## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Remarks</td>
<td>1</td>
</tr>
<tr>
<td>Development of Program Review at Oakton</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Program Review at Oakton</td>
<td>5</td>
</tr>
<tr>
<td>Institutional Program Review Committee</td>
<td>7</td>
</tr>
<tr>
<td>Programs/Units Scheduled for Review —2000-01</td>
<td>9</td>
</tr>
<tr>
<td>Program Review Process and Timetable</td>
<td>10</td>
</tr>
<tr>
<td>The Program Review Document - Outline of Sections</td>
<td>12</td>
</tr>
<tr>
<td>Guidelines for the Program Review Report</td>
<td>14</td>
</tr>
<tr>
<td>Appendix A - Checklist for Program Reviews</td>
<td>16</td>
</tr>
<tr>
<td>Appendix B - Program Review Financial Data - Definition of Variables</td>
<td>18</td>
</tr>
<tr>
<td>Appendix C - General Education Objectives - 1997 and beyond</td>
<td>19</td>
</tr>
<tr>
<td>Appendix D - North Central Association Criteria for Accreditation</td>
<td>20</td>
</tr>
<tr>
<td>Appendix E - Program Review Schedule – 2000-01 through 2004-05</td>
<td>21</td>
</tr>
</tbody>
</table>
Preliminary Remarks

For over ten years the Illinois Board of Higher Education (IBHE) has required each public community college and university in the state to conduct, on a five-year cycle, a review of every instructional, instructional support and student services program at the institution. While the IBHE stipulates that we consider the need, cost and quality of programs, each institution can define a “program” and process for conducting the review.

At Oakton, beginning in the academic year 1993-94, the program review process was extended to all segments of the institution, instructional and non-instructional alike. The rationale for extending program review and other principles/rationales that are the basis for Oakton’s program reviews are presented in the section of this document entitled Principles of Program Review at Oakton.

Oakton’s program reviews are prepared according to this Program Review Manual, which is revised each year to reflect experiences of the previous cycle and to conform to any new state guidelines or requirements. Full program review reports prepared by each department must remain on file at the College; summaries are prepared for submission to the Illinois Community College Board and Illinois Board of Higher Education in accordance with the ICCB Accountability/Program Review Report, which is due to ICCB on August 1 of each year.

All program reviews must cover these areas (see Appendix A for more information):

- **Introduction**
  - Description of program or services.
  
  - Description of process used in doing the program review.
  
  - Description and analysis of major changes over the past couple of years, both external and internal to the College, that are germane to the department.

- **Area I. Need:** Addresses the need for the program/service.

- **Area II. Cost:** Identifies the costs of the program/service and, where feasible, the revenues (see Appendix B for more information about costs/revenues for instructional programs).

- **Area III. Quality:** Deals with the quality of the program/service in areas such as student academic and other outcomes, personnel qualifications and achievements, department/service practices, facilities, equipment, etc. Measures/indicators of quality relate to the mission of the program/service. Those doing program reviews are encouraged to use multiple measures of quality; these may be quantitative, qualitative, and/or a combination. There are no uniform criteria or formulas...
applicable to all programs/services at the College. Unique innovations recently implemented should be noted in this section as well.

The review should include, in this section if not elsewhere, information about the department’s

- student learning outcomes assessment activities, findings and use of findings;
- strategic objectives, developed in the spring of 1999 and thereafter as part of Oakton’s strategic planning process; and
- productivity -- that is, program/service priorities, efficiencies and economies, and cost savings.

These issues can be addressed in any relevant areas of the report, but should be readily identifiable.

Area IV. **Summary & Recommendations:** highlights the major points of the previous three components, and recommends actions for improvements.
Development of Program Reviews at Oakton

This section describes the evolution of program reviews at Oakton with respect to both the process and expected contents of reports. Linkages between program reviews and the assessment of student learning outcomes and/or strategic objectives are described.

