

OAS Program Review

SVCC CTE Program Review Template

This program review template will be used to review the following program and courses.

Program (degree and related certificates):

AAS 023, AAS 026, AAS 024

B81, B80, B33, B84, B82, B83, B23

Related program courses:

CIS 139, CIS 244, CIS 245, CIS 246

OAS 103, OAS 104, OAS 105, OAS 106, OAS 107, OAS 108, OAS 110

OAS 111 (1), OAS 111 (2), OAS 111 (3), OAS 112, OAS 113, OAS 130

OAS 141, OAS 202, OAS 203, OAS 204, OAS 205, OAS 213, OAS 233

OAS 234, OAS 235, OAS 241, OAS 251, OAS 270

CTE Program Objectives

Prompts: *What are the objectives of these programs and the courses related to this degree(s)/certificate(s)?*

Response to prompts:

The OAS program had three degrees (Administrative Assistant, Legal Assistant, and Medical Office Assistant) and seven certificates. Students will learn the office techniques and technology used in the work force and have a strong understanding of office procedures, office ethics, and office etiquette.

Computer skills and software usage are a main portion of the education for the students along with learning the daily office needs including records management, answering phones, operating office equipment, making office decisions, and using problem solving through the skills and practical knowledge learned in class.

Courses include keyboarding and document processing at the beginning, intermediate, and advanced levels. The program continues with transcription at levels using general machine, legal, and medical emphasis. Advanced word processing, concepts, office methods, proofreading, communications, records management, calculators (business math) are offered throughout the program. Specialized courses in QuickBooks, Desktop Publishing, Outlook, Excel, Access, PowerPoint, and Voice Recognition are available for students to take. These are listed in positions posted when there are openings.

Each of the certificates tiers to the next certificate with added courses and then to the degree which would include the general education requirements. Students finish their degree with an internship experience, which allows the student to use the skills and education and see how different businesses and departments operate in the office environment. Some of the positions are paid and some unpaid. Most employers would like to keep a continuous intern position each semester.

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Student success is shown when the capstone of the program allows students to complete an internship in the work force to use the skills and training throughout their course work and apply them on-the-job and train with supervision to learn the job specific to the industry.

CTE Program Need

Prompts: *Is there a need for these programs? Is the array of courses offered for this program appropriate to meet the needs of students? Are high quality jobs available for graduates of this program?*

Data sources: Table 1A, Table 1B, Table 2, Occupational Follow-up Survey data

For local data on wages use Illinois Department of Employment Security: find at http://www.ides.illinois.gov/LMI/Pages/Occupational_Employment_Statistics.aspx
Use region #6 (NW) or by individual county.

For local data on occupational outlook use IDES: find at http://www.ides.illinois.gov/LMI/Pages/Employment_Projections.aspx
Use LWA #4.

National data on wages and occupational outlook can be found at the U.S. Bureau of Labor Statistics. Use this link: <http://www.bls.gov/ooh/home.htm>. Select occupational group and determine entry level education. Then select occupation.

Possible topics to discuss: Number of students in the program, number of students in the individual classes, number of students by modality (online, face-to-face, dual credit), number of majors, and number of degrees completed, quality and number of jobs available to graduates.

Response to prompts (identify strengths and challenges): In your narrative, please refer to the data sets or evidence you have chosen to support your case.

In reviewing the data from IDEA, our SVCC data, and internship (work programs), there is definitely a need for OAS. Every business or company in the community and/or work force is set up with computers and technology, uses office methods, and majority have an administrative assistant. Although each program area may be specialized to the industry, students graduating or completing courses through the OAS program are prepared and ready for employment and are able to use the basic skills learned to adapt to the specific office environment on the job.

OAS 270 (Case Studies in Office Systems) has not been used these last 5 years, this was a course used as a special class project, case study, or simulation.

OAS 244-246 (Desktop Publishing II with InDesign) has not had much enrollment, which affects the low numbers in Desktop Publishing Certificate completion. This course is not required in an AAS degree.

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In our community, certification is not part of the requirement for various office level jobs, but students are prepared and able to complete certification to show their level of computer and office exposure to pass exam certifications. Many of the students who are interested in state positions have gone to testing centers to complete testing for certification for jobs available with success. Certification Testing/Proctoring for CMS in Rockford or for MOS through Certiport; information is offered in class and can be found online.

Bureau of Labor Statistics shows Secretaries and Administrative Assistants median hourly salary of \$17.55 and \$36,500 per year with a 3% growth rate; medical \$14.71 per hour, \$30,590 per year with a 23% growth; legal \$23.57 per hour and \$48,810 per year with 8% growth. Below are the statics in chart and table form.

