A printed copy of the SIGNATURES AND APPROVAL page, with signatures from all team members, should be sent to the Program Review Committee chair, Janet Lynch.

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**ALIGNMENT WITH THE COLLEGE MISSION**

**College Mission**      *Tells who we are as an institution and what we do*

SAUK VALLEY COMMUNITY COLLEGE is an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students and community.

**College Vision**      *Tells where we want to go as an institution*

SAUK VALLEY COMMUNITY COLLEGE will be recognized as a benchmark institution of higher education that provides exceptional learning opportunities in response to the diverse needs of its students and community.

**Program Mission**

OFFICE AND ADMINISTRATIVE SERVICES will train and educate students to meet the needs of the work force in the community to utilize their office skills developed through the program with computer efficiency to be employable and be able to continue with their education.

**Part 1: PREVIOUS PROGRAM REVIEW**  
The previous program review should be studied in conjunction with this review

1. Was the previous program review studied?

- Yes
- No

2. Were the plans identified in the previous program review carried out?

- Yes, skip to question #4
- No, continue with question #3

3. Why were plans *not completed*?

4. What innovations have been introduced since the previous program review?

Document processing has been added as an on-line course with curriculum for students to access software and materials from any location. QuickBooks has been up-dated to latest version. Microsoft Office 2012 is being used in the OAS Lab.

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**Part 2: VIABILITY COMPONENT**

The viability component focuses on quantitative analysis and the need for the program(s)

**ENROLLMENT & COMPLETIONS**

<b>ATA TABLE 1: Course Enrollment</b>		<b>Discipline Group:</b>					<b>Ofc &amp; Admin Services</b>
Tutorials not included. Honors students included. Honors sections not included.							
<b>Row</b>		<b>FY07</b>	<b>FY08</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>5 Year Total</b>
a	Total Sections Offered	113	76	81	75	82	427
b	Total Enrollment at 10th day	413	318	348	436	347	1862
c	Average enrollment for all sections offered at 10th day	3.7	4.2	4.3	5.8	4.2	4.4
d	Proportion of successful completions (A,B,C or P)	79.6%	77.6%	85.1%	86.4%	80.2%	81.8%
e	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	80.7%	80.5%	86.7%	87.2%	82.4%	83.5%
f	Course	OAS 103	OAS 103	OAS 103	OAS 103	OAS 103	
g	Sections	8	6	5	5	5	29
h	Enrollment at 10th day	62	64	51	60	45	282
i	Average enrollment per section at 10th day	7.8	10.7	10.2	12.0	9.0	9.7
j	Proportion of successful completions (A,B,C or P)	61.3%	60.9%	80.4%	73.3%	55.6%	66.3%
k	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	61.3%	65.6%	82.4%	73.3%	55.6%	67.6%
l	Course	OAS 104	OAS 104	OAS 104	OAS 104	OAS 104	
m	Sections	8	6	5	5	5	29
n	Enrollment at 10th day	67	54	61	59	42	283
o	Average enrollment per section at 10th day	8.4	9.0	12.2	11.8	8.4	9.8
p	Proportion of successful completions (A,B,C or P)	64.2%	72.2%	72.1%	74.6%	64.3%	73.0%
q	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	64.2%	77.8%	73.8%	74.6%	69.0%	75.4%
r	Course	OAS 105	OAS 105	OAS 105	OAS 105	OAS 105	
s	Sections	8	5	5	5	5	28
t	Enrollment at 10th day	37	29	34	35	22	157
u	Average enrollment per section at 10th day	4.6	5.8	6.8	7.0	4.4	5.6

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v	Proportion of successful completions (A,B,C or P)	70.3%	86.2%	85.3%	97.1%	86.4%	85.1%
w	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	70.3%	86.2%	85.3%	97.1%	86.4%	85.1%
x	Course	OAS 106	OAS 106	OAS 106	OAS 106	OAS 106	
y	Sections	7	5	5	5	5	27
z	Enrollment at 10th day	28	25	28	34	22	137
aa	Average enrollment per section at 10th day	4.0	5.0	5.6	6.8	4.4	5.1
ab	Proportion of successful completions (A,B,C or P)	82.1%	92.0%	78.6%	91.2%	100.0%	88.8%
ac	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	82.1%	92.0%	82.1%	91.2%	100.0%	89.5%
ad	Course	OAS 107	OAS 107	OAS 107	OAS 107	OAS 107	
ae	Sections	7	6	5	5	5	28
af	Enrollment at 10th day	23	24	21	32	21	121
ag	Average enrollment per section at 10th day	3.3	4.0	4.2	6.4	4.2	4.3
ah	Proportion of successful completions (A,B,C or P)	87.0%	70.8%	90.5%	96.9%	90.5%	87.1%
ai	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	87.0%	70.8%	90.5%	96.9%	95.2%	88.1%
aj	Course	OAS 108	OAS 108	OAS 108	OAS 108	OAS 108	
ak	Sections	7	5	4	5	5	26
al	Enrollment at 10th day	20	21	20	33	21	115
am	Average enrollment per section at 10th day	2.9	4.2	5.0	6.6	4.2	4.4
an	Proportion of successful completions (A,B,C or P)	90.0%	71.4%	85.0%	81.8%	81.0%	81.8%
ao	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	90.0%	71.4%	85.0%	84.8%	85.7%	83.4%
ap	Course	OAS 110	OAS 110	OAS 110	OAS 110	OAS 110	
aq	Sections	2	3	1	1	3	10
ar	Enrollment at 10th day	4	3	1	1	3	12
as	Average enrollment per section at 10th day	2.0	1.0	1.0	1.0	1.0	1.2
at	Proportion of successful completions (A,B,C or P)	75.0%	33.3%	100.0%	100.0%	33.3%	68.3%
au	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	75.0%	33.3%	100.0%	100.0%	33.3%	68.3%
av	Course	OAS 111	OAS 111	OAS 111	OAS 111	OAS 111	

