Portland Community College

Margaret Carter Skill Center

EXIT SURVEY RESULTS OF SKILL CENTER STUDENTS MARCH 2011

> **Please answer the following questions by filling in the circle next to the answer and return the completed questionnaire in the enclosed PCC envelope as soon as possible.**
> **Thank you for your participation; your feedback is very important to us please feel free contact to the Margaret Carter Skills Center at 503-978-5452 for any questions.**

How did you first hear about the Skill Center?

5	A friend	12	From an agency	1	PCC employees
3	A family member		(Worksource, Employment Depart. Etc)	1	A poster, brochure or flyer
0	Through my church				

What was your primary reason for coming to the Skill Center?

16	Learn basic skill in Math, English and Technology	4	Prepare for a job in a technical/trades field	10	Upgrade skills to keep my job or get a better one

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
a) Skill Center Classes were available at convenient times	14	7	1			
b) Skill Center staff were good advisors	17	4	2			
c) Skill Center instructors were available outside of the classroom	16	3	1			3
d) Skill Center staff cared about me as an individual	17	6	3			
e) Skill Center Instructors gave me feedback early in the term	13	7	3			
f) I was happy with the size of my Skill Center classes	18	3	1	1		
g) The facilities were good	15	8				
h) Equipment I needed was available	15	7				1
i) Equipment I needed was of good quality	16	7				
j) Help with goal-setting and career planning was good	16	4	2			1
k) What I learned at the Skill Center prepared me for employment and or higher education	17	6				

Are you a Skill Center student who is taking other PCC classes? Yes: **9** No: **10** N/A: **4**

What is your current employment status?

◯ Currently employed   7   Name of the employer: _____

◯ Full-time military service

◯ Unemployed   14

◯ Not in labor force by choice or retired   1

      Name of the employer:

- West Coast Event Productions
- Albina Head Start Program
- Inclusion
- Did not list employers   4

Skill Center staffs want to thank you for your time and support. Please give us your recommendations and suggestions so we can continue to improve our services and programs:

- **To improve the classrooms by putting wheelchair button.**
- **Continue this program. My only complaint is that more people don't know about the Skill Center.**
- **Everything is very well organized ; keep the Skill Center open**
- **I think this program is great I am learning so much. I want to keep going so I can take the Compass test. Thank you so much to all the Skill Center staff for all their help, teaching and caring. And to the Foundation for being able to even to go to school.**
- **Great teachers; Computer classes need to be small so instructor is not spread too thin. This is a wonderful resource in the community. THANK YOU!**
- **I think this program needs more advertisement. No one knows about it—that I have met.**
- **I think this program is very helpful. The teachers are very good and they care for every one of their students.**
- **Keep up the good work.**
- **Everything I learned in the Skill Center I will use and I needed to get through HVAC courses and beyond.**
- **Mr. White is an excellent instructor**
- **Job services/placement**
- **1. Become more sensitive to "at risk" students in the Skill Center to decrease the attrition rate. If you implement a tracking and referral system for these students, it might work!**
  2. Set a standard for attendance and class participation for all students and have them be responsible for their action!!
  3. Show appreciation for all students who have completed the program; recognize them through calling their name at the completion ceremony will be sufficient enough.
  4. Have the students be in charge of nominating speakers and etc.

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

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

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

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

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

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

Results/Changes:

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

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

In addition, the class average for writing mechanics was2.6 out of 4points. As a result, more direct instruction on grammar, punctuation, and proofreading will be added to the Applied Communication curriculum.(See E-Portfolio Data)

In evaluating the data for the oral communication rubric, there were four categories: Organization, Subject Knowledge, Eye Contact, and Delivery. Out of 25 students scored, the class average for Organization was 3.4 and Subject Knowledge was 3.6. This indicates that on average our students are able; we know that as a faculty we are doing a good job in instructing how to organize a portfolio and include artifacts from each class. However, the class average for Eye Contact was 2.1 and Delivery2.4. These scores tell us that we are not doing a good enough job in preparing students for oral presentations. As a result, a curriculum module on Presentation Skills will be added to the Applied Communications class. (See Oral Communication Rubric)
All of these changes will improve students' communication skills.