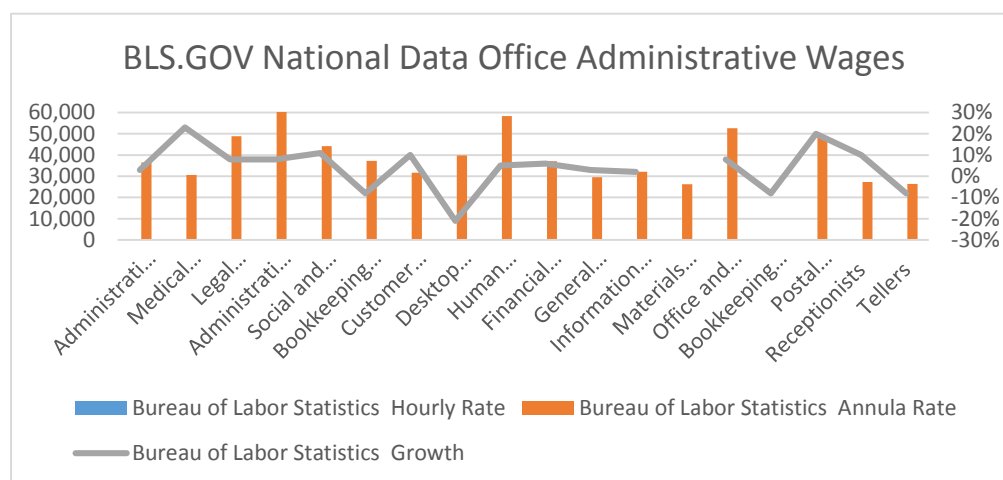


Table 1 National Data bls.gov 1

Bureau of Labor Statistics

	Hourly Rate	Annual Rate	Growth
Administrative Assistants/Secretary	17.55	36,500	3%
Medical Office Assistant	14.71	30,590	23%
Legal Administrative Assistant	23.57	48,810	8%
Administrative Services Manager	41.40	86,110	8%
Social and Human Service Assistants	14.82	44,200	11%
Bookkeeping, Accounting, and Auditing Clerks	17.91	37,250	-8%
Customer Service Representative	15.25	31,720	10%
Desktop Publishers	19.15	39,840	-21%
Human Resources Specialists	28.06	58,350	5%
Financial Clerks	17.81	37,040	6%
General Office Clerks	14.22	29,580	3%
Information Clerks	15.41	32,050	2%
Materials Recording Clerks	12.61	26,240	3%
Office and Administrative Support	18.75	52,630	8%
Postal Services Workers	23.25	48,360	20%

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Receptionists	13.12	27,300	10%
Tellers	12.70	26,410	-8%

Table 2 National Data Bureau Labor Statics bls.gov

Listed are some of the statistics given through IDEA showing the need and projected opportunities for someone in the OAS field in our community:

Whiteside IDES		Entry Wage		Median Wage		Expe. Wage	
		Hourly	Annual	Hourly	Annual	Hourly	Annual
43-0000	Office and Administrative Support Occupations	\$9.99	\$20,772	\$14.06	\$29,245	\$18.44	\$38,348
43-1011	First-Line Supervisors of Office and Administrative Support Worker	\$14.23	\$29,600	\$18.79	\$39,084	\$23.62	\$49,133
43-3011	Bill and Account Collectors	\$10.66	\$22,174	\$12.60	\$26,208	\$15.49	\$32,228
43-3021	Billing and Posting Clerks and Machine Operators	\$12.33	\$25,654	\$14.20	\$29,544	\$16.23	\$33,752
43-3031	Bookkeeping, Accounting, and Auditing Clerks	\$11.91	\$24,782	\$15.00	\$31,193	\$19.28	\$40,109
43-3051	Payroll and Timekeeping Clerks	\$12.67	\$26,353	\$17.29	\$35,966	\$20.51	\$42,665
43-3071	Tellers	\$10.48	\$21,797	\$12.41	\$25,815	\$13.89	\$28,900
43-4051	Customer Service Representatives	\$9.95	\$20,686	\$13.23	\$27,528	\$17.09	\$35,552
43-4151	Order Clerks	\$8.75	\$18,191	\$9.36	\$19,465	\$12.37	\$25,730
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	\$12.79	\$26,599	\$20.45	\$42,536	\$22.02	\$45,795
43-4171	Receptionists and Information Clerks	\$10.12	\$21,042	\$12.79	\$26,610	\$14.17	\$29,466

