

PORTLAND COMMUNITY COLLEGE

Computer Applications and
Office Systems SAC

PROGRAM REVIEW REPORT

2001-2002 Academic Year

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Who We Are . . .

The Computer Applications/Office Systems/Department is unique in the college. We are responsible for two distinct professional/technical areas of concentration: *Office Systems* and *Computer Applications*. Our Office Systems courses include the traditional office systems courses such as office procedures, filing, editing, 10-key, etc. Our Computer Applications courses include computer applications and web technologies courses. These courses are composed of the user-end business applications such as word processing, spreadsheets, database management, etc. Our web technologies courses are in the areas of website creation, graphics and multimedia software, and scripting for non-programmers.

We offer two certificates, *Computer Applications and Office Systems* and *Website Development*. We also offer two degrees, *AAS in Administrative Assistant* and *AAS in Administrative Assistant (Office Management emphasis)*.

Our students come from a wide variety of backgrounds and skill levels. They have diverse goals and interests. Many of our students take only a few classes to learn enough job skills for immediate employment. Other students take our classes to upgrade their skills for their existing jobs. Several departments require our classes in their program to satisfy computer literacy of their students. As a support department for the greater college community, our students are often the “traditional” college student and take computer courses for success in their education, personal, and professional life. In addition, we serve the college community with workshops and over-the shoulder applications training.

For this program review, we have limited our focus on two areas of concentration: Office Systems courses and general staffing issues. We will review our computer applications and web technologies classes in a later program review.

Who We Are . . .

PROGRAM REVIEW STEERING COMMITTEE:

Kelly Peden, Chair

Karen Jolly

Barbara Lave

Verna Reardon

CAS/OS SAC MEMBERS (FULL-TIME):

Ron Bekey

Linda Bruss

Vicky Charlston

Diana Ellis

Barbara Hammel

Pat Lewis

Cheryl Owings

Andrea Pace

Judy Read

Art Schneider

Program Review Goals

Instruction in the high technology area requires constant updating and review of curriculum, course content, and methodology. The Computer Applications/Office Systems Department prides itself on the high quality programs it offers. Staff has been dedicated in professional development endeavors in efforts to remain up to date in the fast-changing area of computer applications and office support skills. Input from professionals in the field is essential to maintain and ensure relevant programs and has been a cornerstone as a source of guidance.

The Computer Applications/Office Systems Department SAC is proud of its persistence in maintaining a high-quality program and considered this program review as an opportunity to highlight the many milestones and efforts this SAC has accomplished.

The CAS/OS program review was conducted with the following goals:

- Develop Program Outcomes for Computer Applications/Office Systems Certificates and Degrees.
- Conduct SAC evaluations of OS courses to validate and determine course curriculum and content*.
- Review full-time/part-time ratio and align it closer to the college's goal.

This report will detail the progress toward these goals during the 2001-2002 academic year. It will also serve as a reflective, introspective analysis and discussion of the state of the Computer Applications/Office Systems department.

***While all of the CAS/OS courses are evaluated through ongoing examination, for purposes of this review, the SAC chose to evaluate the Office Systems courses. Since the number of OS courses are few, we felt that a comprehensive examination of them would be beneficial. This evaluation reaffirmed their importance.**

OS Courses and Titles:

**OS 120 – Business Editing Skills
OS 131 – 10-Key on Calculators
OS 240 – Filing
OS 245 – Office Systems and Procedures
OS 280 – Cooperative Education**

Program Outcomes

As part of the program review, the CAS/OS SAC identified the following Computer Applications/Office Systems Program Outcomes:

Computer Applications/Office Systems

Program Outcomes

- Students who successfully complete the **One-Year Certificate** will develop skills and knowledge appropriate to performing basic entry-level office work.
- Students who successfully complete the **AAS, Administrative Assistant** degree will develop skills and knowledge appropriate to an entry-level office position as an administrative assistant.
- Students who successfully complete the **AAS, Administrative Assistant Office Management** degree will develop skills and knowledge appropriate to an entry-level office position as an administrative assistant leading to managerial responsibilities.
- Students who successfully complete the **Web-Site Development Certificate** will develop skills and knowledge appropriate to an entry-level position in a web-related career.

