



**Margaret Carter
Skill Center**

**PROGRAM
REVIEW**

**Final Report
October 2009**



*Celebrating 20 years of service and
empowerment to students becoming effective
citizens and productive employees*

1989 - 2009

Margaret Carter Skill Center Program Review

Final Report - October 2009

Executive Summary

The Margaret Carter Skill Center presents the college community with a presentation about the Center that gives the community a sense of the program's history, its accomplishments, and an identity of the population whose lives have been impacted by participation in the program and how the work aligns itself with the mission of Portland Community College.

The Skill Center has served the communities of North/Northeast Portland and their families for twenty years, from 1989 to the present. The program was re-named in two thousand seven for Senator Margaret Carter to honor her unwavering support for the Center and the people of the district.

In this review the Skill Center defines the goals/objectives and demonstrates how they facilitate the teaching and learning for students to move through the Center into other college programs, occupations and careers that sustain them and their families. Throughout the review you will see examples of applied teaching and learning which may be the greatest difference between the Skill Center and other developmental learning programs. Another difference that distinguishes the skill center is that we track students through program data collection. This review will address six of seven concerns specifically suggested in the Program/Discipline Review Outline recommended for the review process.

In section one the Skill Center will address specific program goals/objectives which guide the teaching and learning environment and two, the program's directional alignment to the PCC Mission. Section two provides information about the Skill Center's EAC approved curriculum that gives insight to the assessment and learning outcomes, teaching methodologies and content.

The needs of students and the community are addressed in section three, through practices such as: the open entry/open exit policy, recruitment/marketing to targeted populations, staff diversity that reflects the population served, student feedback that impacts what is taught and how it is taught to improve the learning experience, processes for student tracking and demographic information management which allows the Skill Center to make a contribution to discussions about enrollment patterns at PCC.

Information about faculty composition, qualifications and development are addressed through a diversified staff that is reflective of the population served, a proposed faculty qualification requirement, a diverse team of instructors that bring a wealth of private sector and real world experience to the learning environment that includes ongoing participation in professional development activities for staff improvement.

The facilities and support section incorporates the strengths and challenges as it relates to the capabilities and limitation of the facility on the delivery of instruction. This section also offers probable solutions for program improvements from a facilities and support perspective.

The recommendations for improvement section represents a labor of collaborative work to continually assess and meet the needs of students in a rapidly changing educational environment and a challenging job market for skilled workers. Appendix A includes data supplied by Institutional Effectiveness from survey results and feedback from former Skill Center students. Appendix B contains demographic charts indicating geographic locations of target students and in-take charts.

Submitted by:

**Margaret Carter Skill Center
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2009 Review of the Margaret Carter Skill Center Program

Final Report

I. Program/Discipline Goals

A. 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?

Caveat: The Skill Center has never participated in a program review before and it is not anticipated the goals/objectives will change unless they are determined not to be aligned with the mission of Portland Community College or student and community needs warrant focusing in a different direction.

First, it is important to note that the Skill Center (SC) was envisioned more than twenty years ago and was among the discussions and agenda items of the Leaders Roundtable in 1989 during the Goldschmidt administration of the State of Oregon. This proposal, championed by Margaret Carter, Roger Bassett, Bob Baugh and others, lead to the first steps towards a jobs training initiative for Portland. The total students served since Winter 1994 and Spring 2009 is 3871¹. The vision of Portland Community College (PCC) is: Building futures for our Students and Communities. The vision of the Margaret Carter Skill Center (SC) is to assist unemployed and under employed individuals toward being self-sufficient through basic educational and occupational training to meet and match labor market opportunities. Our vision approaches the latter through providing workforce tools that help students, adults and youth in the community, build bridges to their own future in obtaining living wage jobs.

Program Goals – There are five educational goals/objectives for the Skill Center: Emotional Intelligence, Logical and Practical Intelligence, Social Intelligence, Personal Growth and Celebration.

Emotional Intelligence

- The Skill Center will stimulate students to be confident, empathic, self-directing, self-efficacious and giving to their community and others.

Logical/Practical Intelligence

- The Skill Center will enable students to apply knowledge, skills and abilities to their personal and professional lives.

Social Intelligence

- The Skill Center will empower students to cooperate, collaborate, communicate, and contribute to the learning environment.

¹Although the Skill Center began in 1989, PCC Institutional Effectiveness data was limited to the years 1994 – 2009.

Personal Growth

- The Skill Center will inspire students to identify their personal strengths and weaknesses, develop strategies to overcome barriers, and take the next steps.

Celebration

- The Skill Center will entitle students to acknowledge and celebrate successful completion

B. Place the Program/Discipline within the context of the institution. Describe how the college's Mission, Values and Goals are addressed

http://www.pcc.edu/ir/edumasterplan/PCC_VMG_Feb2008.pdf

Mission

Margaret Carter Skill Center will assist students in applying skills and knowledge to basic problems faced by individuals and society. The Center will enable individuals to function effectively as independent decisions makers, to be effective citizens in society, and to be productive employees in the workplace.

The Mission of Portland Community College is to provide access to an affordable, quality education in an atmosphere that encourages the full realization of each individual's potential. The college offers opportunities for academic, professional, and personal growth to students of all ages, races, cultures, economic levels, and previous educational experiences.

The congruency between the mission of the SC and PCC is demonstrated in areas of access, affordability, quality education, opportunities for student growth, and economic improvement. The Skill Center, in its concept, was strategically located in N/NE Portland to address the need of the target population; therefore the SC meets the college's goal of access to quality lifelong learning opportunities through the effective use of technology in applied courses, affordable classes, quality instruction and the strategic location of its facilities. Affordability is demonstrated by the fact that Skill Center students are not charged tuition, and fees are assessed the same as for other PCC students.

Professional - The five educational goals/objectives are used to maintain a professional decorum that keeps the focused on the stated mission for the program. Personal growth is one of the five goals/objectives because the student is the focus of the learning community. The one assessment that counts more than any other is the learning experience because it is beneficial to the personal growth and professional development of the student. The Skill Center will inspire students to identify their personal strengths and weaknesses, develop strategies to overcome barriers, and take the next steps.

Values

The Skill Center's value of continuous learning experiences, its commitment to diversity, collaboration, accountability and students' professional and personal growth are demonstrated in its open entry/open exit program delivery. Creating a safe environment for learning and effective teaching helps even the non-traditional student prepare for employment readiness

through applied learning modalities by a diverse and experienced faculty and staff. Maintaining public trust is synonymous to Skill Center success as is demonstrated through our recognition and deployment of a community resource coordinator. These are principles on which Portland Community College values as well.

Goals

PCC has six (6) college goals that involve access, student success, diversity, continuous improvement, cultivating partnerships and community. The college provides an avenue for the Skill Center to carry out its mission and goals in the lives of the students and community it represents. The Skill Center provides a unique avenue for the college to fulfill its mission and goals. See Table 1 for a summary of how the SC addresses the college's goals.

Table 1 – Contribution of Margaret Carter Skill Center to Portland Community College Goals

	Portland Community College Goals					
	Goal 1 – Access: Quality learning opportunities affordable classes strategic location of facilities	Goal 2 – Student Success: Professional technical education Transfer preparation College readiness Community education and continuing education upgrade job skills	Goal 3 – Diversity: Diversity in our student body faculty and staff	Goal 4 – Continuous Improvement: Develop resources (human, financial, ensure relevant, quality services delivery)	Goal 5 – Cultivating Partnerships: Effectively respond to the educational needs, strategic alliances	Goal 6 – Community: Leadership role Serving as a key educational resource to the community
Skill Center Goals – SC students will be able to...						
Emotional Intelligence -be confident -empathic -self-directing, -self-efficacious -giving to their community	Learning opportunities for self direction in classes that are in proximity to work and home	Emotional intelligence prepares students for college and employment readiness	Ethnically diverse SC faculty and staff support and foster a diverse student body			SC brings learning opportunities and enhanced skills to the communities and those with challenged backgrounds
Logical/Practical Intelligence Apply knowledge skills and abilities to personal and professional lives.		SC enables students to pursue professional, technical education and become responsive to industry needs		SC provides continuous improvement of human, financial and technological resources		SC delivers practical life skills training to the underemployed and unemployed
Social Intelligence - cooperate, collaborate, communicate, and contribute to the learning environment.	Provides access for students to connect to exploration of technology and applied learning	Social intelligence enriches student to student relationships and contribution to social and cultural growth			SC collaborates with the partners in the needs of students, ETAP; Urban League, etc	

Table 1 – Contribution of Margaret Carter Skill Center to Portland Community College Goals ...cont.