The format and process for department/program reviews was developed during the academic year 1987-88 by a faculty committee, and reviewed by the Faculty Senate. Members of the committee were Eugene Lockwood (Chair of committee and Chair of Department of Humanities/Philosophy), Cindy DeBerg (Chair of Medical Record Technology), Linda Korbel (Chair of Department of Foreign Languages), Spencer Bowers (Chair of Science Department), and Michael Matkovich (Co-chair of Department of Mathematics, Computer Science and Physics). Kerry Smith, Coordinator of Research and Planning, served as a special consultant to the committee.

In 1991-92 refinements in the format and process were made, based on recommendations of chairs who had completed program reviews, deans, and Kathy Thoma, Coordinator of Research and Planning, who compiled data for the reviews over the past two years. Suggested refinements were circulated among chairs and deans for comment and approval, and are incorporated in this document.

In 1992-93 Productivity was added as an element to be addressed in program reviews, the timetable was adjusted to permit adequate time for revision of documents prior to submission to ICCB, and data for each A.A.S. or certificate were added to comply with new ICCB Program Review Guidelines.

In 1993-94 the Program Review process and manual were refined yet again. Major changes include the formation of an institution-level program review committee to provide feedback to individual departments and to take a more global approach to program reviews; providing for wider participation in the process; and allowing for greater flexibility in selecting data and information to be used. The program review calendar was adjusted to accommodate each of these refinements. Members of the committee that proposed this refined process were Gene Atkin, Trudy Bers, Juele Blankenburg, Marilyn Clay, Diane Davis, Barbara Keeley, Jill Mawhinney, John Michaels, Barbara Rizzo and Jane Wilson. Cost Summary Keys to identify components of cost/revenue variables were developed in 1994-95 by a subcommittee comprising Gene Atkin, Mary DeNotto, Bill Rothwell, Cliff Stock and Urban Thobe; they are provided in Appendix B.

Beginning with the 1996-97 program review cycle, all final program review reports have been sent to the vice president to whom an area reports or to the president, if the reporting line is directly to her. In the past members of the President’s Council were able to read reports if they wished, but did not actually receive them. The new approach is intended to give greater
Program Review and the Assessment of Student Learning Outcomes

In May 1999 the College submitted an Assessment Plan to the North Central Association. The Plan includes projects to assess student learning outcomes at the classroom, course, departmental, general education and institutional levels. Every department with responsibilities for student learning contributed to the Plan and is expected to implement projects and studies to assess student learning outcomes. Results of assessments will be reported annually. Results should be summarized in Program Reviews as well.

Assessment of student learning outcomes is fostered and guided under the broad direction and leadership of the Student Academic Assessment Team (SAAT), convened in the fall of 1998 and co-chaired by Mary Mittler, Vice President for Academic Affairs, and Diane Davis, Chair of the Social and Behavioral Studies Department.

The May 1999 Assessment Plan and work of the SAAT have augmented and expanded assessment recommendations of the College’s 1996-97 General Education Committee, chaired by Rinda West. Both the SAAT and General Education Committee affirm that assessment of general education outcomes be incorporated in the program review process.

Program Review and Strategic Planning

In October 1998 Oakton’s Board of Trustees adopted strategic goals for the College for the period 1999-2002. Subsequently each department submitted strategic objectives for the next several years to facilitate achievement of these goals. Program reviews are expected to include references to a department’s objectives and report on the implementation of objectives.
Principles of Program Review at Oakton

These principles were formulated in 1993-94. They continue to serve as important guidelines for program review at Oakton.

1. **The primary reason for conducting program reviews is to ensure the continuation of high quality in all Oakton programs and services and to provide a range of offerings that is appropriate to the College's mission and the community we serve.**

Rationale: we are proud of the high quality of programs and services at Oakton, and wish to maintain that high quality. We want to be sure to continue what works, to refine programs and services as appropriate, and to discontinue programs and services that are no longer needed or supportable.