Table 3 IDEA Whiteside County

SOC Code	SOC Occupational Title	Entry Wage		Median Wage		Expe. Wage	
		Hourly	Annual	Hourly	Annual	Hourly	Annual
11-9111	Medical and Health Services Managers	\$29.48	\$61,328	\$46.47	\$96,667	\$56.96	\$118,480
21-2011	Clergy	\$15.58	\$32,411	\$21.82	\$45,384	\$30.29	\$63,012
23-0000	Legal Occupations	\$18.55	\$38,575	\$35.80	\$74,474	\$56.51	\$117,545
27-1024	Graphic Designers	\$13.75	\$28,605	\$19.45	\$40,448	\$29.44	\$61,235
43-1011	First-Line Supervisors of Office and Administrative Support Worker	\$14.58	\$30,335	\$19.24	\$40,012	\$25.09	\$52,189
43-2011	Switchboard Operators, Including Answering Service	\$8.92	\$18,552	\$9.60	\$19,960	\$12.53	\$26,070
43-3011	Bill and Account Collectors	\$13.03	\$27,104	\$17.60	\$36,610	\$20.41	\$42,461
43-3021	Billing and Posting Clerks and Machine Operators	\$12.37	\$25,721	\$15.68	\$32,622	\$18.32	\$38,108
43-3031	Bookkeeping, Accounting, and Auditing Clerks	\$11.46	\$23,836	\$16.29	\$33,885	\$19.36	\$40,263
43-3051	Payroll and Timekeeping Clerks	\$14.00	\$29,122	\$21.77	\$45,279	\$25.83	\$53,733
43-3061	Procurement Clerks	\$14.14	\$29,407	\$20.29	\$42,211	\$22.19	\$46,149
43-3071	Tellers	\$10.50	\$21,845	\$11.81	\$24,560	\$12.95	\$26,935
43-3099	Financial Clerks, All Other	\$15.12	\$31,446	\$18.82	\$39,143	\$23.54	\$48,962
43-4031	Court, Municipal, and License Clerks	\$14.29	\$29,732	\$19.42	\$40,398	\$29.70	\$61,767

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43-4051	Customer Service Representatives	\$10.27	\$21,366	\$13.70	\$28,494	\$17.79	\$37,009
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Table 4 SOC

CTE Program Cost Effectiveness

Prompts: *Is the program cost effective? What steps can be taken to offer courses more cost effectively? Does the program need additional resources?*

Available Data Sources: Table 1A, Table 1B, Table 3A, Table 3B

Possible topics to discuss: Has the program remained within its allocated budget? Is the budget adequate to supply necessary services? Is the program's net income positive or negative? Does the program need additional resources? If so, what resources are needed? Is class size appropriate and cost effective?

Response to prompts (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

In viewing numbers with the salary verses number of students enrolled, there is a deficit (-25%). The instructor has 35 year of teaching experience, which also affect the budget.

The budget for supplies and other expenses (without salary expenses) is within the means budgeted and extended. The class size is able to handle more than the number enrolled. At this time, additional resources would be needed for updating software and continued computer updates. Majority of expenses are lower, most cost from printing has been eliminated though submitting documents via e-mail or computer software.

Data shows there is a definite need for Administrative Assistants. There are not many companies or business without support staff which are usually the administrative assistant. Companies in Sauk Valley area have been very good about working with graduates and students in the OAS program and have felt the skill level and computer knowledge are strong enough for the companies to hire OAS/SVCC students; and then proceed to train the employee in the specific needs for the company.

All employers felt there would be software specific to their business which would require training, but students/employees that are capable to utilizing the computer and basic software have a much easier transition of the business.

Salary ranges prove to be comparable to students that intern or get hired on in the company. Students with higher skill level or initiative along with the certificate or degree earned have a better chance of being promoted or moving up in the company. Companies that top out or have no room for upward movement or promotion within their business find employees may seek other departments or companies to grow with their level of experience and skills.

Budget: The OAS program has stayed within the budget suggested for the program, except the salary expense with the low enrollment there is a deficit. There is little spending for the

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program itself. Main budget items include the salary of the staff (one person), computers, software, and minimal supplies.

Program Net Income: Salary and Benefits added with below listed expenses has a negative (-25%) remaining budget over the 5-year tallies.

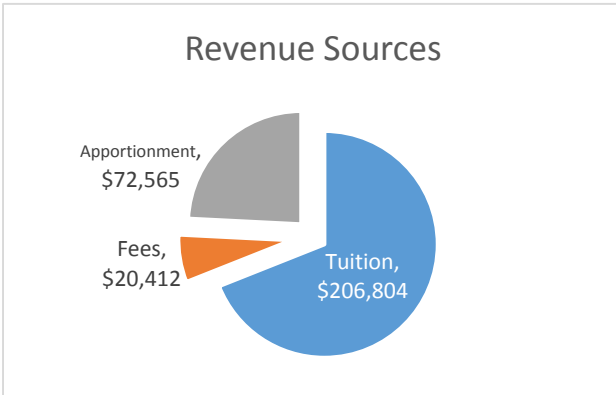
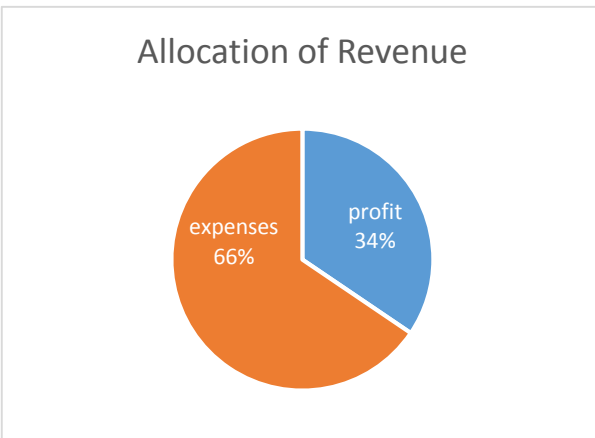