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aw	Sections	3	3	3	3	4	16
ax	Enrollment at 10th day	7	6	7	9	9	38
ay	Average enrollment per section at 10th day	2.3	2.0	2.3	3.0	2.3	2.4
az	Proportion of successful completions (A,B,C or P)	100.0%	100.0%	100.0%	88.9%	88.9%	95.6%
ba	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	100.0%	100.0%	88.9%	88.9%	95.6%
bb	Course	OAS 112	OAS 112	OAS 112	OAS 112	OAS 112	
bc	Sections	1	1	3	2	4	11
bd	Enrollment at 10th day	1	1	4	6	6	18
be	Average enrollment per section at 10th day	1.0	1.0	1.3	3.0	1.5	1.6
bf	Proportion of successful completions (A,B,C or P)	100.0%	0.0%	75.0%	83.3%	100.0%	71.7%
bg	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	100.0%	75.0%	83.3%	100.0%	91.7%
bh	Course	OAS 113	OAS 113	OAS 113	OAS 113	OAS 113	
bi	Sections	5	3	3	3	3	17
bj	Enrollment at 10th day	13	5	7	9	11	45
bk	Average enrollment per section at 10th day	2.6	1.7	2.3	3.0	3.7	2.6
bl	Proportion of successful completions (A,B,C or P)	100.0%	60.0%	100.0%	77.8%	72.7%	82.1%
bm	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	80.0%	100.0%	77.8%	72.7%	86.1%
bn	Course	OAS 130	OAS 130	OAS 130	OAS 130	OAS 130	
bo	Sections	8	5	5	3	5	26
bp	Enrollment at 10th day	22	17	17	20	20	96
bq	Average enrollment per section at 10th day	2.8	3.4	3.4	6.7	4.0	3.7
br	Proportion of successful completions (A,B,C or P)	90.9%	88.2%	94.1%	85.0%	95.0%	90.6%
bs	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	90.9%	88.2%	94.1%	90.0%	100.0%	92.6%
bt	Course	OAS 141	OAS 141	OAS 141	OAS 141	OAS 141	
bu	Sections	5	4	4	3	4	20
bv	Enrollment at 10th day	9	9	8	12	10	48
bw	Average enrollment per section at 10th day	1.8	2.3	2.0	4.0	2.5	2.4
bx	Proportion of successful completions (A,B,C or P)	88.9%	88.9%	100.0%	66.7%	90.0%	86.9%
by	Persistence Rate completions	88.9%	100.0%	100.0%	66.7%	90.0%	89.1%

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(A,B,C,D,F,P,Q, or I)							
bz	Course	OAS 202	OAS 202	OAS 202	OAS 202	OAS 202	
ca	Sections	7	5	5	4	4	25
cb	Enrollment at 10th day	19	10	20	22	18	89
cc	Average enrollment per section at 10th day	2.7	2.0	4.0	5.5	4.5	3.6
cd	Proportion of successful completions (A,B,C or P)	89.5%	90.0%	90.0%	90.9%	83.3%	88.7%
ce	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	94.7%	90.0%	90.0%	90.9%	88.9%	90.9%
cf	Course	OAS 203	OAS 203	OAS 203	OAS 203	OAS 203	
cg	Sections	6	5	4	5	5	25
ch	Enrollment at 10th day	17	10	16	23	20	86
ci	Average enrollment per section at 10th day	2.8	2.0	4.0	4.6	4.0	3.4
cj	Proportion of successful completions (A,B,C or P)	82.4%	100.0%	87.5%	91.3%	85.0%	89.2%
ck	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	88.2%	100.0%	87.5%	91.3%	90.0%	91.4%
cl	Course	OAS 204	OAS 204	OAS 204	OAS 204	OAS 204	
cm	Sections	6	4	5	4	5	24
cn	Enrollment at 10th day	16	11	15	20	20	82
co	Average enrollment per section at 10th day	2.7	2.8	3.0	5.0	4.0	3.4
cp	Proportion of successful completions (A,B,C or P)	93.8%	100.0%	93.3%	95.0%	80.0%	92.4%
cq	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	93.8%	100.0%	93.3%	95.0%	80.0%	92.4%
cr	Course	OAS 205	OAS 205	OAS 205	OAS 205	OAS 205	
cs	Sections	6	4	5	5	5	25
ct	Enrollment at 10th day	16	8	17	18	20	79
cu	Average enrollment per section at 10th day	2.7	2.0	3.4	3.6	4.0	3.2
cv	Proportion of successful completions (A,B,C or P)	93.8%	100.0%	100.0%	83.3%	80.0%	91.4%
cw	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	93.8%	100.0%	100.0%	83.3%	85.0%	92.4%

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cx	Course	OAS 213	OAS 213	OAS 213	OAS 213	OAS 213	
cy	Sections	6	0	3	3	3	15
cz	Enrollment at 10th day	16	0	4	8	3	31
da	Average enrollment per section at 10th day	2.7	#DIV/0!	1.3	2.7	1.0	2.1
db	Proportion of successful completions (A,B,C or P)	81.3%	0.0%	100.0%	87.5%	100.0%	73.8%
dc	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	87.5%	0.0%	100.0%	87.5%	100.0%	75.0%
dd	Course	OAS 233	OAS 233	OAS 233	OAS 233	OAS 233	
de	Sections	7	3	5	4	4	23
df	Enrollment at 10th day	17	9	14	10	12	62
dg	Average enrollment per section at 10th day	2.4	3.0	2.8	2.5	3.0	2.7
dh	Proportion of successful completions (A,B,C or P)	94.1%	88.9%	92.9%	100.0%	100.0%	95.2%
di	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	94.1%	88.9%	100.0%	100.0%	100.0%	96.6%
dj	Course	OAS 234	OAS 234	OAS 234	OAS 234	OAS 234	
dk	Sections	5	3	5	4	3	20
dl	Enrollment at 10th day	10	12	9	13	10	54
dm	Average enrollment per section at 10th day	2.0	4.0	1.8	3.3	3.3	2.7
dn	Proportion of successful completions (A,B,C or P)	70.0%	66.7%	88.9%	92.3%	80.0%	79.6%
do	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	80.0%	75.0%	88.9%	100.0%	80.0%	84.8%
dp	Course	OAS 235	OAS 235	OAS 235	OAS 235	OAS 235	
dq	Sections	6	3	4	4	3	20
dr	Enrollment at 10th day	11	9	9	12	10	51
ds	Average enrollment per section at 10th day	1.8	3.0	2.3	3.0	3.3	2.6
dt	Proportion of successful completions (A,B,C or P)	72.7%	77.8%	77.8%	91.7%	80.0%	80.0%
du	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	81.8%	77.8%	100.0%	100.0%	80.0%	87.9%



