

OCCUPATIONAL SKILLS TRAINING

PROGRAM REVIEW

SPRING 2011

PORTLAND COMMUNITY COLLEGE

SOUTHEAST CAMPUS

OCCUPATIONAL SKILLS TRAINING STAFF:

SANDY SCHRAMM

GWEN BRUNTON

KAY STEELE

TED LAWSHE

DAVE LINDSEY

LISA MYERS

CORI SAMUELSON

1. Program/Discipline Goals

What are the educational goals/objectives of this program/discipline? Have they changed since the last review, or are they expected to change in the next five years?

OCCUPATIONAL SKILLS TRAINING TWO-YEAR CERTIFICATE OUTCOMES

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

The Occupational Skills Training Certificate was changed from a one year to a two year certificate in 2009 to bring it in line with changes at the state level. This is a CTE course that does not transfer to another degree. OST 101 is graded as a P/NP course. The certificate was approved to exceed the maximum 24 credits for P/NP by the EAC in May 2009. Students choose this course as a means to acquire skills for employment. The P/NP grade has been well received by students, referring counselors and third party funders who use our program for training. The certificate outcomes were updated at the same time.

Place the program/discipline within the context of the institution. Describe how the college's Mission, Value and Goals are addressed.

Occupational Skills Training has a vision statement:

Set Goals, Learn Skills, Build a Future

Occupational Skills Training offers students an opportunity to pursue an occupation not typically found in the PCC college catalog. Through our experiential learning format and wide range of occupational instruction, OST follows the PCC mission of offering access to an affordable, quality education in an atmosphere that encourages the full realization of each individual's potential. Our students reflect all ages, races, cultures, economic levels and previous educational experience.

Occupational Skills Training (OST) is a career technical certificate program within the college. Our students train in the community in a broad range of business, industry and public sector locations. OST's classroom setting is the community. Our individualized and formative learning approach to education supports and enhances PCC's goals of access, responsiveness to industry needs, cultivation of partnership and community. Students learn about their career in a realistic, hands-on way. They have the opportunity to put theory into practice and gain skills that will enhance their employability.

Through our highly qualified staff, we strive to diversify our connection with public and private organizations that have the means to sponsor students' educational endeavors. We play a leadership role in and serve as a key resource for training in the injured worker and the veteran's communities.

OST embraces the PCC Statement of Values. We believe our program is a good reflection of these values in its daily practice.

2. Curriculum: reflect on the learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.

Evaluate the curriculum using national and/or professional program/discipline guidelines where available.

A course of study is developed for each student. Curricula include instruction in entry-level skills as well as safety and environmental awareness, communication, computation and human relations skills required of the occupational goal. Related classroom instruction may be included in the training plan. Entry level skills particular to the industry and to the training site are used to build the student's curricula. Where national tests or certification are required, these are incorporated in the course of study.

Identify and explain changes that have been made to course content and/or course outcomes since the last review.

- There was an increased focus on Professional Skills/Occupational Skills programs from the State since our last review in Spring Term 2005. Our SAC chair/program director participated in a statewide task force convened to bring consistency to how these programs are delivered by the different community colleges who offer this certificate. As a result of this focus, PCC was required to change its program name from Professional Skills Training to Occupational Skills Training. Another unexpected change

was the loss of financial aid eligibility for all Occupational Skills Training programs in Oregon when a review of our program structures revealed that students spend more than 50% of their training outside of a classroom setting. Efforts from the State officials at CCWD were unsuccessful in restoring the financial aid eligibility that helped us serve a broader range of students in need.

- In 2007 our embedded related instruction outcomes were approved by the EAC for both the Professional Skills Training one-year certificate and the PST 101 course.
- We were successful in registering our name change from Professional Skills Training to Occupational Skills Training with the State and with PCC's EAC in 2008.
- As Occupational Skills Training we were notified that our 64 credit certificate had become a two-year certificate due to changes in certificate designations at the State level. In preparation of presenting this change to the EAC, we used this opportunity in May 2010 to update our OST 101 course outcomes, embedded instruction and instructor qualifications and to update our OST Certificate outcomes. Our updates were approved and should be in the 2011-2012 PCC Catalog.

Assessment of course outcomes

Are assessments that address the course outcomes described in the Course Content and Outcome Guides (CCOG's)

The CCOG has been updated to reflect the course outcome changes approved through the EAC.

Describe evidence that students are meeting course outcomes.

Identify/give examples of assessment-driven changes made towards improving attainment of course-level outcomes.

The CTE Assessment Plan for Occupational Skills Training has been completed and submitted to the learning assessment committee. Our OST 101 course outcomes and our certificate outcomes are identical. We have identified our outcomes, mapped them to a Core Outcome and described the Assessment Setting/Method we plan to use. We have developed a plan which will review all outcomes every two years.