2. **It is important to establish a safe climate for inquiry as we do program reviews.**

Rationale: to examine the quality of programs and services, participants need to experience a sense of safety and confidentiality. Among the elements of a safe climate are a) closed meetings to allow for full and candid discussions; b) recognition that some issues discussed in these sessions may not need to be included in written reports; c) knowledge that information derived from questions on the Current Student Survey or Alumni Survey that pertain to a particular area do not have to be included in the summary CSS or Alumni Survey Reports.

3. **The process of reviewing programs and services is as important for the continuation of quality as any report or "product" resulting from program reviews.**

Rationale: what we can learn about ourselves and incorporate into our programs and services may be inappropriate or unnecessary to include in a report designed for a variety of constituencies unfamiliar with the details of our operations.

4. **All segments (instructional and non-instructional) at the College will be part of the program review process.**

Rationale: all departments and units in the College contribute to the teaching and learning environment. Their effectiveness is based both on functioning internal to the department/unit and advancing the central educational purposes of the institution.
5. **There needs to be broad involvement of faculty and staff in program reviews at the departmental or unit level of each program being reviewed.**

   Rationale: for program reviews to provide useful information and to increase the value of the process itself, all people at the department or unit level should be invited to participate.

6. **Effective program reviews need to incorporate feedback to participants and the opportunity for them to respond.**

   Rationale: feedback and response opportunities provide affirmation of the contribution of program review participants and foster further discussions about program/service improvement.

7. **The program review process and reports should complement and support other self-studies and reports required by external agencies, including the North Central Association, specialized accrediting agencies, the Illinois Community College Board, and the Illinois Board of Higher Education.**

   Rationale: numerous independent, state and federal agencies require self-studies and reports of various types. Having a program review process and reports that complement and support these will reduce unnecessary duplication of effort and ease the overall burden of complying with reporting requirements.

8. **An Institutional Program Review Committee will strive to bring institution-level perspective to assessing programs and services.**

   Rationale: for administrators, faculty and staff to hear observations and concerns about their programs from others within the College can provide important insights and ideas for improvement as well as recognition of strengths. An institution-level perspective in making recommendations about programs and services brings the review process back full circle to realizing the first principle noted above: the primary reason for conducting program reviews is to ensure we continue to provide high quality in all Oakton programs and services and to provide a range of offerings that is appropriate to the College's mission and the community we serve.
Institutional Program Review Committee

Role

The Institutional Program Review Committee brings an institution-level perspective to the program review process. The Committee provides to each department/unit observations and suggestions relating to such topics as questions and data that can or should be examined in the program review for that department/unit; questions and data that might be examined at the institutional level; and the logic, clarity and completeness of program reviews. In addition, the Institutional Program Review Committee may make recommendations and/or observations regarding a program or service to the department/unit; supervisor, or first-level administrator if the supervisor is not an administrator; or another administrator as appropriate.

Membership

Note: revised in 1997-98 to include a representative from President’s Office, because a number of administrative units report directly to the president, and not through a vice president. Revised in 1998-99 to indicate a representative administrator from Academic Affairs other than a division dean rather than to restrict this administrative slot to the Alliance or Business Institute.

Faculty
1-2 career program
2-3 transfer program
1 counselor or library faculty
1 Faculty Senate

Classified staff (appointed by Classified Staff organization)
3 (no more than 2 from Academic Affairs)

Division dean (appointed by vice president for academic affairs)
Student Affairs (appointed by vice president for student affairs)
Academic Affairs administrator other than a division dean
(appointed by vice president for academic affairs)
Business & Finance (appointed by vice president for business & finance)

Presidents’ Office (optional, based on decision of president; appointed by president)