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dv	Course	OAS 241	OAS 241	OAS 241	OAS 241	OAS 241	
dw	Sections	1	1	1	1	1	5
dx	Enrollment at 10th day	16	8	6	17	15	62
dy	Average enrollment per section at 10th day	16.0	8.0	6.0	17.0	15.0	12.4
dz	Proportion of successful completions (A,B,C or P)	100.0%	87.5%	66.7%	100.0%	80.0%	86.8%
ea	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	87.5%	66.7%	100.0%	80.0%	86.8%
eb	Course	OAS 251	OAS 251	OAS 251	OAS 251	OAS 251	
ec	Sections	1	1	1	1	1	5
ed	Enrollment at 10th day	10	8	7	17	9	51
ee	Average enrollment per section at 10th day	10.0	8.0	7.0	17.0	9.0	10.2
ef	Proportion of successful completions (A,B,C or P)	100.0%	87.5%	100.0%	100.0%	100.0%	97.5%
eg	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	87.5%	100.0%	100.0%	100.0%	97.5%
eh	Course	OAS 270	OAS 270	OAS 270	OAS 270	OAS 270	
ei	Sections	0	0	0	0	0	0
ej	Enrollment at 10th day	0	0	0	0	0	0
ek	Average enrollment per section at 10th day	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
el	Proportion of successful completions (A,B,C or P)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
em	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

5. Describe the five-year enrollment trends

Enrollment fluctuates from 318 students in FY 2008 to 436 students in FY 2010. There is no inclining or declining trend.

6. Describe the five-year successful *course completion* trends

Completion rate for majority of the courses were between 80% to 100%. Two courses had a range between 50% to 80%. OAS 103 is an entry level course and incomplete assignments, exam, or had low timings were cause. OAS 110 students withdrew late in the semester due to work schedule.

7. Describe the five-year *persistence rate* trends

Most courses were 90% to 100%. Two years were low percentages for OAS 103, 104, and 110. Changes for deadlines have been made. Continuation courses, students must complete course before continuing to next course. Start on track and may not be able to complete continuing credit. Early intervention with phone calls from instructor or counseling office to follow deadlines. Percentage on rise now.

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8. Describe the efforts to improve the trends (#5, 6, 7 above) conducted since the last program review. Indicate how frequently each effort was conducted during the past five years. Communicate with students, contact via e-mail or telephone with students, encourage students to meet deadlines, assist in student learning style—encourage usage of LAC, SSS, Counseling, Tutors, seeking help, ask instructor for assistance.
9. Describe what will be done to improve the trends (#5, 6, 7 above) during the next five years. Continue to seek learning styles best for individual students, communicate with services offered (SSS, LAC, Tutors, Counseling), see that students are aware of outside assistance that is available to encourage higher student success rate. Contact and communicate with each student in class, e-mail, and telephone.
10. Summarize the activities identified above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.  
 Activities will be included in the operational plan.  
 Activities will not be included in the operational plan.

DATA TABLE 2: Completion Data		Discipline Group:				Ofc & Admin Services	5 Year Total
		FY07	FY08	FY09	FY10	FY11	
<b>Totals for all Programs in Discipline</b>							
a	Declared majors	101	83	76	89	81	430
b	Number of program completions	16	11	8	10	13	58
c	Average number of Fall & Spring terms to completion	4	4	4	3	4	4
<b>Program: OAS, Administrative Assistant (AAS 0023)</b>							
d	Declared majors	21	22	21	19	24	107
e	Number of program completions	2	1	4	1	4	12
f	Average number of Fall & Spring terms to completion	4	3	4	6	3	4
<b>Program: OAS, Legal Office Assistant (AAS 0026)</b>							
g	Declared majors	11	3	5	8	8	35
h	Number of program completions	1	0	0	2	2	5
i	Average number of Fall & Spring terms to completion	7	0	0	4	3	3
<b>Program: OAS, Medical Office Assistant (AAS 0024)</b>							
j	Declared majors	21	21	15	23	17	97
k	Number of program completions	3	4	2	0	3	12
l	Average number of Fall & Spring terms to completion	3	4	6	0	6	4

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m	Declared majors	12	4	7	5	5	33
n	Number of program completions	3	2	0	1	1	7
o	Average number of Fall & Spring terms to completion	5	2	0	3	7	3
Program: OAS, Office Assistant (Cert. 0B80)							
p	Declared majors	12	9	7	7	9	44
q	Number of program completions	2	1	1	1	1	6
r	Average number of Fall & Spring terms to completion	4	8	4	3	3	4
Program: OAS, Desktop Publishing Specialist (Cert. 0B33)							
s	Declared majors	1	1	0	0	1	3
t	Number of program completions	0	1	0	0	0	1
u	Average number of Fall & Spring terms to completion	0	3	0	0	0	1
Program: OAS, Financial Services Representative (Cert. 0B84)							
v	Declared majors	4	2	2	0	0	8
w	Number of program completions	1	0	0	0	0	1
x	Average number of Fall & Spring terms to completion	2	0	0	0	0	0
Program: OAS, Word Processing (Cert. 0B23)							
y	Declared majors	0	2	0	0	0	2
z	Number of program completions	0	0	0	0	0	0
aa	Average number of Fall & Spring terms to completion	0	0	0	0	0	0
Program: OAS, Legal Office (Cert. 0B82)							
ab	Declared majors	1	6	6	10	2	25
ac	Number of program completions	0	0	1	3	2	6
ad	Average number of Fall & Spring terms to completion	0	0	2	3	5	2
Program: OAS, Medical Office (Cert. 0B83)							
ae	Declared majors	18	13	13	17	15	76
af	Number of program completions	4	2	0	2	0	8
ag	Average number of Fall & Spring terms to completion	3	3	0	4	0	2

<sup>1</sup> Employee expense = Salaries (prorated by credits taught) + benefits (averaged across the College to eliminate penalties to programs due to dependent insurance coverage)

**PROGRAM: OAS**

**FY12 Instructional Five Year Program Review**

11. Describe the five-year trends pertaining to the number of *declared majors*  
After a drop off in FY 08, the number of declared majors has stabilized to about 82 students.
12. Describe the five-year program completion trends  
The trends for completion are within range of other programs at SVCC. Continue marketing with Work Force Council twice a year and internship employers each semester.
13. Describe what will be done to increase the number of declared majors and increase the number of program completions during the next five years.  
Classroom discussion and counseling inform students about the program and careers. Work with employment recruiter, have career speakers, post openings, and meet with Work Force Council. Encourage students to set goals and make plans to accomplish their certificates and/or degree. Follow up with students and encourage completion.
14. ***Transfer Classes Only:*** Describe any *recurring* problems related to IAI approved courses transferring to universities and what needs to be done to obtain resolution, **OR** if there were not any *recurring* problems, indicate “None.”  
None
15. Summarize the activities identified above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.  
  X   Activities will be included in the operational plan.  
       Activities will not be included in the operational plan.

