

**Portland Community College
Workforce Development and Continuing
Education**

**Occupational Skills Training
Program Review
Fall 2017**

Occupational Skills Training Staff:

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1. Program/Discipline Overview:

- A. What are the educational goals or objectives of this program/discipline? How do these compare with national or professional program/discipline trends or guidelines? Have they changed since the last review, or are they expected to change in the next five years?**

OCCUPATIONAL SKILLS TRAINING TWO-YEAR CERTIFICATE OUTCOMES

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

Occupational Skills Training is a unique Career Technical Education Worker Retraining Program that focusses primarily on injured workers who are referred through Oregon's Workers' Compensation System, Oregon Vocational Rehabilitation Services, Veterans Administration's Chapter 31 program, and Trade Act. It is the largest program of its kind in Oregon and unique in how services are delivered and the wide scope of where they are delivered. By serving students in both local and remote locations all over Oregon and Washington states, we increase access and bring PCC to the student.

The Occupational Skills Training Certificate was changed from a one-year to a two-year certificate in 2009 to bring it in line with changes at the state level. This is a Career Technical Education Certificate that does not transfer to another degree. OST 101 is graded as a Pass/No Pass course. The certificate was approved to exceed the maximum 24 credits for P/NP by the Education Advisory Council in May 2009. Students choose this course as a means to acquire skills for employment. The P/NP grade has been well received by students, referring counselors, and third-party funders who use our program for training. The certificate outcomes were updated at the same time.

In 2014 OST implemented shorter term certificates to be awarded to students who leave the OST program before earning the full, 64 credit two-year certificate. A number of students leave the OST Program before they earn the 64 credit certificate often because they have been offered employment by the training site, or because they feel they have the skills they need to find employment. We also have some funding sources that limit their support to just one term. The shorter term certificates allow OST to recognize the efforts of those students as well.

While OST learning objectives have not changed since the last review, these milestone certificates allow OST to provide a shorter term certificate, formally acknowledging the unique goals and accomplishments of all of our students.

- B. Briefly describe curricular, instructional, or other changes that were made as a result of your SAC's recommendations in the last program review and/or administrative response.**

(The Administrative response can be found opposite your SAC's listing at the web page where the Program Reviews are posted – look for the “AR” pdf)

- *Implement OST Learning Assessment plan submitted in 2010*

Since the last full program review in 2011, the OST program has conducted a yearly Learning Assessment project each year. However, since 2014 when long time Program Director, Sandy Schramm, retired it has proven difficult to close the loop and apply lessons learned in the assessment process.

Since starting in this role last year, this SAC has completed one project and learned from the administrative response that the Multi-Year Assessment Plan is expired. Following this Program Review, we will be working to put a new assessment plan in place to ensure that we are assessing our core outcomes to meet PCC Accreditation standards.

- *Increase opportunity for student reflection and feedback in the learning assessment process.*

Following the review in 2011, the OST SAC, in partnership with members of its Advisory Committee (Appendix G Advisory Board Committee), created a new Student Evaluation Form ([Appendix B Student Evaluation Form](#)), which is completed during each quarterly review over the course of training. It was designed to encourage and collect student reflections in the areas of Dependability, Attitude and Cooperation, Communication, Judgement and Critical Thinking, and Adaptability. Students are encouraged to consider their strengths as they relate to those key areas and then set individualized goals for the next term of study. Any goals set by the students are reviewed with the trainer and OST Coordinators to increase likelihood of success. During the next quarterly review meeting, goals are reviewed to determine progress in the identified areas. All Evaluation forms are reviewed and evaluated by OST staff and referring counselors, and adjustments are made to training plans when needed and appropriate.

- *Review and revise materials and tools used to monitor student success to improve program consistency.*

In the last year the Occupational Skills Training SAC has begun the task of reviewing and revising its tools and systems to better monitor student success and program consistency.

In October of 2017, we met with the PCC Registrar, the Associate Dean of Students, the Dean of Student Development and the Manager of Student Systems to ensure alignment in our measurement of Satisfactory Student Progress and to investigate how the SAP process works for OST's non-traditional students.

OST is an open entry program where the majority of individuals served are from the Workers' Compensation system or veterans with service-connected disabilities. We customize all aspects of their training plan from the individualized curriculum to their term dates, which start on the day their training starts and end 12 weeks later. Our student's terms often overlap the PCC grading timelines, creating a need to award a "Course in Progress" grade when the PCC terms end. For our students, this policy has been known to cause undue stress to students who may already be experiencing disability-related stress and anxiety. Using Critical Race Theory Cards as we discussed the challenges facing our unique student population, the group developed and agreed upon a process to closely monitor OST students and communicate and resolve Satisfactory Academic Progress results and concerns directly with the registrar. The group agreed that, while it is critical to maintain consistency with established PCC policies, it is also appropriate to work more closely together to reduce undue stress for students when their records are not truly reflective of their progress due to individualized term dates.

Additionally, the OST SAC met with the Registrar's office to clarify and develop written policy on how and when milestone certificates should be awarded. We agreed on criteria for the Less-than-One-Year and One – Year certificates and shared that with staff and partners.

2. *Outcomes and Assessment: Reflect on learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.*

A. *Course-Level Outcomes: The college has an expectation that course outcomes, as listed in the CCOG, are both assessable and assessed, with the intent that SACs will collaborate to develop a shared vision for course-level learning outcomes*

i. *What is the SAC process for review of course outcomes in your CCOGs to ensure that they are assessable?*

A course of study is developed for each student. All curricula include instruction in safety and environmental awareness, communication, computation, human relations skills required of the occupational goal and entry-level skills particular to the industry, and the specific training site where the student will receive their training. Related classroom instruction may also be included in the training plan, where appropriate. Where national tests or certification are required, these are also incorporated in the course of study. Each trainer submits a monthly training report rating student progress in each of the course outcomes outlined in the Course Content and Outcome Guidelines. Additionally, curriculum is reviewed by the trainer, OST Coordinator, student, and referring counselor on a quarterly basis to measure progress on all learning objectives in the curriculum.

ii. *Identify and give examples of changes made in instruction, to improve students' attainment of course outcomes, or outcomes of requisite course sequences (such as are found in in MTH, WR, ESOL, BI, etc.) **that were made as a result of assessment of student learning.***

Prior to entering an Occupational Skills Training plan, each student goes through an extensive assessment process with their Certified Vocational Counselor. These assessments include aptitude testing, skills analysis, vocational evaluations, and additional testing to identify occupational goals as well as labor market surveys. These assessments are conducted to maximize each student's potential for success. Documentation of basic skills is extensive and thorough, as it must meet the requirements of the insurer and the State of Oregon Workers' Compensation System. OST Coordinators also continually assess student progress toward learning objectives on a monthly and quarterly basis through the Monthly Trainer Reports, quarterly evaluations, site visits, and phone calls and make adjustments when appropriate. When concerns arise, they can request additional testing or completion of academic coursework if the student's basic skill level would not be sufficient for their chosen occupation.

For the 2016/2017 Academic year, the OST SAC assessed the OST outcome, "Be prepared to enter the occupation of choice with entry-level skills." As in years past, we used the Trainer's ratings under the Quality of Work section on the Monthly Trainer Report to assess student success in this outcome. During the assessment project, the SAC realized that each student's individualized curricula also provided relevant disaggregated data that would be relevant of this outcome and plan to incorporate that data in our next assessment of that course outcome.

Additionally, the CCOG has been updated to reflect the course outcome changes recommended by the EAC. Prior to the 2017/2018 academic year, OST course outcomes were:

Upon completion of the course students should be able to:

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

In preparation for the 2017/2018 academic year, OST added:

- Meet learning outcomes specific to this course as mutually agreed upon by the student and instructor in advance through a written learning contract, and as appropriate to the credit awarded for this course.

B. Addressing College Core Outcomes

- i. *Update the Core Outcomes Mapping Matrix.*
<http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html> For each course, choose the appropriate Mapping Level Indicator (0-4) to match **faculty expectations for the Core Outcome for passing students**. (You can copy from the website and paste into either a Word or Excel document to do this update, and provide as an Appendix).

Because each student has a different trainer within training sites all over Oregon and Washington, continuity in rating students can be difficult. Occupational Skills Training Coordinators meet and review the OST rating scale with trainers and students at the beginning of their internship. Understanding that each curriculum is designed around the entry level requirements for their occupational goal and that each trainee will demonstrate strengths in different areas, our benchmark by the end of a student's training plan is a 3 rating, which translates to Above Average or better.