Office Systems Course Evaluations

The CAS/OS SAC started the evaluation process of OS courses by addressing a number of questions. These questions served to help focus efforts in gathering and evaluating information. The general questions included the following:

- What is the purpose of our program?
- Why do students take our classes?
- Why do students not take our classes?
- Who are our students?
- What skills are required in today's offices?
- What are the emerging skills?
- What are the "soft skills" required?
- What impact does distance learning have on our classroom offerings? Should all OS classes be online?
- Do we need the 2-year degree?
- Should all OS courses be put under CAS?
- Why are enrollments low in some courses?
- How do we increase enrollments? How should our courses be marketed?

Findings

➤ What is the purpose of our program?

Portland Community College catalog describes the Computer Applications/Office Systems program appropriately in the following manner:

"As an office employee, administrative assistant, or office manager, you will have a variety of duties. Some of your activities may include computers, accounting, telephones, filing and information management, supervising employees, greeting the public, planning and scheduling.

Our program emphasizes business computer applications, presentation graphics, email, oral and written communications, editing and proofreading, general accounting, filing and records management, word processing, spreadsheets, database, desktop publishing and human relations.

Office Systems Course Evaluations

You will find our graduates employed by large and small, domestic and international, privately owned and corporate employers. You may find career opportunities in government agencies, financial institutions, educational institutions, temporary agencies, high-technology industries, manufacturing firms, real estate agencies, health care, insurance agencies, and more.”
(www.pcc.edu/pcc/pro/prog/cas/default.htm)

- **Why do students take our classes?**
- **Why do students not take our classes?**
- **Who are our students?**

Students enroll in Office Systems courses for diverse and varied reasons. Through our discussions, the SAC determined that our students generally take Office Systems courses for the following reasons:

- Receive degree/certificate
- Develop skills for employability
- Take advantage of employer-paid tuition benefits
- Complete a “Marketable Skills Award”
- Increase personal skill and knowledge

Identifying *who our students are* will help us address questions and develop strategies regarding how to target those people. Office Systems programs should appeal to a diverse group of individuals and fall in categories of Office Support Staff, Middle Management, and Entry-Level Employees.

- **What skills are required in today’s offices?**
- **What are emerging skills?**
- **What “soft skills” are required?**

In evaluating the CAS/OS program and specific courses, the SAC gathered information for the purpose of answering the above questions relating to the skill set needed in today’s offices, emerging skills, and the demand of “soft skills.” It is the hope that current research and statistics will help in directing and guiding future decisions regarding course offerings and content development.

Office Systems Course Evaluations

Data was gathered from a variety of resources, including professional organizations and their publications, local newspapers, web sites, and most importantly, our Advisory Committee, who is reflective of our employer base in the Portland Metro area.

➤ What skills are required in today's offices?

Research showed that job openings and new jobs will require a high level of technical skill and that companies spend \$25 billion annually teaching newly hired employees how to read, write, and count. Today, even low-level service employees must be computer literate and have 11-12th grade math skills.

Industry demand for skilled office workers is huge with the expectation for continued growth. Over three million secretaries/administrative assistants and 1.3 million clerical supervisors/administrative managers are employed in the United States, according to the latest statistics from the U.S. Bureau of Labor Statistics.

The administrative professional's job today has broadened beyond general office duties and now requires skills in management functions and technology, including:

- Project management
- Integrated computer software applications
- Organization and scheduling
- Internet, Intranet communications and research
- Document preparation, storage, and retrieval, and electronic record-keeping
- Customer service and public relations

Job titles are also changing to reflect the Administrative Professional's growing duties. "Administrative Assistant," the most popular title is evidence of the evolution of the "secretarial" job title.

The SAC reviewed want ads from The Sunday Oregonian newspaper over the period of several weeks under job titles requiring office skills. These job titles included: *Administrative Assistant, Customer Service, Secretary, Receptionist, Office Assistant, Data Entry Operator, Clerical Administrative Assistant,*

Office Systems Course Evaluations

Bookkeeper, Word Processor, and Accounts Payable/Receptionist. A list of qualifications and skills for each job was recorded.