**NEED FOR PROGRAM**

16. ***Career Programs Only*** List any concerns identified in the *Career and Technical Follow-Up Study* and discuss solutions, **OR** if there were no concerns identified; indicate “No concerns.”  
No Concerns
17. ***Career Programs Only*** Use data from the Illinois Workforce Development System <http://iwds.state.il.us/iwdshome.html> (click on *Consumer Information*, click on *Compare performance...* and enter *Sauk Valley Community College* as the training provider name) which tracks WIA eligible students, to answer the following:
- |   |                 |
|---|-----------------|
| Percent of students who complete the program:   | <u>  71%  </u>  |
| Percent of students employed after exiting WIA: | <u> 100% </u>   |
| Average starting hourly wage:                   | <u> \$9.52 </u> |
18. ***Career Programs Only*** Describe the occupational need for the program. Create one or more tables that illustrate the projected occupational demand for program completers using information available at one of the following sources. Include all appropriate job titles:
- The Illinois Department of Employment Security at [www.ilworkinfo.com](http://www.ilworkinfo.com), click on *Workforce Info Center*, click on *Industry* under *Labor Market Analysis*, then explore the available links; **OR**

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- b. The O\*Net Center at <http://www.onetcenter.org> , click on *Find Occupation*, make a selection and then use information from *Wage & Employment Trends* which is located at the very bottom of the page; **OR**
- c. Use any other reputable source (Be sure to cite your data source).

<b>Location</b>	<b>Pay Period</b>	<b>Low</b>	<b>Median</b>	<b>High</b>
United States	Hourly	\$9.47	\$14.82	\$22.32
	Annual	\$19,700	\$30,800	\$46,400
Northwest Illinois BOS	Hourly	\$9.16	\$12.96	\$17.74
	Annual	\$19,100	\$27,000	\$36,900

- "High" indicates 90% of workers earn less and 10% earn more.
- "Median" indicates 50% of workers earn less and 50% earn more.
- "Low" indicates 10% of workers earn less and 90% earn more.
- "N/A" indicates the data is not available.

**Notes:** Yearly wage data applies only to workers with full-time, year-round schedules. For salary information for part-time or part-year workers, use hourly wage data.

***Occupation Description***

**Secretaries and Administrative Assistants, Except Legal, Medical, and Executive** Perform routine clerical and administrative functions such as drafting correspondence, scheduling appointments, organizing and maintaining paper and electronic files, or providing information to callers. Excludes legal, medical, and executive secretaries

\*Source: O\*Net Center

**PROGRAM: OAS**

**FY12 Instructional Five Year Program Review**

**PROGRAM FINANCES**

<b>DATA TABLE 3: Income and Expense Revenue</b>				<b>Discipline Group:</b>	<b>Ofc &amp; Admin Services</b>		
Tutorials not included. Honors students included. Honors sections not included.							
<b>Row</b>		<b>FY07</b>	<b>FY08</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>5 Year Total</b>
a	Direct income (Tuition & fees at 10th day)	\$56,502	\$44,855	\$49,763	\$66,079	\$58,804	\$276,003
b	Apportionment (Estimated)	\$13,745	\$13,412	\$23,644	\$30,409	\$22,906	\$104,116
c	<b>Total income</b> (Row a + b)	\$70,247	\$58,267	\$73,407	\$96,488	\$81,710	\$380,119
d	Employee expense (Salaries & benefits) <sup>1</sup>	\$44,847	\$44,801	\$54,913	\$61,123	\$68,164	\$273,848
e	Supply expense (Purchases charged to budget supply line & software purchases)	\$783	\$233	\$1,040	\$7,878	\$468	\$10,402
f	Equipment expense (Purchases charged to budget equipment line)	\$0	\$0	\$0	\$0	\$0	\$0
g	Other expense (Any expense that does not fit into the above categories)	\$5,662	\$2,770	\$2,672	\$6,068	\$1,745	\$18,917
h	<b>Total expense</b> (Row d + e + f + g)	\$51,292	\$47,804	\$58,625	\$75,069	\$70,377	\$303,167
i	<b>Net income</b> (Row c - Row h)	\$18,955	\$10,463	\$14,782	\$21,419	\$11,333	\$76,952

19. Describe the five-year income and expense trends.

This program makes money for the college and is in the black with income greater than expenses. Software upgrade were purchased for FY 2010.

20. Describe what was done to improve the program’s financial viability during the past five years.

Materials are submitted via computer online and USB drives which has cut down on copy paper costs, hours have been cut in the OAS Lab, staff has been reduced.

21. Describe how the program’s financial viability may be improved.

Continue working on ways to increase enrollment and look at new certificates or programs to be offered at the college. Work on keeping the program up to date. Inform students about available certifications available in the technology areas.

22. Summarize the activities identified above in the operational plan (under Goal 3). Indicate below if activities will be included in the operational plan.

- Activities will be included in the operational plan.
- Activities will not be included in the operational plan.

**PROGRAM: OAS**

**FY12 Instructional Five Year Program Review**

**Part 3: QUALITY COMPONENT**

The quality component focuses on qualitative analysis and issues

**COURSE SCHEDULING**

23. Provide the program schedule by listing each required course by course number and indicating each semester in which it is planned to be offered.