Occupational Skills Training staff have again reviewed our original Core Outcomes Mapping Matrix and found the original Outcome Mapping Indicator Levels are still accurate for this course. (Appendix C Core Outcomes Mapping)

C. For Career and Technical Education Programs: Degree and Certificate Outcomes

- i. *Briefly describe the evidence you have that students are meeting your Degree and/or Certificate outcomes.*

Our OST 101 course outcomes and certificate outcomes are identical. All Outcomes have been identified and mapped to a Core Outcome. The Assessment Setting/Method we have been using was described in the CTE Assessment Plan for Occupational Skills Training and was submitted and approved by the Learning Assessment Committee. We have also developed several documents to monitor student progress and determine if they are meeting their outcomes during the course of training. (Appendix D Sample Curriculum and Appendix E Monitoring Forms for Student and Trainer) In our last Multi-Year Assessment Plan, we developed a plan to review all outcomes every two years. Upon receiving the Administrative Feedback from our assessment project

from last year, I learned that a new Multi-Year Plan is needed. We will be working on a new Multi-Year Assessment plan to ensure that we continue to assess these outcomes to meet PCC requirements.

CTE Assessment Plan

Certificate: Occupational Skills Training

1. Outcome	2. Maps to a Core Outcome?	3. Assessment Setting/Method	4. When will assessment take place?
Use industry specific vocabulary and tools effectively.	<ul style="list-style-type: none"> • Professional Competence • Communication • Critical Thinking & Problem Solving 	Students engage in 1,920 contact hours with employers to earn their certificate. Employers agree to assess students to each of these outcomes using a Monthly Trainer Report.	Year 1
Use professional behaviors appropriate to the workplace such as punctuality, attendance, cooperation, teamwork, and respect.	<ul style="list-style-type: none"> • Professional Competence • Communication • Cultural Awareness • Self-Reflection 	Students engage in 1,920 contact hours with employers to earn their certificate. Employers agree to assess students to each of these outcomes using a Monthly Trainer Report. Student Evaluation Form used for self-reflection data.	Year 1
Understand and apply the safety standards of the worksite and the industry.	<ul style="list-style-type: none"> • Professional Competence • Communication • Comm. /Environ Responsibility • Critical Thinking & Problem Solving 	Students engage in 1,920 contact hours with employers to earn their certificate. Employers agree to assess students to each of these outcomes using a Monthly Trainer Report.	Year 2
Use written and oral communication appropriate for the occupation or industry.	<ul style="list-style-type: none"> • Professional Competence • Communication • Self-Reflection 	Students engage in 1,920 contact hours with employers to earn their certificate. Employers agree to assess students to each of these outcomes using a Monthly Trainer Report. Student Evaluation Form used for self-reflection data.	Year 1
Use workplace math skills appropriate for the occupation or industry.	<ul style="list-style-type: none"> • Professional Competence • Critical Thinking 	Students engage in 1,920 contact hours with employers to earn their certificate. Employers agree to assess students to each of these outcomes using a Monthly Trainer Report	Year 2
Be prepared to enter the occupation of choice with entry-level skills.	<ul style="list-style-type: none"> • Professional Competence • Communication • Self-Reflection 	Students engage in 1,920 contact hours with employers to earn their certificate. Employers agree to assess students to each of these outcomes using a Monthly Trainer Report and a review of objectives for their vocational goal. Student Evaluation Form used for self-reflection data.	Annually

- ii. *Reflecting on the last five years of assessment, provide a brief summary of one or two of your best assessment projects, highlighting efforts made to improve students' attainment of your Degree and Certificate outcomes. (If including any summary data in the report or an appendix, be sure to redact all student identifiers)*

Due to turnover in the management role, this OST SAC has limited experience with the Learning Assessment process. In the 2017 Assessment however, the SAC assessed the core outcome of Professional Competence.

In the 2015/16 academic year, 130 students were served in the OST program. The majority of those students however, only attended one to three terms and did not earn enough credits to earn a two-year certificate. It is important to note that the organizations that refer to OST often have differing goals for our students than the college. In many cases, these organizations are more focused on students acquiring the skills and experience needed to be employable within their organization's rules and budget constraints than on educational outcomes or certificate attainment. For our assessment project of the 2015/16 school year, we focused on the 13 students who completed the full, 2 year certificate.

We analyzed data collected from the Quality of Work section of the Monthly Trainer Reports ([Appendix E Monitoring Forms for Student and Trainer](#)), completed by worksite-based trainers at the end of each month. The Monthly Trainer Report has been mapped back to the Core Outcomes. Students are rated based on the following scale:

- 0 - Not Applicable
- 1 - Limited demonstration and application of knowledge and skills
- 2 – Basic demonstration of knowledge and skills
- 3 – Demonstrated comprehension and is able to apply essential knowledge and skills
- 4 – Demonstrates thorough, effective and/or sophisticated application of knowledge and skill.

We compared beginning and ending ratings of our student group to measure skill attainment over the course of training. We found that, while individual students demonstrate strengths in different areas, all students who completed ACert II during the previous academic year demonstrated professional competence by the end of training with an ending rating of 3 or better. In the course of conducting this assessment project, it also occurred to us that analyzing individual student curriculum could provide additional insight in to attainment of professional competence. Since each curriculum is developed based on the required entry-level skills for the occupational goal chosen by student and referring counselor, looking at the growth achieved over the course of training and the ending % of skill attainment would provide “proof” of an individual student's skill development.

It is also important to note that rating consistency can be difficult because each student has a customized training plan, training site and trainer. Coordinators review the rating scale with students and trainers at the beginning of each training and at the quarterly reviews in an attempt to create as much consistency as possible.

- iii. *Do you have evidence that the changes made were effective by having reassessed the same outcome? If so, please describe briefly.*

One of the significant realizations that came out of the assessment process prior to the heavy turnover in the manager's position in OST was in assessment of the core outcome “Self-Reflection.” The administrative response noted that more should be done to provide opportunities for students in this area. Based on that

feedback, OST did a major revision of the Student Evaluation Form, which is completed by the student once each term. The students are asked to assess, examine, and reflect on their academic skills and professional competence, to identify strengths relevant to their training and to develop personal training goals for the next term. Goals developed are reviewed during the following end of term review to help students measure growth toward self-identified areas of needed skill development.

- iv. *Evaluate your SAC's assessment cycle processes. What have you learned to improve your assessment practices and strategies?*

With recent turnover in the Manager role, it was not on the Occupational Skills Training SAC's radar that the Multi-Year Assessment Plan had expired. Completing this Program Review has provided foundational work that will help the OST SAC to develop a new Multi-Year plan. We will use that plan to shine a light on how core outcomes are addressed in the OST program and how we can develop a system for continuous improvement.

Finally, it is worth considering that one of the things that makes OST so unique and effective for students who might not thrive in a traditional classroom setting, is the ongoing, real-time assessment of our students. Even prior to students starting in an OST training, student's referring counselors' complete in-depth skill and aptitude assessments, vocational evaluations, and labor market surveys. Once training begins, students and trainers complete training reports each month. Those reports are reviewed by the OST team and are also forwarded to the student's Vocational Counselor. Coordinators and or counselors communicate directly with the training site and when needed, meet with the student and trainer to address concerns. OST Coordinators work closely with the referring counselor to monitor training plans and make adjustments when appropriate.

- v. *Are any of PCC's Core Outcomes difficult to align and assess within your program? If yes, please identify which ones and the challenges that exist.*

In the 2011 Program Review it was identified that the Self-Reflection Core Outcome could be better assessed. Since then, OST has developed and implemented use of additional Student Evaluation forms (**Appendix B Student Evaluation Form**) to allow more depth and consistency in student self-reflection. The current Student Evaluation Form is completed at each quarterly review. Students are asked to self-evaluate their skills in the areas of dependability, attitude and cooperation, communication, judgement & critical thinking, and adaptability. Additionally, they are asked to evaluate their own progress in occupational skill development, to evaluate personal strengths, and set goals for the following quarter. The goals are recorded for review and discussion at the next quarterly review.