CTE Assessment Plan

Certificate: Occupational Skills Training

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 & Problem Solving 	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. Student Evaluation Form used for self reflection data.	Year 1
Understand and apply the safety standards of the work site and the industry.	<ul style="list-style-type: none"> • Professional Competence • Communication • Comm. /Environ Responsibility • Critical Thinking & Problem Solving 	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 • 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. Student Evaluation Form used for self reflection data.	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	Year 2

		Monthly Trainer Report	
Be prepared to enter the occupation of choice with entry-level skills.	<ul style="list-style-type: none"> Professional Competence Communication 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. Student Evaluation Form used for self reflection data.	Annually

5. For Programs that are beneficiaries of Perkins funding: Identify assessments that will comprise the TSA.
Occupational Skills Training does not receive Perkins funding.

Assessment of College Core outcomes

*Describe how courses in the program/discipline address the College Core Outcomes
What strategies are used to determine how well student are meeting the College Core outcomes?*

Our CTE Assessment Plan notes several documents that we use to determine if students are meeting their outcomes and/or making progress toward their outcome. One is a Monthly Timesheet & Trainer Report which is a checklist that trainers complete regularly. We reviewed this report and mapped each item to PCC’s Core outcomes. We also revised the report to reflect a rating scale that is identical to the Core Outcome Mapping Level Indicators. This will enable us to determine how our students progress in meeting course outcomes, certificate outcomes and college outcomes. We will use this information from our completing certificate students to submit an annual report to the learning assessment committee.

Monthly Timesheet & Trainer's Report Mapping

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

Please revisit the Core Outcomes Mapping Matrix for your SAC and update as appropriate

Occupational Skills Training staff reviewed our original Core Outcomes Mapping Matrix. We updated the program name and course name from Professional Skills to Occupational Skills. We felt the original Outcome Mapping Indicator Levels are still accurate for the course.

OST: Occupational Skills Training

CORE OUTCOMES MAPPING

SAC OST: Occupational Skills Training

Mapping Level Indicators:		Core Outcomes:					
<ol style="list-style-type: none"> 1. Not Applicable 2. Limited demonstration or application of knowledge and skills 3. Basic demonstration and application of knowledge and skills 4. Demonstrated comprehension and is able to apply essential knowledge and skills 5. Demonstrates thorough, effective and/or sophisticated application of knowledge and skills 		<ol style="list-style-type: none"> 1. Communication 2. Community and Environmental Responsibility 3. Critical Thinking and Problem Solving 4. Cultural Awareness 5. Professional Competence 6. Self-Reflection 					
Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
OST 101	Occupational Skills Training	3	2	3	2	4	3

Describe evidence that students are meeting the Core outcomes

Describe changes made towards improving attainment of the Core outcomes

Our recently submitted CTE Assessment Plan notes several documents that we use to determine if students are meeting their outcomes. One is a Monthly Timesheet & Trainer Report which is a checklist that trainers complete regularly. These have been mapped to the PCC Core outcomes and will be a part of our two year ongoing review of all certificate outcomes. The Student Evaluation Form helps us determine progress toward the Core outcome of reflection. We have modified it some this past year, but agree as a SAC that it has

potential to be a more powerful feedback document with more revision. Other evidence of student learning:

- Quarterly face-to-face review of the course of study with training site and student
- Performance on industry specific certification tests, if required
- Observation and feedback of student behavior
- Performance in related coursework outside of OST

3. Needs of Student and the Community: are they changing?

What is the effect of student demographics on instruction, and have there been any notable changes since the last review?

Our student population continues to be primarily injured workers who come to us with an established work history. We have seen an increase in the number of veterans served in the program. Significant for Occupational Skills is that our student population is older than the average PCC student. More than 50% of our students are over 40 years of age. More than 25% are over the age of 50.

Has feedback from students, community groups, transfer institutions, business and industry or government been used to make curriculum or instructions changes? If so, describe.

Occupational Skills Training has received productive feedback from our advisory committee which is composed of training sites, referring counselors, insurers, state agencies, and former students of the program. They have contributed to revisions we've made in our assessment and learning materials, and helped us to improve monitoring forms used by the trainer and by the student. Feedback from students and training sites led to the development of a handbook for trainers. Students are asked to complete a follow up questionnaire when they complete the program. Student evaluations and individual meetings with students through their course of study also contribute to efforts to improve the program.

Describe current and projected demand and enrollment pattern. Include discussion of any impact this will have on the program or discipline.

