

Annual Report for Assessment of Outcomes 2012-13

Subject Area Committee Name: Occupational Skills Training

Contact person: Sandy Schramm

For CTE: Degree or certificate* assessed: Occupational Skills Training

*please attach a table showing the alignment of the degree or certificate outcomes with the College Core Outcomes

Please address the questions below and
send to learningassessment@pcc.edu by **June 21, 2013** with Annual Report in the subject line

Note: Information provided in this report may be inserted into or summarized in Section 2C Program Review Outline.

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from recent outcome assessments. These may include but are not limited to changes to content, materials, instruction, pedagogy etc. Please be sure to **describe the connection** between the assessment results and the changes made.

The Occupational Skills Training program is designed to provide the opportunity for students to receive instruction in a specific occupational area. The programs are individualized and allow flexibility in program design, delivery, and implementation. Individualized plans are developed in consultation with the student, PCC faculty, PCC OST coordinators, work-site supervisors, and agency representative(s), if appropriate.

In addition to the above catalog description, it may be helpful to know that our OST certificate is internship based. Students enroll in OST 101 and repeat the course until they have earned 64 credits or for as many terms as their funding agency will allow. We are a closed program with an open entry/open exit structure. Our students are primarily injured workers (48%) and veterans with service connected disabilities (33%). Students are generally sponsored through third party payers such as insurance companies (i.e. SAIF), the Veterans Administration, and Oregon Vocational Rehabilitation Services. We have a few private pay students but they are very small part of the program.

The major change that we implemented this year was the revision of our Student Evaluation form to help our students better assess, examine and reflect on their academic skills and professional competence. This is a form that students complete each term after their curriculum review with the OST coordinator and their training site supervisor. Students rate themselves in the categories of dependability, attitude and cooperation, communication, judgment/critical thinking and adaptability. They also answer three questions giving an example of skills learned and comment on their strengths and areas that need more focus. We implemented this new Student Evaluation form this last term. A copy is attached for this report. Twenty-nine students

completed the evaluation. Results of this initial pilot with the form will be used in the outcomes below.

One unexpected outcome from the revised form was the realization that we had taken some important trainer feedback away from the process when we focused more on student feedback. As a result, we added a Trainer Evaluation form to keep feedback from the trainer that we had omitted in the revision. A copy is attached to the report.

Our OST 101 course outcomes and our certificate outcomes are identical. We have attached a map showing how course and certificate outcomes align with the college core outcomes.

For each outcome assessed this year:

2. *Describe the assessment design (tool and processes) used. Include relevant information about:*

- *The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).*
- *The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?*
- *Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report – OK to include in appendix). Where appropriate, identify benchmarks.*
- *How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).*

The CTE Assessment Plan for Occupational Skills Training reviews all certificate outcomes every two years. A copy of the plan is attached to this report. We completed the Year Two outcomes last year so this report will focus on the Year One outcomes:

- Use industry specific vocabulary and tools effectively.
- Use professional behaviors appropriate to the work place such as punctuality, attendance, cooperation, teamwork, and respect.
- Use written and oral communication appropriate for the occupation or industry
- Be prepared to enter the occupation of choice with entry-level skills.

Students engage in 1,920 contact hours with employers to earn their certificate. Employers agree to assess students to each of the above outcomes using a Monthly Trainer Report, which we consider a direct assessment tool. The feedback from this report was used to assess all of our certificate outcomes. We used the first month and the last month of the Monthly Trainer Report received for each student to compare the trainer's rating for each of the outcomes to be assessed. We are looking to see how student scores progress through the life of their training.

Trainers are presented the Monthly Trainer Reports at the beginning of training. In an effort to build reliability and consistency, we discuss the form and the rating scale noted below. We ask the trainer

to assess the student against their standard for an entry level employee in their industry and their company.