<b>COURSE NUMBER</b>	<b>YEAR 1: FALL SEMESTER</b>	<b>YEAR 1: SPRING SEMESTER</b>	<b>YEAR 2: FALL SEMESTER</b>	<b>YEAR 2: SPRING SEMESTER</b>
OAS 103/104	X	X	X	X
OAS 105-108	X	X	X	X
OAS 202-205	X	X	X	X
OAS 110	X	X	X	X
OAS 112	X	X	X	X
OAS 113	X	X	X	X
OAS 130	X	X	X	X
OAS 141	X	X	X	X
OAS 233-235	X	X	X	X
OAS 241	X		X	
OAS251		X		X
BUS 231/235 BUS 232/236	X	X	X	X
BUS 106	X		X	
BUS 107		X		X
CIS 135	X	X	X	X
CIS 137-139	X	X	X	X
CIS 220	X	X	X	X
CIS 244-226	X	X	X	X

24. How many semesters should it take a full-time student to complete this program?

Full-time students should be able to complete the OAS program in two years. Certificates may be one or two semesters

25. During the past five years, have courses been offered and properly sequenced so a student could complete the program in the number of semesters specified above?

**PROGRAM: OAS**

**FY12 Instructional Five Year Program Review**

Yes  
 No

26. During the past five years, have scheduling conflicts been avoided by coordinating the days and times that courses are offered?

Yes  
 No

27. During the past five years, have scheduling conflicts been avoided by coordinating schedules with other required courses, outside of this area?

Yes  
 No

28. Describe scheduling changes that may be needed during the next five years and the rationale for the changes, **OR** indicate "None."

Lecture courses alternate between day and evening sessions every other year to compensate for students working or having other commitments to allow them to complete their course work.

29. Summarize activities that the department will perform to correct scheduling problems and make future scheduling changes in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan, **AND/OR** if issues have already been corrected.

- Activities will be included in the operational plan.
- Activities will not be included in the operational plan.
- Issues have already been corrected.

**CURRICULUM: COURSE OUTLINES**

30. In the table below, list all of the courses in the discipline and indicate the most recent date it was reviewed as indicated on the course outline.

Course Number	Most recent review date (as indicated on the course outline in the Academic VP's office)	Next review date (to be reviewed not more than 5 years after the most recent review)
OAS 103, 104, 105, 106, 107, 108, 202, 203, 204, 205, 110, 111, 112, 113, 213, 233, 234, 235, 141, 241, 251	Fall 2011	Fall 2016
CIS 135, 137, 138, 139, 220, 244, 245, 246	Fall 2011	Fall 2016
BUS 106, 107, 231, 232, 235, 236	Fall 2011	Fall 2016

**NOTE:** Add the schedule of course review dates to the operational plan



**PROGRAM: OAS**

**FY12 Instructional Five Year Program Review**

31. Are 100% of course outlines and syllabi aligned?

- Yes  
 No

32. Summarize activities to correct any course outline issues in the operational plan (under Objective 1.1 or 1.3). Indicate below if activities will be included in the operational plan, **AND/OR** if issues have already been corrected.

- Activities will be included in the operational plan.  
 Activities will not be included in the operational plan.  
 Issues have already been corrected.

**CURRICULUM: ASSESSMENT**

Additional resources: Assessment Summary Reports and Operational Plans

33. List the program/area objectives that have NOT been assessed in this five-year period and indicate whether these will be assessed, eliminated, or replaced, **OR** indicate “All have been assessed.”  
All program/areas objectives have been assessed in the last five years.

34. Describe any curricular changes ensuing from assessment, which were made during the past five years, and the positive and/or negative results of those changes, **OR** indicate “None.”  
Through assessment and review changes were made in timed writing exercises, accuracy and technique in document processing and proofreading.

35. Summarize activities related to assessment issues in the operational plan (under Objective 1.1). Indicate below if activities will be included in the operational plan.

- Activities will be included in the operational plan.  
 Activities will not be included in the operational plan.

**CURRICULUM: CURRICULAR CHANGES**

Additional resources: Assessment Summary Reports  
Operational Plans

36. Describe any curricular changes made during the past five years, and the positive and/or negative results of those changes, **OR** indicate “None.”

Online software for document processing and keyboarding has been a positive change in curriculum. Grades and skills are improving.

37. Describe possible changes in transfer requirements or content that may be **imposed** on the program during the next five years, **OR** indicate “None.”

None

**PROGRAM: *OAS***

**FY12 Instructional Five Year Program Review**

38. Describe anticipated curricular changes that the department will propose during the next five years and the *accompanying* needs that will be required, or indicate “None.”

CURRICULAR CHANGES	EQUIPMENT AND/OR SUPPLY NEEDS	FACILITY NEEDS	PERSONNEL AND/OR TRAINING NEEDS	ESTIMATED EXPENSE
New versions of software	Computer equipment to support new Software: Microsoft, QuickBooks, Voice Recognition	Support training and equipment needed for updates	Workshops and Conferences; education	Part of SVCC equipment rotation  \$1000 for department
Dictated and Transcription	Trend changes (supported by community employers) may involve different equipment	Purchase equipment and support needs of employers in community	Train on new equipment	\$1000-2,000

39. Summarize activities that the department will perform to make curricular changes in the operational plan (under Objective 1.1; 1.2; or 1.3). Indicate below if activities will be included in the operational plan.

- Activities will be included in the operational plan.
- Activities will not be included in the operational plan.

**FACULTY & STAFF**

40. Has 100% of full-time faculty participated in professional development during the past 5 years?

- Yes, skip to question 43
- No, continue with question 42

41. Describe what can be done to assure that 100% of faculty participates in professional development during the next 5 years?

Encourage the importance of staying current, retraining, and professional networking.

**PROGRAM: OAS**

**FY12 Instructional Five Year Program Review**

42. Will faculty need any *specialized* professional development in the next 5 years?

Yes, continue with question 44

No, skip to question 45

43. Summarize the *specialized* professional development what will be needed, who will participate and estimated expenses.

No specialized professional development is needed; however when new versions of software are incorporated to the curriculum, some extra training or attendance at workshop/conferences may be required.

44. Describe any proposed staffing changes along with a rationale; indicate any planned retirements, and submit a completed *Personnel Change Request* form, or indicate “None.”

None.

45. Summarize activities that the department will perform to assure that 100% of faculty participate in professional development during the next 5 years and staffing changes described above, in the operational plan (under Goal 1 or 2); Indicate below if activities will be included in the operational plan, and indicate if a completed *Personnel Change Request* is attached.

Activities will be included in the operational plan.

Activities will not be included in the operational plan.

A completed *Personnel Change Request* accompanies this program review.

## EQUIPMENT AND SUPPLIES

46. Identify *current deficiencies* in equipment, software, and/or supplies that negatively impact the program (be as specific as possible), **OR** indicate “None.”