3. *Other Instructional Issues (Note: for questions A-C, specific information can be found at:*

http://www.pcc.edu/ir/program_profiles/index.html)

- A. *Please review the data for course enrollments in your subject area. Are enrollments similar to college FTE trends in general, or are they increasing or decreasing at a faster rate? What (if any) factors within control of your SAC may be influencing enrollments in your courses? What (if any) factors within control of the college may be influencing enrollments in your courses?*

While the Occupational Skills Training program is open to any student who might find value in worksite-based training, most students are referred. Over the past five years, the majority of students have been referred to us from two main systems, the Veterans Administration and Workers' Compensation. A typical training plan for our veteran students is 24 hours per week or 9 credits. Most of our students coming to us through

Worker's Compensation are full-time. The Full Time Equivalency this creates stands out in contrast to most other programs at PCC.

Because we are primarily a referral based program, our enrollments are impacted by trends within the systems that refer to us. In the past two years, we have seen a more rapid decline in referrals, especially from the Workers Compensation system. Having representation on our Advisory Committee from these systems helps the OST team to gain some insights into changes that may be affecting those referrals. One of the trends we're seeing is that, while workplace injuries still occur and rehabilitation counselors are busy, many claims are settled before making it to re-training.

When looking at OST enrollments compared to the rest of the college, it is difficult to get a clear picture. In the 2014/15 academic year, OST was reclassified. Where we had been a CTE program under Southeast Campus, we then moved under the newly formed Workforce and Continuing Education Division. Because of that change, there is no comparative data for 2012-2015. In the past two years however, the decline does seem more pronounced than other programs within the college. In addition to the reduction of referrals from the Workers Compensation system, the Occupational Skills Training team has also been affected by the turnover in the Manager and Training Site Developer roles, as well as some extended medical leave in other staff positions.

B. Please review the grades awarded for the courses in your program. What patterns or trends do you see? Are there any courses with consistently lower pass rates than others? Why do you think this is the case, how is your SAC addressing this?

OST is an open entry program that creates term dates based on the students start date in their individualized training plan. The end date of a students' term is 12 weeks from their start date. While this model increases access for students referred through the Workers' Compensation and Veterans Administration systems, it also creates a conflict with the standard PCC grading schedule. Prior to this year, grades were assigned based on student progress at the time grades were due. If a student was doing well and showing appropriate academic progress at grading time, they were passed. If at the end of their term, the Registrar's office and the OST SAC both acknowledged that this practice wasn't in agreement with current grading policies.

To address this conflict, the OST SAC met with the Registrar's office, and Student Services in September of 2016 to create a clear understanding of the grading criteria for OST. We agreed on a process to award CIPs in those instances where a student's term dates overlap between standard PCC terms. Once the student has completed their individualized term, OST staff reference the final Curriculum Review documents and Monthly Trainer Reports to determine final grades, which are then submitted to Student Records to be updated in Banner.

Until this past academic year, Pass/No Pass rates have been fairly consistent. Since the updated procedure has been in effect, the initial Course In Progress grades awarded at the end of PCCs terms have increased substantially. Below, Table A reflects grades awarded at the end of each term. It is a snapshot of grades awarded at the end of each term. Table B represents final grades for all students.

Table A - Snapshot data from the end of PCC's terms.

<u>Course</u>	<u>Grade</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
OST101	CIP	22	33	22	30	97
	No Pass	2	1	2	1	0

	Pass	240	249	290	244	121
	Withdraw	11	5	8	14	4

Table B - Live Data pulled from Banner with updated grade awards as of 11/16/17

Course	Grade	2012-13	2013-14	2014-15	2015-16	2016-17
OST101	CIP	0	0	0	0	18
	No Pass	6	4	18	13	4
	Pass	258	281	296	264	197
	Withdraw	11	5	8	14	4

- C. Which of your courses are offered online and what is the proportion of on-campus and online? For courses offered both via DL and on campus, are there differences in student success? If yes, describe the differences and how your SAC is addressing them.

The Occupational Skills Training program does not include any online instruction. It is a unique, off-campus CTE program that provides opportunities for students to receive experiential instruction in real work settings all throughout Oregon and Washington.

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

Because of the real-time, individualized approach to developing all OST curricula in partnership with counselors from the State of Oregon Workers Comp System, Federal VA System, or Oregon Employment Trade Act programs, OST plans are always based on the most current trends within each occupation or industry. We are an almost entirely community-based educational program. All students are trained in workplace-based learning environments with enrollment in additional classroom coursework where needed to achieve the needed skills, experience, credentialing requirements, or to meet entry level qualifications in their occupation of choice.

- E. Are there any courses in the program that are offered as Dual Credit at area High Schools? If so, describe how the SAC develops and maintains relationships with the HS faculty in support of quality instruction.

The Occupational Skills Training Program does not offer any coursework as Dual Credit with area high schools. Our students are primarily referred to us by State or Veterans Administration Vocational Rehabilitation Counselors. With recent referral numbers in decline, we are interested in exploring partnerships with the high school system.

In the past year, we have begun to explore possible partnerships with Portland Public Schools. Due to recent changes in Oregon law as it relates to services for transition students coming out of the K-12 system, Oregon Vocational Rehabilitation offices have experienced a larger influx of young people needing services to help them transition to the workforce. Transition students are identified as non-traditional graduates with a modified or expanded diplomas or GEDs in the 18-21 age range. Some of these potential students may need

additional support such as an on-site job coaching to be successful during an internship. Representatives from PPS, OVRS and PCC's OST program met to discuss developing a pilot project to determine if Occupational Skills might be one possible answer to serving these young people and helping them to develop the skills needed to access meaningful employment opportunities. Unfortunately, the PPS representative moved to a new role soon after the initial conversation. While there is still interest by both OST and OVRS, this project is on hold until we can identify someone within Portland Public Schools to take on that role.

- F. *Please describe the use of Course Evaluations by the SAC. Have you developed SAC-specific questions? Has the information you have received been of use at the course/program/discipline level?*

As part of the process of ending a training, each OST student who completes training receives a letter directly from OST congratulating them on their completion of training. Along with that letter we send a Course Evaluation ([Appendix F OST Course Evaluation](#)) with a stamped return envelope. Responses received to this request over the past five years has been minimal. All Evaluations received are reviewed by Coordinators and the OST Manager. The OST team meets once a month to review student progress and address any concerns arising from curriculum review meetings or from evaluations.

Due to the low return rate of Course Evaluations, the OST SAC has met to institute changes to this process. Beginning in winter term of this academic year, we will begin offering the evaluation using an electronic survey tool. At the last quarterly curriculum review prior to completion, Coordinators will encourage students to watch their email for the link to the survey. The OST administrative staff will send the survey link prior to the final curriculum review. If it has not been completed by the time of review, the Coordinator will encourage it to be completed during that final meeting. If the student is not comfortable with technology, a paper copy will be offered. Results will be reviewed by OST staff at monthly OST meetings.

4. *Needs of Students and the Community*

- A. *Have there been any changes in the demographics of the student populations you serve? If there have been changes, how has this impacted curriculum, instruction or professional development?*

Overall, the demographics of the OST student population have been relatively consistent over the past 5 years, with very gradual growth among students of color and a correlating decrease in students identifying as white. As in past reviews, our students are still primarily injured workers who come with an established work history.

Some of the changes we are seeing relate to the referral sources more than the specific student demographics. Referrals from the Workers Compensation system seem to be declining while referrals from the Veterans Administration are increasing and now make up approximately 50 percent of our OST students.

There have not been significant changes in age and gender of the OST student population over the past five years. OST mainly serves more mature students, most of whom come to us with significant work history in occupations different from but complimentary to their new occupational goal. As shown in the table below, the age demographic is largely unchanged with the largest age group representation in the 25-49 age group followed by the 50 and over age group. We also continue to see larger numbers of men accessing our training than women, which is also representative of populations served by the referring organizations.