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

- **The Skill Center keeps demographic data on its students tracking employment, apprenticeship programs, and other certificate and/or degree programs. Since 2008, we have sent out surveys at 3 months, 6 months a year, and two years. In addition to the employer's name and job, we also ask in these surveys, "How satisfied were you in your preparation at the Skill Center." We also get information and data from Worksource Oregon who refer students to us and track employment. We have our students register with I-Match which evaluates their skill with jobs. We use CASAS standardized pre and posts tests scores in reading and math to evaluate students' competence in those areas. In addition, we have community partners such as The Urban League and Oregon Department of Transportation who provide us with data on Skill Center students employed by their agency or sponsored through The Urban League. We compiled survey results from all fall, winter, and spring Skill Center students. We will analyze the result and report to the Learning Assessment Council**

- **The Skill Center originally planned on purchasing Workeys in 2011. Workeys is a "Best Practices" assessment for workforce development programs. The Career Readiness Certificate assesses employment competence in three areas. Reading for Information, Applied Math, and Locating Information. However, with budget cuts we were unable to buy the program .We still plan to move in that direction to use Workeys as a profession competence assessment in 2011-2012.**

- **For 2010-2011, we used the program review survey and created 3 separate surveys to extract more relevant data about our students. See the student survey (see attached).We created a student survey, a 3 month follow up survey, and are in the process of creating a 6 month follow up survey focusing on employment and targeted for partners such as Urban League of Portland and PCC Trades & Industries to focus on employment   We tracked 85 students-for fall, winter and spring term- who were part of an Urban League Partnership/Portland Development Commission funded program with the Skill Center and Trades & Industry. There were 35 students fall, and 25 students each for winter and spring term. (See Survey results).**

- **The students were in a cohort and were required to complete all 7 Skill Center classes in order to finish the Skill Technology Program and receive a Skill Center Certificate, and advance to an 11 week paid Heating, Ventilation, and Air**

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

Margaret Carter Skill Center

E. Portfolio   Spring Term 2011

Category	Selection of Artifacts	Reflections	Use of Multimedia	Creativity	Layout & Text Elements	Annota-tions
Highest Possible Points	9	9	9	6	6	3
	6	6	9	6	6	2
	6	9	3			
	9	6	9	6	2	3
	3		0	2	4	
	9	9	6			
				2	2	2
	6	6	9			
	3	3	3			
	9	9	9	6	6	2
	6	6	6			
	9	9	9	6	4	3
	9	6	9	4	4	
	9		6	2	4	
	9		6	6	4	
	9		6		4	
	6	6	6	6	4	2
	3	3	3			
	3	3	3			
	9	9	9	6	4	3
		6	6	6	6	2
	9	9	9	4	4	2
	9	6	9	4	4	3
	6	6	3	4	4	2
	6	6	3	3	4	3
	9	9	6	4	6	3
	9	6		4	6	3
	9	6	6	6	6	2
	7.20	6.55	6.12	4.58	4.40	2.47

Writing Mechanics	Average
3	6.43
2	5.29
3	5.43
2	2.20
2	2.00
	3.00
3	6.29
3	6.14
4	6.00
2	4.60
2	5.40
2	5.25
3	4.71
2	6.00
3	4.83
2	5.57
3	5.43
2	3.86
2	3.86
3	5.71
3	5.17
2	5.29
2.50	4.86

Electronic Portfolio Scoring Rubric

	Proficient 4	Capable 3	Basic 2	Novice 1
Layout	• Design is attractive, colorful, and shows creativity. • Consistent format extends from page-to-page; webfolio design is intentional • The webfolio demonstrates careful thought about the order in which information is presented. Graphics are placed so as not to interfere with the content presented. The pages are laid out so as not to waste space or appear too crowded.	• Design is attractive and colorful. • Page layouts organized in a logical way; Headings and styles are consistent within pages; Text, images, and links flow together. • The webfolio demonstrates careful thought about the order in which information is presented, however the page layout appears to waste space or be too crowded.	• Design could be neater or might be inappropriate. • Page layouts are organized into paragraphs and/or sections. • The webfolio demonstrates careful thought about the order in which information is presented, however page layouts appears to waste space or be too crowded.Graphics are placed so as to be confusing.	• Design is inappropriate. • Page layouts have no structure. • The webfolio demonstrates little thought about the order in which information is presented.
Navigation	• Major section	• Major section	• Links are not	• Links are not

	headings are clear and easy to understand. Links are logical and easily followed. The page has return links to previous pages. Navigation points (buttons, text, images, etc.) are clear and easily to understand.

• Multi-linked pages; all links work | headings are clear and easy to understand. Links are logical and easily followed. The page has return links to previous pages. Navigation points (buttons, text, images, etc.) are unclear or confusing.

• A few links do not work | logical and navigation points (buttons, text, images, etc.) are unclear or confusing. No return link is provided.