	<u>2005/06</u>	<u>2006/2007</u>	<u>2007/08</u>	<u>2008/09</u>	<u>2009/10</u>
Headcount	154	174	170	208	171
FTE	231.1	255.5	228.2	308.4	227.2

As noted in our last review, we continue to see our Occupational Skills students include academic courses in their training program. A number of our students (primarily injured

workers) have accessed proprietary training schools and look to us as a means of adding experience to enhance their employability. We continue to see changes in the chosen occupations that reflect changes in the labor market.

Increased costs of education are a barrier and affect the amount of time available to students who pay for their own training and those sponsored by grant funded programs. The current labor market and the current downturn in the economy are additional barriers. The loss of financial aid eligibility had an impact on us but not to the extent of other similar programs in the state. This was due to our continued focus on students who are supported by third party payers, such as insurance companies and the Veterans Administration.

There are several factors beyond our control that have a direct impact on our SAC and our program:

- The state of worker compensation legislation in Oregon
- State budgets and policies for the Office of Vocational Rehabilitation
- State budgets and policies for workforce development programs
- Policies and national changes in the Veterans Administration which affect the ability of veterans to participate in educational activities
- The current labor market and soft economy have also created barriers for our graduating students and alumni

What strategies are used within the program/discipline to facilitate access and diversity?

Students enter our program through department permission. Our OST coordinators are actively involved with students from entrance to exit. We advise students on kinds/types of training programs, student roles in the program, training sites available, pre-requisites needed, labor market outlook, and program procedures. OST coordinators are available to support students throughout their training and conduct an exit meeting with students when they complete the program.

The majority of students entering the OST program have a vocational plan that is developed with the referring third party counselor. Aptitude testing to confirm that the student has the basic skills needed to successfully complete the training is part of this plan. The documentation of basic skills is extensive and thorough, as it must meet the requirements of the insurer and the state of Oregon Workers Compensation system. OST coordinators can also request testing or completion of academic coursework before accepting a student in the program if the student's basic skill level would not be sufficient for their chosen occupation. We offer an OST 099 audit course titled On-the-Job Evaluation. This course receives limited use but it can give the student a chance to "try out" a training site to determine its suitability.

We develop and individualize learning goals and objectives for each student. Student performance is assessed on a monthly and a quarterly basis during the student's training. The course of study begins with an overview of skills required, progresses through the basics of the skills, and builds on the student's ability to increase his/her independence by the end of the training. The hands-on experiential approach to training gives the student and trainer continuous feedback so that learning progresses at the student's pace.

Before they are accepted into Occupational Skills Training, students go through a process of research and discovery in building their vocational plan. Upon completion of their training objectives, they have attained entry-level skills needed for their chosen occupation. Our students have access to resume and interview preparation through their rehabilitation counselor and through PCC student services.

Occupational Skills students are primarily male in gender (67% to 74%). More than 80% are white; slightly less than 10% are Hispanic; about 5% are Asian/Pacific Islander and about 5% are African American. Most of our students come from the injured workers of Oregon who qualify for training benefits. This diversity is not ideal but is reflective of the training eligible injured workers we mostly serve.

4. Faculty: reflect on the composition, qualifications and development of the faculty

Provide information on

Rationale for the size, distribution and composition of the faculty in the subject area

Quantity and quality of the faculty needed to meet the needs of the program/discipline

Extent of faculty turnover and changes anticipated for the future

Extent of the reliance upon adjunct faculty and how they compare with full-time faculty in terms of educational and experiential backgrounds

How the faculty composition reflect the diversity and cultural competency goals of the institution.

Occupational Skills Training is a small program. Two full-time General Fund positions, lost in budget cuts noted in the 2005 review were not restored which has resulted in the permanent loss of half of a position. The program currently operates with one full-time Academic Professional, one half-time Academic Professional and a Director with student responsibilities, plus casual help to meet changes in our dynamic and sometimes unpredictable workload. The current OST staff is highly qualified with previous experience in the rehabilitation industry that is our strongest partner. The current caseload is within acceptable limits for the program to provide accessible and quality services for its students. Our staffing pattern is stable with no changes anticipated in the future. While we are reflective of the diversity that is seen in our

local rehabilitation industry, we are not as ethnically diverse as other programs in the college. Being small and having no turnover has certainly impacted our ability to build a more diverse staff.

Report changes the SAC has made to instructor qualifications and the reason for the changes.

No changes have been made in our instructor qualifications. However, we have documented our SAC requirements to meet PCC standards. Because we have trainers who work under the direction of OST faculty to provide student training, Occupational Skills also developed a process to review and approve the qualifications of our trainers.

How has professional development activities of the faculty contributed to the strength of improvements? If such activities have resulted in instructional or curricular changes, please describe.