Demographics by Age

Age Group		2012-13	2013-14	2014-15	2015-16	2016-17
20-24	Headcount	2	2	3		
	% of Headcount	1.4 %	1.3 %	1.9 %		
25-49	Headcount	92	85	98	80	65
	% of Headcount	65.7 %	56.3 %	60.5	57.6 %	60.2 %
50+	Headcount	46	64	61	59	43
	% of Headcount	32.9 %	42.4 %	37.7	42.4 %	39.8 %
Grand Total	Headcount	140	151	162	139	108
	% of Total Headcount	100 %	100 %	100 %	100 %	100 %

Demographics by Gender

Age Group		2012-13	2013-14	2014-15	2015-16	2016-17
Female	Headcount	32	30	43	34	16
	% of Headcount	22.7 %	19.7 %	25.6 %	24.5%	14.8%
Male	Headcount	108	119	116	105	92
	% of Headcount	76.6 %	78.3 %	71.6 %	75.5 %	85.2 %
Unreported	Headcount	1	3	3		
	% of Headcount	0.7 %	2.0 %	1.9 %		
Grand Total	Headcount	140	151	162	139	108
	% of Total Headcount	100 %	100 %	100 %	100 %	100 %

Demographics by Race/Ethnicity

Program	2012-13	2013-14	2014-15	2015-16	2016-17
Af.Amer.	6	9	5	4	4
% of Total	4.3%	5.9%	3.1%	2.9%	3.7%
Asian	5	3	2	3	4
% of Total	3.5%	2.0%	1.2%	2.2%	3.7%
Hispanic	7	6	8	10	6
% of Total	5.0%	3.9%	4.9%	7.2%	5.6%
Multi-racial	1	1	3	2	1
% of Total	0.7%	0.7%	1.9%	1.4%	0.9%
Native Amer/Alaska	2	4	4	2	1
% of Total	1.4%	2.6%	2.5%	1.4%	0.9%
Pacific				1	1

% of Total				0.7%	0.9%
Unreported	7	25	38	28	20
% of Total	5.0%	16.4%	23.5	20.1%	18.5%
White	113	104	102	89	71
% of Total	80.1%	68.4%	63.0%	64.0%	65.7%
Grand Total	141	152	162	139	108
% of Total Headcount	100%	100%	100%	100%	100%

- B. *What strategies are used within the program/discipline to facilitate success for students with disabilities? If known, to what extent are your students utilizing the resources offered by Disability Services? What does the SAC see as particularly challenging in serving these students?*

Most students accessing the OST Program are coming to PCC to get retraining due to injury and subsequent disability. Prior to being referred to the OST Program, students from these sources go through an extensive assessment process with their Vocational Rehabilitation Counselor to determine functional limitations and strengths and to then use that information to help the worker identify a new occupational goal. These assessments include aptitude testing, job analysis approved by the treating physician, vocational evaluations, and additional testing to meet insurer and state Workers' Compensation System requirements. When needed, these Counselors also provide and pay for any adaptive equipment needed for student success. Additionally, OST Coordinators are all Certified Vocational Rehabilitation Counselors and continually assess student progress toward learning objectives on a monthly and quarterly basis through the Monthly Trainer Reports and Quarterly Evaluations, site visits, and phone calls and make adjustments when appropriate. When concerns arise, they collaborate with the referring counselor to identify any needed modifications to the curriculum, training site, or overall plan. There are occasions when an entirely new training plan is developed as new information is discovered about a student's accommodation needs.

Very occasionally, we also receive students through other referral sources such as the Employment Department's Trade Act program. Whenever concerns arise with students from this referral source, OST staff work with disability services to address any accommodation needs.

Because the vast majority of training sites are developed to provide training for students with disabilities, we are able to minimize challenges. However, there are instances where a training plan is modified or a new training site is developed to better address the needs of our students and help ensure success.

- C. *What strategies are used within the program/discipline to facilitate success for online students? What does the SAC see as particularly challenging in serving online students?*

N/A - The OST Program does not offer online coursework.

- D. *Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes (if this has not been addressed elsewhere in this document)? If so, describe.*

Occupational Skills Training has an Advisory Committee made up of training providers, referring counselors, insurers, state agencies, and former students. They have contributed to past revisions made in our assessment

and learning materials, and helped us to improve monitoring forms used by the trainer and by the student. Their input has been invaluable in assessing current trends in their industries that impact training plans as well as decreasing referrals to the Occupational Skills Training Program. The Advisory Committee meets three times a year.

Additionally, students are asked to complete an evaluation of their experience with the OST program when they complete the program. Those student evaluations and individual meetings with students throughout their course of study also contribute to efforts to improve the program.

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

- A. *Provide information on how the faculty instructional practices reflect the strategic intentions for Diversity, Equity and Inclusion in PCC's Strategic Plan, [Theme 5](#). What has the SAC done to further your faculty's inter-cultural competence, and creation of a shared understanding about diversity, equity and inclusion?*

Occupational Skills Training is a small program, which currently operates with one full- time Academic Professional, one half- time Academic Professional, one Instructional Administrative Assistant II and one Office Assistant II, one Interim Manager, and a Director, plus casual help to meet changes in our dynamic and sometimes unpredictable workload. The current OST staff is highly qualified with previous experience in the rehabilitation industry that is our strongest partner. The current caseload is within acceptable limits for the program to provide accessible and quality services for its students. While we are reflective of the diversity that is seen in our local rehabilitation industry, we are not as ethnically diverse as other programs in the college. Being small and having little turnover in most positions has certainly impacted our ability to build a more diverse staff.

The OST team does embrace the values PCC, especially as it relates to diversity, equity and inclusion and has, over the past year, been working to access specific training in this area. Some of the trainings we have attended include the DEI Discovery Certificate Course, Working across Differences through Intercultural and Emotional Intelligence and the Transforming White Privilege Workshop. All permanent staff have committed to attending the 2 day Social Justice Training by the end of 2018.

- B. *Report any changes the SAC has made to instructor qualifications since the last review and the reason for the changes. (Current Instructor Qualifications at: <http://www.pcc.edu/resources/academic/instructor-qualifications/index.html>)*

No changes have been made in our instructor qualifications. We do continue to document our SAC requirements to meet PCC standards. Because we have trainers who work under the direction of OST faculty to provide student training, Occupational Skills has a process in place to review and approve the qualifications of our trainers. (Appendix HOST Trainer Qualifications –Site Approval Checklist)

- C. *How have professional development activities of the faculty contributed to the strength of the program/discipline? If such activities have resulted in instructional or curricular changes, please describe.*

As Certified Vocational Rehabilitation Counselors, our permanent OST Coordinators are required to demonstrate their commitment to continuing education by taking minimum of 100 hours of continuing education – including a minimum of 10 hours in Ethics within the current five-year period. To complete those

CEUs, Coordinators attend training sessions offered by the Oregon Association for Rehabilitation Professionals as well as the annual Worker's Compensation Conference, Spring OARP Conference.

Additional activities contributing to the strength of the program are staff participation on the OARP Board, the Injured-Workers Board, and the Employer Partnership Workgroup. Participation in these activities help the OST team to track and respond to changes or trends within those systems referring to the OST program for services.

6. *Facilities, Instructional and Student Support*

- A. *Describe how classroom space, classroom technology, laboratory space, and equipment impact student success.*

Training sites are developed by different parties depending on the referral entity. Private Rehabilitation Counselors in both Oregon and Washington develop the training site before sending the referral to the OST program. Sites for students referred by the Veterans Administration, Oregon Vocational Rehabilitation Services or other referral organizations are developed by the OST Site Developer. At the beginning of a student's training, the Coordinator meets the student, trainer and in some cases the referring counselor at the training site to make sure all parties understand the process. At that first meeting they also evaluate the site to ensure that appropriate training facilities, desk or workspace, equipment, and any accessibility needs are all in place to maximize the student's chances for success.

- B. *Describe how students are using the library or other outside-the-classroom information resources (e.g., computer labs, tutoring, Student Learning Center). If courses are offered online, do students have online access to the same resources?*

At the first meeting between the student, counselor, trainer, and OST Coordinator, the student is given a packet which includes information regarding the many resources available to them as a PCC student. Coordinators review all the information in the packet with the students at that time. Many of our students however, are located in remote areas of Oregon and Washington and never set foot on a PCC campus. In OST we like to say that we bring PCC to the student. Although most resources may not be accessible to our students outside of the Portland Metropolitan area, OST staff ensure that students are made aware of online tutoring and other college and community resources that may prove helpful.

Recently, the OST staff have formalized our process of connecting our students to the employment services that make the most sense for them. At the last quarterly curriculum review prior to completion of training, Coordinators remind them of the career services available to them on campus. If they are a veteran, we refer them to the Disabled Veteran Outreach Program representative located in their local WorkSource office.

- C. *Does the SAC have any insights on how students are using Academic Advising, Counseling, Student Leadership and Student Resource Centers (e.g., the Veterans, Women's, Multicultural, and Queer Centers)? What opportunities do you see to promote student success by collaborating with these services?*

OST student's use of these resources has been very limited as the majority of our students are outside of the Portland Metro area. Those students who do reside locally, are accessing training outside of the traditional classroom and many will not ever come to a campus or center. The OST team does work to connect students to services when appropriate. We have strong working relationships with the VetSuccess on Campus

Counselor, Steve Gordon, and have formalized our work to connect students to PCC's Career Centers, when appropriate.