Computers for the program are on a replacement cycle and have been replaced and/or exchanged.

47. Identify *new and/or replacement* equipment, software, and/or supplies which are anticipated during the next five years, with cost estimates, **OR** indicate “None.” Do not include items associated with the curriculum changes noted in prior section.

Update of computer software to the newest version. OAS/SVCC stay current on the latest editions of software as it becomes available. Usually a 2-3 year rotation.

48. Summarize activities to acquire the needed equipment, software, and supplies as described above in the operational plan (under Goal 1 or 2), **OR** submit a completed *Equipment Request Form*. Indicate below if activities will be included in the operational plan, and if an *Equipment Request Form* is attached.

Activities will be included in the operational plan.

Activities will not be included in the operational plan.

A completed *Equipment Request Form* accompanies this program review.

**PROGRAM: OAS**

**FY12 Instructional Five Year Program Review**

**SUPPORT SERVICES**

Definition: College services that are *specific to this program*, which are utilized by students outside of the classroom (i.e. tutoring in the LAC, special materials in the LRC, etc.)

- 49. Describe the services that are *specific to this program* that are currently available to students, **OR** indicate “None.”  
None.
  
- 50. Describe gaps in the services that are *specific to this program* which are currently available and identify possible solutions, **OR** indicate “None.”  
None
  
- 51. Describe any changes in the need for support services that are anticipated to occur during the next five years, **OR** indicate “None.”  
None
  
- 52. Summarize activities to expand or correct the gaps in support services as described above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.  
 Activities will be included in the operational plan.  
 Activities will not be included in the operational plan.

**MARKETING**

Definition: Systematic efforts aimed at attracting students to the program.

- 53. Not including the catalog and program brochure, describe how the program has been promoted and marketed during the past five years, and the frequency that each promotional or marketing activity has been done.  
The PSY 100 class covers students’ career plans. In the OAS entry level classes, information, careers, and sequencing about courses for certificates and degrees is discussed. Internship program markets students for careers and employment opportunities with employees. Activities at the college (i.e. College Night, Work Force Council) have other marketing and promotional activities.
  
- 54. Describe how the program can be better promoted and marketed.  
Brochures and flyers revised and are supplied and available for people interested in the program. One of the best marketing tools would be to show the needs for basic keyboarding and computer skills in all classroom setting.  
Promote marketability and job opportunities that available in the community. Find areas that lead to continuous education and bachelor program to support the associate degree maintained from SVCC.
  
- 55. Summarize activities to better promote and market the program as described above in the operational plan (under Objective 1.2 or Goal 3). Indicate below if activities will be included in the operational plan.

**PROGRAM: OAS**

**FY12 Instructional Five Year Program Review**

- Activities will be included in the operational plan.
- Activities will not be included in the operational plan.

**STUDENT INPUT**

Definition: Formal and informal efforts aimed at obtaining student opinions and suggestions for improving the program.

56. Describe the formal and informal efforts to obtain student input, the frequency of each effort, what was learned, and changes that were made **OR** indicate “Not applicable.”

Source of Input	Efforts to obtain student input, the frequency of each effort, what was learned, and changes that were made
Assessment	Assessing students and the program itself show a need to build programs to go with the change in technology
Informal Conversations	Employers, students, and staff see changes with software and materials used in the classroom. Students really want to see more interaction with instructors. Technology and on-line learning seem to be somewhat frustrating to students when they need extra support or assistance.
Interviews	Employers and community want to build on the soft skills for students entering the work force. Basic skills need to be developed. New equipment and software changes will be on going—with a strong base of computer knowledge the change to specialized software and new versions with be a smooth transition.
Survey	Surveys sent to community show OAS/SVCC stay current on the latest technologies which is great for the students and employers. A variety of software is used in the community; most companies are using current or previous software. Basic skills are still needed for employment and advancement, and they should continue to be the focus of the program.
Other	Advanced and ongoing training in the program is needed.

57. Describe the formal and informal efforts to obtain student input that **will be attempted** during the next five years **OR** indicate “None are planned.”

Continue to get input from students in classroom, surveys, and evaluations. Work with SVCC staff to market the program, be available to future students during college night offered at SVCC. Communicate with area high school instructors about the program.

58. Summarize activities to obtain student input as described above in the operational plan (under Goal 1 or 2). Indicate below if activities will be included in the operational plan.

- Activities will be included in the operational plan.
- Activities will not be included in the operational plan.

**PROGRAM: OAS**

**FY12 Instructional Five Year Program Review**

**NON-STUDENT INPUT**

Definition: Formal and informal efforts aimed at obtaining information regarding program content and improvement from informed sources other than students, for the purpose of keeping the program current and relevant (e.g. IAI, staying informed of changing transfer requirements, meeting with other departments, meeting with colleagues from other colleges).

59. Describe the formal and informal efforts to obtain input, the frequency of each effort, what was learned, and changes that were made **OR** indicate “Not applicable.

Method	Formal and informal efforts to obtain input, the frequency of each effort, what was learned, and changes that were made
Conference attendance	IBEA fall conference (yearly), NIBEA spring meetings yearly
IAI updates	Visits with Area High School instructors via Workforce Council Meetings fall yearly, school visits, e-mail, telephone calls, contacts with colleagues from area Community Colleges in the Business/OAS programs
Networking with colleagues	The need for basic keyboarding and computer technology are used in most all course through projects, papers, and reports. Students coming into the courses with knowledge and education in technology allow instructors to focus on their course without having to train on computer skills.
Professional association membership	IBEA, NIBEA, IACTE, DPE
Other	

60. Describe the formal and informal efforts to obtain non-student input that will be attempted during the next five years **OR** indicate “None are planned.”

Continue to work with area high schools to see that there is a smooth transition for students entering higher education. Work with larger groups like the Chamber of Commerce, Business After Business, Work Force Council, Human Resource groups, Legal Bar Associations, School Districts, and car dealerships to see what skills students should have when they complete the OAS program.

61. Summarize plans to obtain future input from non-student sources described above in the operational plan (under Goal 1, 2, or 4). Indicate below if activities will be included in the operational plan.

- Activities will be included in the operational plan.
- Activities will not be included in the operational plan.

