

CTE Program Review – Annual Program Update for 2021-2022

PART A

SECTION 1: BASIC PROGRAM INFORMATION

Program Name: **Occupational Skills Training**

Program Faculty Department Chair(s): Lori Conover

Program SAC Chair(s): Lori Conover

Program Dean: Jaime Clarke

Pathway Dean: Karen Paez

Please highlight where your classes are offered.

Classes/Services offered at: CA / RC / SE / SY / NB / HC / WCC / Metro / CLIMB / OMIC / Other:

OST is entirely a work-site based training program. Our students access hands-on training at employer sites matching their occupational goal in their communities all over Oregon and Washington. Most never come to a PCC campus location.

1A. Program Structure

- Do you have a Competitive Entry or Admissions Process?
 - Competitive, based on admission criteria
 - Competitive due to limited capacity, based on order of application
 - Open entry - Students can start on any date throughout the calendar year.
 - Other _____

SECTION 2: REFLECTING ON DATA

All data cited below can be found here: [Annual program update profiles | Institutional Effectiveness at PCC](#)

***Note the row of Tabs just below your Bookmarks Bar. Begin on the Home Tab. This is where you will choose your selection criteria for your data. Return to the Home Tab whenever you want to change your selection criteria. See the Help and Data Dictionary Tabs as well as the Data Directions Document included in the email with this template for more information.

Please include data from at least the last three years and up to the last five years. A 3-year review is recommended. SACs may have unique circumstances and reasons for looking more or less broadly.

2A. Enrollments (SFTE) per year; Location (where course is taught); Modality

OST's training model is 100% hands-on instruction gained in real work settings in communities all over Oregon and Washington. When PCC administration halted all in-person instruction during Covid, OST staff worked with training partners to determine which student training plans could convert to remote learning. As the SFTE clearly shows, a very small number of students were able to continue remotely, most in IT related training.

2018/19 - 135.7/100% workplace based, hands-on training

2019/20 - 76.0 / 7.1% remote due to covid

2020/21 - 2.7 total / 100% remote due to covid

2A1. Does this data suggest any questions that the SAC would like to pursue?

The story that stands out in these data is the impact the pandemic has had on the OST program. Because we exist primarily to serve people with disabilities whose vocational counselors have determined need hands-on experience for the best chance of success, it's difficult to suggest what we might do differently in similar circumstances.

Prior to COVID, OST enrollments stayed fairly consistent from year to year. We were in conversations with the VA to expand services to the broader Washington state region, where we are already serving students referred out of the Oregon and Washington workers compensation systems. The VA divides service area by region, Portland administers Western Oregon and Clark County, Wa, the Seattle office handles Western Washington and the Boise office of the VA administers eastern Washington and Oregon as well as Idaho. As we rebuild capacity in OST, we hope to resume conversations with the VA to expand services as previously discussed.

It would be interesting to explore how company training has evolved during the pandemic. With so much of the workforce moving to remote operations during the pandemic, it seems likely that

many employers would have designed ways to deliver and monitor remote training for their employees. While the OST model is currently based on hands-on instruction, I wonder what occupations, outside of IT, might now offer remote options for those who aren't able to travel, or for those who need a more solitary training option.

2A2. Do the data suggest adjustments be made in your program, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with?

The OST Program (OST 101) fills a very specific need for people with disabilities who, with the help of their vocational counselors, have determined that hands-on instruction is the preferred learning modality. Everything from subject area (occupational goal) to length of training, and start and end dates are customized for each student.

Most students in OST are focussed on supplementing current skill sets in a short period of time so they can return to the workforce. Many of our students have already earned traditional degrees and/or had years of experience in the workplace. We offer hands-on training in the student's local community in real work settings that often lead to employment in their chosen field.

Though we have had reasonably strong success with our students finding employment in their chosen field of study, it would be helpful to be able to connect those who aren't employed upon completion with PCC's career center staff, even if remotely, for help with resumes and job search strategies. While a good number of OST students are in the local area, many are not. Many of the strategies we have learned to use during remote operations (zoom, remote appts) would be welcome and useful to OST students outside of the Portland metro area needing help to find employment.

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the program?