We then tallied the frequency of these skills for the purpose of identifying the “Top 10” skills. This helped us determine whether our program encompasses and teaches these highly sought skills in a thorough manner. The Computer Applications/Office Systems department also gathered research from the Advisory Committee asking them to identify those skills necessary in today’s offices.

“Top 10” list and where the CAS/OS department currently teaches/uses it:

Skill	Where Course Taught/Used In Core	
	CAS	OS
Word	CAS 133, 121, 216, 217, 246	OS 120, 245
Excel	CAS 133, 170, 171, 217 (minimally), 246	
Excellent verbal and written communications	Integrated in all classes	Integrated in all classes
Answer and direct telephone calls		OS 245 (minimal for transfer, multi-line, etc.)
Organizational skills	Integrated in all classes	Integrated in all classes
Computer skills	Integrated in all classes	Integrated in all classes
Filing (Access)	CAS 140 (limited)	OS 240
Data entry/10-key	CAS 170, 171	OS 131
PowerPoint	CAS 109, BA 205	
Accts. Pay/Accts. Rec.	BA 95	

Office Systems Course Evaluations

In reviewing our findings, the SAC concluded that we are offering these “10 Ten Skills” in our program—often in several of our courses.

➤ What are the emerging skills today?

Our research indicated several emerging trends we will need to consider for addition to our curriculum in the near future.

Speech Recognition Software is currently being used in business and presents an opportunity for us to offer instruction in this area. All campuses will be moving to Office XP in the Fall, 2002. This version of the Microsoft suite contains speech recognition as a feature which positions us nicely to infuse the teaching of this skill in appropriate courses. There will be some issues regarding hardware and multi-user classrooms for us to work out.

The trend in community colleges shows that they are currently using and teaching Speech Recognition Software and it was felt we needed to begin to teach this skill as soon as we could work out the details. Future research is scheduled, including possible visits with other community colleges in Oregon currently using Speech Recognition.

Our advisory committee overwhelmingly mentioned *Electronic Filing* as a skill necessary in today's offices. During our Program Review, the CAS/OS Advisory Committee recommended that OS students learn more about electronic filing and digital imaging of records, skills that many companies are looking for when hiring filing and records management personnel. As a result, OS 240 (Filing) is being revised.

Other areas of emerging trends mentioned by our research included *Palm Devices, Tablets (as input devices) and Web Pages*. This SAC is constantly dealing with changes in technology and engaging in an ongoing reflective process, which positions us nicely to infuse new trends as we determine appropriate.

This SAC has active participation in professional organizations and relies on PCC to support its involvement for the purpose of staying up to date on these new technologies.

Office Systems Course Evaluations

➤ **What are the soft skills required in today's offices?**

Soft skills can be defined as those “intangibles” that an employee possesses that are not always measurable. Using our research from The Oregonian want ads, we listed those “soft skills” employers identified as necessary for their jobs.

- Customer service
- Multi-tasking, prioritization
- Oral/Written communication
- Able to follow complex instructions and express ideas clearly
- Work well in a team environment
- Professional demeanor and dress
- Strong organizational skills
- Ability to work with diverse population
- Responsible, self-motivated
- Strong interpersonal skills
- Expert knowledge of English grammar spelling and usage

While we don't have any one course in teaching these “soft skills,” all of the above listed items are integrated into our courses. Examples include:

- Team based projects
- Organizational skills – prioritization, disk management, portfolios, etc.
- Composition exercises
- Guest speakers/presentations
- Problem solving scenarios
- Oral reports
- Class discussions
- Class attendance, timely arrival & excused absences

With the rising competition for jobs, it is essential that our students learn and develop soft skills to become professional, productive employees. The CAS/OS SAC believes we are doing a good job of teaching these soft skills, both by content in our courses as well as leading by example – conquering those problems that arise that aren't in the textbook!

Office Systems Course Evaluations

- **What impact does distance learning have on our classroom offerings?**
- **Should all Office Systems courses be online?**

CAS/OS online offerings have always enjoyed healthy enrollments and often have waiting lists before the beginning of a term. Students are demanding time and location flexibility in the delivery of education and this department has definitely met the needs of these students.