**NEED AND GROWTH POTENTIAL**

62. What is the projected level of need for the program, during the next five years?

**PROGRAM: *OAS***

**FY12 Instructional Five Year Program Review**

- Growing need
- Level need
- Declining need

63. List the top five plans to strengthen the program during the next five years. (These should be related to items discussed above, and be realistic, specific, measurable, and have a target completion date.) Include on the operational plan.

- 1) Update software as new versions are available (on going)
- 2) Syllabus and outlines are changed and revised to bring in new activities to better the program.
- 3) Work with IT to review OAS program changes to promote more declared majors.
- 4) Work with employers to support office positions and internship training stations to enter the job market and assist in way to advance in these positions.

64. Summarize plans to address the top five priorities in the operational plan. Indicate below if activities will be included in the operational plan.

- Activities will be included in the operational plan.
- Activities will not be included in the operational plan.

**PROGRAM: *OAS***

**FY12 Instructional Five Year Program Review**

**ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT**

***Required ICCB Program Review Report***

**Sauk Valley Community College**

**Academic Year 2011 - 2012**

<b>Discipline Area</b>	<b><i>Office and Administrative Services (OAS)</i></b> <b><i>Administrative Assistant (AAS 023)</i></b>
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**Improvements & Rationale for Action**

Office and Administrative Services degree and certificates in Administrative Assistant and Office Assist is expanded and growing in the office environment. Administrative assistants are given more responsibility and need to have excellent computer skills to utilize word processing and the software needed for each specialized field of work. Courses are offered online, open lab, and lecture. This seems to satisfy the needs for students to gain the skills needed for these degrees and certificates. The ability to work at their own pace and move through the course material at their level is beneficial in a skills class. Having an instructor available to assist and answer questions seems to be why the success of the students and program continues. Employers are very satisfied with the training and professionalism student have completing these areas.

The pay scale is low for entry level and benefits usually are not available for part-time and some full-time positions. As students progress and gain experience, they can advance to higher position.

As computer trends and software changes, SVCC stays current. Technology changes and office skills are complete and meet the needs of the business community and local offices.

**Principle Assessment Methods Used in Quality Assurance for this Program**

- Standardized assessments
- Writing samples
- Portfolio evaluation

**Statewide Program Issues (if applicable)**

No Issues



**PROGRAM: OAS**

**FY12 Instructional Five Year Program Review**

**CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW SUMMARY REPORT**

*Required ICCB Program Review Report*

Sauk Valley Community College

Academic Year 2011 - 2012

**Program Identification Information**

<b>6-digit CIP</b>	520408
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<b>Degree Type</b> 03 – AAS 20 – Certs. 30ch > 30 – Certs. <30ch	30
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<b>Program Title</b>	Office and Administrative Services (OAS) <b>Administrative Assistant (Cert B80 &amp; Cert B81)</b>
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**Action**

- Continued with minor improvements

**Improvements & Rationale for Action**

Office and Administrative Services degree and certificates in Administrative Assistant and Office Assist is expanded and growing in the office environment. Administrative assistants are given more responsibility and need to have excellent computer skills to utilize word processing and the software needed for each specialized field of work. Courses are offered online, open lab, and lecture. This seems to satisfy the needs for students to gain the skills needed for these degrees and certificates. The ability to work at their own pace and move through the course material at their level is beneficial in a skills class. Having an instructor available to assist and answer questions seems to be why the success of the students and program continues. Employers are very satisfied with the training and professionalism student have completing these areas.

The pay scale is low for entry level and benefits usually are not available for part-time and some full-time positions. As students progress and gain experience, students can move up to a more advanced position.

As computer trends and software changes, SVCC stays current. Technology changes and office skills are complete and meet the needs of the business community and local offices.

**Principle Assessment Methods Used in Quality Assurance for this Program**

- Standardized assessments
- Writing samples
- Portfolio evaluation

**Statewide Program Issues (if applicable)**

No Issues.
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**PROGRAM: *OAS***

**FY12 Instructional Five Year Program Review**

**CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW SUMMARY REPORT**

**Required ICCB Program Review Report**

**Sauk Valley Community College**

**Academic Year 2011 - 2012**

**Program Identification Information**

<b>6-digit CIP</b>	100303
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<b>Degree Type</b> 03 – AAS 20 – Certs. 30ch > 30 – Certs. <30ch	30
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<b>Program Title</b>	Office and Administrative Services (OAS) <b>Desktop Publishing Specialist (Cert B33)</b>
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**Action**

- Continued with minor improvements

**Improvements & Rationale for Action**

Changes in software in the Desktop Publishing field are on-going. Basic publishing skills and computer knowledge are used in many offices for their marketing and promotion of products or services in the industry.

Many certifications are available on-line to prove the knowledge of software and computer skills.

**Principle Assessment Methods Used in Quality Assurance for this Program**

- Standardized assessments
- Writing samples
- Portfolio evaluation

**Statewide Program Issues (if applicable)**

No Issues.

**PROGRAM: *OAS***

**FY12 Instructional Five Year Program Review**

**CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW SUMMARY REPORT**

***Required ICCB Program Review Report***

**Sauk Valley Community College**

**Academic Year 2011 - 2012**

**Program Identification Information**

<b>6-digit CIP</b>	520408
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<b>Degree Type</b> 03 – AAS 20 – Certs. 30ch > 30 – Certs. <30ch	30
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<b>Program Title</b>	Office and Administrative Services (OAS) <b>Financial Services Rep (Cert B84)</b>
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**Action**

- Continued with minor improvements

**Improvements & Rationale for Action**

Software and training are available on-line for document processing allowing students to complete course work outside of class and in the open lab environment. Students are able to work at their own pace and develop their skills best for the learning level. Professionalism and soft skills are qualities needed for financial services and the ability to work with people in a service environment.

Base pay for the financial service industry starts low. There are some certifications for banking and pre-testing that are necessary.

**Principle Assessment Methods Used in Quality Assurance for this Program**

- Standardized assessments
- Writing samples
- Portfolio evaluation

**Statewide Program Issues (if applicable)**

No Issues.

**PROGRAM: OAS**

**FY12 Instructional Five Year Program Review**

**ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT**

**Required ICCB Program Review Report**

Sauk Valley Community College

Academic Year 2011 - 2012

<b>Discipline Area</b>	Office and Administrative Services (OAS) Legal Asst (AAS 026)
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**Improvements & Rationale for Action**

Software and training are available on-line for document processing allowing students to complete course work outside of class and in the open lab environment. Students are able to work at their own pace and develop their skills for the appropriate learning level. Professionalism and soft skills are qualities needed for the legal environment and the ability to work with people is a large part of this service environment.