7. *Career and Technical Education (CTE) Programs only.* *To ensure that the curriculum keeps pace with changing employer needs and continues to successfully prepare students to enter a career field:*

A. *Evaluate the impact of the Advisory Committee on curriculum and instructional content methods, and/or outcomes. Please include the minutes from the last three Advisory Committee meetings in the appendix.*

OST has an active advisory committee composed of representatives from local rehabilitation counselors, insurance agencies who fund student training, state agencies who monitor worker compensation services, and training site instructors who work with our students in the community. The committee meets three times per year to share information about trends in their industries and provide feedback to OST about issues and plans related to the program. Feedback from the advisory committee has been significant in identifying changes in occupations that are occurring in the labor market; in making suggestions that have expedited our communications with our partners; and in suggesting areas where we could improve our marketing to potential referral sources. They have also provided feedback on our learning assessment activities. Also, because many of them partner with and refer to the OST program, their voices are key in the development of individual curricula.

B. *Describe current and projected demand and enrollment patterns for your program. Include discussion of any impact this will have.*

Overall, referrals to OST over the cycle have declined in the past year. As noted earlier in this report, the primary referral sources for the OST Program are Private Vocational Rehabilitation Counselors working through Workers' Compensation and the Veterans Administrations Vocational Rehabilitation programs. Historically, the larger number of referrals came from our Private Rehabilitation Counselor. During the past 5 years, there has been a decrease in referrals coming from Workers' Compensation and conversely, our referrals from the VA are increasing. To try to determine the cause for the diminishing referrals from the Private Rehabilitation counselors, the OST SAC reached out to referral sources and Advisory Committee members. There is consensus that, due to changes in the structure and laws within the Workers' Compensation system, more cases are being settled before making it to the retraining phase of the rehabilitation plan.

Additionally significant, the OST Program has been in a state of flux since the retirement of Sandy Schramm, the former long-term OST Director, with multiple Interim Managers, staff out on extended medical leave and turnover in the Site Developer position. With such a small team, any vacancies have a direct impact on maintaining the relationships and timely work that result in increased referrals. Program stability and responsiveness in this environment is critical.

C. *How are students selected and/or prepared (e.g., prerequisites) for program entry?*

The OST program does not have any academic prerequisites. However, prior to entering an OST training plan, each student goes through an extensive assessment process with their Certified Vocational Counselor. These assessments include aptitude testing, skills analysis, vocational evaluations and additional testing to identify occupational goals, and to maximize each student's potential for success. Documentation of basic skills is extensive and thorough, as it must meet the requirements of the insurer, State of Oregon Workers' Compensation, System or the State's Employment Department. As part of this process, referring partners also

conduct labor market surveys relevant to the student’s occupational goals to ensure an adequate labor market. In fields that require specific education or certifications, referring counselors include that in the student’s training plan. It is not uncommon for many OST students to come to us having already obtained their Bachelor or Masters Degrees.

- D. *Review job placement data for students over the last five years, including salary information where available. Forecast future employment opportunities for students, including national or state forecasts if appropriate.*

When a worksite is approached to host a student for an OST training, it is made clear that we are an educational program and that our goal is to provide skill development in a specific occupational area. There is no obligation that the training site offer employment at the end of training. What we have witnessed though, is that when students demonstrate the ability to do the job, good work ethic, and there happens to be an open position at the end of training, an offer is often made. OST Coordinators are usually aware when an offer is going to be made even before the training ends. At the final curriculum review when a student’s training is ending, we gather any job and wage information available at that time. If students finish training and an offer isn’t made from the training site, we work to connect the student to career services through either the college, the Veterans Administration, or the local WorkSource office. Students also receive job search support through their Vocational Counselor but in many cases, especially for students who end training early, we do not find out when those students find work.

In last year’s assessment project, we initially started with reviewing placement data for all students who started an OST training in that year but later decided to focus on those students who completed the full, two-year certificate. Looking at the data in the table below for the 2015/16 academic year, it shows that 40 percent of the total students served in that cycle reported employment. When we looked at those who completed a full, two-year OST training, the percentage of employed students rose to 69 percent and would have been higher except that two of the students who completed the two-year training, then declined employment due to family issues. The Occupational Skills Training team plan to develop a system to follow up with students after training completion to do a better job of gathering employment data for our students in the future.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Served	110	148	129	130	89
Completed	81	92	96	86	78
Hired	37	32	37	34	33
% Comp Hired	46%	35%	39%	40%	42%
Average Wage	\$16.65	\$16.19	\$17.88	\$18.27	\$20.81

- E. *Please present data on the number of students completing Degree(s) and/or Certificate(s) in your program. Analyze any barriers to degree or certificate completion that your students face, and identify common reasons why students may leave before completion. If the program is available 100% online, please include relevant completion data and analysis.*

In an assessment conducted by one of the Interim Managers for OST, the team looked at completion by referral source over a three year period. We found that we had a significantly higher completion rate among

students referred through the Workers Compensation and Oregon Vocational Rehabilitation Services systems than through the Veterans programs. It is important to realize that both Worker’s Compensation and OVRs have more stringent program guidelines. An injured worker has a limited timeline to access training and in both that system and in OVRs, there is a higher level of case management by the counselor while a student is in training.

Like all students, there are a variety of reasons why students leave training before completing. The uniqueness of the OST population does have specific challenges however. For instance, because many of our students are older in age and have already experienced some success in their previous careers, often they also have added pressures in terms of home and family with all of the financial stress of maintaining pre-injury responsibilities. It is not at all uncommon for students to find and accept employment before completing their training program as a means to return to pre-injury lifestyle.

Another trend we are seeing is among our students referred from the workers comp system. In recent years, we have noticed that more students are settling claims both before and after training begins. With the strengthening of the local economy, students often express confidence that they will be able to secure work on their own. The offer of settling with what can be seen as a large pot of money can seem like a safe bet during good economic times. It has been a topic of conversation among our Advisory Committee and specifically with our board member representing Oregon Vocational Rehabilitation Services, that it would be interesting if we could track how many of these individuals who settle end up accessing employment services through OVRs at a later time.

Until 2009, the only acknowledgement of student achievement awarded OST students was a certificate of completion. In 2009 that changed and OST began offering a one-year certificate for students, which changed again in 2012, when instead of a one year, we began offering the 64 credit-two year certificate. In this current five year cycle, represented in the table below, you can see the increase in completions beginning in 2015. This is due to changes implemented in 2014 when the OST Director worked with the Curriculum Office and received approval for OST to offer shorter-term, milestone certificates for students entering in to shorter term training. We now offer the less-than-one-year, one-year and two-year certificates to our OST students. The addition of these shorter-term milestone certificates is represented by the increase in completions over the past two years and has also allowed the OST program to acknowledge the unique goals and accomplishments of students coming to us from a variety of referral sources.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Served	110	148	129	130	89
Completed	85	93	92	108	82
Completed %	77%	63%	71%	83%	92%

F. Describe opportunities that exist or are in development for graduates of this program to continue their education in this career area or profession.

Occupational Skills Training students can earn up to 24 credits which may be applied to a General Education degree from PCC. However, due to the uniqueness of our student population and their reasons for accessing

training, as well as the fact that many of them live far from the Portland Metro area, many of them will never continue in formal education programs at PCC or other institutions.

One of the characteristics of OST that we are most proud of is the student-centered process used to develop and support each student and their training plan. Goals of OST students are well researched and very specific. Before counselors make a referral to OST, they conduct a thorough analysis of their student's skills, work-related disabilities, education, and work history as it relates to the individual student's chosen occupational goal. They also conduct labor market surveys to ensure that the student's local labor market demonstrates adequate opportunities for employment. Where additional certifications or licensure is required, they are built in to the training plan.

8. *Recommendations*

A. *What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion, for on-campus and online students as appropriate?*

- Better align with PCC sustainability goals by identifying ways to streamline paperwork and digitize processes within the OST program.
- Update Multi-Year Assessment Plan and work to apply lessons learned during assessment process.
- Look for opportunities to increase diversity, equity and inclusion within the OST Program.
- Develop and pilot new online process for OST Program Evaluation by students.
- Improve employment data collection for students completing an OST training.
- Develop comprehensive pre-training assessment process for potential self-pay or scholarship students to ensure equitable opportunities for success for these students.