Table 5 Chart 3B Program Revenue Sources without Instructor Salary

Table 6 Chart 3A Program Revenue Expenses and Profit



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Table 3 A & B Program Finance With Salary

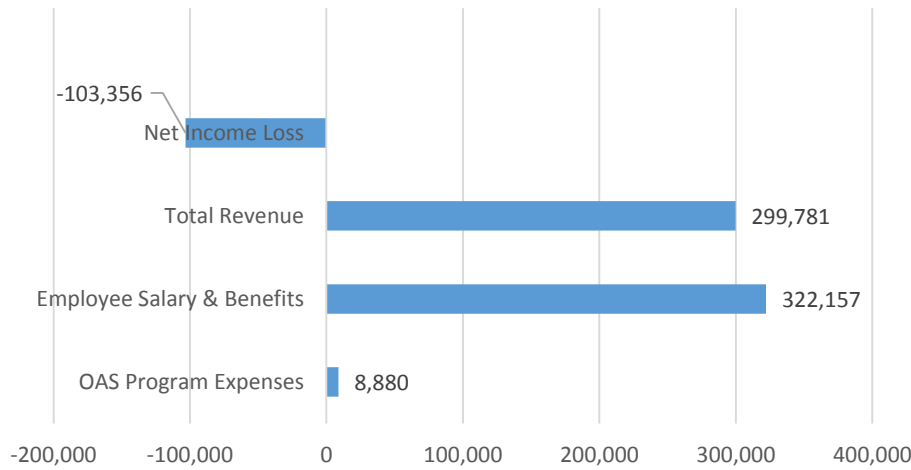


Table 7 Chart 3A&B Program Finance with Instructor Salary

Table 3A Expenses Totals (w/out Salary)

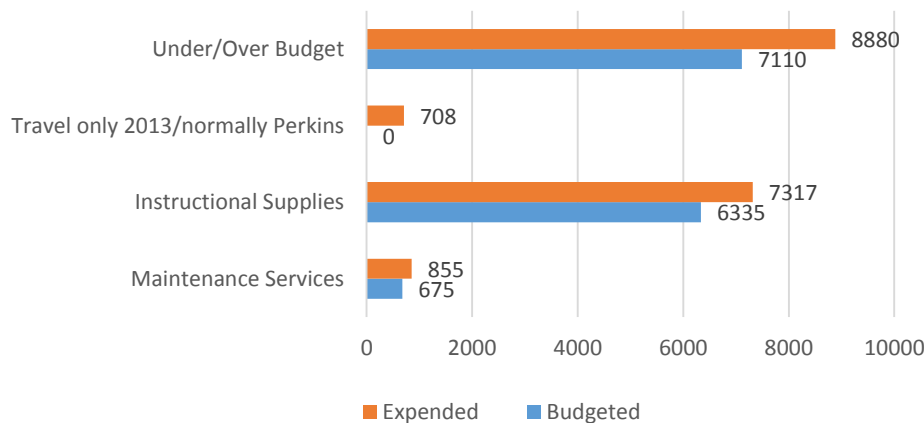


Table 8 Chart 3A Expense Totals without Instructor Salary

Resources: Main resources used for the program are update on computers and new versions of software, although equipment is not part of the above budget because it was a zero (0) amount. There was a service contract for copier, which was used for OAS and student training and has been taken out of the budget. Travel is usually taken from Perkins funds, although 2013 it was used from OAS budget. Red Canyon software fees for tracking students in OAS Lab is an expense that can be eliminated.

Class Size: There is a smaller class size shown in the actual numbers over the last 5 year. These numbers are influence by the economy. When businesses were closing or downsizing, there was a jump in the numbers for enrollment. As the jobs become available, the number of students continuing or starting school goes down.

The cause of class size could be influenced by a number of things:

OAS Program Review

- 1) Low class size and non-completion of the degree may be because of low salary for entry level jobs with little or no experience and many times no insurance benefits.
- 2) Advertising and Marketing of the program.
Completed: Meeting with the Marketing Departments setting up a time plan, marketing the revised/new Brochures, Radio spot promoting the OAS program.
Other ways in promoting is to be sure the brochures are available throughout the college or community.
Promoting individual programs to include all programs and OAS offered at the college. Communications with staff to go with SVCC presenters to discuss OAS program. Talk with students during tours and sessions offered at SVCC.
- 3) Meeting with Advisors and Counselors to explain the program and sequencing of the classes.
- 4) Basic programs are not offered at some high schools or WACC (office, marketing programs closed) so awareness about the program is not available or introduced to students.