The dramatic enrollment in our distance learning courses has a significant impact on the workload of staff teaching these courses. Faculty teaching courses online generally spend more hours per week preparing, delivering and maintaining their course site than they do for a traditionally taught course.

The online offerings also have an impact on traditional course offerings in the area of enrollment. Obviously, courses with low beginning enrollments will suffer when that course moves to a distance learning option. The SAC did not see this as necessarily a negative aspect, but did present the question as to whether *all Office Systems courses should be online*. Following a discussion of the pros and cons of such a move, it was decided to maintain the delivery methods of these courses as they are currently offered.

- **Should all Office Systems courses be put under CAS?**

The SAC had a healthy discussion regarding renaming existing Office Systems courses with a CAS prefix. It was decided there was no apparent advantage to make this change and that such a change might further confuse students looking for old OS courses. Therefore, Office Systems courses will continue to have an OS prefix.

Office Systems Course Evaluations

Why are enrollments low in some courses?

Within the past year or so, the following Office Systems classes have been cancelled due to low enrollments:

- OS 120 (Business Editing Skills) — Spring 2000 (Cascade) – only offered as a distance learning course
- OS 131 (10-Key) — Fall, 2000 (Sylvania) – this was a night class
- OS 240 (Filing) — Winter, 1999 (Sylvania)
- OS 245 (Office Systems & Procedures) — Winter 2000 and 20001 (Cascade) – not scheduled during 2001-2002

****Enrollments seem to be improving in the 2001/2002 and 2002/2003 years****

Additionally,

OS 120 (Business Editing Skills) at Rock Creek used to be offered both Fall and Winter terms, but have now tapered to offering the course only Winter term effective 2000.

The SAC brainstormed reasons enrollments are low in these particular courses and determined that a number of factors may be affecting student counts. These reasons include:

- CAS/OS course credits are not transferable and many students prefer to take credits they can transfer.
- These particular courses may be viewed as “secretarial” in nature and managerial—even though these courses have a broad appeal in their content.
- The titles of these courses: “Business Editing Skills”, “Office Procedures”, “Filing” may prejudice a course as containing only secretarial or other basic introductory skills rather than emerging trends and new applications.
- These courses often target working people so that the flexibility of schedule/time of offering is essential to allow access for a working person.

Office Systems Course Evaluations

- Campuses that have moved any of these courses to online instruction have had an impact on our traditional classroom enrollments.
 - Many people “assume” they possess the basic office skills used in today’s office. Few potential students seem fully aware of the changing role of the office worker and the skills needed.
- **How do we increase enrollments?**
 - **How should our courses be marketed?**

In answering the above questions, the SAC looked not just at those courses with low enrollments but the program as a whole in its efforts to increase enrollments. A number of strategies and ideas were presented, some of which will be implemented during the Academic year 2002-2003.

- **Scheduling:** In an effort to meet the scheduling need of all students, the department will continue to offer *flexible scheduling* so that courses are offered at a variety of times: days, evenings and weekends, and through distance learning.
- **Spring, 2003, we will offer OS 245 (Office Systems & Procedures) in the evening at Rock Creek. We will then rotate an evening offering of this course from campus to campus each year in an effort to allow access for working students.**
- **Hybrid courses:** Another suggestion was offering *Hybrid Courses* (a combination of classroom and distance learning). This type of method allows a learner more access to an instructor than a dedicated distance learning course; an aspect often important to a new, anxious student.
- **Course Titles:** In an effort to extinguish the “secretarial” notion of our courses, we talked about the names of our Office System courses and kicked around ideas for other names. Specifically, we discussed Business Editing Skills (OS 120) as a title that did not adequately convey the content in the course. Most colleges use Business English Skills as the course title, even though taught in comparable departments. However, at PCC, including the word “English” in the title presents an obstacle for us.

Eventually, we settled on changing Business Editing Skills to *Business Document and Web Page Editing* and will complete the necessary

Office Systems Course Evaluations

procedures to make this change effective Fall, 2003. It is our hope that this title will more adequately convey concepts and curriculum covered and appeals to a broader audience beyond just our program students¹.