PCC offers a range of training opportunities for professional growth and renewal. Staff has taken advantage of technical and safety training offered. We are active participants in OARP (Oregon Association for Rehabilitation Professionals) with staff attending two conferences each year. We maintain a vendor booth at these conferences and also have the opportunity to participate in conference training and other activities. Staff has participated in professional development activities to build their skill in working with specialized populations such as persons with disabilities or students who may have felony convictions. Two staff members for the program are Certified Rehabilitation Counselors who actively seek professional development activities to maintain their certifications. The program director has been an OARP board member since 2001. Because OST is a small program, our opportunity to participate in conferences or training not related to marketing activities is limited from both a time and a funding perspective.

5. Facilities and Support

If classroom space, computers/technology and library/media, laboratory space and equipment impact success, please describe. Describe current patterns of scheduling (such as class size, duration, times, location, or other) address the pedagogy of the discipline and the needs of students.

OST students' classroom is their training site in the community. We have rarely been impacted by these issues.

Describe how students are using the library or other outside-the-classroom information resources.

Provide information on clerical, technical, administrative and/or tutoring support.

At the start of training the OST supervisor meets the student, the referring counselor, and the trainer at the training site. We complete a review of the training site and all participants sign off on the agreed-upon course of study. The training site and the student each receive a training packet to assist in the support and monitoring of training. During training, a variety of training methodologies are used. These include:

- Hands-on or experiential learning
- Reading and review of any training site manuals
- Monthly review of progress through a Monthly Training Report and Timesheet
- Self-reflection through a Monthly or Weekly Student Evaluation
- Participation in meetings with training site employees
- Participation in recommended PCC or non-PCC classes as designated in the student's course of study. These may include distance learning, correspondence coursework or industry offered seminars.

Occupational Skills enrolls students throughout the state of Oregon and in neighboring Washington State. Those who are located in the more rural areas of the state may experience obstacles to training in some occupations due to poor labor markets and lack of training opportunities in their area. Even though many of our students are outside the Portland metro area, their credits usually give them status as full time students of Portland Community College. Out of district students can access our resources through the PCC website and other online PCC resources. MyPCC and PCC's improved online web presence has been beneficial to our students.

Provide information on how Advising, the Office for Students with Disabilities and other student services impact students.

Occupational Skills has found these services helpful. In our efforts to encourage students to continue with their education, we refer them to these services. If a student comes to the program with previous education, they are referred to Advising to see what options are available to them. Students who are sponsored by a third party such as the Office of Vocational Rehabilitation Services or the Veterans Administration may work with our Office for Students with Disabilities.

6. CTE Programs only: to ensure that the curriculum keeps pace with changing employer needs and continues to successfully prepare students to enter a career field.

Evaluate the impact of the Advisory Committee on curriculum and instructional content methods, and/or outcomes.

OST has an active advisory committee composed of representatives from rehabilitation providers who refer students to us, insurance agencies who fund student training, state agencies who monitor worker compensation services, and training site instructors who work with our students in the community. The committee meets three times per year to provide feedback to OST about issues and plans related to the program. Feedback from the advisory committee has been significant in identifying changes in occupations that are occurring in the labor market; in making suggestions that have expedited our communications with our partners; and in suggesting areas where we could improve our marketing to potential referral sources. They have provided feedback on our learning assessment activities and advised us during our participation on the State Task Force to develop guidelines for new OST programs in the state. The advisory committee participated in this program review.

Degree and certificate outcomes:

Identify and explain any changes that have been made to degree and certificate learning outcomes since the last program review.

We have updated our certificate outcomes since our last review to reflect what we have learned about assessment and to reflect the embedded related instruction for our certificate. It is important to us that our students be prepared to enter their occupation of choice with entry level skills.

What strategies are in place to assess degree and certificate outcomes?

The CTE Assessment Plan for Occupational Skills Training has been completed and submitted to the learning assessment committee. Our OST 101 course outcomes and our certificate outcomes are identical. We have identified our outcomes, mapped them to a PCC Core Outcome and described the Assessment Setting/Method we plan to use. We have developed a plan which will review all outcomes over a two year period. A detailed version of our strategies can be found in the Curriculum portion of this review.

Describe any changes made towards improving attainment of the degree and/or certificate outcomes.

In addition to the recently developed CTE Learning Assessment plan, OST has reviewed and updated its course content guide and its course and certificate outcomes. We are also revising the materials and tools used in our monitoring of student outcomes so that we can better document that our students are meeting their outcomes as well as PCC's core outcomes.

Review job placement data for students over the last five years, including salary information where available.