Portland Community College Goals cont.						
	Goal 1 – Access: Quality learning opportunities affordable classes strategic location of facilities	Goal 2 – Student Success: Professional technical education Transfer preparation College readiness Community education and continuing education upgrade job skills	Goal 3 – Diversity: Diversity in our student body faculty and staff	Goal 4 – Continuous Improvement: Develop resources (human, financial, ensure relevant, quality services delivery)	Goal 5 – Cultivating Partnerships: Effectively respond to the educational needs, strategic alliances	Goal 6 – Community: Leadership role Serving as a key educational resource to the community
Skill Center Goals – SC students will be able to...						
Personal Growth -identify their personal strengths and weaknesses, -develop strategies to overcome barriers, -take the next steps.		SC inspires student transformation and development of families with limited education into college students in upgrade their occupation and academic skills	Diverse faculty and staff demonstrate how to overcome barriers and challenge students to do so by sharing their experiences to success			SC students who overcome barriers become better citizens for improving our communities.
Celebration -acknowledge -celebrate successful completion		SC students celebrate their accomplishments of complete, being clean & sober, & being employed			SC celebrations include invite participation of partners	SC celebrations include invite participation of community members to be class speakers

II. Curriculum

Summary of Reflections on curriculum outcomes

This section reflects on the learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success. Margaret Carter Skill Center students are being served within a multicultural program that addresses issues of diversity in teaching and learning through its curriculum. Similar to businesses which operate with just in time delivery, the Skill Center has responded to industry and community needs in the following areas:

- Self-enhancement, Inc. wanted a standalone class for their parent coordinator staff because the coordinators needed to increase their writing skills. A curriculum was developed and a class called Writing at Work was held in Summer Term, 2008.
- Partnership with the Portland Bureau of Housing and Community Development. Through a grant written by Skill Center staff, the BHCD funded a partnership with ARINO (African and Immigrant Network of Oregon).
- Accessible curriculum - free English and Technology in the Workplace class was held for recent immigrants in the evening for 3 terms in 2007. The students were from African countries such as Ethiopia, Eritrea, Toga, Ghana, Somalia, Congo, Mali, and the Congo. After the grant period ended, students transitioned, when possible, to Skill Center day classes or evening ESOL classes.
- The Urban League and Skill Center partnership provided assessment, advising, skills training, and career planning for Urban League clients toward training for HVAC-R careers. Spring and summer 2009 terms, the Skill Center provided assessment and tutoring for ETAP students to raise their reading and math skills.
- Skill Center students gave written and oral testimony before the special session of the Oregon Joint Ways and Means Committee at Cascade Campus in Spring 2009.

Curriculum Inventory

SC 99 Applied Communication –Because of increased partnerships with other PCC and community programs-Trades and Industry, Evening Trades and Apprenticeship Program, Urban League, ODOT- and increased communication skill levels for employment and entry into college level courses, Applied Communications is a new course that has been added to the SC curriculum this Fall Term, 2009. Applied Communications is designed to teach students the fundamentals of written and oral communication skills that will allow them to express their ideas clearly and prepare them for academic, personal, and workplace demands. This course focuses on areas central to professional writing and speaking for college, personal, and work success and an understanding of the fundamentals of writing clearly, specifically, and concisely. This course is new to the Margaret Carter Skill Center for fall term As a result; it is experimental and may have to be split into two sections.

SC 11B Applied Math- Covers workplace computational and analytic skills. Teaches problem-solving through hands-on, activity centered environments. Topics include ratios, proportions, statistics, formula manipulation, graphs and charts, scientific notation, measurement, and tolerance

SC 11A Applied Math- Covers workplace and trades/technology, computational and analytic skills through the use of realistic applications; develops skills in translating word problems into mathematical computations. Develops and synthesizes applied mathematics through the use of hands-on, team activity centered environments. Uses software applications, (MS Word and Excel) to support technology and trades skill development.

SC 10 Principles of Technology- This course is similar to Applied Mathematics, but is oriented more toward applied physics. This course is designed for students who are seeking a more technical position as a career. Students who complete this course often go on to apply for apprenticeships in ironworking, carpentry, heavy equipment operation, painting, electrical work, heating, ventilation, air conditioning and refrigeration (HVAC-R), and fiber-optics. Through our course work, we are trying to expand the learning content to include the field of aviation, robotics, and others.

SC18 Foundation Skills- This course serves as a pathway to for students to enter Applied Communications. The course develops and strengthens reading and writing as an integrated process and develops skills in basic keyboarding and applied computer skills to perform assignments. Foundation Skills also assists students in goal setting and career choices.

SC12 A Introduction of Computer Applications- The course is designed to help students understand the foundational concepts they need to use computerized technology effectively not only in their daily lives, but as they move into higher level coursework or into entry-level positions. Most Skill Center students have limited exposure in terms of using computers; typically the only exposure they have had is in using e-mail and possibly the internet. In many cases, the students are intimidated by technology and have little or no exposure to computers and common applications.

SC 16 Employment Exploration- In this course students explore employment opportunities and learn critical job search skills. Students are exposed to a variety of resources to enhance their employment opportunity. They learn to complete forms correctly and to create essential job related documents. Topics include but are not limited to: career goal setting strategies, face-to-face and online job search; completing applications; resume and cover letter development, interviewing practice and networking techniques.

SC20 A Industry Orientation- Students learn a broad range of skills for manufacturing, construction, laborer, and crafts industry. Workplace habits, team work, basic skills, and industry specific procedures are presented in this applied/lab environment.

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

The Comprehensive Adult Student Assessment System, CASAS, is used to evaluate students' initial skill level in reading and math. Most of the students entering the Skill Center have reading, writing, and math at or below middle school levels. The assessment is typically followed by the CASAS level 13/14 and 15/16 pre-test the second week of the term and based upon their initial CASAS 130 assessment or their COMPASS test scores. In addition, approximately 60% of SC students transfer to academic, career/technical, and apprenticeship programs. (See Table 2 below) As a result, they take the Compass test and are placed into academic courses. In addition, students who enter an apprenticeship must meet state and national standards for apprenticeships. Finally, each course has an approved Course Curriculum Outcome Guide on file in the curriculum office, and each faculty member has clearly defined Student Outcomes in their syllabi and rubrics by which they assess each student learning outcome. Skill Center courses are designed to help individuals overcome many of the barriers -

economic, educational and social -that may prevent them from being successful in an academic environment or the workplace.

Table 2 - Courses Taken by Skill Center Students after SC Preparation

PCC Programs/Courses	Subject Code	2004-05	2005-06	2006-07	2007-08
Alcohol and Drug Counselor	AD	3	3	1	2
Apprenticeship	APP/APR		1	6	7
Building Inspection Tech	INSP	1	1	1	
Business Administration	BA	9	7	4	2
Computer Applications Systems	CAS	19	10	7	8
Computer Information Systems	CIS	5	2	1	1
Education	ED	2			
Electrical Trades	ELT		1	3	4
Emergency Medical Technician	EMT	1			
Facilities Maintenance Tech	FMT			2	5
Health	HE	1	3	1	2
Health Information Management	HIM		1		
Machine Manufacturing Tech	MCH			1	
Medical Assistant	MA	2			
Medical Professions	MP	3	2		2
Trade Extension	TE	4	6	19	14
Welding	WLD			1	
Totals		50	37²	47³	47

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

Changes have been made in the curriculum in order to respond to academic and industry needs for higher skill levels in applied math, and oral and written communication, two new classes were added to the Skill Center in 2009. The Applied Math class was split into Applied Math, SC11B to accommodate students who scored below 220 on the CASAS math assessment. As a result, SC11B serves as a pathway to SC11A. In addition, the Applied Math SC11A class now creates for the Skill Center the opportunity to increase partnerships and enrollment in order to meet the work force demand and preparation for college entrance and other trade careers with respect to new and emerging trades.

In addition, new outcomes were added for SC11A because students can transition faster to a trade/industry apprenticeship, academic program, and/or career. An Applied Math SC11B is also in the evening to accommodate working students or students in an apprenticeship program.

² 2005-06 Skill Center move to Technology Education Building; decline in SC enrollment also impacted PCC course enrollment.

³ 2006-07 Skill Center partnership and contracts with ODOT, focused marketing and recruitment on apprenticeship and trades.

An Applied Communication class, SC99 was also added Fall Term 2009. Because of increased partnerships with other PCC and community programs-Trades and Industry, Evening Trades and Apprenticeship program, Urban League, ODOT- and increased communication skill levels for employment and entry into college level courses, Applied Communications is a new course that has been added to the SC curriculum Fall Term, 2009.

The Applied Communications course is designed to provide students with the fundamentals skills for writing and oral communication to participate in academic, personal and workplace demands. This course focuses on areas central to professional writing and speaking clearly, specifically, and concisely. This course is new to the Margaret Carter Skill Center for Fall Term.

In addition, the following changes have been made:

SC 11B Applied Math – CCOG Curriculum was submitted and approved in July 2009

SC 11A Applied Math – CCOG Curriculum was submitted and approved in July 2009

SC 10 Principle of Technology

SC18 Foundation Skills Curriculum submitted in September, 2006. (Future changes will be submitted to the Curriculum Committee during the 2009 – 2010 year).

SC12A Introduction of Computer Applications – Curriculum is being reviewed and updated

SC 16 Employment Exploration - Curriculum was reviewed and submitted for approval in July 2009

SC20A Industry Orientation - Curriculum was reviewed in July 2009

SC99 Applied Communications submitted September, 2009

C. Assessment of Course Outcomes:

Are assessments that address the course outcomes described in the Course Content and Outcome Guides (CCOGs)?

Skill Center students are required to keep a written and electronic portfolio of their work, and they orally present it to staff and students. Their portfolios are evaluated according to a pre-established rubric. Examples of other assessments are written pre and post tests, mid terms, and finals in individual classes. Finally, each course has an approved Course Curriculum Outcome Guide on file in the curriculum office, and each faculty member has clearly defined Student Outcomes in their syllabi and Rubrics by which they assess each student's learning outcome. Finally, in addition to instructor evaluations, at the end of Fall term Skill Center students will be given an exit survey to evaluate the success of the Skill Center in meeting students' educational needs.

i. All of the Skill Center courses have specific outcomes defined in the CCOG's. <http://www.pcc.edu/ccog/default.cfm?fa=course&subject=SC>

ii. Describe evidence that students are meeting course outcomes.

There are a number of methods used in the Skill Center classes to determine if a student meets the outcomes described in coursework. Students are also given a CASAS post tests to further determine gains made in reading and math. The students then advances from Foundation Math and Foundation Skills to Applied Math and Applied Communications. If students have completed Applied Math and Applied Communication, they enter an apprenticeship, career/technical program or become employed. They demonstrate meeting course outcomes through scoring on the Compass test placement into an academic or career/technical program, and enter college programs also. Often

times, Skill Center students have previously taken the Compass test and not placed into any classes, so they are referred to the Skill Center. Other evidence is that they pass the reading, writing, and math apprenticeship test and enter a specific apprenticeship program.