Office of Research (ex officio)
Trudy Bers
Gene Atkin

TOTAL (including ex officio): 14-15
## Faculty Rotation

<table>
<thead>
<tr>
<th>Year</th>
<th>Senate</th>
<th>Library or Counselor</th>
<th>Division 1 Science &amp; Health Careers</th>
<th>Division 2 Mathematics, Physics &amp; Technology</th>
<th>Division 3 Languages, Humanities and the Arts</th>
<th>Division 4 Social Science and Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-99</td>
<td>Nancy Ressler</td>
<td>Counselor (Cary Schawel)</td>
<td>Career (Arlene Wilt)</td>
<td>Transfer (Les Jacobs)</td>
<td>Transfer (Joe Kraus)</td>
<td>Career (Jill Dybus)</td>
</tr>
<tr>
<td>1999-00</td>
<td>Mike Milstein</td>
<td>Cary Schawel</td>
<td>Transfer (Jan Richter)</td>
<td>Career (Elaine MacAlister)</td>
<td>Joe Kraus</td>
<td>Jill Dybus</td>
</tr>
<tr>
<td>2000-01</td>
<td>Mike Milstein</td>
<td>Susan Maltese</td>
<td>Transfer (Tom Brehman)</td>
<td>Same person</td>
<td>Patti Interrante</td>
<td>Carl Bauer</td>
</tr>
<tr>
<td>2001-02</td>
<td>New Senate rep</td>
<td>Same person</td>
<td>Career</td>
<td>Transfer</td>
<td>Same person</td>
<td>Same person</td>
</tr>
<tr>
<td>2002-03</td>
<td>Same person</td>
<td>New counselor</td>
<td>Same person</td>
<td>Same person</td>
<td>Transfer</td>
<td>Career</td>
</tr>
</tbody>
</table>

Members of the 2000-01 Institutional Program Review Committee are:

- Senate representative: Mike Milstein
- Library: Susan Maltese
- Science & Health Careers: Tom Brehman
- Mathematics & Technology: Elaine MacAlister
- Languages, Humanities & the Arts: Patti Interrante
- Social Science & Business: Carl Bauer
- Academic Affairs: Donna Keene & Phyllis Deutsch
- Division Dean: Ed Garcia
- Student Affairs: Dave Cole
- Business & Finance: Maurice Archer
- Classified Staff: Christine Goble, Nancy Sperling & Patty Lucas
- President’s Office: [Trudy Bers]
- Office of Research (ex officio): Trudy Bers, Gene Atkin, Pam Galowich
Programs/Units Scheduled for Review – 2000-01

Instructional Programs:

Automotive Programs, Early Childhood Education, English, Journalism & Communications (developmental and college-level), Historical & Policy Studies (Economics, Geography, History, Political Science), Hotel Management, Human Services (includes Substance Abuse), Physical Therapist Assistant, Real Estate, Social & Behavioral Sciences (Anthropology, Psychology, Sociology, Social Science), General education - Social Sciences / Global Studies

Instructional Support Services

Library, Alternative Education, Art Gallery, TV Production, Instructional Media Services

Student Services

Career Placement, Health Services, Intercollegiate Athletics

Other

Facilities
Program Review Process and Timetable

Target for Completion of Task

Spring term
Alumni follow-up studies for career programs to be reviewed in the subsequent year are conducted.

September
Group meeting with members of IPR Committee; chairpersons, administrators or staff whose programs/departments will be doing reviews; and immediate supervisors of chairpersons, administrators or staff to go over the Program Review Manual (orange book) and respond to general questions. Meeting will be September 14, 2000.

September
Director of Research, member of IPR Committee, and chair/administrator meet with faculty or other staff members in department/unit to have a conversation about the program review process and the key questions that need to be addressed, and to identify other pertinent questions that relate specifically to the given program. Sample topics to explore: why is information important? What uses will information have? The department/unit may wish to invite outside experts to assist in their program reviews.

September-October
Chair/administrator and others in department/unit identify questions and data to be examined in program review, in addition to criteria required by the state (need for the program or service, cost, quality, productivity, and future plans). Process for doing program review also to be determined.