Much of the training for the legal field is on-the-job. There are many legal office techniques that are best learned on the job. Computer knowledge, office skills, and records management are required for this field. Legal terminology and business environment give background to legal terms.

Legal employers prefer that starting staff have legal experience. There are limited training and internship employers that offer exposure to the legal environment.

**Principle Assessment Methods Used in Quality Assurance for this Program**

- Standardized assessments
- Writing samples
- Portfolio evaluation

**Statewide Program Issues (if applicable)**

No Issues

**PROGRAM: OAS**

**FY12 Instructional Five Year Program Review**

**CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW SUMMARY REPORT**

**Required ICCB Program Review Report**

Sauk Valley Community College

Academic Year 2011 - 2012

**Program Identification Information**

<b>6-digit CIP</b>	220301
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<b>Degree Type</b> 03 – AAS 20 – Certs. 30ch > 30 – Certs. <30ch	30
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<b>Program Title</b>	Office and Administrative Services (OAS) <b>Legal Assistant (Cert B82)</b>
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**Action**

- Continued with minor improvements

**Improvements & Rationale for Action**

Software and training are available on-line for document processing allowing students to complete course work outside of class and in the open lab environment. Students are able to work at their own pace and develop their skills for the appropriate learning level. Professionalism and soft skills are qualities needed for the legal environment and the ability to work with people is a large part of this service environment.

Much of the training for the legal field is on-the-job. There are many legal office techniques that are best learned on the job. Computer knowledge, office skills, and records management are required for this field. Legal terminology and business environment give background to legal terms.

**Principle Assessment Methods Used in Quality Assurance for this Program**

- Standardized assessments
- Writing samples
- Portfolio evaluation

**Statewide Program Issues (if applicable)**

No Issues.
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**PROGRAM: OAS**

**FY12 Instructional Five Year Program Review**

**ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT**

**Required ICCB Program Review Report**

Sauk Valley Community College

Academic Year 2011 - 2012

<b>Discipline Area</b>	Office and Administrative Services (OAS) <b>Medical Office Assistant (AAS 024)</b>
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**Improvements & Rationale for Action**

The OAS Medical Office Assistant degree and certificate allow students to enter positions with basic computer, biology, and medical terminology. Part of the degree requirements are in place from working together with medical/hospital employers who felt there was a need for employee in the medical field to have these basic skills. Computers and transcription skills are needed for the medical office procedures.

There is some need for CAN background and basic medical assistant for students are able to function in the office side and medical side of an office. At this time we do not require these as requirements for medical office.

Technology and computer skills are a crucial part of this career and students are successful upon completion of the program. Because of the background and experience in this field, it is sometime difficult to find employment without internship training/experience.

**Principle Assessment Methods Used in Quality Assurance for this Program**

- Standardized assessments
- Writing samples
- Portfolio evaluation

**Statewide Program Issues (if applicable)**

No Issues.

**PROGRAM: *OAS***

**FY12 Instructional Five Year Program Review**

**CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW SUMMARY REPORT**

***Required ICCB Program Review Report***

**Sauk Valley Community College**

**Academic Year 2011 - 2012**

**Program Identification Information**

<b>6-digit CIP</b>	510716
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<b>Degree Type</b> 03 – AAS 20 – Certs. 30ch > 30 – Certs. <30ch	30
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<b>Program Title</b>	Office and Administrative Services (OAS) <b>Medical Office Assistant (Cert B83)</b>
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**Action**

- Continued with minor improvements

**Improvements & Rationale for Action**

The OAS Medical Office Assistant degree and certificate allow students to enter positions with basic computer, biology, and medical terminology. Part of the degree requirements are in place from working together with medical/hospital employers who felt there was a need for employee in the medical field to have these basic skills. Computers and transcription skills are needed for the medical office procedures.

There is some need for CAN background and basic medical assistant for students are able to function in the office side and medical side of an office. At this time we do not require these as requirements for medical office.

Technology and computer skills are a crucial part of this career and students are successful upon completion of the program. Because of the background and experience in this field, it is sometime difficult to find employment without internship training/experience.

**Principle Assessment Methods Used in Quality Assurance for this Program**

- Standardized assessments
- Writing samples
- Portfolio evaluation

**Statewide Program Issues (if applicable)**

No Issues.

**PROGRAM: *OAS***

**FY12 Instructional Five Year Program Review**

**CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW SUMMARY REPORT**

***Required ICCB Program Review Report***

**Sauk Valley Community College**

**Academic Year 2011 - 2012**

**Program Identification Information**

<b>6-digit CIP</b>	110602
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<b>Degree Type</b> 03 – AAS 20 – Certs. 30ch > 30 – Certs. <30ch	30
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<b>Program Title</b>	Office and Administrative Services (OAS) <b>Word Processing (Cert B23)</b>
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**Action**

- Continued with minor improvements

**Improvements & Rationale for Action**

Certificate starts with entry-level skills and tiers into the OAS Degree. Current application software is used with new Windows-based operating system.
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**Principle Assessment Methods Used in Quality Assurance for this Program**

- Standardized assessments
- Writing samples
- Portfolio evaluation

**Statewide Program Issues (if applicable)**

No Issues.
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**PROGRAM: *OAS***

**FY12 Instructional Five Year Program Review**

**SIGNATURES and APPROVALS**

**NAMES AND SIGNATURES OF THE PROGRAM REVIEW TEAM** Add lines if needed  
Signatures indicate that team members concur with the findings of the program review

NAMES (Indicate chair/co-chairs)	SIGNATURES
Jayme Hale	
Kerrie Aggen	
Krystal Rodriguez	
Mary Ann Hurd	
Daryl Smiley	

**PROGRAM REVIEW COMMITTEE**

- This Program Review is complete and acceptable.
- This Program Review is complete but the conclusions *are not* fully substantiated.
- This Program Review is incomplete and unacceptable.
- Comments are attached (optional)

Program Review Committee Chair; Date \_\_\_\_\_

Program Review Committee Co-Chair; Date \_\_\_\_\_

**ADMINISTRATIVE APPROVALS**  
Administrative signatures indicate an acceptance of the program review

Dean \_\_\_\_\_

Academic Vice President \_\_\_\_\_

President \_\_\_\_\_