Before a referral is made to the OST Program, the student and vocational counselor conduct in depth assessments to identify the student's education, skills and experience and select an occupational goal based on those findings and the current labor market in the student's community. Based on information gathered and available funding resources, the vocational counselor determines the occupational goal and the length of training.

Because each student has a unique occupational goal and length of training and additionally trains in locales ranging from metropolitan to rural, it can be difficult to draw comparisons. The information most useful to us would be focussed on student success rates by referring agency and length of training, as well as tracking referral trends and success rates by agency.

It would also be helpful to have a database that would track changes in planned start and end dates. Our current database requires that we overwrite plan dates when there is a change. When we later look at the data, we cannot see if a student ended earlier than planned, which

often is a critical missing piece of information when looking at outcomes and understanding the full student story.

The OST program submitted an IT project to help build a new database that would collect these data for the OST program in 2020. That project was approved and deemed a high priority late in that year. It's my understanding that the IT team is working to identify a product that will meet our needs and is getting close.

2B. Course Success Rates

Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:

$$\% S = \frac{\text{Number of students receiving a grade of A, B, C, P, PR, or CM}}{\text{Number of students receiving a grade of A, B, C, D, F, P, NP, I, W, PR, CM, N, UP}}$$

PR, CM, N, and UP are non-credit grades used in the Adult Basic Education program.

Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.

% Success By Course and Modality

Academic Year	Total Enrollment	Total Success Rate (%)	Onsite Enrollment	Onsite Success Rate (%)	Remote Enrollment	Remote Success Rate (%)
2020-21	2				2	
2019-20	76	80.3			9	77.8
2018-19	95	89.5			n/a	

OST has a solid success rate, especially given the significant challenges many face due to their qualifying disabilities. With strong partnership between OST staff and vocational counselors, we monitor student participation and progress and attempt to identify concerns early and provide needed support to help students overcome challenges and succeed.

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

We only have one course number, OST 101. It can be difficult to compare plans to identify trends due the customization of each referral. As stated above, when looking for trends in student outcomes, it would be most helpful to track outcomes based on length of training, occupational goals and referral source.

It is also important to note that the length of training for many students referred to OST is determined by factors such as the amount of funding available and time limits established by the referring agency. For example, if an injured worker requires some academic courses as a part of their retraining plan, they may not have enough funding or time available to them to be eligible for a certificate through their participation in OST. Veterans are considered full time at 25 hours per week and are often initially referred for 6 months. Unless their training with OST is at least a year, in most cases, they wouldn't be eligible for a certificate either.

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

OST is based on a specific hands-on model and while it is sometimes a stand-alone program, it is often one component in a larger retraining plan. That plan, developed by the referring vocational counselor, often includes foundational classes such as computer classes, needed academic coursework or specific training for industry certifications to help prepare their worker for success in OST. These additional pieces of the plan can happen in tandem with the OST or sometimes prior to the worker beginning the hands-on portion of their training plan.

The data does seem to illustrate what OST staff have known anecdotally for sometime, that longer training plans often end with employment. When students have time to master the skills, learn the culture and become part of the team, plans often end with an offer of employment. While we make it clear that is not an expectation of the OST program, all parties are aware that employment is the end goal of most of our students.

2B2. Strategy Insights

What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates? What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

OST offers only one course, OST 101, within which many of the strategies outlined in culturally responsive teaching are already in place. Most students in OST have a team of professionals working to support them and their success, including the Vocational Counselor, a designated trainer at the training site, the OST Coordinator working with them and sometimes attorneys assigned to the case. The work that happens before the student is referred to OST to assess past education, skills, experience, interests, and local labor markets is more than most students entering into the college system participate in.

As training plans start to take shape, OST staff work with the vocational counselor and the training site to make sure the curriculum meets both industry standards and the skills and requirements listed in the company position description, blending both theory and application into the OST learning model.

Once training begins, OST staff use a variety of tools to monitor and support student success and progress. During the site development process, students interview with interested training sites to make sure of a good fit in terms of skills, learning styles and company culture. Once all parties determine they want to move forward, OST staff collaborate with vocational counselors and the trainer at the company where the student will train to develop learning objectives for that student's curriculum. Well designed learning objectives, coupled with the wrap-around support they receive while in training, help our students apply what they are learning in real work situations resulting in our students having a good chance of finding employment.