CTE Program Quality

Prompts: *Do the program and the program's courses provide quality and pertinent educational opportunities for students? What steps, if any, need to be taken to update or improve the program or the program's courses? Describe any programmatic achievements including any accreditation, certifications, and licensures.*

Available Data Sources: Student surveys, Table 1A, Table 1B, Table 2, Table 4A, Table 4B, Table 5A, Table 5B, Assessment Data Base, College Dashboard, Graduate follow-up data, program surveys, focus groups, interviews.

Possible topics to discuss: Fulltime to part-time faculty ratio, amount of overload, class sizes, communication practices between full-time and part-time faculty (including dual credit), professional development of faculty, grade distributions, success of students in classes with prerequisites, course scheduling (sequencing), convenience of class schedule (day, evening, hybrid, online course availability), relevance of equipment.

Response to prompt (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

No students have ever been enrolled in OAS for Dual Credit. Instructor ask for OAS to be offered to High School students for Dual Credit. OAS program is set up and can accommodate dual credit students.

Hours for OAS lab time have been reduced (freeing up salary expenses) and students are allowed to complete course work outside of the OAS. Students still needing assistance have the opportunity to come during scheduled open lab hours.

Quality and pertinent educational opportunities are shown by the number of students hired when completing the program. The courses have been updated with the newest version of

OAS Program Review

software to keep the students on the cutting edge of technology. Although some feel students enter the program with the basic skills needed or possibly able to proficiency out of classes, but there has been only two students (that I am aware of) that have been successful in proficiency in OAS. There is so many skills and techniques, short cuts, software features, and more that students just are not getting prior to entry of college. These are offered in the OAS Lab. SVCC does not have a technology requirement for incoming students.

Continuous work has been completed yearly to keep the course work updated. Conferences and workshops have been attended to be sure the latest of software, technology, and office tends are used. Constant contact with business and industry, surveys, and actual visits to the companies have influenced changes to the program to be up-to-date.

Certification is available and encouraged for students to complete. Certiport offers testing for MOS (Microsoft Office Specialist) and SVCC is a Testing Center. The CMS test is available, closest site, E. J. "Zeke" Giorgi Center, Rockford. This is a required exam for state and government positions. Many OAS students have completed the exam, have done well, and because of placement from certification have been hired for positions.