We assess a student's learning of program outcomes by looking at the number of students who successfully complete their training program or their individualized course of study. We also look at students who achieve entry-level employment at the end of their training. Our statistics are gathered upon completion of the course of study and reflect student status approximately two months after they complete their program.

	<u>2005/06</u>	<u>2006/2006</u>	<u>2007/08</u>	<u>2008/09</u>	<u>2009/10</u>
Students Completing	69%	78%	81%	78%	74%
Students Hired	63%	50%	55%	41%	49%
Average wage/hour	\$13.50	\$13.75	\$16.05	\$14.90	\$15.14

Forecast future employment opportunities for students.

OST regularly reviews the occupations or types of training in which our students participate. A comparison of our training plans for the past year as compared to five years ago has been reflective of changes in the labor market and the economy. For example, the number of construction related training plans has declined, while we have seen an increase in health related occupations.

Analyze any barriers to degree or certificate completion that your students face, and consider the reason that students may leave before completion.

It is not unusual for a student to find employment before their program ends. We also have students who settle their worker compensation claim and who decide not to continue with their training once they make this decision.

The primary goal of employment is evident in how students use the program. We have noticed that while our program statistics shows a positive rate of completion; very few students elect to go through the process of participating in graduation. Efforts to increase students who request a PCC certificate have resulted in a slight increase, but it would not be considered significant.

The current labor market and the current downturn in the economy are barriers that are evident in our placement rates this last five year cycle as compared to the placement rates in our last review. Other barriers include increased costs of education and the loss of financial aid program eligibility for students interested in OST on a private pay or grant funded basis.

7. Recommendations for improvement

Assess the strengths in your program/discipline

- The ability to prepare students for a broad range of occupations
- Open Entry/Open Exit program that provides for easy access and flexibility for students and the agencies we serve
- Starting wages for students who complete the program
- Strong, supportive advisory committee
- Placement rates positive despite decline in this difficult economy
- Partnership with referring professional rehabilitation counselors increases student support and contributes to our student retention rate. It also strengthens occupation selection and site matching
- Partnerships with other PCC programs, such as Career Pathways
- Access for students in rural/remote areas
- Student involvement in their course of study
- On-the-job evaluation audit course enables students to try out site selection to confirm that suitable training site has been identified

Identify the areas in need of improvement

- Student reflection and feedback in the learning assessment process
- Consistency of materials and tools used to monitor student outcomes
- Use of technology
- Sustainability practices.
- Staff development opportunities

*Given the above analysis and other findings of the SAC,
Prepare a set of recommendations relevant to areas such as curriculum and professional development, access and success for students, obtaining needed resources, and being responsive to community needs.*

- Implement OST learning assessment plan submitted in 2010.
- Increase opportunity for student reflection and feedback in the learning assessment process.
- Review and revise materials and tools used to monitor student success to improve program consistency.
- Increase and refine use of technology available to help us be both responsive and sustainable in our practices.
- Broaden staff development opportunities

For recommendations that require additional funding, please identify those that are of greatest importance to the SAC

- Restore general fund support for at least one of the positions lost in previous budget cuts of 2005.
- Replace the two existing OST vehicles with a single, fuel efficient vehicle for statewide travel to student training sites.

Appendix A

Catalog Description

Occupational Skills Training
Southeast Center
Mt Tabor Hall (MTH), Room 106
971-722-6127

www.pcc.edu/programs/occupational-skills/

Career and Program Description

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.

DEGREES AND CERTIFICATES OFFERED

Two-Year Certificate

Occupational Skills Training

Prerequisites and Requirements

An interview with an OST coordinator is required for assessment, to determine the specific occupation and to identify a suitable training site and its availability. Prerequisites are determined by specific occupational standards.

Course of Study

PCC faculty and academic professionals approve community employers based on their experience and training in the specific occupational area. PCC faculty and academic professionals provide on-site monitoring of student progress toward learning outcomes through monthly on-site supervisor reports, weekly/monthly student reports, quarterly learning outcomes and curriculum reviews, and quarterly student evaluations. This is an open entry/open exit program so that students complete a full college quarter, but may begin their program at any time during the school term.

Occupational Skills Training Certificate

Minimum 64 credit hours are required for a Certificate of Completion.

A maximum of 24 credit hours of Occupational Skills credit may be applied to an Associate of General Studies Degree. Students who have OST 101 and no other PCC credit courses will not have a GPA as all OST courses are offered as Pass/No Pass only. A maximum of 64 credits are allowed in the Occupational Skills Training Certificate.