October 16
An outline of subjects, questions and data the department/unit will examine in its program review, as well as a description of the process to be used, is submitted to the IPR Committee.

The outline, which constitutes a "plan" for the program review, should include a brief description of the multiple measures/indicators of quality appropriate for the department/unit. The outline must follow the program review document sections outlined on the next page. Transfer departments are asked to include general education assessments in their program reviews along with the other components.
October 15 - November 1  
IPR Committee reviews plans for clarity, logic and completeness, and suggests from the institutional perspective other areas a given department/unit may wish to or should assess in its program review. Member of Institutional Program Review Committee then meets with chair/administrator and supervisor to give feedback on outline from the Committee. Committee meets October 27, 2000.

November - February 15  
Participants in the program review at the department/unit level discuss and prepare draft report. Chair requests supplementary data and research from Office of Research if desired.

February 15  
Program Review draft reports are submitted to Institutional Program Review Committee; sign-off by dean or immediate administrative supervisor is required.

February 15 - March 15  
IPR Committee reviews and offers comments and suggestions on draft reports and Office of Research reviews report according to ICCB and Oakton guidelines. Annotated reports and comments are sent back to the department/unit, the immediate supervisor, and the first-level administrator if the supervisor is not an administrator. Member of IPR Committee then meets with chair/administrator and supervisor to give feedback on draft report from the Committee. Committee meets March 2, 2001.

March 15-April 17  
Program review participants at the department/unit level revise report, taking into consideration feedback from IPR Committee.

April 17  
Program Review final reports are submitted to IPR Committee; sign-off by dean or immediate administrative supervisor is required.

April 17-May 1  
IPR Committee reviews final program review, and reviews process and recommends changes for next year. Committee meets April 27, 2001.

June 15  
Office of Research, on behalf of IPR Committee, sends final program reviews to President's Council, Faculty Senate, and Classified Staff Association.

Final program review reports are sent to the vice president or president to whom the department/program or unit reports.

July  
Reports required by ICCB are sent to that agency.
The Program Review Document - Outline of Sections

The Program Review Report should contain seven parts, including the cover.

1. Cover: Name of Program/Department
   Chairperson or administrator/manager
   Names of those participating in the program review process
   Sources of data/information

2. Introduction: Brief description of the program or service (e.g., history of program, program objectives, characteristics of individuals served, how this fits within the institution's mission and goals, general profile of faculty and students, where else training is available). This section should contain information about faculty and staff credentials, participation in professional development activities, etc.

   Departments are urged to include a description and analysis of major changes over the past several years that have affected the department. Such changes may have been internal or external to the College.

   Brief description of the process used to perform this program review.

3. Area I: Need for Program or Service

4. Area II: Cost of Program or Service (including revenues where appropriate) - comments related to cost containment efforts should be included in this section. This section should also include comments related to technology innovations or other actions that improve efficiency or economy.

5. Area III: Quality of Program or Service - narrative and relevant indicators of quality for the particular department or unit - consider these as a "pattern of evidence" regarding quality. Information about students' or other users' perceptions of program/service quality, including the source of data about these perceptions, should be incorporated here as well. Special attention should be given to patterns of evidence that deal with student academic and other student outcomes (assessment). Be sure to describe any unique innovations recently implemented. Information about productivity, program/service priorities, efficiencies and economies, and cost savings should be noted as well. Transfer departments are asked to include general education assessments in their program reviews along with the other components.
6. Area IV: Summary and Recommendations

Summary findings and recommendations (number each recommendation)

7. Attachments (please be sure attachments are discussed in the narrative):

Examples of Attachments
• Enrollment or usage data
• Degrees and certificates awarded (if germane to department/program)
• Cost / revenue data
• Results from student surveys
• Results from assessments of student learning outcomes
• Illinois Occupational Information Coordinating Committee labor market data (career programs) —data supplied by Office of Research
• Strategic objectives
• Other relevant materials
Guidelines for the Program Review Report

Please read these guidelines carefully. They provide important information or suggestions regarding the Program Review Report.