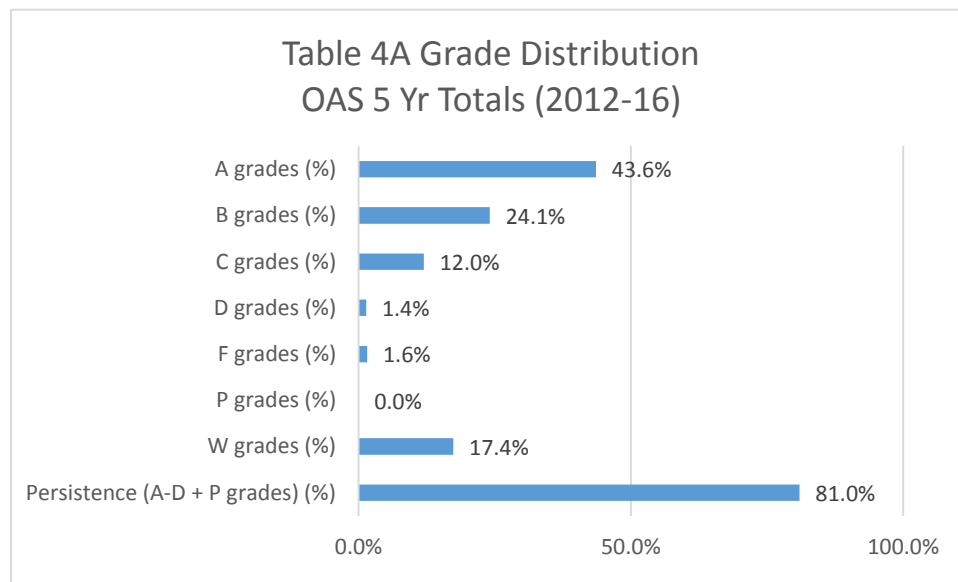
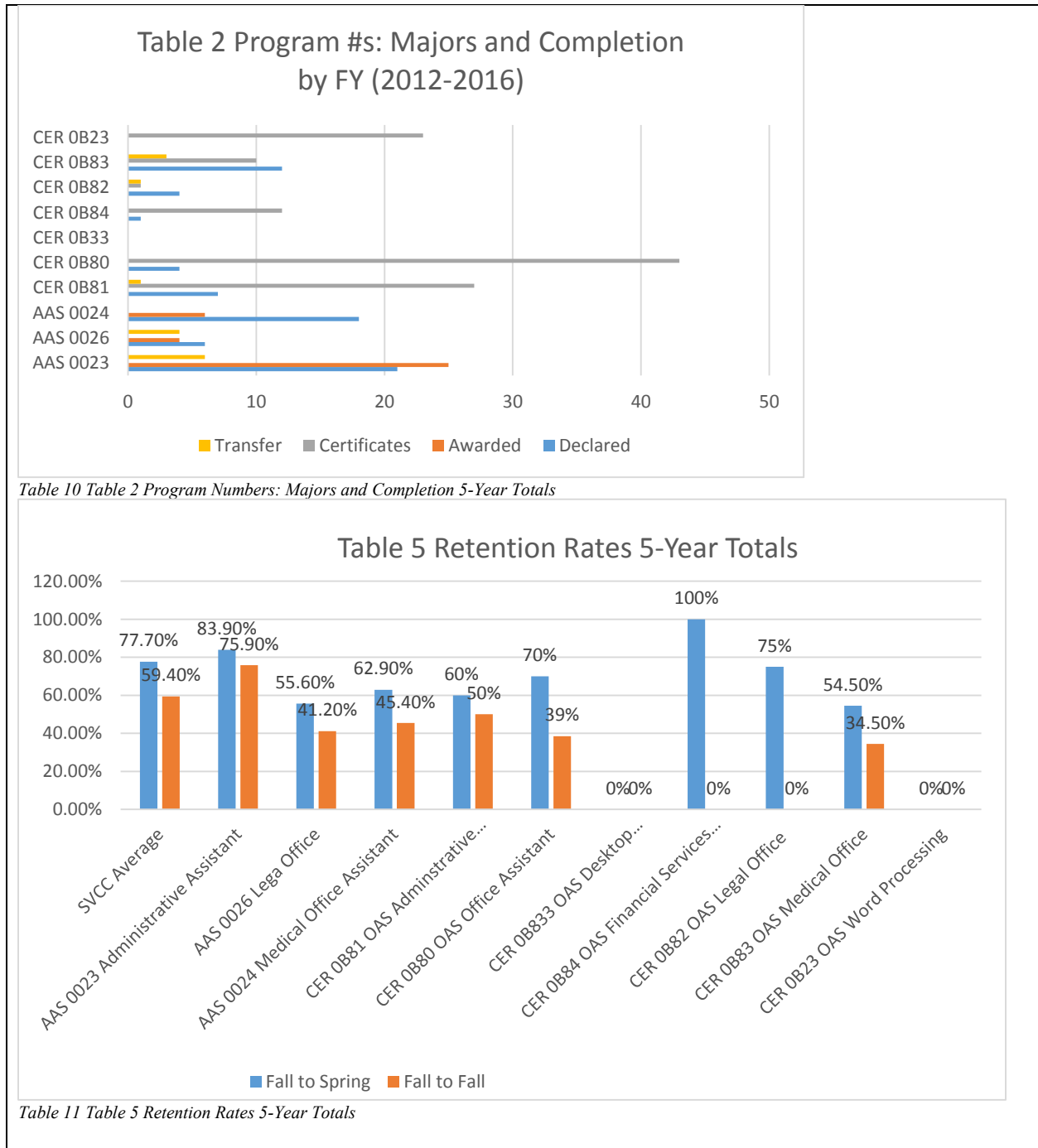


Table 9 Table 4A Grade Distribution Totals

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Focused Questions from the Administrative Review Team (ART)

Question 1. Analyze student tracking data (e.g., from Red Canyon and other data sets if applicable) and describe the current student lab usage trends. Analyze these same trends for when students are logging in online and working on assignments from home.

Response to question 1 (please refer to any data sets or evidence to support your case):

Trends for the OAS Lab usage has definitely gone down, because students are now allowed to complete assignments outside of class (which was not allowed in the past).

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Students that need the classroom environment for success, struggle with assignments, or need extra assistance utilize the open OAS Lab time. Students benefit from the instructor's assistance, and it would be advised to continue with some open hours for students to come to the college to get help from the instructor. This has proven to show success in students as they work on their classwork. The number of hours the OAS Lab is open have been decreased and could continue to have fewer hours, but still keep some hours available for the open lab concept.

The Document Processing software is used and the amount of time students spend on each lesson in the semester is recorded on the software. On average, students spend 60 minutes per lesson. Some students take more time and others may take less depending on their skill and their understanding of the lesson. Required hours to work on the course vary on the number of credits the student is taking, for a 4-credit class the student should complete 4-lessons per week in a 16-weeks semester. The time frame students work on the course is consistent with signing in online with the software. Students that use the OAS Lab sign in with Red Canyon software which tracks the time they spend in the OAS Lab which may vary from actual time working on lessons. This is not an expense that benefits the program.

Question 2. In rethinking the model of delivery, is it possible to expand the programs to be more fully online in order to market the OAS programs as something students can complete online with some face-to-face assistance at Sauk if necessary? Describe the proposed model.

Response to question 2 (please refer to any data sets or evidence to support your case):

The OAS program could be expanded to online. Because we are a Community College, there are students that still need the instructor or classroom for course completion. The need for students to work outside of class or have the program online could be accommodated with setting up the program online. There are some issues to consider. There may need to be a video set up to be sure the proper technique is used. A video or something similar to verify that it is the student is completing the typing assignments.