COURSE DESCRIPTIONS

OST 101 Occupational Skills Training 101

Provides the opportunity for students to receive instruction in a specific occupational area not normally addressed by on-going programs. An individualized course in consultation with the student, PCC faculty, PCC OST coordinators, work-site supervisors, and agency representative(s) if appropriate. An interview with an OST coordinator is required for assessment, to determine the specific occupation and to approve a suitable training site and its availability. Prerequisites are determined by the specific occupational standards.

Appendix B

Course Content and Outcome Guide for OST 099

Date: 31-AUG-2010

Posted by: Curriculum Office

Course Number: OST 099

Course Title: On-the-Job Evaluation

Credit Hours: 0

Lecture hours: 0

Lecture/Lab hours: 0

Course Description

On-the-Job Evaluation Evaluates work traits, aptitudes, limitations, potentials and habits in an actual work environment, with specific focus on a particular occupation or industry. Instructor permission required.

Addendum to Course Description

Intended Outcomes for the course

- Compare and evaluate individual work traits, skills and aptitudes in order to make appropriate occupational choices.
- Compare and evaluate physical capacities required in an occupation to make realistic evaluations of job suitability
- Determine suitability for participation in Occupational Skills Training program (OST 101)

Course Activities and Design

Outcome Assessment Strategies

Course Content (Themes, Concepts, Issues and Skills)

Appendix C

Training Types*

Activities Assistant	Food Broker	Plumbing Inspector
Admitting Clerk	General Office/Clerical Support	Printer Repair Technician
Animal Handler	Gi Gong Instructor	Project Analyst
Assembler	GIS Technician	Property Appraiser
Auto Body Appraiser	Hardwood Floor Installer/Finisher	Prosthetics Assistant
Auto Mechanic Helper	Heavy Equipment Operator	Public Safety Assistant
Auto Service Writer	Highway Maintenance Specialist	Real Estate Assistant
Barber/Hair Stylist	Housekeeping Aid	Receptionist
Bead Shop/Craft Worker	Human Resource Assistant	Safety Coordinator/ Personnel Clerk
Bicycle Mechanic	HVAC Installation Mechanic	Sales Representative
Building/Facility Maintenance	Industrial Sales	Scheduler
Case Aide Support	Information Clerk	Service Writer
Certified Medication Aide	Insurance Agent	Shipping/Receiving Clerk
Claims Representative	Interior & Finish Painter	Shop Superintendent
Community Corrections Officer	Interpreter	Shuttle Driver
Computer Support Specialist	Janitor	Small Engine Repair
Concrete Lab Assistant/ Sampler	Job Coach	Social Service Assistant
Cook	Landscaping Maintenance	Sterile Processing Technician
Cost Estimator	Loan Processor	Structural Steel Inspector
Customer Service Representative	Machine Operator	Substance Abuse Counselor
Data Entry Specialist	Maintenance Technician	Supply Technician/Clerk
Dental Assistant	Medical Assistant	Survey Technician
Dispatcher/Health & Safety Officer	Medical Clerk	Telecommunications Technician
Drafting/Design Technician	Minister	Tool Repair Technician
Eligibility Specialist	Motorcycle Mechanic	Truck Dispatcher
Emergency Management Specialist	Network Technician	Veterinary Assistant
Engineering Technician	Office Assistant	Volunteer Coordinator
Environmental Technician	Office Machine Servicer	Warehouse & Showroom Manager
	Pet Groomer	Waste Water Treatment Operator
	Picture Framer	Water Treatment Operator
	Plans Examiner	

*One student at one site

% completed

Evaluation Date

- 8. Fill out timesheet correctly. _____
- 9. Demonstrate satisfactory performance in custodial and grounds keeping duties. _____
- 10. Demonstrate ability to perform routine inspection and servicing of all vehicles. _____
- Safety:**
- 1. Know location of, when and how to use all safety equipment. _____
- 2. Complete First Aid and CPR courses. _____
- 3. Conduct staff Safety Training Sessions. _____
- 4. Read, understand and receive ongoing training on the following:
 - a. Hazard Communication Standards _____
 - b. Confined Space Policy and Procedures _____
 - c. Lockout Tag out Procedures _____
 - d. Fall Protection _____
 - e. Personal Protection Equipment _____
 - f. Air Quality Requirements &Monitoring Equipment _____
- 5. Explain working conditions around Digester Gas. _____
- 6. Explain working procedures around Pathogen Exposure. _____
- 7. Explain Accident and Seat Belt Procedures _____
- 8. Explain how to use emergency traffic control equipment. _____
- 9. Knowledge of buildings:
 - a. Know the name of each building. _____
 - b. Know where each building is located. _____

% completed

Evaluation Date

- c. Know the safety hazard for each building. _____
- d. Know all the exits for each building. _____
- e. Be able to find all fire extinguishers for each building. _____
- f. Know the location of all emergency eye wash stations. _____