Trainer's Rating Scale: (note this scale corresponds to the rating scale for PCC's core outcomes)

0 = Not Applicable

1 = Below Average: Limited demonstration and application of knowledge and skills

2 = Average: Basic demonstration and application of knowledge and skills

3 = Above Average: Demonstrated comprehension and is able to apply essential knowledge and skills

4 = Excellent: Demonstrates thorough, effective and/or sophisticated application of knowledge and skills

Trainers for our students come from a wide range of occupations and they bring a broad range of education and experience, depending on the occupation the student has chosen. OST staff review each site and ask about the trainer's specialized coursework, specialized certification, workshop/seminar attendance, and industry experience. We remind trainers when their reports are overdue and have the opportunity to interact with them at quarterly meetings with the training site.

Consistency is difficult to look at when there are so many different sites and trainers using the same form. We had a unique opportunity this year when eight of our students earning a certificate had 2 or more training sites. Three of these students were referred by the same counselor. She moved her students to gain additional skills which the first site was unable to offer – in one case the site went out of business and in the other two instances there was a distinct possibility of a hire and the move was made just a few months before the training was scheduled to end. These eight students who trained in two different training sites provided us the opportunity to compare trainer reports for consistency. We will make a note in each outcome to show how their scores compared between trainers.

We also used an indirect assessment in the form of the revised Student Evaluation form to assess the self-reflection portion of our outcomes. As noted above this is a form that students complete each term after their curriculum review with the OST coordinator and their training site supervisor. Students rate themselves in the categories of dependability, attitude and cooperation, communication, judgment/critical thinking and adaptability. They also answer three questions giving an example of skills learned and comment on their strengths and areas that need more focus.

Occupational Skills Training program served 111 students in the 2012-13 school year. The majority of these students attended from one to three terms and did not earn enough credits for the two-year certificate. Referral sources that sponsor students focus more on what the student needs to be employable within the agency's rules and budget constraints than they do on certificate attainment. For the purposes of this report we want to focus on those students who earned the full 64 credits to qualify for the Occupational Skills Training certificate. In 2013 we currently have sixteen students who have earned 64 credits. Because of the open entry/open exit nature of the program, we may have more students that started late in the term who will be eligible but have not completed their final term yet. So we will give you our results for this academic year and the previous academic year to give a more accurate picture of our outcomes for placement and completion.

3. *Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?*

- *If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.*
- *Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.*

Most of our students have a work history when they enter our program, so we are not surprised when we see that scores on the skills such as Attitude toward Training, Relations with Others, Attendance and Quality of Work stay the same throughout their training. The program emphasis is on skill building and we are hoping to see students show increases in those ratings for Job Learning/Skill Improvement. With the data from the Monthly Trainer Report our benchmark is to see that students are considered Above Average or Excellent by their trainers for entry level employment at the end of their internship experience. On the Student Evaluation form we want to see some self reflection skill from the student and some evidence in their indirect report that they have considered themselves a participant in the training experience.

We are assessing four of our certificate outcomes this year. We tried to keep each outcome and its assessment tools together so you will see some repetition in the trainer rating categories and self reflection tools that apply to more than one of the outcome results.

OUTCOME: Use industry specific vocabulary and tools effectively.

For this outcome we used the trainer ratings in the Quality of Work categories which includes

- Uses care with equipment and materials
- Completes tasks in minimal time
- Able to understand and follow direction
- Accurate and careful with work
- Can adapt to work conditions; is flexible

Results:

- Students showing improved scores: 5 students (2 with more than one site)
- Students showing no change in scores: 11 students (6 with more than one site)
- Students showing lower scores: 0 students

- Average rating – Student demonstrates basic demonstration and application of knowledge and skills: 3 students (1 with more than one site)
- Above Average rating – Student demonstrates comprehension and able to apply essential knowledge and skills: 3 students (1 with more than 1 site)
- Excellent rating – Student demonstrates thorough, effective and/or sophisticated application of knowledge and skills: 10 students (6 with more than 1 site)

OUTCOME: Use professional behaviors appropriate to the work place such as punctuality, attendance, cooperation, teamwork, and respect.

