



TRAINING STANDARDS COUNCIL

INSPECTION REPORT MARCH 2000

Portland College

SUMMARY

Portland College offers residential training for people with disabilities. Support for students is outstanding. Initial assessment is rigorous and reviews are regular and effective. Few students leave their programme early. Training in business administration and engineering is good. Many students achieve their training goals and progress to employment. However, the college's training environment does not replicate real work situations effectively and there are too many simulated activities. Management of training is strong and communication between staff is good. Work placements are not well managed and some students have no work placement. Assessment processes are thorough and there is a strong system of internal verification. Quality assurance arrangements are satisfactory but there are no formal procedures for auditing these arrangements. The college actively promotes equality of opportunity and staff and students are strongly aware of equality issues. However, little action has been taken to increase the number of women in training.

GRADES

OCCUPATIONAL AREAS	GRADE
Engineering	2
Business administration	2

GENERIC AREAS	GRADE
Equal opportunities	2
Trainee support	1
Management of training	2
Quality assurance	3

KEY STRENGTHS

- ◆ high NVQ achievement rates
- ◆ high levels of progress to employment
- ◆ good learning resources
- ◆ rigorous initial assessment
- ◆ effective progress reviews
- ◆ good job-search training
- ◆ high levels of awareness of equality issues among staff and students
- ◆ effective internal communication
- ◆ strong commitment to continuous improvement

KEY WEAKNESSES

- ◆ failure to create real work situations in the college-based training environment
- ◆ insufficient assessment evidence generated from real work
- ◆ little action taken to recruit more women
- ◆ weak management of work placements
- ◆ lack of systematic internal audits

INTRODUCTION

1. Portland College in Mansfield is one of 14 specialist residential colleges in England, which are funded by the Residential Training Unit (RTU) to provide training for people with physical disabilities and/or learning difficulties. The college chooses to refer to all its learners as 'students', and all its students are on the work-based learning for adults programme. They spend a maximum of 52 weeks on the programme, at least two of which are on a work placement. On average, students spend 35 weeks at the college.
2. Portland College has three major sources of funding in addition to the work contracted by the RTU. The Further Education Funding Council (FEFC) funds basic education for those with most severe disabilities and the Employment Service funds work-preparation programmes for students with disabilities who are undecided on their choice of vocation. The college is also a registered charity, raising money for capital projects through fundraising. The scope of this inspection was restricted to the vocational training funded by the RTU.
3. Students come to Portland College from all parts of the UK. Since its foundation 50 years ago, almost 8,000 students have attended the college. Most students are residential. At the time of inspection, there were 300 students and a similar number of staff. Within the vocational training department, there were 125 residential students and 20 non-resident.
4. Portland College offers training in five of the occupational areas identified in *Raising the Standard*. These are agriculture, engineering, management and professional studies, business administration, and media and design. The overall aim of the programme is to help students get a job. Students work towards national vocational qualifications (NVQs) at levels 1 to 4 or follow other training programmes. Often, programmes are custom made for individuals to prepare them for specific jobs or industries. They may, for example, comprise NVQ units from several different awards.

INSPECTION FINDINGS

5. The college was inspected by the FEFC in October 1999 and is used to carrying out self-assessments using the FEFC's quality standards for inspection and self-assessment. In preparation for this inspection, the college carried out a separate self-assessment against the quality statements in *Raising the Standard*. The process took account of the views of staff in the vocational training department and of those providing support for students. The manager of the vocational training department compiled the report in close consultation with the senior management team and training staff within each occupational area.

6. A team of four inspectors spent 16 inspection days at Portland College in March 2000. Agriculture, management and professional studies, and media and design were not inspected as they each had fewer than 10 students. However, students and staff from these areas were interviewed by inspectors and evidence from these meetings contributed to the evidence base for the generic areas. Inspectors interviewed 44 students, and examined 18 students' files and 22 portfolios of evidence. They conducted 29 interviews with staff and held discussions with a disability service team manager, two disability employment advisors and one external verifier. One student's review meeting, and one NVQ assessment were observed. Ten instruction sessions were observed and graded. Inspectors also scrutinised a wide range of documentary evidence.