10. Understand the NFPA Hazard Rating. _____

Operations – Primary Treatment:

- 1. Read and record information in shift log, check sheets and forms. _____
- 2. Demonstrate knowledge of specific plant equipment as required.
 - a. Compactor/washers proper operation and cleaning. _____
 - b. Bar screen operation (I.E. put on line or secure). _____
 - c. Grit pumps knowledge of operations (i.e., Back Flush). _____
 - d. Cyclone grit classifier operations. _____
 - e. Pump station _____
- 3. Be able to tell if pumps are working. _____
- 4. Be able to pump scum pits
 - a. Compactor/washers proper operation and cleaning _____
 - b. Bar screen operation (i.e. put on line or secure). _____
 - c. Grit pumps knowledge of operations (i.e., Back Flush). _____
 - d. Cyclone grit classifier operations. _____

% completed

Evaluation Date

- e. Pump Station:
 - i. Be able to tell if pumps are working _____
 - ii. Be able to pump scum pits. _____
- f. Primary clarifiers operation _____
- 5. Knowledge of sampling locations, collections, chain of custody and preservation. _____
- 6. Safely operate equipment as required. _____

Operations – Secondary Treatment:

- 1. Know how to acknowledge alarms in the digester control room. _____
- 2. Have knowledge in proper lockout tag out procedures for equipment in the digester building. _____
- 3. Operation of boiler:
 - a. Be able to drain drip traps. _____
 - b. Be able to place in service or secure from service. _____
 - c. Be able to switch from methane to natural gas. _____

Operations – Secondary Treatment Blower Building and Aeration Basins:

- 1. Operations of blowers:
 - a. Be able to read SCFM _____
 - b. Be able to check oil levels _____
 - c. Be able to interpret temperature gauges. _____
 - d. Be able to place a blower online _____
 - e. Be able to secure a blower from service _____
 - f. Know how to start blower in auto _____
 - g. Be able to perform monthly changeover of blowers. _____

% completed

Evaluation Date

- 2. Know operation of the PLC. _____
- 3. Operation of the HVAC System.
 - a. Be able to determine when to change the air filters. _____
 - b. Be able to change the air filters. _____
- 4. Operation of the RAS pumps:
 - a. Be able to adjust seal water and packing. _____
 - b. Know how to verify that the pump is actually pumping. _____
 - c. Be able to know if the pump is running normally (i.e., noises). _____
- 5. Be able to check and verify that the sump pumps are working. _____
- 6. Be aware of the fact that the chlorine can be injected into the RAS at the pump. _____
- 7. Operation of the waste pumps:
 - a. Know how to verify that the pump is actually pumping. _____
 - b. Be able to know if the pump is running normally (i.e., noises). _____

Lift Stations:

- 1. Know how to locate stations. _____
- 2. Know how to complete weekly PM's _____

Computer:

- 1. Main computer
 - a. Know how to move through the menu screens. _____
 - b. Be able to acknowledge alarms at the computer. _____
 - c. Be able to interpret the graph designs for equipment online. _____

% completed

Evaluation Date

- d. Know how to retrieve data from the computer. _____
- e. Know how to change the RAS return rates at the computer. _____
- f. Know how to interpret the real time RAS trends. _____
- 2. Historical trends and real trends.
 - a. Be able to move through the menu. _____
 - b. Be able to interpret the information from the graphs. _____
- 3. Operation of the computer:
 - a. Have a general knowledge of computers _____
 - b. Have a general knowledge of Excel spreadsheet program. _____
 - c. Be able to complete the daily balance sheet for operations. _____

Laboratory:

- 1. Demonstrate ability to safely use and care for lab equipment.
 - a. Glassware _____
 - b. Analytical and tip loading balance. _____
 - c. pH meter _____
 - d. Dissolving oxygen meter _____
 - e. Drying oven _____
 - f. Muffle furnace _____
 - g. Sample refrigerator _____
 - h. Composite samplers _____
- 2. Demonstrate knowledge of all process control-sampling locations in plant, as well as proper sampling techniques. _____

TRAINING PLAN CURRICULUM

Student: [Click here to enter text.](#)

Vocational Goal: Wastewater Treatment Plant Operator

Occupational Skills Site: City of Troutdale

Trainer: [Click here to enter text.](#)

Plan Dates: [Click here to enter text.](#)

Employer Representative

Date

Student

Date

Vocational Counselor

Date

PCC Representative

Date

Appendix E

Portland Community College
Occupational Skills Training

2305 SE 82nd Av MTH Rm. 106
Portland, OR 97216
(971)-722-6127 FAX (971) 722-6124

Student Name: _____ Supervisor: _____ Date: _____

Training Site: _____ Trainer: _____

STUDENT EVALUATION

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

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

Is the student able to complete assigned tasks on time? _____

What strengths have been shown by the student to this date? _____

In what areas does the student need to focus? _____

What will be the goals or areas of focus for the student in the following weeks? _____