In the classroom students are assessed and evaluated by portfolio assessment, presentations, and testing such as mid terms and finals.

Students also demonstrate proficiency by meeting the attendance requirements, and by demonstrating they understand and follow college policy and procedures, filling out and processing department and college paperwork correctly, and making and keeping necessary appointments.

Students are also required to demonstrate proficiency by passing course quizzes, mid-term and finals, research and write a research paper, write a reflective paper, create and present an automated presentation and demonstrate ability through portfolio assessment as outlined in the CCOG's.

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

- An example of assessment driven changes made at the SC are the splitting of the Applied Math SC11A into two distinct levels. Because students were scoring at both ends of the continuum, high and low, as measured by the CASAS math assessment, students scoring below 220 were slowing the pace of instruction and students above 220 were advancing more slowly. As a result, a Foundation Skills Math, SC11B was added Spring, 2009. In addition, an Applied Communications class was added Fall, 2009, because students were scoring on both ends of the continuum on the CASAS reading assessment, and students with a 225 in reading or higher were not advancing as quickly or showing increased gains on the CASAS post test.
- The evaluation of student portfolios submitted in Math SC11A. Students are required to submit their portfolio demonstrating their learning in each chapter of the text, which incorporates, objectives, terminology, graphic representation and completed mathematical concepts and principles. Students submitted their portfolios in an oral presentation using PowerPoint. While rubrics were used to grade the overall project, the student demonstrations of problem solving skills displayed their ability to convey analysis, computation techniques and applications. Additionally they were introduced to making media presentations through the use of PowerPoint software. While mathematical outcomes were achieved, students were pleased with their accomplishments and abilities. Hence this method of student demonstration of problem solving and analysis was incorporated in subsequent SC11A course activities and instruction.
- Prior to the use of a PowerPoint portfolio, previous terms used regular written portfolios of problems solving and submission of math packets.
- Hands on industry measurement tools such as tape measures, calipers, micrometers coupled with appropriate computer online reporting. When students submitted their assignments online through the attachment of Word and Excel files they became more computer literate, more computer comfortable and their computer technology skills were supported and applied in various environments. Hence some of the fear of technology was diminished. The excitement of knowing that their accomplishment helped to keep them engaged. Repetition of these types of activities that carried over several weeks and evaluated showed student improvement in mathematical exams and quizzes and ultimately with their final project, the portfolio.
- These changes were incorporated in subsequent SC11 A course offerings beginning Fall 2009. It was noted that further results were enhanced curriculum outcomes of efficiently applying mathematical skills to organize and solve real world math application problems in a variety of environments; student participation as a team member, analyzing data and determining appropriate solutions; prepared to take and enroll in further mathematics course in college.

D. Assessment of College Core outcomes

Skill Center students frequently lack the most foundational life skills learning. They have not learned basic reading or mathematical concepts and do not understand basic technology concepts that they need to be successful in society, academic or the workplace. They often lack of self-direction and are accustomed to such inappropriate behavior patterns and habits. They typically are insecure in their own ability, they lack of self-efficacy and self-reliance. The Skill Center program focus on teaching students to begin to understand and comprehend those foundations skills that lead to a most attainable and sustainable future.

i. Describe how courses in the program/discipline address the College Core Outcomes. <http://www.pcc.edu/resources/academic/core-outcomes/index.html>

The Skill Center program addresses the college core outcomes by using a coaching, learning and teaching framework that incorporates a combination of guided learning, distributed practice, and modeling designed to measure the internal and external achievement of the non-traditional student.

The courses in the Skill Center program are guided learning and hand-on instruction that allows students to practice new skill sets. Over time, students learn to read, write, understand mathematical concepts and technology and how they impact them in life, and they learn to articulate their thoughts more appropriately and begin to seek challenges and opportunity that they had not thought possible. They practice new concepts by applying the skills to take the compass test, quizzes or exams, mid-term and finals, complete a portfolio, inquire about trade and degree programs, or complete FAFAS and other forms accurately and completely.

Through coaching, students learn to take responsibility for their own learning. They learn to organize their time, communicate, think critically and how to self-reflect. They learn, practice and demonstrate these concepts by attendance, homework assignments and by writing and by recognizing and articulating where they have been, where they are and where they want to go in a self-reflection paper or presentation.

Diversity and Cultural Awareness, problems solving and environmental responsibility resolution are addressed through the interaction of Skill Center's inter-cultural internal and generational student population. The Skill Center student demographics (see Table 3 & Table 4) demonstrate the broad range of ethnicity and age that make up the program participant. Learning and working together as a team, they problem solve, and resolve conflict. They also learn about cultural differences, patience, understanding, and tolerance that they need to be successful in society, academia and in the workplace.

Table 3 Skill Center Ethnicity (Fall 2008)⁴

White:	12	23.1%
Asian:	1	1.9%
Hispanic:	3	5.8%
Black:	34	65.4%
Native Am:	1	1.9%
International	1	1.9%
Total Reported:	52	
Total Unspecified:	14	

Table 4 Skill Center by Age Group (Fall 2008)⁵

Age, to 19:	28	42.4%
20-24:	8	12.1%
25-29:	3	4.5%
30-39:	10	15.2%
40-49:	7	10.6%
50+:	10	15.2%
Average Age:	29	

The Skill Center students are frequently and chronically unemployed and they are not very adept at completing anything that they start, when they initially begin taking classes. They often are not very responsible in terms of following, self-control, time management, policy, processes, procedures or protocol. Professional Competence is addressed at the Skill Center by reviewing and evaluating the capability of a student successfully completing the program. Professional competency is also addressed by improvement in life and time management skills, and other behaviors that the students typically lack (i.e. punctuality, team work, character/integrity and appearance, conduct that is respectful of others.)

⁴ Data from PCC Institutional Effectiveness, Fall 2008

⁵ Data from PCC Institutional Effectiveness, Fall 2008

- ii. Please revisit the Core Outcomes Mapping Matrix for your SAC and update as appropriate. <http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html>. See Table 4 below:

Table 4 - Skill Center CORE OUTCOMES MAPPING

Mapping Level Indicators:	Core Outcomes (CO):
<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
SC10	Principles of Technology	3	3	4	4	3	5
SC11A	Applied Math	4	3	5	4	4	4
SC11B	Applied Math	2	3	3	4	3	4
SC12A	Introduction to Computer Applications	3	2	3	2	3	3
SC12B	Computer Applications	4	3	4	3	4	5
SC16	Employment Exploration	3	3	4	3	3	4
SC18	Foundation Skills	3	3	2	3	2	3
SC20A	Industry Orientation	4	3	3	3	2	3
SC99	Applied Communication	4	3	3	3	3	3

iii. What strategies are used to determine how well students are meeting the College Core outcomes?

Building a personal and trusting relationship with students is key to most of the Skill center students' success. Building a trusting mutual relationship with each student is one of the core strategies used by the Skill Center, because many of the students are not very trusting, often due to life situations and circumstances. By building a more individualized relationship with students tend to build a stronger sense of commitment, community and environmental responsibility.

Most students, when they first enter the Skill Center, do not have a lot of confidence in their own ability, they lack self-efficacy and they are not self-directed learners. Many of them have not learned to live and work in a way that is acceptable in the mainstream and they need coaching, structure, support and nurturing, along with the guided learning, distributed practice and challenge. Many Skill Center students are at school, interacting with staff and other students for 8 hours a day, 4 days a week. Over time, many students begin to transform; they tend to have more confidence, self-efficacy and begin to take responsibility for their own learning.

iv. Describe evidence that students are meeting the Core outcomes

The post test and mid-terms and finals show the gains that students make in their coursework. Skill Center students are required to complete a portfolio assessment that may include a presentation to demonstrate their academic and communication skill. Students write reflection papers that highlight their learning. In addition, approximate 60% of the Skill center students go on to enroll in higher level coursework.

v. Describe changes made towards improving attainment of the Core outcomes.

The skill levels of the Skill Center students vary greatly sometimes. Sometimes a variety of methods and materials must be used in a single classroom to accommodate the learning needs of the students. The challenge for the instructors has been in terms of balance for such wide range in skills gaps. For this reason Math 11B was added to accommodate students with very low math skill level and an Applied Communication course was added in the fall of 2009 to further improve students' ability to communicate both orally and in writing. Changes to the computer course are in the process of being proposed. An Employment Exploration class is provided to help students begin to learn how to create the documents and use the tools that are necessary to find a job in today's workforce. The Industry Orientation course was added so students can begin to explore what kinds of industries are out there and the expectations, in terms of education, working conditions and wage expectations so that they can begin to make some informed decisions about their future.

The Principles of Technology added an airway science simulation laboratory component to the curriculum and developed a partnership with Evergreen Aviation and Museum. This change was made to augment the learning content for Skill Center students.

E. To what degree are courses offered in a Distance modality? Have any significant revelations, concerns or questions arisen in the area of DL delivery?

There is a degree of expectation that by the time students get to college they understand the fundamental concepts about computers and technology; yet over 50% of the students are over 30 years old and many have had little or no formal education in terms of technology (see Table 3). The Skill Center does not offer distance learning classes; however, most courses do embed at least some elements in an online format giving students the opportunity to begin to learn to use online resources. It should be noted that apprenticeship programs require students to have appropriate seat time plus performance criteria. Hence the open entry/open exit requires further discussion and considerations of students continuing through more than one term.

In some courses assignments are posted into MYPCC, others use the Express Learning Library, search engines, job search websites, and CIS. Students are exposed to online resources and tutorials to enhance the learning in the classroom and so that students begin to understand the challenges in using online resources. This effort exposes students to the online environment that helps prepare students to use the tools they need to be successful in life and the workplace. Additionally, students prepare to take additional online courses.

F. Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g. Service Learning, Internationalization of the Curriculum, Inquiry-Based Learning)? If so, please describe.

Staff reductions have limited the Skill Center ability to review and revise curriculum on a regular basis. In the Principles of Technology course, flight simulation software enhances student learning and promotes inquiry-based learning concepts by creating scenarios where students must practice problem solving, and real life decision-making. Some students have been assigned special projects that enhance their own learning and provide new skill sets that will be valuable in future academic and transfer, or in the work world. Examples are the following:

Skill Center assisted on a small database development project for Rosemary Anderson High School, where they learn what is involved in the database development process and practiced problem-solving strategies as they resolved problems in the development process.

- Two (2) members of SAC attended an Internationalization workshop over the summer to learn more about educational initiatives.
- One (1) member of the SAC attended the 2009 TechEd Conference to explore new trends in inquire-based learning concepts
- One (1) member of the SAC attended the Council of Instructional Administrators (CIA) Assessment Summit 3 held at Oregon Coast Community College. Participation in this committee allowed for important work regarding the refining of rubrics. SAC members are in the continuous process of refining rubrics to better capture the outcomes of newly opened classes and incorporating outcomes and new learning activities in subsequent terms. Further participation will keep our program abreast of current developments in assessment.

III. Needs of Students and the Community: are they changing?

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

Compare PCC demographics with Skill Center demographics:

Table 5 - Skill Center Demographics by Gender 2008⁶

Total Female Students	31%
Total Male Students	69%

Table 6- Skill Center Demographics by Age Group and Ethnicity 2008⁷

SC Student Age Groups		Ethnicity	
Age 19 and below	42.4%	White	23.1%
20 - 24	12.1%	Black	65.4%
25 - 29	4.5%	Hispanic	5.8%
30 - 39	15.2%	Asian	1.9%
40 - 49	10.6%	Native Am.	1.9%
50 +	15.2%	International	1.9%

Table 7 - PCC Student Demographics Spring Term 2009⁸

Female	14,267	54.4%
Male	11,952	45.6%

Table 8 - PCC Student Demographics Spring Term 2009⁹

White Non-Hispanic	16,243	72.3%
Asian/Pacific Islander	2,064	9.2%
Hispanic	1,756	7.8%
African American	1,344	6.0%
American Indian	340	1.5%
Non-Res/Foreign Natl	713	3.2%
Total Reported	22,460	
<i>Race/Ethnicity not reported</i>	4,149	

⁶ Skill Center Data concurs with PCC Institutional Effectiveness data for the same time period

⁷ Data from PCC Institutional Effectiveness for Spring 2009

⁸ *Ibid*

⁹ *Ibid*

Table 9 - PCC Student Demographics By Age Spring Term 2009¹⁰

Age: 19 and below	4,174	15.7%
20-24	7,851	29.5%
25-29	5,310	20.0%
30-39	5,289	19.9%
40-49	2,451	9.2%
50+	1,523	5.7%
Average Age	29 yrs	

There has been a substantial increase in displaced workers seeking to increase their skills and improve their employability. A large number of the students the Skill Center attracts are adults, ages 40+ seeking employment and need computer and math skills. This is approximately 25% of SC students as compared with 15% of college students in this age range. We have had an increase in students that speak Spanish and need ESL services and students that are seeking skills to prepare them to go on to campus programs like the CADC, EMT, Para-education and Facilities Maintenance.

The downturn in the economy has had a major impact on the increase in returning students seeking services from the Skill Center. Freightliner and a number of other manufacturing companies in the Portland area reduced their labor force by large numbers and many of these workers have been referred to the Skill Center by local unemployment offices.

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

At the end of each term we ask students to write “What They Learned” in the Class. This information is used to modify teaching methods and techniques on regular bases. In addition, we use this information to assess what students have learned and also assess the use of the curriculum.

- We work with organizations such as The Urban League, World Arts, Black Men’s Group, etc. to discuss how we are meeting the needs of the community. We use the outcomes of these discussions to adjust the methods and techniques as well as the curriculum of the Skill Center Programs.
- Feedback has been obtained from former SC students in the form of a survey. Survey responses are included in Appendix A.
- We have added more simulation programs such as Smart Skies and formed associations with outside organizations such as Evergreen Aviation Museum to maintain the peak interest of

¹⁰ Data from PCC Institutional Effectiveness for Spring 2009

students, faculty and staff. We are also forming closer connections with other Programs on PCC Campuses such as the Rock Creek Aviation Program.

C. Current Patterns:

- The current and projected demand appears to be driven by contractual relations resulting from collaborative efforts to develop a skilled workforce of people traditionally considered the underclass, which comprises the unemployed, underemployed and non-traditional students. For example, the global economic downturn has impacted the local economy that resulted in layoffs and joblessness at an adjusted rate of 11.7% for Multnomah County in June 2009, according to Portland Area Economic Indicators at WORKSOURCE OREGON, Employment Department. That is an increase of 6.4% from June 2008.
- The Margaret Carter Skill Center has seen an influx of laid-off workers looking to sharpen their basic skills in preparation for training toward 21 century jobs. Instead, what they find is the new jobs require additional or new skills found primarily in academic and long term training environments.
- Many non-traditional students have used the Skill Center as a pathway into apprentice and trade unions while others have viewed the Center as a portal into PCC for certificate and college degree programs.
- An increase number of students are coming directly from high school to college as well and that could be another indicator of what is happening in the local job market.
- The Center has seen an increase number of students with disabilities because of our relationship with the Portland Impact program at Portland Public Schools. These students are aging out of the public school system and the resources for them are limited. Prognosis for most of these folks is not very encouraging but the relationship with the Center buys them time to continue working on communication skills which they will need to participate in their assisted living plans.
- We have seen shifts in enrollment patterns based upon what relationship (Partnerships) expectations are mandated because of contracts or Memorandums of Understanding (MOU's) between the Skill Center and the Urban League of Portland as an example to provide assessment and training services to a selected population of individuals for careers in the Heating, Ventilation, Air Conditioning and Refrigeration Industry which is part of the Pathways Out Of Poverty through the City of Portland.
- The same can be said for the Oregon Department of Transportation contract to recruit, assess, train and job development services for students seeking careers in bridge building and highway construction industry. For small programs like the Skill Center, the type of students attracted by these opportunities, it is possible to see large swings in enrollment patterns based upon the advertised descriptions of the opportunities and the populations sought for the recruitment.

Impact this will have on the program or discipline:

The Skill Center does not receive 100% of its funding through the general fund; therefore it must continue to seek additional dollars to support the program's existence. In the best of all worlds that would not be the case. The other part of this reality is that there will be impacts on the program shaped by the service request of the funding source and partner(s).

We seem to be a natural magnet for student diversity. Many factors most likely relate to this cross cultural populations such as:

- Physical Location of the our Campus (North and Northeast Portland)
- Staffing Patterns
- History – Our former students seem to “Market “our Program(s) to their friends, acquaintances, and families.
- We continually consult with Disability Access Services (DAS) and Disability Counseling Services (DCS), for students who may need their services.

D. Strategies for Access and Diversity

The SC utilizes several mechanisms for facilitating access and diversity. The needs of students and the community are addressed through practices such as:

- Proposed open entry/open exit policy
- Recruitment/marketing to targeted populations
- Staff diversity that reflects the population served
- Experience and industry backgrounds of staff which brings real-world teaching and learning to the classroom environment that augments advising of students
- Student feedback that impacts what is taught and how it is taught to improve the learning experience
- Processes for student tracking and demographic information management which allows the Skill Center an opportunity to make contributions in discussions regarding enrollment patterns at PCC.

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

- A. Information about faculty composition, qualifications and development are addressed through a diversified staff that is reflective of the population served, a proposed faculty qualification requirement, and a diverse team of instructors that bring a wealth of private sector, real world experience to the learning environment and examples of ongoing participation in professional development activities for staff improvement.
- i. Rationale for the faculty size is driven by budget constraints, facility limitations optimum class size for the success of multilevel adult learners. Classroom management is dictated by the number of students that faculty can adequately attend to. Our classes are structured for lecture/lab with necessitates a smaller group size for the SC population (i.e. non-traditional students, students with disabilities, students with challenged backgrounds, students, students that have never been to college, first generation post-high school learners, etc.) Hence our optimum number strategy lends to class size of no more than sixteen (16) students. This number also is reflected in computer lab size.
 - ii. The quality of the faculty desired by the SC to meet the needs of the program require an understanding of the type of real life experiences, challenges and desires for success of our population. Additionally, faculty must also meet academic requirements and subject area expertise. The current quantity of faculty and staff include one full time, and three adjunct faculty, one full time and two part-time Academic Professionals and one director.

The proposed faculty requirements include education experience of Master's Degree in Education, Adult Education, or a related field; two years experience teaching non-traditional, disadvantaged, multi-cultural and at-risk student populations; and have basic computer skills.

Alternatively faculty may have a Bachelor's Degree in Education and three years full-time teaching experience in Applied Math, Writing, Reading and Science for a Workforce Development population. Preferred qualifications include a Master's Degree in Adult Education, Special Education, Reading, Writing, Math, Science and Workforce Development populations. Consideration is given for other possible additional experience of the following:

- Evidence of effective interpersonal skills.
 - Demonstrated knowledge of diverse learning styles and diverse populations.
 - Experienced ability to work and assist students having severe motivational and academic deficiencies.
- iii. The SC does not anticipate turnover, but does expect to increase faculty and staff in order to meet the growing needs of our student population. Additionally, we must

meet the growing demands of a changing economy, sustainable practices and increased community college population for retraining displaced workers.