B. *What support do you need from administration in order to carry out your planned improvements? (For recommendations asking for financial resources, please present them in priority order. Understand that resources are limited and asking is not an assurance of immediate forthcoming support, but making administration aware of your needs may help them look for outside resources or alternative strategies for support.)*

- Explore options for funding scholarships for students unable to access the OST Program due to lack of financial resources.
- 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.

Appendixes

Appendix A	Catalog Description Course Content and Outcome Guide Training Types List
Appendix B	Student Evaluation Form
Appendix C	Core Outcomes Mapping
Appendix D	Sample Curriculum
Appendix E	Monitoring Forms for Student and Trainer
Appendix F	OST Course Evaluation
Appendix G	Advisory Board Committee
Appendix H	OST Trainer Qualifications/Site Approval Checklist
Appendix I	Monthly Timesheet and Trainer's Report Mapping

Appendix A

Catalog Description

Course Content and Outcome Guide

Training Types List

Appendix A

Catalog Description: 2018-19 Edition

Occupational Skills Training
Southeast Campus
Mt Tabor Hall (MTH), Room 128
971-722-6127
971-722-6124 (fax)
www.pcc.edu/programs/occupational-skills/

Career and Program Description

The Occupational Skills Training program is designed to provide the opportunity for students to receive worksite-based instruction in a specific occupational area. The programs are individualized and allow flexibility in program design, delivery, and implementation. Individualized plans are developed in consultation with the student, PCC faculty, PCC OST coordinators, work-site supervisors, and agency representative(s), if appropriate.

Degrees and Certificates Offered

- **Two-Year Certificate**
Occupational Skills Training
- **One-Year Certificate**
Occupational Skills Training
- **Less than One-Year Certificate**
Occupational Skills Training
- **Academic Prerequisites**
None

Other Prerequisites

An interview with an OST coordinator is required for assessment, to determine the specific occupation and to identify a suitable training site and its availability.
Prerequisites are determined by specific occupational standards.
This is an open entry/open exit program so that students complete a full college quarter, but may begin their program at any time during the school term.

Course of Study

PCC faculty and academic professionals approve community employers based on their experience and training in the specific occupational area. PCC faculty and academic professionals provide on-site monitoring of student progress toward learning outcomes through monthly on-site supervisor reports, weekly/monthly student reports, quarterly learning outcomes and curriculum reviews, and quarterly student evaluations.

Other Requirements

- None

Appendix A

Course Content and Outcome Guide for OST 101

Course Number: OST 101

Course Title: Occupational Skills Training 101

Credit Hours: 1-16

Lecture Hours: 0

Lecture/Lab Hours: 0

Lab Hours: 0

Course Description

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

Addendum to Course Description

An interview with an Occupational Skills representative is required to determine an individual's career goal and to determine if a suitable training site is available. Some training programs require basic skills of reading, interpreting and understanding technical manuals as well as basic math and writing skills. Occupational Skills Training is an approved program for state workers compensation clients, disabled veterans, and state vocational rehabilitation clients. Students may repeat this course. A less than one-year, one-year and two-year certificate are awarded depending upon credit hours completed.

Intended Outcomes for the Course

Students who successfully complete the programs will be able to:

- Use industry specific vocabulary and tools effectively.
- Use professional behaviors appropriate to the work place such as punctuality, attendance, cooperation, teamwork, and respect.
- Understand and apply the safety standards of the work site and the industry.
- Use written and oral communication appropriate for the occupation or industry.
- Use workplace math skills appropriate for the occupation or industry.
- Be prepared to enter the occupation of choice with entry-level skills.
- Meet learning outcomes specific to this course as mutually agreed upon by the student and instructor in advance through a written learning contract, and as appropriate to the credit awarded for this course.

Course Activities and Design

Students train at off-campus sites under the supervision of a skilled trainer up to 40 hours per week. Training is comprised of demonstration and hands-on experience. Related classroom instruction may be included if prescribed in the approved training plan. This is an open entry/open exit program with no breaks for traditional school vacations. Length of program depends on the skill being taught.

Appendix A

Outcome Assessment Strategies

This course is offered on a Pass/No Pass basis. Students who successfully complete the program will receive a passing score based on attendance, attitude and progress in training as rated by PCC faculty with feedback from the on-site instructor. A Timesheet & Trainer's Report is completed regularly by the on-site instructor and submitted to the Occupational Skills office along with any pertinent comments of the instructor. Student Activity reports are completed by the student and submitted to the Occupational Skills office. Periodic visits by an Occupational Skills representative are made with a written progress report generated.

Course Content (Themes, Concepts, Issues and Skills)

MAJOR CONCEPTS:

Themes, concepts, issues, competencies and skills will vary with each student's customized training. While training in their individualized program, the student will acquire the skills and competencies needed to qualify for entry-level employment in the occupation selected. Through the course of their training, students will become familiar with the safety, communication, computation and human relations concepts unique to their industry/occupation.

SKILLS:

Job Learning/Skill Improvement:

Workplace Math Skills

- Problem solving/critical thinking
- Written communication
- Computer literacy
- Shows continual improvement and speed in completing training
- Can work independently
- Learns with ease, understands work/responsibilities

Quality of Work:

- Uses care with equipment and materials
- Completes job in minimal time
- Follows and understands directions
- Is accurate and careful I work, will ask questions when needed
- Can adapt to work conditions, is flexible

Attitudes toward Training:

- Works safely
- Uses time effectively
- Keeps busy, looks for work to do
- Looks for ways to improve-is alert to new methods

Relations with Others:

- Cooperates with Supervisors, is respectful
- Works well with others
- Accepts suggestions
- Is courteous and helpful with public/customers
- Respect for diverse populations

Appendix A

Attendance:

- Is on time to training, remains until required hours are completed
- Alerts supervisor if absent or late for training
- Plans ahead to re-arrange training

Appearance:

- Dress appropriate for job setting
- Exhibits cleanliness, good hygiene
- Identifies areas of strength and need in training performance

RELATED INSTRUCTION:

Computation / Hours: 65

Outcomes:

- Use workplace math skills appropriate for the occupation or industry.

Communication / Hours: 30

Outcomes:

- Use industry specific vocabulary and tools effectively.
- Use written and oral communication appropriate for the occupation or industry.

Human Relations / Hours: 30

Outcomes:

- Use professional behaviors appropriate to the work place such as punctuality, attendance, cooperation, teamwork, and respect.
- Understand and apply the safety standards of the work site and the industry.
- Be prepared to enter the occupation of choice with entry-level skills.

Course Content and Outcome Guide for OST 09

Course Number: OST 09

Course Title: On-the-Job Evaluation

Credit Hours: 0

Lecture Hours: 0

Lecture/Lab Hours: 0

Course Description

Evaluates work traits, aptitudes, limitations, potentials and habits in an actual work environment, with specific focus on a particular occupation or industry. Instructor permission required. Audit available.

Intended Outcomes for the course

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

Appendix A

Training Types*

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

*One student at one site

Appendix B

Portland Community College
Occupational Skills Training

2305 SE 82nd Ave
Portland, OR 97216
(971)-722-6127 FAX (971) 722-6124

Student Name: _____ Coordinator: _____ Date: _____

Training Site: _____ Trainer: _____

STUDENT EVALUATION

1. Never	2. Rarely	3. Sometimes	4. Usually	5. Always
----------	-----------	--------------	------------	-----------

Using the rating scale of 1-5 as listed above, please rate the following.

Dependability:

- _____ I conform to work schedules
- _____ I complete assignments in timely manner

Attitude and Cooperation:

- _____ I work well with others
- _____ I respect and am respected by co-workers
- _____ I demonstrate teamwork

Communication:

- _____ I present information clearly and concisely both verbally and in writing
- _____ I use industry specific-vocabulary effectively
- _____ I keep others well informed

Judgment/Critical Thinking:

- _____ I consider all facts and circumstances in decision making
- _____ I problem solve difficulties

Adaptability:

- _____ I accept constructive criticism
- _____ I work well under pressure
- _____ I use industry specific tools effectively
- _____ I adapt to persons of varying personalities

1. Give an example from this last term of your improving skills in this vocation:

2. Based on all of these categories, what do you feel are your strengths?

3. Based on all of these categories, what areas do you feel you need to focus for next term?

Appendix C

OST: Occupational Skills Training

Occupational Skills Training staff reviewed our original Core Outcomes Mapping Matrix. We felt the original Outcome Mapping Indicator Levels are still accurate for this course.