- The section of the outline and report that describe the process used to conduct the program review should show how the department or united implemented Principle 5 about broad involvement (see the Program Review Principles section of this Manual).

- The report must include a discussion of assessment activities, results and use of findings. Consider including an example or two of assessments implemented within the classroom, department, or unit. For example, descriptions of classroom assessment or student surveys will demonstrate commitment to obtaining student feedback.

- The report should also include reference to the department or program’s strategic objectives, developed as part of the College’s strategic planning initiatives.

- The report must also include a discussion of productivity, such as efficiency, economy, and cost reductions.

- Page numbers - Please number pages in your program review report.

- Please be sure to check spelling, update dates, review grammar, and proofread. Provide ample white space on pages. The Program Review Reports are distributed to a number of readers outside the Institutional Program Review Committee; they reflect on the department or unit and on the College itself.

- Consider adding a glossary of terms if the report uses a number of acronyms.

- When statistical or descriptive data about the College or the environment is used (e.g., labor market demand for certain jobs) please use current information. The Oakton library contains a great deal of information, and is an excellent starting place for an information or resource search.

- Each item presented in an appendix should be referenced in a discussion within the report itself. In the report the appendix information should be summarized, related to the context (cost, need, quality), and interpreted.

- Cover memos accompanying draft and final reports that draw attention to revisions or specific responses to Institutional Program Review Committee comments are very helpful.

- Description and analysis of major changes over the past couple of years, both external and internal to the College, that are germane to the department.
Examples of external changes include:
Changes in the labor market
Changes in or new licensure or accreditation requirements
Receptivity of transfer institutions
Pool of students and potential students
Illinois Articulation Initiative impact on department

Examples of internal changes include:
Enrollment changes
Retention of students in program
Changes, additions and deletions of curricula and courses
Technology as it impacts teaching and learning, and course delivery
Changes in faculty/staff
Facilities
Appendix A

Checklist for Program Reviews

(Also see Program Review Process and Timetable)

☑ This symbol indicates a dean’s or supervisor’s check-off is required.

September  _____ Attend general meeting about program review.

"  _____ Meet with representatives from Office of Research, Institutional Program Review Committee, and faculty/staff in department or service area to have conversation about program review process and questions and data germane for department/unit’s review.

Sep-Oct  _____ Identify questions and data germane to your program review and to comply with Oakton and ICCB program review requirements.

"  _____ With others in your program/department, consider process you'll follow to do your program review.

"  _____ Discuss both of the above (questions/data and process) with dean/supervisor.

By Oct 15  ☑ Prepare brief outline summarizing the process you'll follow in doing your review and the questions and data to be examined. This outline should follow the Outline of Sections for the final program review document (see section The Program Review Document - Outline of Sections for what to include). After check-off with appropriate administrators, submit this to Institutional Program Review Committee by October 15. Check-off required.

Nov-Feb 15  _____ With others participating in your program/department review process, prepare draft program review document. Use feedback on your outline from the Institutional Program Review Committee to help you prepare the draft report.

"  _____ Discuss this document and receive check-off from appropriate administrator.

By Feb 15  ☑ Submit draft program review to Institutional Program Review Committee. Check-off required.
Mar 15- _____ With others participating in your program/department review
Apr 15 process, prepare final program review document. Use feedback on
your draft program review from the Institutional Program Review
Committee to help you prepare the final report.

“ _____ Discuss this document and receive check-off from appropriate
administrator.