- iv. The Skill Center relies heavily on adjunct faculty to provide the educational learning for the diverse students that we serve. Seventy-five percent of the faculty are adjunct faculty (i.e. three part-time adjunct faculty and one (1) full time faculty). This full time faculty position became available at the beginning of Fall 2009. Prior to this time the program was operating without any full time faculty.

The educational and experiential backgrounds of the full time and adjunct faculty are congruent. Instructional and industry backgrounds of faculty are included in the appendix.

Adjunct Faculty experience and educational background are congruent with SC Full Time Faculty education and experience. The Skill Center has one full time faculty and three adjunct faculty members that make up the Subject Area Committee (SAC). All faculties have appropriate qualifications for teaching in the Skill Center in a community college setting for their respective disciplines of Applied Communications, Computer Technology, Principles of Technology and Applied Mathematics. Their education and backgrounds are summarized below:

1 - Full time faculty has appropriate degrees in the teaching discipline including graduate education (Masters in Public Administration) Certifications in reading, Fulbright grant recipient, Developmental education experience, ABE/GED and Adult education in domestic and global communities (India); industry experience in GTE telecommunications; workforce literacy and training; experience with legislature- Senator; additional work includes teaching literacy to Iranian Air Force personnel with over twenty years experience in higher education including the community college environment.

1 - Adjunct Faculty members possess an Interdisciplinary Bachelor's degree and a graduate degree, Master's in Education with an emphasis on Instructional Technology, with twenty plus years in private sector industry using, installing, designing, analyzing, supporting, and teaching technology and applications for the Military, further experience includes instruction and teaching in a community college setting and in the corporate world.

1 - Adjunct Faculty member retains a Bachelors Science degree in Education, with a Science Certificate, graduate degree, Master in Education, Administrators Certification, and industry experience in computer technology, instruction and teaching in K-12 and community college, Directorships at Private Industry Council GED Project Director, and Museum of Science and Industry, as well as a K-12 Administrator with twenty plus years in education.

1 - Adjunct Faculty member retains a Bachelors degree in Mathematics, graduate education in Business Administration, with a PhD in Environmental Sciences, ten years in higher education, 8 years teaching in higher education, with industry background of sixteen plus years in telecommunications engineering, Radio – media and marketing, adult education and training for the State of Oregon, health care and educational administration, eight years of community coaching and tutoring minority and global students, and serving as board officer for a non-profit .

- v. How the faculty composition reflects the diversity and cultural competency goals of the institution. Information about faculty composition, qualifications and development are address through a diversified staff that is reflective of the population served, a purposed faculty qualification requirement, and a diverse team of instructors that bring a wealth of private sector, real world experience to the learning environment and examples of ongoing participation in professional development activities for staff improvement.
- B. A proposed set of new instructor qualifications has not been approved but has been submitted to the Dean of Instruction. Upon approval these qualifications and/or changes will be implemented and sent to SAC oversight committee with reason for the changes. <http://www.pcc.edu/resources/academic/instructor-qualifications.pdf>
Currently proposed SC instructor qualifications will be submitted accordingly.
- C. Professional development activities of the faculty have contributed to the strength and improvements of student learning. These changes mainly cover our Principles of Technology Program instruction and proposed curriculum changes.
- Applied Mathematics SC11 A & SC11B instructors attended faculty development and training at the Captain Michael King Smith Educational Institute in McMinnville, which incorporated simulated air traffic control related math problems. This training utilizes computer skills and math skills to resolve simulated traffic controlled. Students were introduced to new fields technology, and math principles. This resulted in a new partnership between the Skill Center and Evergreen Aviation & Space Museum.
 - Applied Communications and the Computer instructors attended the Internationalization of Curriculum training which resulted in addressing needs of students in the global community who are served by the Skill Center. Proposed ideas are being discussed by the SAC in ongoing conversations.

V. Facilities and Support

A. If classroom space, computers/technology and library/media, laboratory space and equipment

The Margaret Carter Skill Center has presently moderate equipment and resources. As with other programs our needs are determined by regular maintenance, technology changes, equipment aging, and the addition of new programs or program content. We have limited classroom space and computer availability. At this time our lab space leaves much to be desired. This lack of space limits the hands-on experiences for the students to obtain vital aspects for some of the course content. We use the physics lab sometimes as it comes available. To be fully supported the following is needed:

- A computer lab classroom fully equipped with at least 26 computers loaded with Office 2007 and simulation programs, internet access, My PCC etc. is needed.
- At least 26 manuals for class as computers that is simplistic for beginners and for students who have had no exposure at all to computers. The extra two manuals will be for students with disabilities.
- Special Math Software on all computers in the math SC11 A & B classes.
- Accessibility Software to provide universal access which takes general computer concepts and be able to transfer those concepts and apply them to the interdisciplinary communities (work, college, social, etc.)
- We need simulation laboratory space and assisted access in the Physical Science Lab.

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

We use the library for some research projects to gain information such as in defining the exact parameters (connotation, denotation) of Technology, future trends, inventions related to, Tuskegee Airmen, significance of Green Energy, etc. It is difficult to assess how much outside class learning is occurring regularly. Students spend extended time in the classroom to surf the web for resources & information to satisfy course requirements. This practice does change as they get further along in their programs.

Students have been given applied Math assignments in industry discovery for sustainability and solar technology using their math skills and networking skills to gain relevant information. An objective is for students to receive instruction in locating information on the web for applying math principles/concepts measurements and measuring tools. Citing references appropriately for URL and website addresses has been used in developing final proposals.

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

We have no staff member in a position of clerical assistant, but our plan is to hire a PT casual office assistant during the month of October 2009; and our technical, and administrative support staff members are few. We do have tutoring support for the W/S

office, however this is minimal and we can use much more support in our reading, math, and computer classes.

Tutoring is most important and needed because of the diversity of skills possessed by each student. Skill levels are so much a part that the challenges in bridging the gap between what students know and what they should know and not having a fundamental understanding of peer co-operative learning helps in team based activities. But most students need one-on-one help in a lot of different math areas it is not just one set of principles.

Administrative/clerical Support is needed for faculty instructional preparation. Clerical Support duties would include answering, phone, doing Banner reports, directing students who come in and inquire about the Skill Center. Keeping confidential information in a central location; being Banner savvy and data entry of test scores and follow up. Prevent the loss of opportunities and access of students during the hours that our campus is open is desired to be performed.

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

We use the Advising, and the Office of student Disabilities to assist our students in becoming more successful. For some students who have disabilities, we refer them to the Office of Disabilities Office on an as often as needed bases. We use the Advising, and the Office of Student Disabilities to assist our students in becoming more successful.

Students who are perceived to have a disability and/or demonstrate the existence of physical and/or mental challenges are referred to the Office of students with Disabilities for assistance. If a student states that he/she has an identified disability we do make referrals for assistance and try to serve them as best we can.

For our students who have turned in forms from the OSD Office the accommodations are more complex and challenging.

E. 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.

Andragogy as opposed to pedagogy consists of learning strategies focused on adults. It is often interpreted as the process of engaging adult learners within the structure of learning experience.

Hence, the andragogical learning principles of the Skill Center focus on addressing barriers to adult student transformation. These principles focus on developing a learning environment that is hands-on, co-operative, applied learning that makes a connection to real life experiences, work place encounters and academic situations.

We constantly monitor our class scheduling patterns, class size, duration, and location to make sure that we meet the andragogical requirements of our students. We do this on a formal bases at least twice a term and adjust as best we can at that time. We are aware that this is a serious issue for student success in our classes. Revised fall 2009 schedule to accommodate an additional class (Applied Communications) which required a schedule change that had less contact days but longer contact sessions is a change we've made to further meet the needs of our students.

F. Identify other operational challenges faced by the SAC that impact student learning.

Some of our students cannot afford some text book materials, i.e. The Fundamentals of Mathematics at a cost of \$159.00 plus a workbook of 18.95. We need to establish assistance of some kind to address this economic barrier. The cost of text books for students who are not accustomed to buying text books involves economic challenges. Students who received provisions many times are prepared for the responsibility and accountability that they're experiencing is an even greater challenge.

Limited full and part-time faculty restrict the SFTE generation because of the limited number of sections that can be offered. This adds further barriers to students who need flexibility in course offerings in order to find living wage employment.

VI. Recommendations for improvement

- A. Strengths in the Margaret Carter Skill Center program cover several areas including staff, curriculum and assessment, community involvement, simulation/technology, serving students with disabilities and our facilities in the Technology Education Building.

Staff:

- New faculty position
- New community resource specialist
- New Part time Academic Professional position
- Part time faculty who are qualified and experience with the type of students who attend the skill center
- Employed tutors for ETAP
- One Skill Center staff is a former Skill Center graduate.
- Diverse faculty :

Skill Center Staff by Gender and Ethnicity

Total Female Faculty & Staff	50%
Total Male Faculty & Staff	50%

White	25%
Black	63%
Asian	13%

Curriculum and assessment:

- Applied Learning Model which includes Applied Mathematics in two main levels of learning (foundations and advanced). Applied Communications which is communications for the workplace environment.
- We couple industry orientation and career exploration in this applied learning model in order to expose and help students to be prepared for business and industry changes. Principles of Technology is a key program for applied learning and it is the referral and entrance mechanism for advancement into the Trades and Industry programs.

B. Identify the areas in need of improvement.

Staff - Increase faculty accessibility and effectiveness improve faculty to student ratios. Develop optimal conditions in and out of the classroom to improve student readiness to meet the demands of a rapidly changing technological workforce and environment this involves increasing full time faculty and outreach staff. Reduce class size and hire FT administrative assistant to cover, initiate and retain student enrollment.