For this outcome we used the trainer ratings in the Relations with Others categories which includes

- Cooperates with Supervisors; is respectful
- Works well with others
- Accepts suggestions

- Is courteous and helpful with public/customers
- Respect for diverse populations

Results:

- Students showing improved scores: 3 students (2 with more than one site)
- Students showing no change in scores: 12 students (6 with more than one site)
- Students showing lower scores: 1 students
- Average rating – Student demonstrates basic demonstration and application of knowledge and skills: 1 student
- Above Average rating – Student demonstrates comprehension and able to apply essential knowledge and skills: 2 students (1 with more than one site)
- Excellent rating – Student demonstrates thorough, effective and/or sophisticated application of knowledge and skills: 13 students (7 with more than one site)

We also used trainer ratings in the Attendance categories which include

- On time; completes required hours
- Alerts supervisor if absent or late
- Plans ahead to rearrange training

Results:

- Students showing improved scores: 2 students (1 with more than one site)
- Students showing no change in scores: 12 students (6 with more than one site)
- Students showing lower scores: 2 students
- Below Average – Limited demonstration of and application of knowledge and skills: 1 student
- Average rating – Student demonstrates basic demonstration and application of knowledge and skills: 1 student
- Above Average rating – Student demonstrates comprehension and able to apply essential knowledge and skills: 3 students (1 with more than one site)
- Excellent rating – Student demonstrates thorough, effective and/or sophisticated application of knowledge and skills: 11 students (7 with more than one site)

OUTCOME: Use written and oral communication appropriate for the occupation or industry.

For this outcome we used most of the trainer ratings in the Job Learning/Skills Improvement categories which include

- Problem solving/critical thinking
- Written communication
- Computer literacy
- Continual improvement/speed in completing tasks
- Can work independently
- Learns with ease understands work/responsibilities

Results:

- Students showing improved scores: 12 students (6 with more than one site)
- Students showing no change in scores: 4 students (2 with more than one site)
- Students showing lower scores: 0 students
- Average rating – Student demonstrates basic demonstration and application of knowledge and skills: 3 students (1 with more than one site)
- Above Average rating – Student demonstrates comprehension and able to apply essential knowledge and skills: 3 students (1 with more than one site)
- Excellent rating – Student demonstrates thorough, effective and/or sophisticated application of knowledge and skills: 10 students (6 with more than one site)

For this outcome we also used the trainer ratings in the Quality of Work categories which includes

- Uses care with equipment and materials
- Completes tasks in minimal time
- Able to understand and follow direction
- Accurate and careful with work
- Can adapt to work conditions; is flexible

Results:

- Students showing improved scores: 5 students (2 with more than one site)
- Students showing no change in scores: 11 students (6 with more than one site)
- Students showing lower scores: 0 students
- Average rating – Student demonstrates basic demonstration and application of knowledge and skills: 3 students (1 with more than one site)
- Above Average rating – Student demonstrates comprehension and able to apply essential knowledge and skills: 3 students (1 with more than one site)
- Excellent rating – Student demonstrates thorough, effective and/or sophisticated application of knowledge and skills: 10 students (6 with more than one site)

Student Evaluation Form: Self Reflection is another component of this outcome. We used our newly revised Student Evaluation Form to help our students better assess, examine and reflect on their academic skills and professional competence. This is a form that students complete each term after their curriculum review with the OST coordinator and their training site supervisor. Students rate themselves in the categories of dependability, attitude and cooperation, communication, judgment/critical thinking and adaptability. They also answer three questions giving an example of skills learned and commenting on their strengths and areas that need more focus. Twenty-nine students completed this during our Spring Term. We consider this a pilot and so are reporting the results of all 29 students for this year, whether or not they earned a certificate.