CORE OUTCOMES MAPPING

SAC OST: Occupational Skills Training

Mapping Level Indicators:		Core Outcomes:					
<ol style="list-style-type: none">1. Not Applicable2. Limited demonstration or application of knowledge and skills3. Basic demonstration and application of knowledge and skills4. Demonstrated comprehension and is able to apply essential knowledge and skills5. Demonstrates thorough, effective and/or sophisticated application of knowledge and skills		<ol style="list-style-type: none">1. Communication2. Community and Environmental Responsibility3. Critical Thinking and Problem Solving4. Cultural Awareness5. Professional Competence6. Self-Reflection					
Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
OST 101	Occupational Skills Training	3	2	3	2	4	3

Appendix D

Portland Community College
Occupational Skills Training

2305 SE 82nd Avenue
Portland, Oregon 97216
(971) 722-6127 FAX (971) 722-6124

TRAINING PLAN CURRICULUM

Student:

Vocational Goal: Wastewater/Water Treatment Plant Operator

Occupational Skills Site: CH2M/Sweet Home Water District

Trainer:

Plan Dates:

*Rating Scale: Enter % toward completion of objective. Use an * to note when student achieves entry-level competence in an objective. For example: Ability to route incoming mail 50% 100%* Add comments when desired.*

Occupational Skills Training Objectives:	Evaluation Date			
		% completed		
1. Demonstrate knowledge of CH2M/Sweet Home Water District's policies and procedures	_____	_____	_____	_____
2. Demonstrate an understanding of CH2M/Sweet Home Water District's safety policies and practices	_____	_____	_____	_____
3. Demonstrate written communication skills	_____	_____	_____	_____
4. Demonstrate verbal communication skills	_____	_____	_____	_____
5. Demonstrate critical thinking skills	_____	_____	_____	_____
6. Demonstrate an understanding of office software when creating documents, sending email, etc.	_____	_____	_____	_____
7. Complete all appropriate forms and reports in a timely manner	_____	_____	_____	_____
8. Demonstrate skills to work as a team member	_____	_____	_____	_____
9. Demonstrate skills to utilize industry specific math	_____	_____	_____	_____
10. Participate in job readiness activities relevant to occupational goal, as directed by OST Coordinator or referring Counselor	_____	_____	_____	_____

Appendix D

	Evaluation Date			
	%	completed	%	completed
11. Read and understand policy and procedures handbook	_____	_____	_____	_____
12. Read and understand Safety Manual, Right to know, and SDS	_____	_____	_____	_____
13. Know location, when, and how to use safety equipment	_____	_____	_____	_____
14. Perform duties in a safe manner, report unsafe acts and conditions	_____	_____	_____	_____
15. Read and understand the NPDES permit	_____	_____	_____	_____
16. Read and understand plant SOPs	_____	_____	_____	_____
17. Read and understand relevant sections of equipment O & M Manuals	_____	_____	_____	_____
Operations:				
1. Read and record information in shift log, on checklists, and on forms	_____	_____	_____	_____
2. Monitor, record, and interpret gauge, meter, and control panel	_____	_____	_____	_____
3. Recognize and report operation and maintenance abnormalities	_____	_____	_____	_____
4. Demonstrate complete knowledge of plant flow pattern	_____	_____	_____	_____
5. Understand and operate disinfection system	_____	_____	_____	_____
6. Liquid stream	_____	_____	_____	_____
7. Solids stream	_____	_____	_____	_____
8. Demonstrate knowledge of specific plant equipment, piping	_____	_____	_____	_____
9. Preliminary treatment/screening	_____	_____	_____	_____
10. Secondary treatment	_____	_____	_____	_____
11. Sludge treatment	_____	_____	_____	_____
12. Auxiliary systems	_____	_____	_____	_____

Appendix D

	Evaluation Date			
	_____	_____	_____	_____
13. Knowledge of sampling locations, collection, chain of custody	_____	_____	_____	_____
14. Perform operational control tests	_____	_____	_____	_____
15. Settrometer test	_____	_____	_____	_____
16. Centrifuge test	_____	_____	_____	_____
17. Calculate SVI and MCRT and SRT	_____	_____	_____	_____
18. Safely operate pickups, pressure washers, and mowers	_____	_____	_____	_____
Laboratory				
1. Demonstrate ability to safely use and care for laboratory equipment	_____	_____	_____	_____
2. Glassware	_____	_____	_____	_____
3. Analytical and top loading balance	_____	_____	_____	_____
4. pH meter	_____	_____	_____	_____
5. Dissolved oxygen meter	_____	_____	_____	_____
6. Measure oxygen demand	_____	_____	_____	_____
7. Drying oven	_____	_____	_____	_____
8. Sample refrigerator	_____	_____	_____	_____
9. Composite samplers	_____	_____	_____	_____
10. pH	_____	_____	_____	_____
11. Dissolved oxygen meter method	_____	_____	_____	_____
12. BOD	_____	_____	_____	_____
13. TS and TSS	_____	_____	_____	_____
14. Ammonia nitrogen	_____	_____	_____	_____
15. Fecal coliform NFT	_____	_____	_____	_____
16. Perform mathematical calculations for the terms identified above	_____	_____	_____	_____

Appendix D

	Evaluation Date			
	%	completed	%	completed
17. Demonstrate proper pipette and filtration techniques	_____	_____	_____	_____
18. Demonstrate proper dilution techniques	_____	_____	_____	_____
19. Demonstrate proper reagent preservation and storage	_____	_____	_____	_____
Maintenance				
1. Demonstrate satisfactory performance in custodial and grounds	_____	_____	_____	_____
2. Demonstrate ability to properly lubricate equipment	_____	_____	_____	_____
3. Demonstrate ability to properly adjust packing	_____	_____	_____	_____
4. Demonstrate ability to perform routine inspection	_____	_____	_____	_____
5. Able to initiate a work order	_____	_____	_____	_____
6. Able to read and carry out assignments listed	_____	_____	_____	_____
Training				
1. Complete First Aid and CPR course	_____	_____	_____	_____
2. Complete process control laboratory course work	_____	_____	_____	_____
3. Confined space entry	_____	_____	_____	_____
4. Tagging out electrical equipment	_____	_____	_____	_____
Water Treatment Operator				
1. Worker will be trained in how to monitor raw water	_____	_____	_____	_____
2. Worker will be trained in process water conditions	_____	_____	_____	_____
3. Worker will begin training in adjusting chemicals added to the water	_____	_____	_____	_____
4. Worker will begin in how to complete records and log data of plant operations	_____	_____	_____	_____
5. Worker will begin training in federal, state, and city laws, ordinances, and standards	_____	_____	_____	_____
6. Worker will be trained in knowledge of plant operations and processes	_____	_____	_____	_____

Appendix D

	Evaluation Date			
	%	completed	%	completed
7. Worker will be trained in the proper use of handling relevant chemicals, including hypochlorite and fluoride and aluminum chloride	_____	_____	_____	_____
8. Worker will be trained to operate a personal computer using standard or customized software applications appropriate to assigned tasks	_____	_____	_____	_____
9. Worker will begin training to effectively monitor all plant operations	_____	_____	_____	_____
10. Worker will be trained to quickly and accurately perform scientific analyses of water samples	_____	_____	_____	_____
11. Worker will be trained in the water lab testing area	_____	_____	_____	_____
12. Worker will begin training in adjusting water flow and chemicals according to demands to ensure proper water flow and chemical composition	_____	_____	_____	_____
13. Worker will be trained in the theories of chemistry, biology, and the physical properties of water, including chemical reactions and interactions	_____	_____	_____	_____
14. Worker may take an introductory biology course at Portland Community College	_____	_____	_____	_____
15. Worker will be trained to prepare and present accurate and reliable reports containing findings and recommendations	_____	_____	_____	_____
16. Worker will be trained to monitor finished water quality to ensure safety and compliance with established standards, including monitoring various instruments and laboratory tests as directed	_____	_____	_____	_____
17. By the end of this 12-month period, worker will have acquired all of the required knowledge, skills, and abilities to be a Water Plant Operator I.	_____	_____	_____	_____

Appendix D

Portland Community College
Occupational Skills Training

2305 SE 82nd Avenue
Portland, Oregon 97216
(971) 722-6127 FAX (971) 722-6124

TRAINING PLAN CURRICULUM

Student:

Vocational Goal: Wastewater/Water Treatment Plant Operator

Occupational Skills Site: CH2M/Sweet Home Water District

Trainer:

Plan Dates:

Employer Representative

Date

Student

Date

Vocational Counselor

Date

PCC Representative

Date

Employer Representative

Date

Student

Date

Vocational Counselor

Date

PCC Representative

Date

Appendix D

Portland Community College
Occupational Skills Training

2305 SE 82nd Avenue
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Date

Vocational Counselor

Date

PCC Representative

Date

Employer Representative

Date

Student

Date

Vocational Counselor

Date

PCC Representative

Date

Appendix E

Monitoring Forms for Student and Trainer

Appendix E



WEEKLY TIMESHEET
Occupational Skills Training

Student's Name: _____ Training Site: _____

Week of: _____ to: _____
Month/Day/Year Month/Day/Year

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Date							
Hours at training site							
Hours in class (Includes Homework)							
Total hours							

Total hours in training: _____ Total hours in class: _____ Grand total: _____

Hours absent from training site and/or class _____

If absent, the reason for your absence _____

Training Activities and Skills

Please summarize the skills you have been working on this week.