Grades awarded to instruction sessions

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	TOTAL
Engineering		2	4			6
Business administration		1	3			4
Total	0	3	7	0	0	10

OCCUPATIONAL AREAS

Engineering

Grade 2

7. Portland College has 92 students in the engineering sector. Of these, 30 are taking NVQs at levels 2 or 3 in information and communications technology subjects; nine are working towards NVQs in electrical, mechanical or computer-controlled machining; 20 are working towards qualifications in two- or three-dimensional computer-aided draughting; nine are working towards a certificate in digital or analogue electronics. Portland College has recently been accredited by an international manufacturer of computing hardware and software to offer training on its products and 24 students are now enrolled on semester 1 or semester 2 to learn about computer networking. In addition to the training for their main qualification, many students undertake one or more units from one of the other awards available.

8. Most training takes place off the job, although the college provides some work experience for students, either within the college or through a subsidiary sheltered workshop. Students also undertake a work placement, lasting a minimum of two weeks, at the end of their programme. Of the 93 students who left during the year ending March 2000, 75 (80 per cent) completed their individual training programme, and 44 (47 per cent) gained employment. A total of 36 NVQs were gained, together with a further 18 additional NVQ units and 44 CAD qualifications. The computer networking training is new and, at the time of the inspection, no students were in a position to have gained an award.

9. The self-assessment report gave a detailed description of the engineering training. It listed 12 strengths and six weaknesses. Inspectors considered that many of the strengths were no more than would be expected as normal practice and that some strengths were more appropriate to the generic areas. Nevertheless, inspectors agreed with other strengths identified in the report and with the grade awarded to engineering.

STRENGTHS

- ◆ students' outstanding willpower and determination to succeed
- ◆ good learning resources
- ◆ high NVQ achievement rates
- ◆ good progression to jobs

WEAKNESSES

- ◆ insufficient coaching for some students in the initial weeks
- ◆ failure to replicate authentic workplace conditions in the college's training environment

10. Most students at Portland College have experienced illness or an accident that prevents them from continuing with their previous job or career. Often, a complete change of career direction has been enforced by the new circumstances in which they find themselves. Despite this, students' motivation and determination to succeed is outstanding. Most are extremely well focused on their training and on completing their programme. The mature students in particular wish to complete their training and return to their family as quickly as possible. There is a high degree of comradeship, and both staff and students are extremely enthusiastic.

11. There are good learning resources within the college. The technical equipment and computers are plentiful, and cater well for the range of programmes offered. The open-learning materials, including those for the computer networking programme, are good. Many of these have been designed and written by members of staff. The use of open-learning materials enables each student to learn at their own optimum rate and, for many, this method of learning is very effective. Students repeat or revise topics that they have found difficult and move on only when satisfied that they are ready to do so. The use of open learning materials also

means that students can join the college at any stage of the year, without being restricted to group start dates. Staff are experienced and well qualified and between them they possess the necessary expertise to cover the programmes offered.

12. Portland College has good achievement rates for the engineering programmes. Achievement rates and progression into jobs is higher than the national average for the work-based learning for adults programme and is particularly good given the additional barriers to work faced by those with disabilities. Ten per cent of students have suspended their programmes with the intention of returning when possible. In most cases, the reason for the suspension is ill health or a family difficulty.

13. Most students who arrive at Portland College have little previous experience of open learning. Around a third of students find that they do not receive enough guidance, in the initial stages, to help them adjust to this style of learning. While staff are available to provide help when requested, some students are reluctant to keep asking for help, particularly early on in the programme when they often lack confidence. Students eventually adjust to the learning style and benefit from it, more guidance from staff is needed at the beginning.

14. The period of time that students spend with an employer at the end of their programme, is purely for work experience and not for NVQ training or assessment purposes. All training and assessment take place on the college's campus. The training environment at the college, however, does not fully replicate the pressures of a real work environment in relation to cost, time constraints and customer service. The college's training environment is far more supportive than most workplaces. Some aspects of work, especially in information and communication technology, are simulated. Even though those on the non-NVQ programmes are not required by the awarding body to be in a real work environment, such an experience would be beneficial.

Business administration

Grade 2

15. There are 53 students on the business administration programmes: 14 are working towards NVQs in administration at levels 1, 2 and 3; 15 are undertaking NVQs in accounting at levels 2 and 3; 24 are working towards a range of NVQs in information technology at levels 1, 2 and 3. Many students are following units from a number of qualifications put together to meet their individual training needs.