Results:

- Dependability ratings: *Usually or Always* - 28 students; *Sometimes* - 1 student
- Attitude and Cooperation ratings: *Usually or Always* - 29 students
- Communication ratings: *Usually or Always* - 24 students; *Sometimes* - 5 students
- Judgment/Critical Thinking ratings: *Usually or Always* - 27 students; *Sometimes* - 2 students

- Adaptability ratings: *Usually or Always* - 25 students; *Sometimes* - 4 students
- Students who gave an example of their improving skills in training – 23 of 29 students
- Students who identified at least one strength with a specific example – 23 of 29 students
- Students who identified at least one area to focus on for next term – 24 of 26 students. Two students were in their last term.

OUTCOME: Be prepared to enter the occupation of choice with entry-level skills.

For this outcome we used the trainer ratings for Quality of Work which include

- Uses care with equipment and materials
- Completes tasks in minimal time
- Able to understand and follow direction
- Accurate and careful with work
- Can adapt to work conditions; is flexible

Results:

- Students showing improved scores: 5 students (2 with more than one site)
- Students showing no change in scores: 11 students (6 with more than one site)
- Students showing lower scores: 0 students
- Average rating – Student demonstrates basic demonstration and application of knowledge and skills: 3 students (1 with more than one site)
- Above Average rating – Student demonstrates comprehension and able to apply essential knowledge and skills: 3 students (1 with more than one site)
- Excellent rating – Student demonstrates thorough, effective and/or sophisticated application of knowledge and skills: 10 students (6 with more than one site)

We also used the trainer ratings in the Attitudes toward Training categories which include

- Works safely
- Uses time effectively
- Keeps busy; looks for work to do
- Looks for ways to improve – is alert to new methods
- Appropriate dress for job setting
- Exhibits cleanliness, good hygiene

Results:

- Students showing improved scores: 6 students (3 with more than one site)
- Students showing no change in scores: 9 students (3 with more than one site)
- Students showing lower scores: 1 students (1 with more than one site)
- Average rating – Student demonstrates basic demonstration and application of knowledge and skills: 1 student
- Above Average rating – Student demonstrates comprehension and able to apply essential knowledge and skills: 4 student (2 with more than one site)

- Excellent rating – Student demonstrates thorough, effective and/or sophisticated application of knowledge and skills: 11 students (6 with more than one site)

Student Evaluation Form: Self Reflection is another component of this outcome. We used our newly revised Student Evaluation Form to help our students better assess, examine and reflect on their academic skills and professional competence. This is a form that students complete each term after their curriculum review with the OST coordinator and their training site supervisor. Students rate themselves in the categories of dependability, attitude and cooperation, communication, judgment/critical thinking and adaptability. They also answer three questions giving an example of skills learned and commenting on their strengths and areas that need more focus. Twenty-nine students completed this during our Spring Term. We consider this a pilot and so are reporting the results of all 29 students for this year, whether or not they earned a certificate.

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The 16 students included in this report trained for the following occupations:

Administrative Assistant
 Assistant Business Management Trainee
 Computer Support Technician
 Electrical Cost Estimator
 Eligibility Worker
 Facilities Maintenance Supervisor
 Juvenile Custody Specialist
 Medical Supply Technician
 Nurse Case Manager
 Order Clerk
 Power Plant Operator
 Procurement Clerk
 Technical Support Specialist (2)
 Wastewater Treatment Plant Operator (2)

A review of each student's customized curriculum was conducted to ensure that they had received Pass scores for all quarters of training. Out of the 16 students in this review, 7 of them are employed with an average wage of \$16.55 per hour. The lowest wage is \$13.00 and the highest wage is \$25.00

per hour. As noted previously, we may still have students who are in the midst of completing their term, so we may see some increase in these numbers on next year's report.

We also reviewed the placement outcomes for the 25 students who completed the 64 credits to be eligible for a certificate in 2011-2012. We know this is a complete picture of students who completed their certificate requirements. Fourteen of the 25 are employed with an average wage of \$15.27 per hour. The lowest wage is \$11.54 and the highest wage is \$37.10 per hour.