Please indicate any additional comments not listed on this sheet: _____

Appendix F



Monthly Timesheet & Trainer's Report

Student's Name _____ Month/Year _____

Hours in training per week		Hours absent from training	
Date	Hours	Date	Hours

Total hours in training this month _____ Total hours absent from training this month _____

I certify the above totals are correct: _____
Student's Signature

Trainer's Report To be completed in full each month by the trainer.

- 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

4	3	2	1	0	Attitudes Toward 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

4	3	2	1	0	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

In what area(s) does the student need to focus? _____

Has this report been discussed with the student? Yes No Grade for the month: Pass No Pass

Comments _____

Training Site: _____ Address _____

Trainer's signature

Trainer's name (please print)

Occupational Skills Training

2305 SE 82nd Avenue, MTH 108 • Portland, OR 97216 • 971-722-6127

Return to:

Fax: 971-722-6124

Appendix G

**MONTHLY STUDENT TRAINING ACTIVITY REPORT
Skills Training**



Report for: _____
(Month, Year)

Name: _____ Date: _____

Training site: _____

Attendance:

Total days attended _____ Dates/days absent _____

Reason for absence(s): _____

Training activities and skills studied this month:

Describe your progress in your training: _____ Satisfactory _____ Not Satisfactory

If not satisfactory, why?

_____ Check here if you want to meet with your PCC Supervisor

_____ Check here if you want to meet with your Vocational Rehabilitation Counselor.

Student Signature

Date

**Occupational Skills Training
Phone: 971-722-6127**

Return to:
2305 SE 82nd Avenue, MTH 106
Portland, Oregon 97216
Fax: 971-722-6124

Appendix H

**OCCUPATIONAL SKILLS TRAINING
STUDENT FOLLOW-UP QUESTIONNAIRE**

NAME _____ DATE _____

Did your training provide employment in your skilled area? _____

Where are you employed now? _____

Did you feel the length of training was adequate? _____

Was the training site/instructor appropriate? _____

Did you enroll in any on-campus classes? _____

Do you have any suggestions for ways to improve this program? _____

Comments:

If you would like to discuss your training program with Sandy Schramm, Director of Occupational Skills Training, please call (971) 722-6127.

Appendix I

OCCUPATIONAL SKILLS TRAINING PARTNERSHIP AND STATISTICAL HISTORY 2009-2010 UPDATE

Each of our training sites reflects an agreement to train a student. Referral sources that we work with include Vocational Rehabilitation, Veterans Administration, private rehabilitation companies and counselors.

Listed below are some statistics that may be of interest. This is a good reflection of the impact of legislative changes in the worker compensation industry of Occupational Skills Training.

- 2005-06 served 154 unduplicated students which generated 231.1 FTE
- 2005-06 had 108 training sites as partners in training students
- 2005-06 worked with 21 companies as third party payers for student tuition and fees

- 2006-07 served 174 unduplicated students which generated 255.5 FTE
- 2006-07 had 117 training sites as partners in training students
- 2006-07 worked with 25 companies as third party payers for student tuition and fees

- 2007-08 served 141 unduplicated students which generated 228.2 FTE
- 2007-08 had 132 training sites as partners in training students
- 2007-08 worked with 30 companies as third party payers for student tuition and fees

- 2008-09 served 172 unduplicated students which generated 308.4 FTE
- 2008-09 had 139 training sites as partners in training students
- 2008-09 worked with 34 companies as third party payers for student tuition and fees

- 2009-10 served 164 unduplicated students which generated 227.2 FTE
- 2009-10 had 140 training sites as partners in training students
- 2009-10 worked with 32 companies as third party payers for student tuition and fees

Appendix J

Portland Community College Occupational Skills Training Advisory Committee

Chair

Tim Hendricks

Bill Naito Company

Committee Members

Jenny Bates

SAIF Corporation

Robert Costello

State of Oregon OVRs

K.C. Follmar

SAIF Corporation

Elaine C. Gumc

State of OR Workers Comp
Employment Services Team

Delmi Hernandez

Liberty Mutual

Linda Hill

Linda L. Hill & Associates

Jeanette Jones

Stonebridge Rehab Associates

Harley Poole

State of Oregon Driver & Motor
Vehicle Services

Kent Reigel

Reigel Vocational Consultation

Grace Smith

Carney Smith & Associates

Kathy Wallace

Wallace and Associates