16. Four staff undertake the training in business administration. They are all suitably qualified and experienced. Most students undertake a work placement at the end of their time in college, which usually lasts from two to four weeks. Other students have work-experience placements within the college. Inspectors agreed with one of the strengths given in the self-assessment report and identified two further strengths. The college did not cite the weakness identified by inspectors, but listed other weaknesses that belonged to the generic aspects of training.

STRENGTHS

- ◆ highly flexible, customised training programmes
- ◆ good resources
- ◆ high NVQ achievement rates
- ◆ good progression to employment

WEAKNESSES

- ◆ insufficient evidence generated from real work situations

17. Staff and students work together well, showing an enthusiasm for learning. There is a strong emphasis on preparing people for work, and the achievement of qualifications is seen as part of this, rather than an aim in its own right. The training programmes are highly individual, designed to give each student a set of skills and competency that will be valued by employers. Often, these are specifically related to the labour market of the student's home town. Many students do not work towards one NVQ, but to achieve a complementary set of units which equip them for a specific job. The computer packages selected by students for their information technology work depends on their own preferences and job aspirations. Evening sessions are also available to students, enabling them to make best use of their time at college by putting together a comprehensive programme which will strengthen their prospects of employment.

18. Learning resources are good. Training rooms are comfortable and well-furnished, with spacious seating arrangements. There are plenty of computers with a good range of software, to prepare students for the demands of industry. There are also lots of test books, open-learning resources and other learning materials. Students are supplied with their own set of resources, appropriate to their chosen programme. For example, the resources for accounting include textbooks, calculator and filofax. Students take these resources with them when leaving the college.

19. Portland College is highly effective in preparing people for work. In the last year, 55 per cent of people who left the college got a job. This is higher than the national figure for work-based learning for adults, despite the barriers to employment faced by those with disabilities. In the contract year ending March 2000, 84 per cent of students completed their individual training programmes. Seventy-eight per cent of students achieved an NVQ.

20. For students who have work placements in college, there is not enough real work used in training and assessment. There is an over-reliance on the use of simulated activities for NVQ assessments. Where simulated exercises are devised, they are sometimes not relevant, either to a work situation, or to the individual students. The internal work placements in college fail to recreate the pressures that exist in the workplace and do not provide enough opportunity for candidates to be assessed undertaking real tasks.

GENERIC AREAS

Equal opportunities

Grade 2

21. Portland College has had an equal opportunities policy for more than 10 years. There are also procedures relating to sex discrimination, race relations, equal pay, disability discrimination, protection from harassment and confidentiality. The director of studies is the person designated with responsibility for monitoring, reviewing, and updating the equal opportunities policy. The policy and procedures are on the college's intranet and the student handbook contains the equal opportunities, harassment and disability policies and the complaints procedure. Students are given a copy of the handbook during their induction programme. At the time of the inspection, there were 12 female students (8.3 per cent) out of a total of 145, and seven students (4.8 per cent) from minority ethnic groups. Most students are between the ages of 25 and 55. Students are referred to Portland College by disability employment advisers, who are based in Employment Service job centres throughout the country. The self-assessment report is detailed in its evaluation of equality of opportunity. Generally, inspectors agree with the strengths and weaknesses identified. Inspectors found an additional weakness but awarded the same grade as that given by the college.

STRENGTHS

- ◆ good awareness of equality issues among both staff and students
- ◆ active promotion of equality by staff
- ◆ effective protection of students from harassment and bullying
- ◆ effective links with external agencies

WEAKNESSES

- ◆ insufficient monitoring of equal opportunity in the workplace
- ◆ lack of action taken to address gender imbalances

22. Responsibility for promoting equality of opportunity is included in all staff job descriptions. Staff are fully familiar with the college's equal opportunities policies. Most have undertaken recent training to update their knowledge of relevant legislation. A one-day course was recently provided for support staff. It was well attended and participants received a useful handbook, which is now often used as a reference document.

23. Students have a good recollection of the information they were given on equality of opportunity during their induction programme, including the references to the student charter. The charter is clear and concise, and clearly outlines the action to be taken in the event of a complaint. This information is regularly reinforced, both during training and through contact with support staff. Posters and information relating to equality of opportunity are regularly displayed on notice boards.