- Marketable Skills Awards²: Our *Marketable Skills Awards* will continue to serve us well as a tool in attracting and encouraging students to take our courses. Students are becoming aware of the advantage of completing these awards and are taking classes for the purpose of earning a certificate. This has been a successful marketing tool and we rely on instructors to talk with new and returning students each term and distribute the awards at the end of the term.

Part-time and new instructors need to be made aware of these awards so that we can fully take advantage of their benefit as a marketing tool.

- Other suggestions for marketing our courses include:
 - Working with temp agencies in referring our courses.
 - For our courses that are being taught in “Non-Credit” and “Community Education,” adding a footnote in the catalog that states that “*These courses may also be taken for Credit.*” This may help reference students back to Office Systems section of the catalog and reconsider taking classes for credit.
 - Work directly with any county, municipal, or state employment/training facility.

¹ At the September 2002 SAC meeting, it was decided not to change the course title at this time. See *Implementations/Actions & Recommendations on page 15 for more information.*

² The SAC has discussed alignment of our Marketable Skills Awards with the new Employment Skills Training Certificates PCC will be offering and is currently developing some EST Certificates.

Full-Time/Part-Time Faculty Ratio

Another goal for the CAS/OS Program Review was to review the ratio of the full-time and part-time faculty. Ideas we discussed included:

- Reviewing enrollment patterns for recent years at all three campuses.
- Review the number of sections taught by part time faculty and compare it with the number of sections taught by full time faculty.
- Evaluate the full time workload for course preparation; student advising; department, division, SAC, advisory committee, and other meeting commitments; and other responsibilities and determine how the time spent would be affected with additional FT faculty.
- Determine how additional FT faculty would have a positive effect on student success.

We set the goals for this review at our first SAC meeting in September, 2001, with the plan to begin this study during winter term (January 2002). At the time we were planning to begin the study, we were told that there would be new positions for two CAS faculty members, one at Cascade and one at Sylvania. The SAC then decided this goal would no longer be relevant; we dropped the work on this goal.

Unfortunately, during spring term both positions were cancelled due to funding. We felt the entire Program Review was well on its way to completion and that the time spent for this review would further delay the results of the rest of the review.

From the enrollment profile, we have combined the OS/CAS enrollments for the three comprehensive campuses, making it easier to compare the totals. It is shown below:

Subject Code, Description and Campus		FTE				Headcount				2001-02 FT-PT Faculty Ratio (3 Terms)	
		1999-00	2000-01	2001-02	% Change 99-00 to 01-02	1999-00	2000-01	2001-02	% Change 99-00 to 01- 02	FT%	PT%
CAS	Sylvania	206.44	250.52	274.38	32.9%	1,632	1,904	1,951	19.5%	26.5%	73.5%
OS	Sylvania	6.39	5.46	8.99	0.41	93	72	94	1.1%	72.5%	27.5%
Totals		212.83	255.98	283.37		1,725.00	1,976.00	2,045.00			
CAS	Cascade	80.26	139.38	204.70	155.0%	595	1,027	1,408	136.6%	37.2%	62.8%
OS	Cascade	9.34	9.89	12.60	34.9%	98	102	129	31.6%	63.1%	36.9%
Totals		89.60	149.27	217.30		693.00	1,129.00	1,537.00			
CAS	Rock Creek	115.88	134.44	150.80	30.1%	971	1,137	1,231	26.8%	34.1%	65.9%
OS	Rock Creek	12.58	15.02	9.82	* -21.9%	141	139	131	-7.1%	77.0%	23.0%
Totals		128.46	149.46	160.62		1,112.00	1,276.00	1,362.00			
*The OS Legal Secretary Program was discontinued on the Rock Creek Campus											

As you can see, the ratios are not near the college FT/PT ratio goals. Despite the current budget crises, it is apparent that more full-time faculty are needed. We are anxious to work with the administration any way we can to improve the current FT/PT ratios.