The OST model is a good one and is identified by our partners as a unique, valuable and effective program for the vulnerable populations we work with.

Enrollment and % Success By Course and Student Demographics

SEE Gender, Race, and Pell Tabs

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

Well over 90% of all referrals to OST come from two entities, the VA's Chapter 31 program or the Oregon and Washington workers compensation systems. The disparity in OST student populations by gender is most likely a direct reflection of these referral sources. In workers compensation studies, it has been reported that men are much more likely to be injured on the job than women, due to still traditionally male dominated high-risk occupations. And less than 20% of those serving in the military are female, resulting in significantly lower female referrals from both of these sources.

The data do show a lower success rate for female OST students by a few percentage points. As we set up our new database, we will strive to include parameters that allow us to monitor plan closure dates with specific attention to early closures and reasons in hope of identifying possible reasons for this disparity. We look forward to automating the reporting of these data points allowing for long-term reflection on possible trends and inequities so, as a program, we can develop data focussed strategies to address findings and provide targeted interventions.

In the next academic cycle, as we work with IT to build a new OST database, we will strive to develop tools to independently record race and gender data, along with the reasons training plans end along with any qualitative information provided by the training site so that we can more accurately tell the stories of our students and more deeply examine potential strengths and weaknesses of the OST program.

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success?

We need the ability to track and report data in a way that incorporates the unique and customized training plans of OST students.

We also need to develop a report that meets accreditation standards but also fits with our program model.

The unique nature of each OST plan make it difficult to draw comparisons and conclusions. To more accurately tell the story of students' participation in OST, it would be helpful to be able to

sort and analyze plans by referral source, length of training, whether the plan ended early and for what reason and then compare that to IE's gender and race data to see if there are any trends we should be examining further. Even with those factors in place, there are still many factors impacting the student experience, including past employment history and success.

2C. CTE Completions

SEE Awards Tab

2C1. Is the program independently tracking student completions? Feel free to share your data sets here. Are there any program practices that positively influence completions? Are there any program practices that could be revised in order to more positively influence completions? Please explain.

The OST database does not have the capacity to track completion data at this time. We rely on Institutional Effectiveness for this data currently but look forward to tracking independently as we build that capacity into the new OST database.

As mentioned above, up-front assessments to help select the occupational goal, coupled with wrap-around support during training are practices that have helped our students to be successful in their retraining plans and have helped OST remain a valued program to our referring partners.

12C2. If different from your internal tracking (if you do it), what conclusions or observations are suggested by the graduation data provided in the Awards Tab?

The data in the awards tab aligns with what we know about OST students. Most are referred by organizations who have time and funding constraints that determine both how much they can spend on retraining plans and the amount of time before a predetermined plan closure date. Additionally, there can be considerations on how the documented disability may limit the number of hours of participation each day or week.

For example, veterans, who traditionally make up about 50% of all OST students, are almost always referred for 25 hours per week, which in that system is considered full-time. This translates to 10 credits per term. Most are also referred for 6 months, at least initially. These students would not be eligible for an award, even when they successfully complete their training plan.

And as discussed above, students referred by private vocational counselors through the workers compensation systems may have many other considerations such as other cost and time spent on other components of the training plan, finite end dates set by the insurer and other factors impacting length of training.

While students referred by the VA or through workers compensation are provided some financial support while participating in training, Oregon Vocational Rehabilitation does not have those

resources to offer their referrals. Unless their referral has another source of support, they often lack financial resources to participate in long term training plans

For OST students, I would assert that completions and employment outcomes are better indicators of student success than awards.

2C3. Is your program aware of any external influences that strongly affect program completion? For example, labor market impacts, business partnerships, or internship availability, etc. Please explain.

99% of OST students qualify for services from our partner agencies due to some sort of qualifying disability. While OST staff and our partners attempt to set our students up for success by using in-depth assessments to select occupational goals that are a fit for the students skills, interests and abilities, challenges related to qualifying disabilities can create pressures and challenges that sometimes impact completion.