In reviewing these four outcomes, we saw the most improvement in the Use of Written and Oral Communication outcome and the Be Prepared to Enter the Occupation of Choice outcome. Students seemed to stay about the same in performance on the Use industry specific vocabulary outcome and the Use professional behaviors outcome but their trainer ratings were still above average to excellent. We were pleased with the level of student response on the Student Evaluation form.

The Monthly Trainer Report was our primary data collection tool. In reviewing the categories used in the Monthly Trainer report as a whole, we saw increased scores in Job Learning/Skill Improvement for the majority of these students. Most of these students came into the program with Above Average and Excellent scores in Attitude toward Training, Relations with Others, and Attendance as well as Quality of Work. As noted earlier, most of these students come to the program with an established work history and their primary interest is in learning a skill to get a different job than the one they had when they were injured.

4. *Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).*

In Year One of our assessment plan, we revised the Monthly Trainer Report that we use. It worked very well for us in Year Two and we plan to continue using it in its present form. This last year we completed the revision of the Student Evaluation form which we had seen as our weak link. It has been implemented for one term and we need to have more experience with it. The same is true of the Trainer Evaluation form that ended up being revised because of this new form. To date we feel that this revision has done what we hoped for which was to encourage more active student participation in the review process. We will report back to you next year and by then we will have a better idea of how students are using and reacting to this assessment tool.

5. *Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.*

Every year that we go through this process, we feel like we know a little more about our students and how our program is working. We have a program model that is a bit "outside the box" for most of the college. This has been a good way for us to demonstrate that we are an academic offering with

outcomes that benefit our students and the college. The assessment plan that we are working with now is one that we are pleased with. We've aligned our outcomes to the college core outcomes and we've also been able to show our value in meeting that all important CTE goal of employment and livable wages. We do not feel that we need to revise our assessment plan at this time. One more comment we can offer is to praise the decision to automatically award certificates to students. We are anticipating an increase in our certificate numbers as our students have not historically opted to petition for a certificate when they complete their 64 credits.

Attachments:

- CTE Assessment Plan (shows certificate alignment to College Core Outcomes)
- Monthly Timesheet & Trainer Report Mapping (shows alignment to College Core Outcomes)
- Student Evaluation (revised this year)
- Trainer Evaluation (revised this year)

CTE Assessment Plan

AAS or Certificate: Occupational Skills Training

Submit to learningassessment@pcc.edu by November 15, 2010

1. Outcome	2. Maps to a Core Outcome?	3. Assessment Setting/Method	4. When will assessment take place?
Use industry specific vocabulary and tools effectively.	<ul style="list-style-type: none"> Professional Competence Communication Critical Thinking 	Students engage in 1,920 contact hours with employers to earn their certificate. Employers agree to assess students to each of these outcomes using a Monthly Trainer Report.	Year 1
Use professional behaviors appropriate to the work place such as punctuality, attendance, cooperation, teamwork, and respect.	<ul style="list-style-type: none"> Professional Competence Communication Cultural Awareness Self-Reflection 	Students engage in 1,920 contact hours with employers to earn their certificate. Employers agree to assess students to each of these outcomes using a Monthly Trainer Report & a Student Evaluation Form.	Year 2
Understand and apply the safety standards of the work site and the industry.	<ul style="list-style-type: none"> Professional Competence Comm/Envir Responsibility 	Students engage in 1,920 contact hours with employers to earn their certificate. Employers agree to assess students to each of these outcomes using a Monthly Trainer Report.	Year 2
Use written and oral communication appropriate for the occupation or industry.	<ul style="list-style-type: none"> Professional Competence Communication 	Students engage in 1,920 contact hours with employers to earn their certificate. Employers agree to assess students to each of these outcomes using a Monthly Trainer Report	Year 1
Use workplace math skills appropriate for the occupation or industry.	<ul style="list-style-type: none"> Professional Competence Critical Thinking 	Students engage in 1,920 contact hours with employers to earn their certificate. Employers agree to assess students to each of these outcomes using a Monthly Trainer Report	Year 2