Program Review Implementations/Actions and Recommendations

IMPLEMENTATIONS/ACTIONS

- OS 245 (Office Systems & Procedures) will be offered once a year in the evenings rotated among the campuses beginning spring, 2003 at Rock Creek. In addition it will be offered online beginning spring, 2003.
- OS 240 (Filing) has been re-evaluated and a new Course Outcome Guide has been prepared and accepted by the SAC. The new COG includes elements of *electronic filing*; a skill highly recommended by our Advisory Committee that PCC incorporate.
- OS 120 will change its name from *Business Editing Skills* to *Business Document and Web Page Editing*. **NOTE: The SAC voted not to change the title at this time as it was discussed and concerns were voiced that the new title didn't accurately describe the content of the course, but will revisit this issue throughout the coming year.**
- Experiment and research the addition of speech recognition software to our OS (and CAS) courses.
- Align Marketable Skills Awards with EST certificates by having a CAS/OS sub-committee work with the EST committee to help implement the program within our department. This will enhance our program and allow students to earn Marketable Skills Awards as well as EST certificates.

RECOMMENDATIONS

- Reconsider OS 120 (Business Editing Skills) title in an effort to make the title more closely fit the content of the course.
- Consider having students complete some of their Cooperative Education in the first year of their program.
- Provide release time or other compensation for instructors to upgrade curriculum to reflect technological changes.
- Provide release time or compensation for instructors to upgrade skill and knowledge base to remain current with emerging trends and new version of applications.

Program Review Implementations/Actions and Recommendations

- Monitor full-time/part-time ratios for instructors to evaluate full-time staffing needs.
- Work with management to assess the needs of more full-time faculty.
- Continue to interact with our Advisory Committee to determine current trends, skills necessary for workers, and share our program with them.

PROGRAM REVIEW OUTCOMES

Program review is an ongoing process of the CAS/OS SAC due to technological changes and advancements. This SAC appreciates the opportunity to examine our OS program. Data gathered during this review has provided helpful information relevant for our CAS courses as well, and we continue to incorporate and make appropriate changes.

Bringing our full time/part time instructor ratio closer to the college goal will help our program grow and develop allowing a more evenly spread workload which will enhance quality teaching and program excellence.

Due to the fast pace of technological changes, the need for instructor upgrading is essential for our department. Funding, compensation, and release time are *critical* to help instructors meet this need.

The CAS/OS SAC prides itself on providing curriculum that is cutting edge and instruction which meets the needs of our students and the community. The faculty remains current by learning new applications, attending conferences and seminars, reviewing literature and periodicals and other professional development opportunities, thanks in large part to funding from PCC.

The Advisory Committee serves as a vital tool to provide feedback, current trends, and suggestions regarding relevant industry demands of future employees. This information serves as a validation of our curriculum.

References/Works Cited

The following resources were used to gather information and data and to serve as a validating tool.

CAS/OS Advisory Committee Members:

Arnold, Terry	PCC/Job Placement
Banks, Jamie	M Financial
Castle, Judy	
Coryell, Kay	PCC/Job Placement
Eismann-Perry, Joan	Standard Insurance
Hickman, Debra	
Jolly, Sharon	OHSU
Lopuch, Hallie	Select Temp
Nguyen-Johnson, Anh	Casio Edu. Tech. M.R.
Pitzer, Nancy	PCC/Job Placement
Roberge, Steve	Standard Insurance
Zeller, Barbara	

Oregon Employment Department, Oregon Labor Market Information System Occupational Information Center, 2001.

US Department of Labor, Bureau of Labor Statistics "Career Guide to Industries", 2001.

International Association of Administration Professionals website, www.iaap-hq.org, Research and Trends, 10/2002.

The Sunday Oregonian, October 14, 21; November 18, 25; December 9, 16, 2001.

Portland Community College Placement Center.

References/Works Cited

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	Cascade	9.34	9.89	12.60	34.9%	98	102	129	31.6%	63.1%	36.9%
	Rock Creek	12.58	15.02	9.82	-21.9%	141	139	131	-7.1%	77.0%	23.0%
		430.89	554.71	661.29	53.47%	3,530	4,381	4,944	40.06%		

Arranged by Campus

CAS	Sylvania	206.44	250.52	274.38	32.9%	1,632	1,904	1,951	19.5%	26.5%	73.5%
OS	Sylvania	6.39	5.46	8.99	0.41	93	72	94	1.1%	72.5%	27.5%
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