On December 8th, the Occupational Skills Training presented their Program Review findings to an audience of PCC administrators, community stakeholders, and others with an interest in the discipline. The presentation provided history and context, while highlighting the needs and current state of the program.

This Administrative Response will: A) note particular highlights of the Occupational Skills Training program and Program Review; B) provide observations and recommendations; and C) provide the administrative response to the SAC recommendations/resource requests.

**Noteworthy Efforts or Achievements**

- As a result of the program review, we acknowledge the Occupational Skills Training as a comprehensive retraining program offering many benefits to students with injuries, including:
  - Three certificate options signifying the length of the retraining
  - Training preparation for students that result in skills necessary to enter the occupation of choice with entry-level skills (e.g. use industry specific vocabulary and tools, professional behaviors, application of worksite safety standards, written and oral communication, and workplace math skills).
  - Job placement following program participation.
- Active collaboration and engagement with external stakeholders (Veteran Affairs, Oregon Employment Trade Act programs and Workers Compensation) and the role stakeholders play in updating the curriculum.
- Comprehensive review of the course outcomes, embedded related instruction, and mapping of the core outcomes.
- Extensive service area throughout Oregon and Washington, including rural areas, encompassing 390 Businesses / Training Sites.
- Efforts to increase the accessibility and affordability of the program through OST SAC analysis of the instructional and training time of the program leading to a Less Than One-Year Certificate, a One Year Certificate and a Two-Year Certificate.
- The flexibility of open entry and open exit with a three-day notice to enroll is very nimble and responsive to the needs of a vulnerable population.
- Continuing to develop the employer base to support unique opportunities for students who would otherwise have few options
- Attention to Core Outcome alignment with course and certificate outcomes
- Regular and systematic assessment of students via training evaluations.
Observations and Recommendations

• It is commendable that the program has intentionally mapped the Core Outcomes to the course and certificate outcomes (which are fundamentally the same), and that assessment of student learning is attended to regularly and appropriately via trainer evaluations and student self-reflection. While there may be some concern about trainers evaluating students in very different ways, the individualized nature of the outcomes makes this less of an issue for this program than for some others.

• It appears that the primary assessment instrument is not well aligned with the course/certificate outcomes, which makes it difficult to assemble the evidence that “students who complete [PCCs] education courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes” (NWCCU, Standard 4.A.3). Given that the trainer evaluations have been developed and used successfully over time, it would seem prudent to revise the course/certificate outcomes to that instrument, which operationally expresses what the program expects students to know and be able to do. Alternatively, if the outcomes seem more suitable, the evaluation form could be revised to align more directly to the course/certificate outcomes. The Core Outcome mapping would not change, but the program’s ability to determine whether students have met the stated outcomes would be improved. Please feel free to consult with your assessment coach, or Dean of Academic Affairs.

• It was valuable to learn that the driving factor for this program to be established as a credit-based program is driven by the Veteran Affairs requirements. If this program were to be established as non-credit, it would lose Veteran Affairs as a partner.

• We are wanting to acknowledge that the employment data seems low, even though it has been slowly on the rise. This is likely due to the difficulty of tracking data combined with employment for everyone may not be the immediate outcome due to program policies and funding streams.

• We acknowledge the challenge of enrollment with the loss of financial aid eligibility.

• As you begin to plan for OST’s next program review, we suggest looking at how the OST program aligns with President Mitsui’s work plan.

Administrative Response to Resource Needs/Recommendations

SAC Related Recommendations

1. Better align with PCC Sustainability goals by identifying ways to streamline paperwork and digitize processes within the OST program.

Several programs have found low cost, no cost and fee-based options to digitizing paper processes. There are examples of programs who maintain FERPA requirements and share electronic evaluations with site-based trainers and students. A few programs to consult would be EMS Paramedic and Radiography. You could also contact the chair of the CTE FDC group, Shannon Baird to ask if he would put out a question to the listserv to ask who is conducting online evaluations of their students in the industry setting, with industry trainers.
2. **Update Multi-Year Assessment Plan and work to apply lessons learned during assessment process.**
   As noted above, aligning the assessment tool with the course/certificate outcomes is the recommendation, prior to designing the Multi-Year Assessment Plan. Please work with your Learning Assessment Coach to gain assistance and guidance.

3. **Look for opportunities to increase diversity, equity and inclusion within the OST Program.**
   When access to funding is limited, so is access to programs like OST for underrepresented students. This is important work to explore and seems related to recommendation number 6 and 7.

4. **Develop and pilot new online process for OST Program Evaluation by students.**
   As indicated in the answer of the first recommendation, please reach out to the CTE Chairs to ask who is successfully doing this. It should help provide you with a list of faculty you could consult with in terms of cost, features and security of information.

5. **Improve employment data collection for students completing an OST training.**
   This is tricky for every program and usually means that conducting surveys by email have a low rate of participation. The best opportunity, though not a perfect solution due to students moving, is to place a call and do a verbal survey over the phone. This data is critical to supporting the value of the program. Please develop the best strategies to collect this data.

6. **Develop comprehensive pre-training assessment process for potential self-pay or scholarship students to ensure equitable opportunities for success for these students.**
   This seems like an important strategy to explore. There may be other workforce related programing you could consult who are faced with the same funding challenges.

**Resources Related to Recommendations**

7. **Explore options for funding scholarships for student unable to access the OST Program due to lack of financial resources.**
   Contacting the PCC Foundation to discuss strategies on developing or access scholarships is a critical first step.

8. **Secure parking for OST program vehicle or staff vehicles when using the program vehicle would allow staff to reduce mileage and help us to better support and align to PCC’s sustainability initiatives.**
   Work with your Director of Occupational Skills and the Dean of Instruction to determine what strategies are available to securing vehicles on campus at night. There may be an opportunity to explore the night time parking garage at Cascade for vehicle storage. The campus is close in proximity to SE. The garage has security cameras, locks at 9pm and opens at 7:30am. This maybe the best secure option and would require working with the Cascade Administration to see if one spot could be utilized for parking an OST vehicle or OST staff vehicle.
In closing, we want to again thank the Occupational Skills Training faculty and staff for sharing the results of your program review with us. We enjoyed learning more about the program, its students, and the ways in which you effectively partner with businesses and industry partners to provide contextualized learning opportunities for our students. We look forward to supporting your ongoing work on continuous program improvement.

Administrative Response submitted by Jen Piper, on behalf of the Deans of Instruction and Dean of Academic Affairs.

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