Additionally, dynamics within the workers compensation system, combined with what seem like strong opportunities within the labor market and financial stressors sometimes lead students to settle their claims early and end training. These settled claims are reflected as CDA in the attached data sheets.

Neither of these circumstances impact large numbers of OST students, though we remain focussed on identifying when and if additional support can assist the student toward completion.

It has long been a question how many students who settle their claims, later pursue services through the Oregon Vocational Rehabilitation system. It would be interesting to develop a system to track that data.

2C4. Are you able to get information about graduate job placement/salaries for recent graduates? If so, please describe how you get that information, and what you have learned.

While OST is focussed primarily on student training, we recognize that students' main reason for participating in our program is in preparation for re-entering the workforce. Upon completion of training we collect and record hire status as a part of our closure procedures. Many of our students are hired at the end of training by the host company or one of their affiliates. In many cases, we know before training ends if the host site is going to offer the student a job.

Additionally, at the beginning of the student's final term, they begin to work with their vocational rehabilitation counselors to develop application tools and begin applying for jobs. When students find work within the job search window of time determined by the referring agency, we are usually notified of the student's new employment but when it takes longer, we do not always get that employment information.

Consistently, our students are hired after completion of their OST at over 65%, though we do not have a tool or staffing capacity at this time to collect hire data once a student has completed

training. It's likely employment numbers are higher than this rate reflects. We have recently updated our Release of Information to include the Employment Department in hope of being able to access employment information after program completion.

SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

3A1. Learning Assessment Reports

Multi Year Plan current and complete
2021 Summary Data Report submitted
2021 CTE Learning Assessment Report submitted

2021 TSA submitted (Please check if TSA submitted)

Program Notes: If any of the above forms above was not submitted, please explain why. Feel free to add additional notes/ context as appropriate.

OST was hugely impacted by the pandemic. With only 8 students ending their plans during this cycle, 3 of them due to covid, the data really only reflects the impacts of the pandemic on this program. We did not believe the data would allow a true measurement of student success or program outcomes.

3A2. Assessment Reflection

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

Occupational Skills Training did not submit a learning assessment report in 2021.

Question: SACs have experienced a range of challenges in assessing outcomes in 2020-2021. As you think about the next academic year and the many ways you already assess students, how might you share that information with others and learn from it? The LAC has coaches ready to help you translate that into a learning assessment project.

SAC Response:

The 2020-2021 held significant assessment challenges from lack of students to program layoffs. The data we have reflects more on the story of the pandemic's impacts on the OST program and students, rather than analyzing program outcomes.

The current OST program database lacks the correct relationships in the tables to allow us to pull reports based on program outcomes so we've been doing that work manually. Layoffs of program staff also created challenges with capacity during this reporting cycle. Since receiving approval to resume f2f instruction we have seen a slow but steady increase in referrals to OST. We have recently restored our admin to full time support of OST and our increased our 1 remaining coordinator from half to three quarters. As staffing levels increase, we will have more capacity to track this data.

SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

4A. Is there anything further you would like to share about your program's achievements at this time?

When the pandemic forced PCC to transition to remote operations, there was little time to figure out what staff might need in terms of both equipment and access to information. No one really anticipated how long this would last and the deep impacts it would have on students and programs. In March of 2020 we were a paper heavy department. All of our processes included paper, in many cases NCR forms that we completed in person and shared with both internal and external partners and students. When we moved to remote operations, we moved our H drive documents to the google drive, and later converted to AODocs. Transitioning to a paperless

system was challenging and staff pursued ongoing training in a variety of subject areas and developed new procedures for working with our students and partners.

Like everyone else, we learned to use new tools from the google drive to remote meeting tools such as Google Meet, MS Teams and Zoom. We established new ways of interacting with students, training site staff and referring partners. We continued our outreach efforts, and continued to staff potential referral cases as we looked for ways to continue to add value and remain relevant to our referring partners, even though we were unable to offer in-person instruction for their clients. And, we worked with IT to develop the parameters and propose our IT project in hopes of having the new database in place before work became busy again.

4B. Are there any challenges not described above that you would like to note here?

The past two years have been challenging for the OST Program. As a mainly self-funded program, the need to stop in-person instruction took a toll on both staffing levels and referrals. With limited income, we lost admin support, coordinators and our site developer position.