Intake/Assessment - Community resource or intake specialist to administer CASAS pre-test after appraisal Change intake orientation process to orientation day, where all intake, orientation, assessment and pre-test, advising and enrollment are completed student for class. Change orientation from 1 day a week to three days a week to meet just in time delivery service student peer support assign to all new students who start the first week of classes –takes through syllabus, missed assignment, class schedule, grading, rubric, TEB building tour, bookstore, MyPCC, etc. Skill Center customer services Entrance Checklist for service delivery improvement.

Facility Needs - Create a Skill Center instructional computer lab in room 123 for SC12A and B and other courses to use as a multi instructional technology lab.

Funding - Reinstatement into the General Fund and have the ability apply for major grant funding with institutional support. We see the need for a Grant Writer to assist in finding sources of appropriate funded to meet the needs of the SC population and that can support the software needs of students in a rapidly changing technological environment. This is also necessary while students are pursuing employment and their funding is limited.

Distance Learning – Open Entry/ Open Exit

It should be noted that apprenticeship programs require students to have appropriate seat time plus performance criteria. Hence the open entry/open exit requires further discussion and considerations of students continuing through more than one term. This concern impacts the SC ability to offer distance learning for students. Further discussions along this line have already begun with the director, Dean of Instruction and Enrollment counterparts.

C. Given the above analysis and other findings of the SAC

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

The following recommendations represent additional funding for the SC. The priorities are identified below:

Funding - To work to be reinstated into the general fund and have the ability apply for major grant funding with institutional support.

Staff - Increase faculty accessibility and effectiveness and improve faculty to student ratios. Hire a full time Administrative Assistant.

APPENDIX A

Margaret Carter Skill Center 2009 Survey Results

2009 Margaret Carter Skill Center Survey

Includes responses received as of September 21, 2009
N=64

How did you hear of the Skill Center?		
Q1	N	%
A friend	16	26.2
A family member	2	3.3
My church	1	1.6
An agency	19	31.2
A PCC employee	19	31.2
Poster, brochure or flyer	4	6.6

Number not responding = 3

What was your primary reason for coming to the Skill Center?		
Q1A	N	%
Learn basic skills in Math, English & Tech.	28	45.2
Prepare for job in technical/trades field	7	11.3
Upgrade skills to keep job / get better job	27	43.6

Number not responding = 2

Since leaving the Skill Center or other PCC program, have you attended another college, university or trade school?		
Q2	N	%
Yes	11	18.0
No	50	82.0

Number not responding = 3

If yes, what school(s)?		
Q3	N	%
Area 1 Jatc Electrical Training	1	8.3
Bahir Dar University	1	8.3
Chemeketa Community College	1	8.3
George Fox University	1	8.3
PCC	7	58.3
PSU / OSU	1	8.3

Number not responding = 52

Are you currently pursuing or completed a degree or certificate?		
Q4	N	%
Yes	6	60.0
No	4	40.0

Number not responding = 53

Is/was your program of study related to your PCC major area of study?		
Q5	N	%
Yes	11	91.7
No	1	8.3

Number not responding = 52

How satisfied are you with the preparation you received at the Skill Center / PCC for studies at your new school?		
Q6	N	%
Very satisfied	6	50.0
Satisfied	3	25.0
Neutral	2	16.7
Very dissatisfied	1	8.3

Number not responding = 52

What is your current employment status?		
Q7	N	%
Employed	26	41.9
Unemployed	21	33.9
Not in labor force by choice/retired	15	24.2

Number not responding = 2

How satisfied are you with the preparation you received at the Skill Center / PCC for your current employment?		
Q8	N	%
Very satisfied	20	44.4
Satisfied	14	31.1
Neutral	7	15.6
Dissatisfied	3	6.7
Very dissatisfied	1	2.2

Number not responding = 19

What is your employer's name?		
Q9	N	%
CCP	1	4.2
CP Medical	1	4.2
Cleaning Company	1	4.2
Community Management	1	5.0
High School	1	5.0
Hilton Hotel	1	5.0
Holy Redeemer Catholic	1	5.0
Nancy Zimmer	1	5.0
Oregon Zoo/Metro	1	5.0
PCC	1	5.0
PMC	1	4.2
People helping People	1	5.0
Philius Dean & Joe,	1	5.0
PMC	1	5.0
Portland Habilitation	1	5.0
Portland Veteran Cent	1	5.0
Retail Imaging Mgmt G	1	5.0
Retired	1	5.0
Sabin CDC	1	5.0
Seniors and People with	1	5.0
Sulzer Pump	1	4.2
Student	1	5.0
Tri-met	1	5.0
Volunteer- Public school	1	5.0
Warehouse Demo Service	1	5.0

Number not responding = 40

Is your current job related to your Skills Center training?		
Q10	N	%
Directly related	8	21.6
Somewhat related	12	32.4
Not related	17	46.0

Number not responding = 27

As a result of your studies at the Skill Center / PCC, has your employment situation improved?		
Q11	N	%
Yes	19	33.9
No	11	19.6
Not applicable	26	46.4

Number not responding = 7

How often do you see or talk with Skill Center staff?		
Q12	N	%
Every week	17	27.0
Once a month	2	3.2
Every few months	15	23.8
Maybe once a year	12	19.1
Never	17	27.0

Number not responding = 1

How often do still see or talk with other students from the Skill Center?		
Q13	N	%
Every week	18	28.6
Once a month	5	7.9
Every few months	13	20.6
Maybe once a year	4	6.4
Never	23	36.5

Number not responding = 1

Classes at the Skill Center were available at convenient times.		
Q14A	N	%
Strongly agree	26	41.3
Agree	25	39.7
Neutral	8	12.7
Disagree	3	4.8
Strongly disagree	1	1.6

Number not responding = 1

Skill Center staff were good advisors.		
Q14B	N	%
Strongly agree	37	60.7
Agree	18	29.5
Neutral	5	8.2
Strongly disagree	1	1.6

Number not responding = 3

Skill Center instructors were available outside the classroom.		
Q14C	N	%
Strongly agree	25	42.4
Agree	20	33.9
Neutral	10	17.0
Disagree	4	6.8

Number not responding = 5

Skill Center staff cared about me as an individual.		
Q14D	N	%
Strongly agree	31	50.8
Agree	22	36.1
Neutral	8	13.1

Number not responding = 3

Instructors gave me feedback early in the term.		
Q14E	N	%
Strongly agree	27	43.6
Agree	22	35.5
Neutral	9	14.5
Disagree	3	4.8
Strongly disagree	1	1.6

Number not responding = 2

I was happy with the size of my Skill Center classes.		
Q14F	N	%
Strongly agree	31	49.2
Agree	28	44.4
Neutral	3	4.8
Disagree	1	1.6

Number not responding = 1

The facilities were good.		
Q14G	N	%
Strongly agree	32	50.8
Agree	28	44.4
Neutral	3	4.8

Number not responding = 1

Equipment I needed was available.		
Q14H	N	%
Strongly agree	29	46.0
Agree	29	46.0
Neutral	4	6.4
Disagree	1	1.6

Number not responding = 1

Equipment I needed was of good quality.		
Q14I	N	%
Strongly agree	25	39.7
Agree	32	50.8
Neutral	5	7.9
Disagree	1	1.6

Number not responding = 1

Help with goal-setting and career planning was good.		
Q14J	N	%
Strongly agree	20	32.8
Agree	22	36.1
Neutral	16	26.2
Disagree	3	4.9

Number not responding = 3

What I learned at the Skill Center prepared me for a job.		
Q14K	N	%
Strongly agree	20	33.9
Agree	19	32.2
Neutral	15	25.4
Disagree	1	1.7
Strongly disagree	4	6.8