• Several links do not work. | logical and navigation points are unclear or confusing.

• Most links do not work |
| **Folder Structure** | • Files are stored in appropriate folders. | • Most files are stored in appropriate folders | • Many files are stored in appropriate folders | • Files are stored randomly in unrelated folders |
| **Graphics** | • Graphics enhance text; most images are student produced.

• Graphics have proper size, resolution, colors, and cropping.

• Background is subtle and does not make it difficult to view text or graphics. | • Graphics have strong relation to text; some images are student produced.

• Graphics have proper size, resolution, colors, and cropping.

• Background is subtle and does not make it difficult to view text or | • Graphics are unrelated to page or text; some images are student produced.

• Graphics are poorly cropped or have color problems; graphics are too big or too small for page.

• The background interferes with the reading of the text or viewing graphics. | • Graphics are unrelated to page or text; too many graphics.

• Graphics are of poor quality and confusing.

• The background interferes with the reading of the text or viewing graphics.

• Copyrighted graphics are used; no |

	• Only free or original grahpics used.	graphics. • Only free or original grahpics used.	• Only free or original grahpics used.	original graphics present.
Sounds	• The sounds enhance the quality of the webfolio.	• Sounds are of high quality and are appropriate.	• Some sounds are inappropriate and/or distracting.	• Many sounds are inappropriate and/or distracting.
Reflections	• All reflections include a detailed description of the activity and a detailed account of all skills learned. • All reflections include personal reactions that are descriptive and insightful. • Reflections are original and specific to the particular pieces.	• Most reflections include the description of the activity and the main skills learned. • Reflections include personal reaction that clearly reflect the student's feelings. • Reflections are original and specific to the particular pieces.	• Some reflections includethe description of the activity and the main skills learned. • Some reflections include personal reactions. • Reflections may be vague or repetitive.	• Few reflections include the description of the activity and the main skills learned. • Few reflections include personal reactions. • Reflectons are vague or repetitive.
Mechanics	• There are very few to no errors in spelling or punctuation. • Site needs little or no editing.	• Errors in spelling and punctuation are minor and few. • Site needs some editing.	• Spelling and punctuation errors are evident, but do not interfer with communication. • Site needs much editing.	• Spelling and punctuation errors are distracting and interfere with communication. • Site needs extensive editing.
Cooperation	• Respectful,	• Respectful,	• Disruptive,	• Disruptive,

in Webfolio Team	cooperative, and on-task all of the time.	cooperative, and on-task most of the time.	argumentative, uncooperative, or off-task some of the time.	argumentative, uncooperative, or off-task most of the time.
Presentation	• Communicates ideas clearly and with enthusiasm. • Preparation is evident and delivery is rehearsed.	• Communicates ideas clealry. • Adequate preparation and delivery.	• Some difficulty communicating ideas. • Some preparation or incomplete work.	• Great difficulty communicating ideas. • Little preparation or incomplete work.

Close window to return.

(adapted from Worcester, "no date", http://www.sv400.k12.ks.us/port/rubric.html)
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Portfolio Presentation Rubric

	Evaluating Student Presentations				
	1	**2**	**3**	**4**	**Total**
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in portfolio in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more	Presentation has three misspellings and/or	Presentation has no more than two misspellings	Presentation has no misspellings or	

	spelling errors and/or grammatical errors.	grammatical errors.	and/or grammatical errors.	grammatical errors.
Eye Contact	Student reads all of report with no eye contact. Stares at material and avoids audience	Student occasionally uses eye contact, but still reads word for word written presentations instead of explaining- e.g. sample of work place documents and written assignments	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, explains examples of workplace documents, essays, group projects.
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. And loud enough to heard Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and loud enough for all audience to hear. Uses correct, precise pronunciation of terms so that all audience members can hear presentation.
				Total Points:

Oral Communication

	Evaluating Student Presentations				
	1	**2**	**3**	**4**	**Total**
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in portfolio in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Eye Contact	Student reads all of report with no eye contact. Stares at material and avoids audience	Student occasionally uses eye contact, but still reads word for word written presentations instead of explaining-e.g. sample of work place documents and written assignments	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, explains examples of workplace documents, essays, group projects.	
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. And loud enough to heard Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and loud enough for all audience to hear. Uses correct, precise pronunciation of terms so that all audience members can hear presentation.	
				Total Points:	