Additionally, with Chemeketa's OST Program still operational throughout the pandemic, we lost many of our previously loyal referring partners. Even after receiving clearance to resume operations, it has been a slow process of rebuilding confidence with partners that they can count on us to continue to offer services, though we are making progress in this area.

We have developed many new ways of operating during this challenging time. We continue to conduct most meetings using conferencing software such as zoom but this isn't ideal for our students who already experience many challenges related to their documented disabilities, as well as our training partners, often located in very rural areas. While we will continue to use these tools for some of our meetings, it is essential that we are able to resume meeting with our students, trainers and partners at least some of the time.

Also, fully acknowledging the unprecedented challenges that lead the college to halt f2f instruction during the pandemic, we hope that the college will allow programs like OST to devise and submit options that might allow us to consider of offer this unique program to consider the unique nature of our program and consider strategies that allow us to continue to serve our students

4C. Do you see any opportunities in the near or long term that you would like to share?

Currently, OST provides services for injured worker referrals from both Oregon and Washington workers compensation systems in communities all over the region. To date, we have only worked with the Portland office for the VA's Chapter 31 Program. Prior to the pandemic, we were exploring opportunities to expand VA services to the Seattle and Idaho offices, which serve

Veterans in northern and eastern Washington and eastern Oregon. There are currently no services like OST being offered in these regions, offering positive opportunities for growth.

SECTION 5: INDUSTRY AND EXTERNAL ACCREDITATION GUIDANCE

5A. Advisory Committee

Please check your Advisory Committee list at [Spaces](#). If it is not up to date, submit the current list to academicaffairs@pcc.edu and we can update Spaces for you.

Advisory committee roster is current as of: **December 2018.**

Please summarize feedback/input that you have received from your Advisory Committee over the past two years, and outline actions that resulted from this feedback.

The OST Advisory Committee includes representation from our referring agencies including the VA's Chapter 31 program, Private Vocational Counselors from both Oregon and Washington's workers compensation systems, Oregon Vocational Rehabilitation, insurers and the private employment sector. Routinely, this group advises the OST Program staff on changes happening within their agencies and organizations and, more broadly, within the rehabilitation industry. They advise us on changes to funding and service models, how to guide and/or streamline access to services, and any other challenges or rule changes within their organizations that might impact the OST student experience. They make recommendations for marketing and update the team regarding lobbying efforts with the state legislature on issues relevant to our work.

Additionally, they have helped specifically with reviewing and updating monitoring documents to align both with OST program outcomes and with their needs and agency reporting guidelines.

Over the past two years of the pandemic, as OST struggled with very few students, much of the focus has been on updating them on any updates related to services at PCC and strategizing on how best to move forward.

Members of the Advisory Committee also regularly provide updates and industry insights to assist OST staff and partners with site development opportunities.

Are there any examples of successes you have had working with your Advisory Committee that you would like to highlight?

The OST Advisory Board is instrumental in helping this program understand trends in the Rehabilitation Industry and navigate

Does the SAC have any suggestions for ways that the Program and Pathway Deans could support the SAC and the Advisory Committee to work together effectively?

OST is a SAC of one, and housed with other programs that do not participate in this process. While the OST Advisory Board has been very helpful in decision making processes and in keeping abreast of trends in their respective organizations that have potential to impact OST, it hasn't always been clear how to make the best use of this amazing resource. Previously, Deans have not had any direct interaction with the OST Advisory Board. It would be helpful to have some participation and guidance by the Program Dean.

It has been both informative and helpful to participate in "Division" Manager Meetings, and the ACPLT to feel more connected to and have a better understanding of college initiatives so we can let that understanding guide the work of the Advisory Committee.

5B. Accreditation

- Do you have professional or programmatic accreditation? (This is a separate accreditation from PCC's institutional accreditation by NWCCU).

No

- If yes:
 - What is the name of your accrediting body?
 - What is the typical accreditation cycle?
 - When is your next self-study/visit scheduled to occur?

Please summarize feedback/input that you have received from your accrediting body over the past two years, and/or any actions taken as a result of accreditation recommendation or guidance.

n/a