By April 15 ___☑️ Submit final program review to Institutional Program Review
Committee. Check-off required.
**Appendix B**

**Program Review Financial Data**

**Definition of Variables**

<table>
<thead>
<tr>
<th><strong>FY Program Cost &amp; Revenue</strong></th>
<th>Fiscal year 2000 includes summer and fall terms of one calendar year and spring term of the next year (e.g., summer and fall 1999, and spring 2000).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total credit hours in FY</strong></td>
<td>Total credit hour enrollments in courses assigned to the program/discipline (for students enrolled as of midterm).</td>
</tr>
<tr>
<td><strong>Cost</strong></td>
<td>Actual salaries and fringes prorated according to LHE’s assigned to the program/discipline.</td>
</tr>
<tr>
<td>Full-and part-time salaries and fringe benefits</td>
<td>Actual salaries and fringes prorated according to LHE’s assigned for program/department management.</td>
</tr>
<tr>
<td>Chair/program LHE’s</td>
<td>Actual salaries and fringes prorated according to LHE’s assigned for program/department management.</td>
</tr>
<tr>
<td>Staff support assigned to programs</td>
<td>Actual salaries and fringes of staff assigned or allocated to the program/department.</td>
</tr>
<tr>
<td>Share of division costs</td>
<td>(Total division costs divided by number of full-time faculty in the division) multiplied by number of full-time faculty in the program/department.</td>
</tr>
<tr>
<td>Program equipment costs</td>
<td>Actual expenditures for instructional equipment for the program/department.</td>
</tr>
<tr>
<td>Other costs</td>
<td>All other remaining program costs, e.g., student employee costs, supplies, travel., etc.</td>
</tr>
</tbody>
</table>

| **Revenues**                  | State reimbursement based on midterm credit hours generated two years earlier; amounts vary by category in which course is placed by ICCB (Baccalaureate, Business/Vocational, Technical/Vocational, Health/Vocational). |
| ICCB apportionment            | Based on midterm credit hours generated the prior year- ISBE rate is a flat amount for all vocational courses (includes only students in a vocational curriculum). |
| ISBE vocational               | Based on midterm credit hours x 110% x tuition per credit hour. |
| Tuition revenue               | Actual course fees x midterm enrollment in courses. |
Appendix C

General Education Objectives

The purpose of the General Education courses at Oakton Community College is to develop the student as an educated person who can and will:

- Engage in the process of inquiry and problem solving through the following:
  - Define problems
  - Construct hypotheses
  - Gather, analyze, and interpret data/information using a variety of resources and methods, including technology
  - Explain how information fits within an historical context
  - Differentiate between fact and opinion
  - Compare and evaluate alternative solutions
  - Communicate findings effectively in writing and in speech

- Work and communicate effectively with people from a variety of backgrounds, individually and in teams

- Apply ethical principles to local, national, and global issues

- Recognize skills necessary to build and maintain effective human relationships
Note: Oakton's Self Study Report, part of the process for seeking continuing Accreditation by NCA, was due in 1997. The accreditation visit occurred in October, 1997. The College was given a 10-year accreditation, and was asked to file three reports with the NCA in 1999. The three reports were filed in May, 1999:

1. Strategic plan
2. Report showing inclusion of general education component in certificates of significant length (as of August, 1998, NCA defines “significant length” as 45 semester credits or more).
3. Report showing “criteria and methodology for measuring learning outcomes and educational programs as a component of the college’s student outcome assessment plan. Also, the level and degree of implementation of the plan.”

An institution holding membership status with the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools provide a pattern of evidence confirming that it meets all five Criteria for Accreditation [italics added].

Criterion One The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Criterion Two The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

Criterion Three The institution is accomplishing its educational and other purposes.

Criterion Four The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Criterion Five The institution demonstrates integrity in its practices and relationships.