Describe your progress in training: _____ Satisfactory _____ Unsatisfactory

If unsatisfactory, why?

Do you need to see your PCC supervisor? Yes _____ No _____

Do you need to see your vocational consultant? Yes _____ No _____

Signature _____ Date: _____

Occupational Skills Training
Email: ost@pcc.edu
Fax: 971-722-6124

2305 SE 82nd Ave
Mt Tabor Hall 128
Portland, OR 97216
Phone: 971-722-6127

Appendix E



MONTHLY STUDENT TRAINING ACTIVITY REPORT
Occupational Skills Training

Report for: _____
(Month, Year)

Name: _____ Date: _____

Training site: _____

Attendance:

Total Days Attended _____ Dates/days absent _____

Reason for absence(s): _____

Training activities and skills studied this month: _____

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

If not satisfactory, why?

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

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

Student Signature

Date

Occupational Skills Training
Email: ost@pcc.edu
Fax: 971-722-6124

2305 SE 82nd Ave
Mt Tabor Hall 128
Portland, OR 97216
Phone: 971-722-6127

Appendix E



MONTHLY TRAINER'S REPORT Occupational Skills Training

Student's Name _____

Month/Year _____

Trainer's Report

0 = Not Applicable

1 = Limited demonstration and application of knowledge and skills

2 = Basic demonstration and application of knowledge and skills

3 = Demonstrated comprehension and is able to apply essential knowledge and skills

4 = Demonstrates thorough, effective and/or sophisticated application of knowledge and skills

4	3	2	1	0	
					Attitudes Toward Training
					Works safely
					Uses time effectively
					Keeps busy, looks for work to do
					Looks for ways to improve—is alert to new methods
					Appropriate dress for job setting
					Exhibits cleanliness, good hygiene
					Relations with Others
					Cooperates with Supervisors, is respectful
					Works well with others
					Accepts suggestions
					Is courteous and helpful with public/customers
					Shows respect for diverse populations
					Attendance
					On time, completes required hours
					Alerts supervisor if absent or late
					Plans ahead to rearrange training

4	3	2	1	0	
					Job Learning/Skill Improvement
					Workplace math skills
					Problem solving/critical thinking
					Written communication
					Computer literacy
					Continual improvement/speed in completing tasks
					Can work independently
					Learns with ease, understands work/responsibilities
					Quality of Work
					Uses care with equipment and materials
					Completes tasks in minimal time
					Able to understand and follow direction
					Accurate and careful with work
					Can adapt to work conditions; is flexible

In what areas does the student need to focus? _____

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

Comments _____

Training Site: _____

Trainer's name (please print)

Address: _____

Trainer's signature

Occupational Skills Training
Email: ost@pcc.edu
Fax: 971-722-6124

2305 SE 82nd Ave
 Mt Tabor Hall 128
 Portland, OR 97216
Phone: 971-722-6127

**OCCUPATIONAL SKILLS TRAINING
OST COURSE EVALUATION**

NAME _____ DATE _____

1. Did your training provide employment in your skilled area? _____

2. Where are you employed now? _____

3. Did you feel the length of training was adequate? _____

4. Was the training site/instructor appropriate? _____

5. Did you enroll in any on-campus classes? _____

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

7. Comments: _____

If you would like to discuss your training program with Lori Conover, Interim Manager of Occupational Skills Training, please call (971) 722-6127.

Appendix G

Portland Community College Occupational Skills Training Advisory Committee

Members

Tim Hendricks - Chair	Bill Naito Company
Lisa Broten	Broten & Associates, LLC
Wayne Chan	State of Oregon Driver and Motor Vehicle Services
Leon Dupont	Veteran's Administration Regional Office & WorkSource Portland Metro
K.C. Fullmar	SAIF Corporation
Linda Hill	Linda Hill & Associates
Susan Potter	McCauley, Potter Fain Associates
Kadie Ross	State of Oregon Vocational Rehabilitation Services
Kathy Wallace	Wallace & Associates
Matt West	State of Oregon Workers Comp Employment Services Team

Appendix H

Portland Community College
Occupational Skills
971-722-6127

**Check Off List for Approving
Occupational Skills Training Sites and Trainers**

STUDENT _____

FIRM NAME _____

Initial or complete as indicated:

- _____ 1. Current business license
 - _____ 2. Number of years in business
 - _____ 3. Number of employees and non-paid trainees
 - _____ 4. Workers' Compensation coverage on regular employees
 - _____ 5. Attitude of the trainer/desire to instruct
 - _____ 6. Trainers understanding of the course content guide and reporting procedures
 - _____ 7. Safety practices
 - _____ 8. Illegal business practices/drugs, gambling, etc.
 - _____ 9. Essential equipment and materials to operate a business
 - _____ 10. Overall appearance of the training area
 - _____ 11. Check with Better Business Bureau and Consumer Fraud if we have any suspicions about the training site
 - _____ 12. Name of primary trainer _____
 - _____ 13. Expertise of trainer and training company
- Statement: (Attach supplemental information, if necessary.)

Course Title	Course Number	Embedded Related Instruction Area <small>(Computation, Communication, Human Relations)</small>
Occupational Skills Training	OST 101	ALL

Instructor/Applicant meets this qualification through:

- Specialized Coursework
 Workshop/seminar attendance
 Industry Experience
 Specialized Certification
 Other

Approved By:
Program Director: _____

Date _____

Division Dean: _____

Date _____

Appendix I

Monthly Timesheet & Trainer's Report Mapping

<p>Mapping Level Indicators</p> <ul style="list-style-type: none"> 0 - Not applicable 1 - Limited demonstration or application of knowledge and skills 2 - Basic demonstration and application of knowledge and skills 3 - Demonstrated comprehension and is able to apply essential knowledge and skills 4 - Demonstrates thorough, effective, and/or sophisticated application of knowledge and skills 	<p>Core Outcomes</p> <ul 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
--	--

	CO1	CO2	CO3	CO4	CO5	CO6
Attitudes Towards Training						
• Works safely		●			●	
• Uses time effectively			●		●	
• Keeps busy, looks for work to do			●		●	
• Looks for ways to improve – is alert to new methods			●		●	
• Appropriate dress for job setting				●	●	
• Exhibits cleanliness, good hygiene				●	●	
Relations with Others						
• Cooperates with supervisors; is respectful	●				●	
• Works well with others	●				●	
• Accepts suggestions	●				●	●
• Is courteous and helpful with public/customers	●		●		●	
• Respect for diverse populations	●			●	●	
Attendance						
• On time; completes required hours	●				●	
• Alerts supervisor if absent or late	●				●	
• Plans ahead to rearrange training	●		●		●	
Job Learning/Skill Improvement						
• Workplace math skills			●		●	
• Problem solving/critical thinking			●		●	
• Written communication	●				●	
• Computer literacy	●				●	
• Continual improvement/speed in completing tasks					●	●
• Can work independently			●		●	
• Learns with ease; understands work/responsibilities	●				●	
Quality of Work						
• Uses care with equipment and materials		●			●	
• Completes tasks in minimal time			●		●	
• Able to understand and follow direction	●				●	
• Accurate and careful with work		●			●	
• Can adapt to work conditions; is flexible				●	●	●