Working with CIS and OAS to develop online classes and to blend some common core courses, which are currently being discussed and proposed. This would be one degree with two emphases.

Question 3. Are there ways to streamline and condense the curriculum for the OAS degrees and certificates (e.g., maybe using something like the Multicraft model where there is one degree with different specialties)? Could classes be reorganized in such a way as to allow students to take an "accelerated" program so that they could finish some certificates much more quickly?

Response to question 3 (please refer to any data sets or evidence to support your case):

Discussion and decision to make the OAS with CIS one program with emphasis in legal, medical, administration, or bookkeeping. Where the courses in the previous catalogs were

OAS Program Review

electives, students could follow a specialized path for their career interest. There would be core curriculum and emphases to follow depending on the direction they choose for work.

The OAS program is now set up as open enrollment, which allows students to accelerate their program to complete their degree early and start any time throughout the semester. Tutorials for classes not offered in a specific semester have been applied by students requesting to work on a course which allowed the student to complete the program early..

Question 4. Is the degree and certificate in Medical Office Administrative Assistant still a viable and needed program for our area? Explain.

Response to question 4 (please refer to any data sets or evidence to support your case):

Positions offered in the local community SVCC, Glass Door, Man Power, Indeed and several other businesses required higher education or training for positions opened. Promotion in the Administrative Assistant field lists education as requirement for most position. There are some positions that list High School education or higher, but continued education and experience influences the hiring of the candidate.

The OAS degree is needed along with medical terminology (part of degree) to work in the hospital environment for many jobs available. Transcription is a position that requires experience, usually once someone has mastered this field; they tend to stay in their position for a long period. There is not a lot of turnaround in this field or job openings.

Although the transcriptions is used less in majority of the offices, the medical field still uses 50% transcription and the about 50% is voice recognition and editing. OAS will propose to add to the OAS 110 Proofreading course the use of voice recognition, some transcription, and more editing.

Question 5. Do the following classes need to be designated as OAS classes instead of CIS classes as they are not part of any CIS program? Specifically, CIS 139, 244, 245, 246. Explain.

Response to question 5 (please refer to any data sets or evidence to support your case):

The name of the course makes a difference on apportionment reimbursement. The courses were changed to CIS, but OAS instructor still taught them. The CIS program and OAS are looking to make some changes to the classes to combine the core curriculum, as many classes are base courses for both majors. Some of those listed are designed for a specific certificate and offered as electives for OAS students.

The Desktop Publishing certificate requires CIS 244, 245, and 246. Desktop Publishing is used and the second software used is InDesign for most industries. Students involved in Graphic Design, which supports dual enrollment/articulation from WACC, and the need for CIS 244, 245, and 246 to complete the certificate.

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InDesign software used in CIS 244-246 has become very expensive and licensing is costly. There are some software companies that offers deals to schools, students use when enrolled in the class, or imbed the software in the course.

The local graphic design positions available, mainly through the newspaper, are not high paying position. However, students with a passion in the profession would be encouraged and excited for employment in this field. Industry outside our local area salaries are in a higher bracket.

Responses to Program Challenges. Every program has challenges it must overcome. This program review process allows Sauk employees to identify those challenges and then create a plan to overcome those challenges. Please describe the program's challenges and the purposed response below. These responses will be added to the Operational Planning matrix found below.

Response to Challenges:

The main challenge for the OAS Program is most high schools, advisors, and administration feel there is not a strong need for administrative assistants to have structured office skills and techniques. Employers require and instructors expect students to know how to manipulate software, which many self-taught students without classes feel they have better knowledge on computer usage then shown in their actual skills.

The usage of computers is introduced to students at a young age; therefore, the requirement to have courses designated to students is not offered. This is also due to money cuts in the schools. For example, knowing the proper way to use the keyboard and features of the software may not be valued and is something; some feel it is not necessary to have class/instruction.

Working with students in the classroom and interns on the job there is great emphasis on proper technique in keyboarding and knowledge of basic computer skills. Students that come with theses skills to the job are very successful in the work force and are quickly able to adjust to the software specific to the business. Current students and transfer students will have more difficulty without the software training because of this lack of knowledge.

More employers are requiring stronger keyboarding skills, computer, and office knowledge so they are not training students on the basic skills and unable to advance interns to the next level to be an asset to the company.

Program Bookkeeping Tasks

OAS Program Review

Task List	Description of Task	Is the task complete?
Course outlines	Please review all course outlines for the courses listed at the top of this document and send it to Curriculum Committee for approval. ALL outlines must go through Curriculum Committee even if no or few changes were made.	
Catalog descriptions	Please review catalog descriptions of the program. If there are changes to the program description, please send it to the Curriculum Committee for approval.	
Course descriptions	Please review course descriptions found in the catalog that are listed at the top of this document. If there are changes to the course descriptions please send them to the Curriculum Committee for approval.	