Number not responding = 5

Current needs: Training on new technology		
Q15a	N	%
Yes	27	100.0

Current needs: Financial management help		
q15b	N	%
Yes	17	100.0

Current needs: Job-related writing/communication skills		
q15c	N	%
Yes	21	100.0

Current needs: Job-related math skills		
q15d	N	%
Yes	21	100.0

APPENDIX B

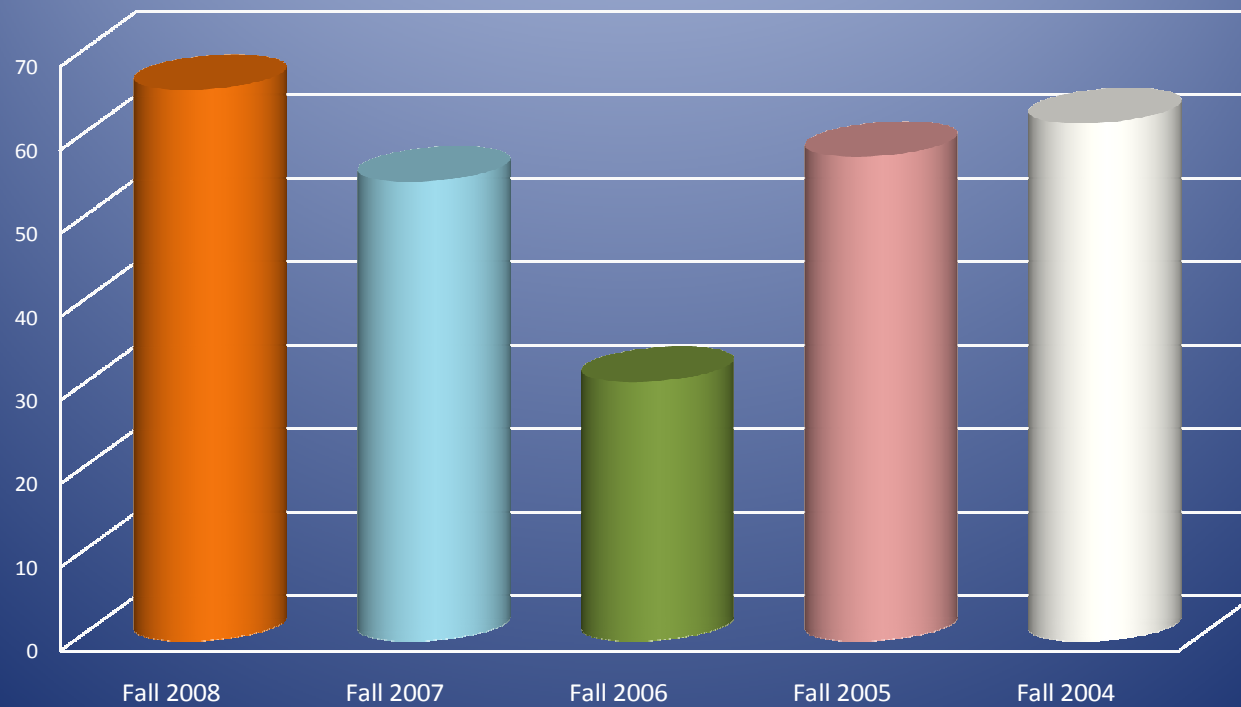
Charts and Graphs

**Portland Community College
Skill Center Fall Term Student Demographic Profiles**

	Fall 2008		Fall 2007		Fall 2006		Fall 2005		Fall 2004	
Headcount:	66		55		31		58		62	
Part-Time (1-5 cr):	34	51.5%	19	34.5%	7	22.6%	1	1.7%	3	4.8%
Half-Time (6-11 cr):	19	28.8%	21	38.2%	10	32.3%	13	22.4%	25	40.3%
Full-Time (12+ cr):	13	19.7%	15	27.3%	14	45.2%	44	75.9%	34	54.8%
Female:	20	30.8%	23	44.2%	7	25.9%	31	54.4%	23	37.7%
Male:	45	69.2%	29	55.8%	20	74.1%	26	45.6%	38	62.3%
White:	12	23.1%	12	25.5%	10	37.0%	9	18.0%	12	21.8%
Asian:	1	1.9%	2	4.3%	1	3.7%	2	4.0%	3	5.5%
Hispanic:	3	5.8%	5	10.6%	0	0.0%	1	2.0%	0	0.0%
Black:	34	65.4%	27	57.4%	14	51.9%	36	72.0%	39	70.9%
Native Am:	1	1.9%	1	2.1%	1	3.7%	2	4.0%	1	1.8%
Foreign:	1	1.9%	0	0.0%	1	3.7%	0	0.0%	0	0.0%
Total Reported:	52		47		27		50		55	
Total Unspecified:	14		8		4		8		7	
Age, to 19:	28	42.4%	16	29.1%	8	25.8%	10	17.5%	9	14.5%
20-24:	8	12.1%	7	12.7%	5	16.1%	7	12.3%	10	16.1%
25-29:	3	4.5%	2	3.6%	1	3.2%	7	12.3%	5	8.1%
30-39:	10	15.2%	6	10.9%	5	16.1%	9	15.8%	7	11.3%
40-49:	7	10.6%	9	16.4%	6	19.4%	10	17.5%	15	24.2%
50+:	10	15.2%	15	27.3%	6	19.4%	14	24.6%	16	25.8%
Average Age:	29		37		34		38		37	

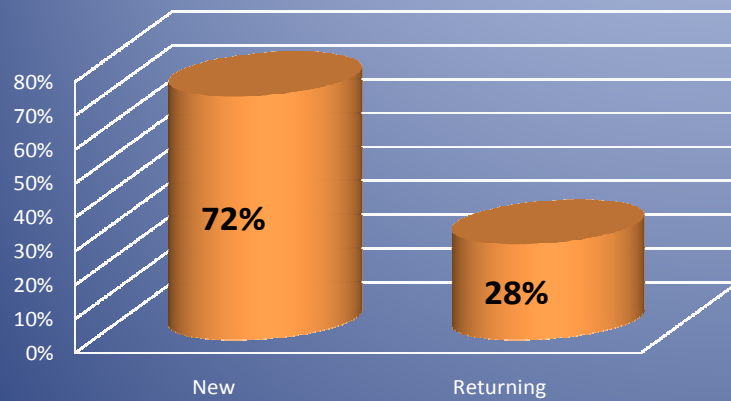
Skill Center Enrollment

Head Count 2004 - 2008



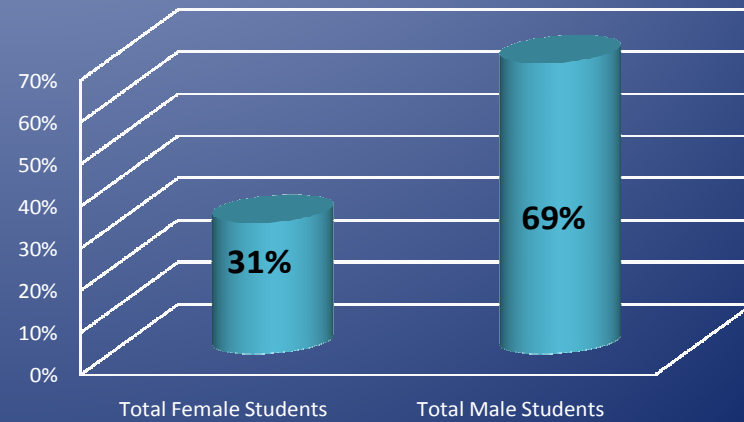
Based on PCC Institutional Effectiveness data