Criteria for Accreditation
Adopted by the Commission, 8/7/92
### Appendix E - Program Review Schedule 2000-01 through 2005-06

(scheduled as of September 1, 2000 - subject to annual revision)

<table>
<thead>
<tr>
<th>Year</th>
<th>Instructional Programs</th>
<th>Instructional Support Services</th>
<th>Student Services</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>Automotive Programs</td>
<td>Library</td>
<td>Health Services</td>
<td>Facilities</td>
</tr>
<tr>
<td></td>
<td>Early Childhood Education</td>
<td>Alternative Education</td>
<td>Career Placement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English, Journalism &amp; Communications (developmental and college-level)</td>
<td>TV Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Historical &amp; Policy Studies (Economics, Geography, History, Political Science)</td>
<td>Instructional Media Services</td>
<td>Intercollegiate Athletics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hotel Management</td>
<td>Art Gallery</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Services (includes Substance Abuse)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Therapist Assistant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Real Estate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social &amp; Behavioral Sciences (Anthropology, Psychology, Sociology, Social Science)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education - Social Sciences / Global Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001-2002</td>
<td>Art</td>
<td>Performing Arts Center</td>
<td>Enrollment Management</td>
<td>Office of Research</td>
</tr>
<tr>
<td></td>
<td>Computer Information Systems</td>
<td>Business Institute</td>
<td>Financial Aid</td>
<td>Business Services</td>
</tr>
<tr>
<td></td>
<td>Electronics</td>
<td></td>
<td>Registration &amp; Records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foreign Languages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Information Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Humanities &amp; Philosophy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Law Enforcement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Manufacturing Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theater</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General education - Humanities and Fine Arts / Global Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Instructional Programs</td>
<td>Instructional Support Services</td>
<td>Student Services</td>
<td>Other</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
<td>------------------</td>
<td>--------------------------</td>
</tr>
</tbody>
</table>
| 2002-03| Facilities Operation & Engineering  
Fire Science  
Food & Beverage Operations (ICCB required part only)  
Honors Program  
Management & Supervision  
Mathematics/Computer Science (developmental and college-level)  
Office Systems Technology/Certified Professional Secretary  
General education - Mathematics | Information Technology  
Student Activities | College Development |                        |
| 2003-04| Accounting  
Air Conditioning, Heating and Refrigeration Technology  
Architectural Technology/Construction Mgt  
Financial Services  
Graphic Design/Animation & Multimedia  
Machine Technology  
Mechanical Design  
Medical Laboratory Technology  
Physics  
Science  
ALL - Alliance for Lifelong Learning  
General education - Science | Instructional Support Services  
ASSIST Committee | Public Safety  
Accounting Services |                        |
<table>
<thead>
<tr>
<th>Year</th>
<th>Instructional Programs</th>
<th>Instructional Support Services</th>
<th>Student Services</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>Basic Nurse Assistant&lt;br&gt;Engineering&lt;br&gt;Construction Mgt (ICCB required report)&lt;br&gt;English, Journalism &amp; Communications (developmental and college-level)&lt;br&gt;International Trade&lt;br&gt;Marketing&lt;br&gt;Nursing&lt;br&gt;Speech&lt;br&gt;General education - Communications</td>
<td>Older Adults Program&lt;br&gt;Men's Program&lt;br&gt;Women's Institute</td>
<td>Counseling &amp; Advising</td>
<td></td>
</tr>
<tr>
<td>2005-06</td>
<td>Automotive Programs&lt;br&gt;Early Childhood Education&lt;br&gt;Historical &amp; Policy Studies (Economics, Geography, History, Political Science)&lt;br&gt;Hotel Management&lt;br&gt;Human Services (includes Substance Abuse)&lt;br&gt;Physical Therapist Assistant&lt;br&gt;Real Estate&lt;br&gt;Social &amp; Behavioral Sciences (Anthropology, Psychology, Sociology, Social Science)&lt;br&gt;General education - Social Sciences / Global Studies</td>
<td>Library&lt;br&gt;Alternative Education&lt;br&gt;TV Production</td>
<td>Health Services&lt;br&gt;Career Placement</td>
<td>Facilities&lt;br&gt;Instructional Media Services&lt;br&gt;Art Gallery&lt;br&gt;Intercollegiate Athletics</td>
</tr>
</tbody>
</table>