Signature/Date	Program Review Team Member	
	Dominic Menegehetti Cindy VonHolten Robin Smith	Chair
	Jayme Hale Myndi Fletcher Jeffrey Newcomer	Member
	Josh West Jon Mandrell Martha Anderson Mary Ann Hurd	Member

OAS Program Review

Program Review. Items from the program review will be entered here. After this program review is complete and approved, transfer (paste and copy) the items below to your FY 2016 Operational Plan.

* Use the origination code PR 2015.

Origination Code*	Date Activity was Added to this OP (MM/DD/YYYY)	Name(s) of Individual(s) Responsible	Description/Purpose/Justification of Proposed Activity	Goal/Desired Result from Activity (measurable and under department's control)	Target Completion Date for This Activity (MM/DD/YYYY)	Actual Results from this Activity	Actual Completion Date for this Activity (MM/DD/YYYY)
PR	3/13/2017		Continue discussions with OAS regarding merger of programs	Decision made regarding viability. Programs and course changes to curriculum committee for review.	Fall 2018		
Comments:							

OAS Program Review

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2016 - 2017

Program Identification Information (only one CIP per template)

6-digit CIP	520401
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Career Cluster	Career Pathway
Business, Management and Administration	Administrative and Information Support

Program of Study	SVCC's Program Title
Administrative Assistant and Secretarial Science, General	A.A.S. 023

Degree or Certificate Type	Check only one
03 – AAS	X
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. Create a short summary paragraph for each question below.

Need: Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?

Cost-effectiveness: Is the program cost effective? Does the program require additional resources?

Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?

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CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2016 - 2017

Program Identification Information (only one CIP per template)

6-digit CIP	220301
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Career Cluster	Career Pathway
Law, Public Safety, Corrections and Security	Legal Services

Program of Study	SVCC's Program Title
Legal Administrative Assistant/Secretary	A.A.S. 026

Degree or Certificate Type	Check only one
03 – AAS	X
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. Create a short summary paragraph for each question below.

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OAS Program Review

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2016 - 2017

Program Identification Information (only one CIP per template)

6-digit CIP	510716
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Career Cluster	Career Pathway
Health Science	Health Informatics

Program of Study	SVCC's Program Title
Medical Administrative/Executive Assistant & Medical Secretary	A.A.S. 024

Degree or Certificate Type	Check only one
03 – AAS	X
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

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OAS Program Review

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2016 - 2017

Program Identification Information (only one CIP per template)

6-digit CIP	520408
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Career Cluster	Career Pathway
Business, Management and Administration	Administrative and Information Support

Program of Study	SVCC's Program Title
General Office Occupations and Clerical Services	B81

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	X

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
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OAS Program Review

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2016 - 2017

Program Identification Information (only one CIP per template)

6-digit CIP	520408
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Career Cluster	Career Pathway
Business, Management and Administration	Administrative and Information Support

Program of Study	SVCC's Program Title
General Office Occupations and Clerical Services	B80

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	X

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	
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OAS Program Review

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2016 - 2017

Program Identification Information (only one CIP per template)

6-digit CIP	100303
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Career Cluster	Career Pathway
Arts, Audio/Video Technology and Communications	Printing Technology

Program of Study	SVCC's Program Title
Prepress/Desktop Publishing and Digital Imaging Design	B33

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	X

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
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Other, please specify:	

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OAS Program Review

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2016 - 2017

Program Identification Information (only one CIP per template)

6-digit CIP	520408
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Career Cluster	Career Pathway
Business, Management and Administration	Administrative and Information Support

Program of Study	SVCC's Program Title
General Office Occupations and Clerical Services	B84

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	X

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	
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OAS Program Review

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2016 - 2017

Program Identification Information (only one CIP per template)

6-digit CIP	220301
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Career Cluster	Career Pathway
Law, Public Safety, Corrections and Security	Legal Services

Program of Study	SVCC's Program Title
Legal Administrative Assistant/Secretary	B82

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	X

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	
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OAS Program Review

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Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2016 - 2017

Program Identification Information (only one CIP per template)

6-digit CIP	510716
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Career Cluster	Career Pathway
Health Science Cluster	Health Informatics

Program of Study	SVCC's Program Title
Medical Administrative/Executive Assistant & Medical Secretary	B83

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	X

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
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OAS Program Review

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2016 - 2017

Program Identification Information (only one CIP per template)

6-digit CIP	110602
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Career Cluster	Career Pathway
Business, Management and Administration	Administrative and Information Support

Program of Study	SVCC's Program Title
Word Processing	B23

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	X

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	
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OAS Program Review

Program Review Committee & Administrative Review Teams Recommendations	
This Program Review is considered complete.	
The following are the recommendations from the Program Review Committee and the Administrative Review Team:	
Signature of the Program Review Committee Chair	

President's Recommendation	
The Program Review has been reviewed.	
The following are the recommendations from the President:	
President's Signature/Date	