New & Returning Skill Center Students



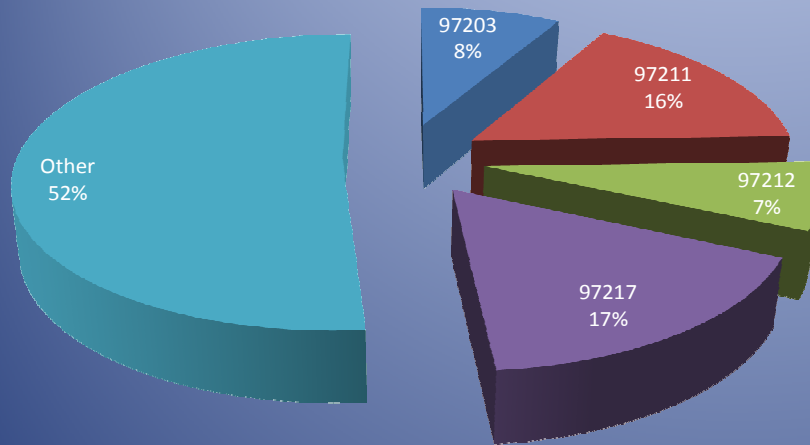
2008 - 2009

Students by Gender

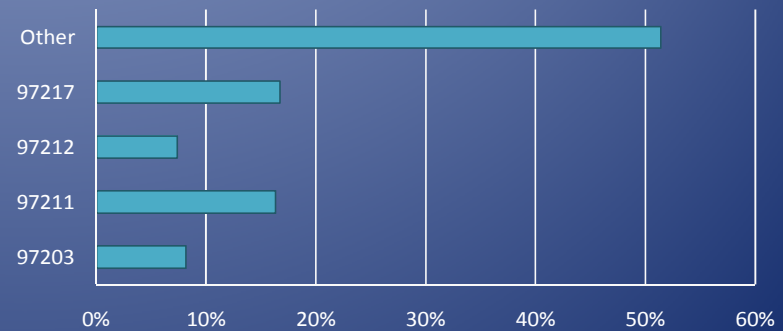


Based on Skill Center and PCC Institutional Effectiveness data

Target Zip Code Areas



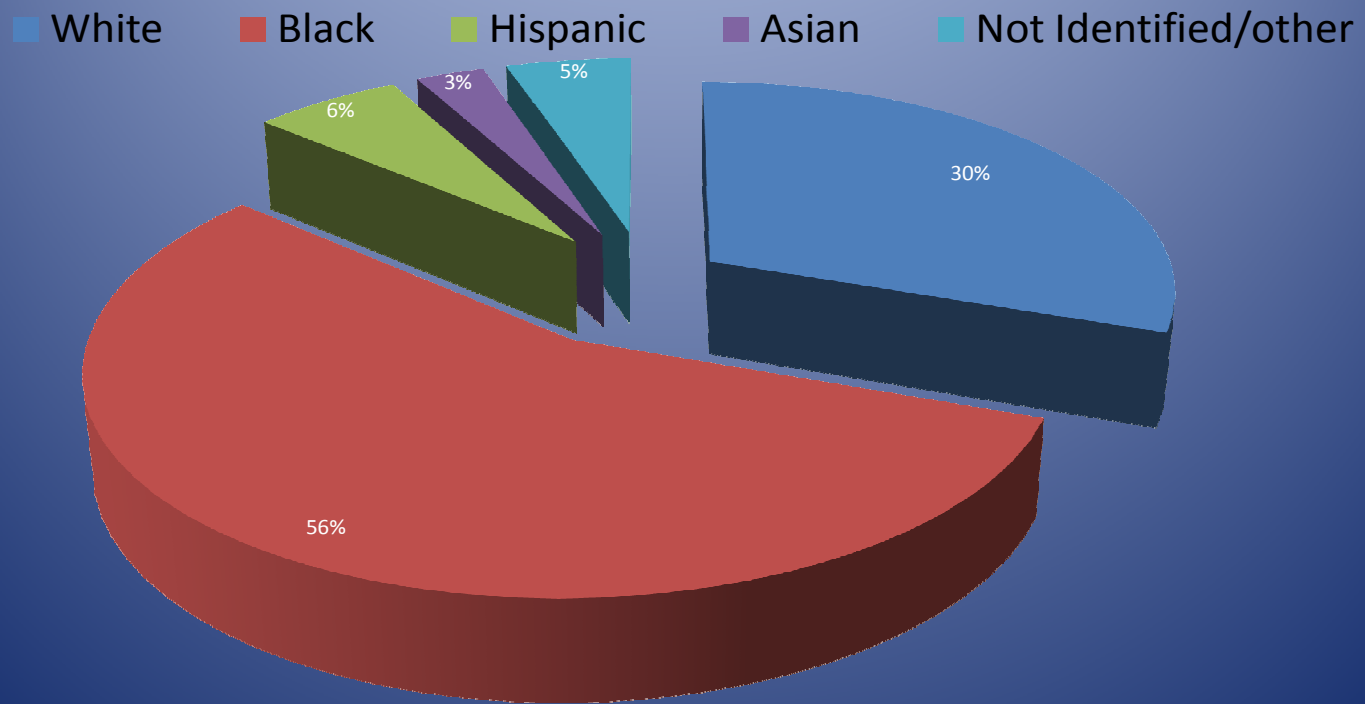
Students from Target Zip Code Areas



	97203	97211	97212	97217	Other
Series1	8%	16%	7%	17%	51%

Based on Skill Center data

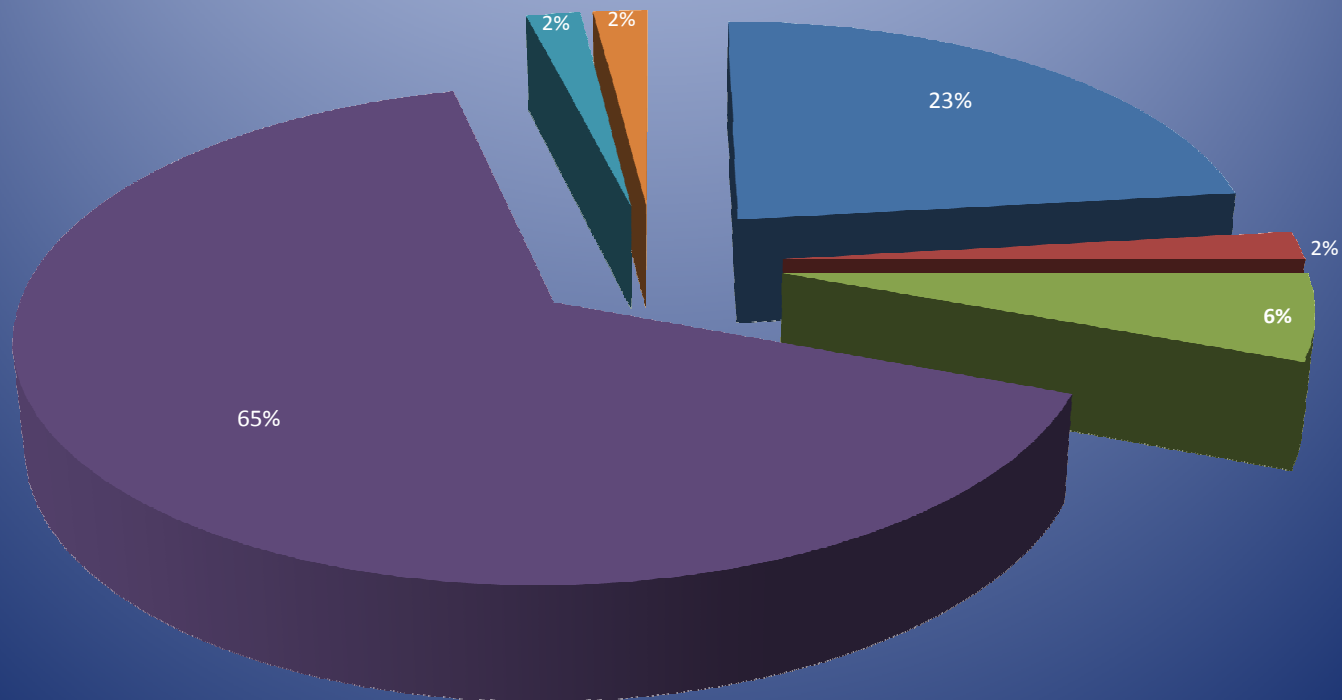
Skill Center Ethnicity Sum 08-Spr 09



Based on Skill Center 2008 – 2009 data

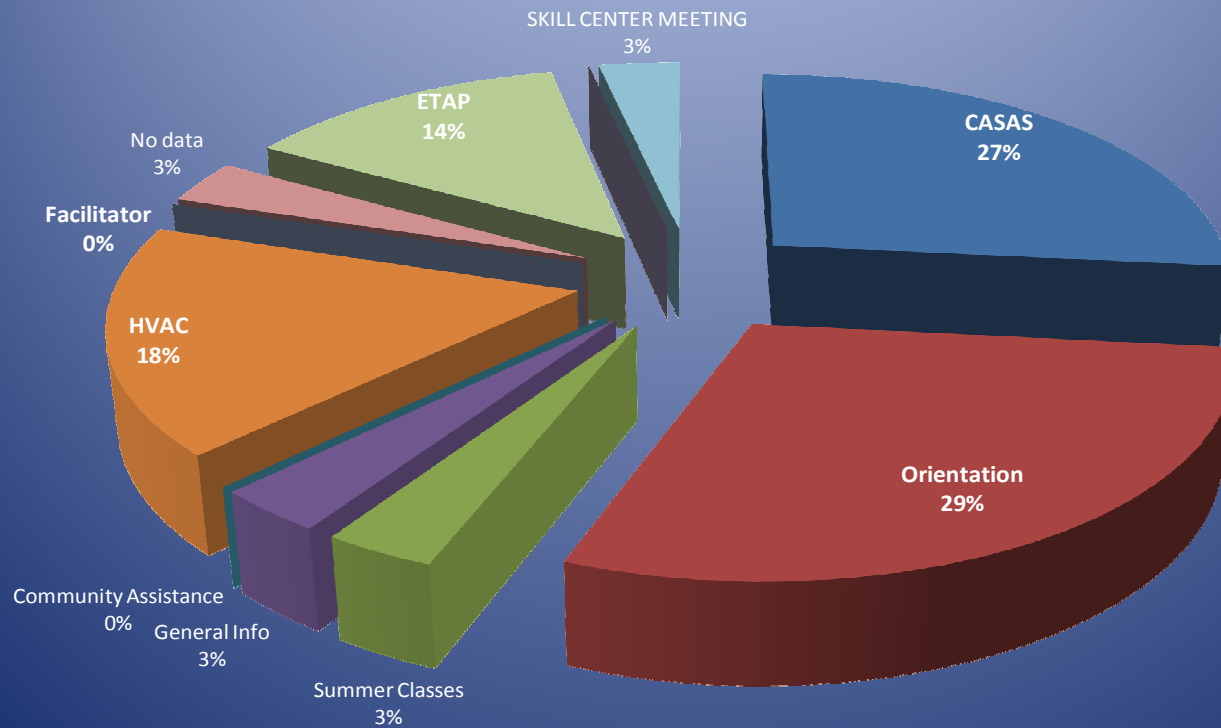
Skill Center Ethnicity Fall 2008

■ White: ■ Asian: ■ Hispanic: ■ Black: ■ Native Am: ■ Foreign:



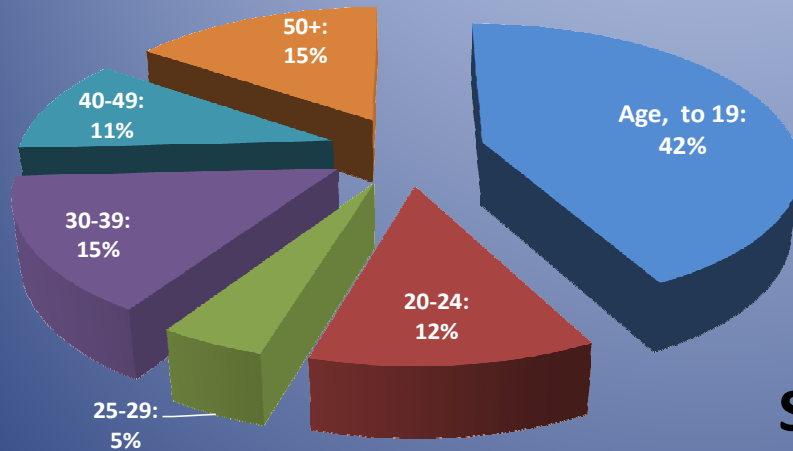
Based on PCC Institutional Effectiveness data

Skill Center – Intake Categories

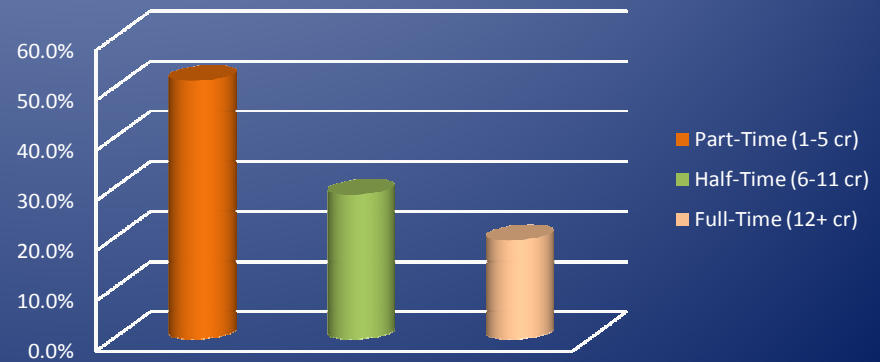


Based on Skill Center 2009 data

Skill Center Students by Age



Skill Center Students Part-Time vs. Full Time



Based on PCC Institutional Effectiveness 2008 data



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