E-Portfolio Rubric Rubric

CATEGORY	Exemplary	Proficient	Partially Proficient	Unsatisfactory	POINTS
Selection of Artifacts	4 points	3 points	2 points	1 points	___/4
	All artifacts and work samples are clearly and directly related to the purpose of the e-portfolio.	Most artifacts and work samples are related to the purpose of the e-portfolio.	Few artifacts and work samples are related to the purpose of the e-portfolio.	Most artifacts and work samples are unrelated to the purpose of the e-portfolio.	
Reflections	4 points	3 points	2 points	1 points	___/4
	All reflections clearly describe why artifacts in the e-portfolio demonstrate achievement of goal and include goals for continued learning.	Most of the reflections describe why artifacts in the e-portfolio demonstrate achievement of each standard or goal and include goals for future learning.	A few reflections describe why artifacts in the e-portfolio demonstrate achievement of each standard or goal and include goals for future learning.	No reflections describe why artifacts in the e-portfolio demonstrate achievement of each standard or goal and do not include goals for future learning.	
Use of Multimedia	4 points	3 points	2 points	1 points	___/4
	Student navigates technology independently and operates equipment effectively	With minimum assistance	With assistance	Cannot navigate technology andoperate equipment	
Layout and Text Elements	4 points	3 points	2 points	1 points	___/4
	The e-portfolio is easy to read with appropriate use of fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings.	The e-portfolio is generally easy to read with appropriate use of fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings.	The e-portfolio is often difficult to read due to inappropriate use of fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings.	The e-portfolio is difficult to read due to inappropriate use of fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings.	
Writing Mechanics	4 points	3 points	2 points	1 points	___/4
	The text has no errors in grammar, capitalization, punctuation, and spelling.	The text has a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.	The text has errors in grammar, capitalization, punctuation, and spelling requiring editing and revision. (4 or more errors)	The text has many errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision. (more than 6 errors)	
				TOTAL POINTS	___ /20

E-Portfolio Rubric Rubric

CATEGORY	Exemplary	Proficient	Partially Proficient	Unsatisfactory	POINTS
Selection of Artifacts	9 points	6 points	3 points	0 points	___/9
	All artifacts and work samples are clearly and directly related to the purpose of the e-portfolio.	Most artifacts and work samples are related to the purpose of the e-portfolio.	Few artifacts and work samples are related to the purpose of the e-portfolio.	Most artifacts and work samples are unrelated to the purpose of the e-portfolio.	
Reflections	9 points	6 points	3 points	0 points	___/9
	All reflections clearly describe why artifacts in the e-portfolio demonstrate achievement of each standard or goal and include goals for continued learning.	Most of the reflections describe why artifacts in the e-portfolio demonstrate achievement of each standard or goal and include goals for future learning.	A few reflections describe why artifacts in the e-portfolio demonstrate achievement of each standard or goal and include goals for future learning.	No reflections describe why artifacts in the e-portfolio demonstrate achievement of each standard or goal and do not include goals for future learning.	
	All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	Most of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	A few reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	No reflections illustrate the ability to effectively critique work or provide suggestions for constructive practical alternatives.	
Use of Multimedia	9 points	6 points	3 points	0 points	___/9
	All of the photographs, graphics, sound and/or video enhance reflective statements, create interest, and are appropriate examples of	Most of the photographs, graphics, sound and/or video enhance reflective statements, create interest, and are appropriate examples of	A few of the photographs, graphics, sound and/or video are inappropriate and do not enhance reflective statements or create interest, and are	The photographs, graphics, sounds, and/or videos are inappropriate, do not enhance reflective statements, and are inappropriate examples of one or more standards or are	

	one or more standards.	one or more standards.	inappropriate examples of one or more standards.	distracting decorations that detract from the content.	
Creativity	6 points	4 points	2 points	0 points	___/6
	Creativity and original ideas enhance the content of the e-portfolio in an innovative way	Most of the files show use of creativity and original ideas to enhance the content of the e-portfolio.	Some use of creativity or original ideas is evident that enhances the content of the e-portfolio.	No use of creativity or original ideas is evident that enhances the content of the e-portfolio.	
Layout and Text Elements	6 points	4 points	2 points	0 points	___/6
	The e-portfolio is easy to read with appropriate use of fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings.	The e-portfolio is generally easy to read with appropriate use of fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings.	The e-portfolio is often difficult to read due to inappropriate use of fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings.	The e-portfolio is difficult to read due to inappropriate use of fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings.	
	The layout uses horizontal and vertical white space appropriately.	The layout uses horizontal and vertical white space appropriately in most places.	The layout uses horizontal and vertical white space inappropriately in some places.	The layout uses horizontal and vertical white space inappropriately and the content appears cluttered.	
	The background and colors enhance the readability of the text.	The background and colors enhance the readability of the text in most places.	The background and colors are distracting in some places and decrease the readability of the text.	The background and colors are distracting and decrease the readability of the text.	
Annotations	3 points	2 points	1 point	0 points	___/3
	Each artifact is accompanied by a caption that articulately explains the importance of that particular work including title, author,	Most of the artifacts are accompanied by a caption that articulately explains the importance of that particular work including title, author,	Some of the artifacts are accompanied by a caption that articulately explains the importance of that particular work including title, author, date, and	None of the artifacts are accompanied by a caption that articulately explains the importance of that particular work including title, author, date, and description of the	

