

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in the previous academic year.
(Information provided here may be referenced, inserted into or summarized in Program Review 2.C.iii (for Core Outcomes) or 6.B.iii (for CTE Degree and Certificate outcomes).

The Margaret Carter Skill Center serves unemployed, underemployed, and underserved students and assists them toward self-sufficiency through basic educational and career training to meet and match labor market opportunities. The MCSC helps students to overcome barriers and transform their lives through foundational academic classes so students can transition to employment, PCC career and technical programs, apprenticeships and trade preparation program, and/or academic degree and transfer programs.

Based on results of the **spring 2009 oral portfolio presentations** for Assessment of Critical Thinking, a theme that was written and vocalized among students in a self-reflection portfolio assignment were comments such as, "I never thought I could do math. I didn't know what an essay was or how to write a letter. I never thought I could be successful in college," **The Margaret Carter Skill Center added a new class in winter, 2011** to the curriculum: Thought Patterns for a Successful Career. This class develops positive self-talk that allows individuals to quickly adjust their self-concept: the conditioned, habits, beliefs, and expectations that might otherwise block their ability to change or transition to a future state for their personal, academic, and professional life. By understanding how their mind works, individuals begin to put predictability back into their lives.

2. Identify the outcomes assessed this year, and describe the methods used.
What were the results of the assessment (i.e., what did you learn about how well students are meeting the outcomes)? And
3. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of outcomes.

For 2010-2011, the MCSC assessed oral communication and professional competence. We initially wanted to include the evening computer and math classes; however, the math and evening classes were cancelled for Spring Term. As a result we only assessed the day classes which include Applied Communications, Computer Application, Principles of Technology, Math, Thought Patterns for a Successful Career, Industry Orientation, and Employment Exploration. Twenty Five students presented an E-portfolio as a capstone for finishing the Skill Center Program which means they completed and passed all seven classes. Students orally presented their portfolio in a power point presentation and were scored using the E-portfolio rubric.

All six MCSC faculty scored twenty-five students Spring Term using the E-portfolio rubric which includes a written communication piece and oral communication was assessed with a separate oral communication rubric (see attachments). All six instructors scored the portfolios at the same time. We then tabulated the results from each instructor for each student and averaged the results for a final student score for the portfolio and a separate final score for the oral communication rubric. We then made a class average for each category. **We had previously modified and calibrated the oral communication rubric into four categories.** We wanted to include peer scoring, but the students did not want to score each other, so we did not have a peer scoring component as originally planned.

Results/Changes:

In analyzing the data, the faculty found that the E-Portfolio rubric was too cumbersome, had too many categories, difficult to score, and not an accurate reflection of Skill Center students' work. Even though our SAC faculty had adapted the rubric and used it winter term. See original rubric). We also found the scoring of a total of 45 points too complex, and the 7 categories too detailed. Consequently, we calibrated the E-portfolio into 5 categories instead of 7, and under the multi-media-category redefined the section to state that the student navigates technology and operates equipment. (See Original and Revised E-Portfolio Rubric)

In addition, we simplified the scoring so that there is only 4 points scale for each category for a total of 20 points instead of 45. (See Revised Rubric). We did this because out of 25 students, 14 had difficulty operating the technology and equipment. We also will include direct instruction in the Applied Computer class on how to navigate the technology and operate the equipment prior to the portfolio presentations.

In addition, the class average for writing mechanics was 2.6 out of 4 points. As a result, more direct instruction on grammar, punctuation, and proofreading will be added to the Applied Communication curriculum. (See E-Portfolio Data)

In evaluating the data for the oral communication rubric, there were four categories: Organization, Subject Knowledge, Eye Contact, and Delivery. Out of 25 students scored, the class average for Organization was 3.4 and Subject Knowledge was 3.6. This indicates that on average our students are able; we know that as a faculty we are doing a good job in instructing how to organize a portfolio and include artifacts from each class. However, the class average for Eye Contact was 2.1 and Delivery 2.4. **These scores tell us that we are not doing a good enough job in preparing students for oral presentations. As a result, a curriculum module on Presentation Skills will be added to the Applied Communications class.** (See Oral Communication Rubric)

All of these changes will improve students' communication skills.

The second outcome the Margaret Carter Skill Center assessed for 2010-2011 was Professional Competence through direct and indirect assessment.

- The Skill Center keeps demographic data on its students tracking employment, apprenticeship programs, and other certificate and/or degree programs. Since 2008, we have sent out surveys at 3 months, 6 months a year, and two years. In addition to the employer's name and job, we also ask in these surveys, "How satisfied were you in your preparation at the Skill Center." We also get information and data from Worksource Oregon who refer students to us and track employment. We have our students register with I-Match which evaluates their skill with jobs. We use CASAS standardized pre and posts tests scores in reading and math to evaluate students' competence in those areas. In addition, we have community partners such as The Urban League and Oregon Department of Transportation who provide us with data on Skill Center students employed by their agency or sponsored through The Urban League. We compiled survey results from all fall, winter, and spring Skill Center students. We will analyze the result and report to the Learning Assessment Council
- The Skill Center originally planned on purchasing Workeys in 2011. Workeys is a "Best Practices" assessment for workforce development programs. The Career Readiness Certificate assesses employment competence in three areas. Reading for Information, Applied Math, and Locating Information. However, with budget cuts we were unable to buy the program .We still plan to move in that direction to use Workeys as a profession competence assessment in 2011-2012.
- For 2010-2011, we used the program review survey and created 3 separate surveys to extract more relevant data about our students. See the student survey (see attached).We created a student survey, a 3 month follow up survey, and are in the process of creating a 6 month follow up survey focusing on employment and targeted for partners such as Urban League of Portland and PCC Trades & Industries to focus on employment We tracked 85 students-for fall, winter and spring term- who were part of an Urban League Partnership/Portland Development Commission funded program with the Skill Center and Trades & Industry. There were 35 students fall, and 25 students each for winter and spring term. (See Survey results).
- The students were in a cohort and were required to complete all 7 Skill Center classes in order to finish the Skill Technology Program and receive a Skill Center Certificate, and advance to an 11 week paid Heating, Ventilation, and Air

Conditioning, training in the Trades & Industry Department. A summary of the HVAC Student Data is attached. (See HVAC Student Data). Out of 85 students who entered the Skill Center 39 took all of the Skill Center classes and advanced to HVAC training. Out of the 39 who advanced to HVAC training, 31 completed, 2 withdrew. Twenty-Four of the 31 completers went on to additional HVAC or technical training. Forty-six of the original 85 took other PCC classes. Seventeen applied for apprenticeship training and were waiting for results and seventeen reported working. This data tell us that we do a good job in preparing students for post-secondary certificates and training. In addition, we are a good bridge to other PCC training and programs. However, very few only about one fifth reported working. This can be due to the economic downturn and unavailability of jobs.