Be prepared to enter the occupation of choice with entry-level skills.	<ul style="list-style-type: none"> Professional Competence Self-Reflection 	Students engage in 1,920 contact hours with employers to earn their certificate. Employers agree to assess students to each of these outcomes using a Monthly Trainer Report and a review of objectives for their vocational goal.	Year 1

Monthly Timesheet & Trainer's Report Mapping

Mapping Level Indicators	Core Outcomes
0 - Not applicable 1 - Below Average: Limited demonstration or application of knowledge and skills 2 - Average: Basic demonstration and application of knowledge and skills 3 - Above Average: Demonstrated comprehension and is able to apply essential knowledge and skills 4 - Excellent: Demonstrates thorough, effective, and/or sophisticated application of knowledge and skills	1 - Communication 2 - Community and Environmental Responsibility 3 - Critical Thinking and Problem Solving 4 - Cultural Awareness 5 - Professional Competence 6 - Self-Reflection

	CO1	CO2	CO3	CO4	CO5	CO6
Attitudes towards training						
• Works safely		•			•	
• Uses time effectively			•		•	
• Keeps busy, looks for work to do			•		•	
• Looks for ways to improve – is alert to new methods			•		•	
• Appropriate dress for job setting				•	•	
• Exhibits cleanliness, good hygiene				•	•	
Relations with Others						
• Cooperates with supervisors; is respectful	•				•	
• Works well with others	•				•	
• Accepts suggestions	•				•	•
• Is courteous and helpful with public/customers	•		•		•	
• Respect for diverse populations	•			•	•	
Attendance						
• On time; completes required hours	•				•	
• Alerts supervisor if absent or late	•				•	
• Plans ahead to rearrange training	•		•		•	
Job Learning/Skill Improvement						
• Workplace math skills			•		•	
• Problem solving/critical thinking			•		•	
• Written communication	•				•	
• Computer literacy	•				•	
• Continual improvement/speed in completing tasks					•	•
• Can work independently			•		•	
• Learns with ease; understands work/responsibilities	•				•	
Quality of Work						
• Uses care with equipment and materials		•			•	
• Completes tasks in minimal time			•		•	
• Able to understand and follow direction	•				•	
• Accurate and careful with work		•			•	
• Can adapt to work conditions; is flexible				•	•	•

Communication

Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.

Community and Environmental Responsibility

Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.

Critical Thinking and Problem Solving

Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.

Cultural Awareness

Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community

Professional Competence

Demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program

Self-Reflection

Assess, examine and reflect on one's own academic skill, professional competence and personal beliefs and how these impact others.

Student Name: _____ Coordinator: _____ Date: _____
Training Site: _____ Trainer: _____

STUDENT EVALUATION

1. never	2. rarely	3. sometimes	4. usually	5. always
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Using the rating scale of 1-5 as listed above, please rate the following.

Dependability:

- I conform to work schedules
- I complete assignments in timely manner

Attitude and Cooperation:

- I work well with others
- I respect and am respected by co-workers
- I demonstrate teamwork

Communication:

- I present information clearly and concisely both verbally and in writing
- _____ I use industry specific-vocabulary effectively
- I keep others well informed

Judgment/Critical Thinking:

- I consider all facts and circumstances in decision making
- I problem solve difficulties

Adaptability:

- I accept construction criticism
- I work well under pressure
- I use industry specific tools effectively
- I adapt to persons of varying personalities

1. Give an example from this last term of your improving skills in this vocation

2. Based on all of these categories, what do you feel are your strengths?

3. Based on all of these categories, what areas do you feel you need to focus for next term?

TRAINER EVALUATION

Student Name: _____ Supervisor: _____ Date: _____
Training Site: _____ Trainer: _____

1. How well does the student get along with supervisors, co-workers, and the public?

2. How is the student's general attitude toward training (punctuality, attendance, following company policies)?

3. What strengths and needs have been shown by the student to this date?

4. What are the training goals for the student in the next few weeks and/or upcoming term?

5. Please indicate any additional comments not listed on this sheet.