	date, and description of the importance of the artifact.	date, and description of the importance of the artifact.	description of the importance of the artifact.	importance of the artifact.	
Writing Mechanics	3 points	2 points	1 point	0 points	____/3
	The text has no errors in grammar, capitalization, punctuation, and spelling.	The text has a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.	The text has errors in grammar, capitalization, punctuation, and spelling requiring editing and revision. (4 or more errors)	The text has many errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision. (more than 6 errors)	
				TOTAL POINTS	____ /45

Adapted from Joan Vandervelde 2003-2008

Summary of HVAC Student Data

	Skill Center	SC all classes	some SC classes taken	Went on to HVAC	Pass HVAC	Took additional HVAC or technical related training	Took other PCC classes	Brazing Certificate	Reported Working
Yes - category response	85	37	39	39	31	24	46	6	17
No - category response	0	44	38	0	6	0	0	0	0
BEGAN hvac program - WITHDREW					2				
Still in the HVAC program					1				
									17
Applied to apprenticeship awaiting results									2
Number working and applied for apprenticeship									1

Self-Reflection Paper: Evaluation Rubric

Adapted from Dr. Sherri Lantinga

Criteria	Excellent	Satisfactory	Unsatisfactory
Career/Academic Plan content/depth	Specific career is very clearly described; responsibilities, settings, salary, and entry educational or other requirements are considered in appropriate depth; demonstrates clear understanding/knowledge of career	Demonstrates general understanding of career but not in depth; some information is missing or inaccurate	Career is unspecific; significant information is missing or inaccurate
Self-insight content/depth	Personal strengths, weaknesses, and interests are clearly described; shows depth of insight into academic record; reflections are honest and balanced	Strengths, weaknesses, or interests described but not in much depth; academic record discussed but not comprehensively; reflections are somewhat superficial or uneven	Missing description of strengths, weaknesses, or interests; academic record not discussed; reflection is missing or neglects significant issues
Plan content/depth	Logical, thorough, and concrete plan for entering specified career beginning now; plan includes specific ways to address relevant weaknesses; includes realistic reflection on career-self fit and steps needed to accomplish career goal	Plan is generally good but missing some steps/information or assumes wrong beginning point; plan for improving weaknesses is not very specific; ;; reflection on career-self fit is somewhat superficial or unrealistic; has few steps to achieve goal	Plan is missing significant steps/information; plan for improving weaknesses missing or superficial; appendices missing; reflection on career-self fit is missing or superficial
Sources	Credible, relevant, and sufficient number and variety of sources; sources are integrated and consistently used to support statements about career and self-insights	Some sources are not credible or relevant; some deficiency in number or variety of sources; sources usually but not always used to support statements	Insufficient number or variety of sources; several sources not credible or irrelevant sources; sources not used to support statements
Organization	Ideas are logically organized and developed; transitions/headings move the reader easily between ideas	Paper proceeds logically but some transition or organization problems may impede flow of paper in sections	Paper seems aimless; ideas are unorganized or transitions are absent; paper does not flow well
Writing style	Succinct, clear, and vigorous writing; sentences are grammatically sound and meaning is clear; word choice is appropriate; formal style (no 2nd person and 1st person only used as strictly needed; no contractions; no more than 1-2 direct quotes; punctuation and spelling are virtually perfect	Some grammatical or mechanical errors, though essay is still readable; word choice is sometimes awkward or inappropriate; some need for conciseness or vigor; occasionally lapses into 1st person	More than an average of 2 writing errors per page; grammatical errors and other problems impede clarity of meaning; style is wordy or informal; many direct quotes; uses 2nd person; frequent use of 1st person

Comments and grade (out of 100 points):