24. There is access to all parts of the college for people with restricted mobility. Ramps, self-opening doors and handrails are provided. There is also a range of specialist resources and equipment to ensure that students receive the necessary support to undertake training, whatever their disability. It includes a hydrotherapy pool, speech and language therapy, occupational therapy and a medical centre. The college has a fleet of vehicles specially adapted for people with disabilities, which are used to transport students to local shopping and leisure facilities.

25. The college's emphasis on equality is clearly evident. During training, staff and students work together to create a pleasant and civilised atmosphere in which discriminatory behaviour is not tolerated. Existing students support new students when they first come to the college and acceptable codes of behaviour are clearly established. Students and staff show respect for one another and for the college. Students understand the complaints procedure. When there are complaints, investigation is thorough and response is swift and clearly recorded. Although there are some tensions between the older students in vocational training and the younger students in the further education department, staff manage the situation well. In its residential arrangements, and in the support it provides for students, the college ensures that individual privacy is respected and that the needs of both sexes and differing age groups are taken into account.

26. The college has links with a wide range of external organisations with which it works to promote equality for those with disabilities and to share good practice. The college is working on a number of developments. One such development is aimed at providing a central point of contact for people with disabilities who require help in finding jobs, obtaining state benefits and finding opportunities for training.

27. Until recently, the college has not formally checked that employers have an equal opportunities policy and that they are committed to ensuring equality for all. This weakness was highlighted in the self-assessment report and steps have been taken to amend the process of selecting suitable employers. At the time of the inspection, however, the new procedures were not fully operational.

28. The 8 per cent figure for women students in the vocational training department of the college compares with a figure of 14 per cent for all women on training programmes in specialist colleges funded by the RTU. While a reluctance to leave home, owing to domestic responsibilities, is often cited by disability employment advisers as a reason for women not applying for training, women are similarly under-represented as a proportion of the non-residents at the college. To date, the college has taken little action to try to address the gender imbalance.

Trainee support

Grade 1

29. All students are referred to the college by disability employment advisors. Applicants have an initial interview, during which they are given information and guidance on the programmes available. Those who choose to attend the college undertake an initial assessment to identify an appropriate training programme.

Interviews also take place with the welfare, medical, physiotherapy and care departments to determine support requirements. Within the vocational training department, the initial assessment includes the identification of students' prior learning. The results of the initial assessment help determine students' individual training plan. During the first week of training, students receive a full induction to their training programme and to other aspects of life at Portland College. Inspectors agreed with the strengths stated in the self-assessment report. One weakness identified had been addressed by the time of inspection, and inspectors awarded a higher grade than that given by the college.

STRENGTHS

- ◆ few early leavers
- ◆ outstanding personal support for students
- ◆ thorough initial assessment
- ◆ comprehensive induction programme
- ◆ effective progress reviews
- ◆ good job-search training
- ◆ celebration of students' successes

WEAKNESSES

- ◆ failure to ensure that all forms of support are recorded

30. The quality of support for students at Portland College is outstanding. Few students leave their programme early. In the last year, 80 per cent of students completed their training programmes. Of the early leavers, half suspended their training because of ill-health or domestic problems. Three students died.

31. The standard of personal support for students is exceptionally high. There is an extensive range of specialist care and appropriate equipment to ensure that individual needs are met. The support is specifically geared to help students prepare for the demands of the workplace. For example, there is a well-equipped multi-gym, staffed by qualified physiotherapists where students can improve their fitness level and undertake specific exercise programmes to improve their strength and stamina. The new hydrotherapy pool is also used as a therapeutic tool, particularly for those with muscular difficulties.

32. The initial assessment is an in-depth assessment which takes place over 24 hours. It is well planned and rigorous and it includes students' prior learning, key skills, occupational skills and medical condition. After completion of the initial assessment, students have an interview with a senior member of staff at which they receive comprehensive feedback and agree on an individual training plan. The training plans are specific to the individual. They are based on the results of initial assessment and provide challenging but achievable goals for the students.

33. The one-week induction programme is well structured and comprehensive. There is a tutor's pack which outlines the content of the programme and includes copies of all information to be given to students. Each new student is allocated a 'buddy', who is an existing student, to provide support in the initial few weeks. The induction includes all aspects of life at Portland College, including accommodation, support, domestic issues, the vocational training department, NVQs and guidance on how to construct an evidence portfolio. Students use a workbook to guide them through the induction and retain it for reference afterwards. Students' recollection of the information given during induction is good.

34. Every 30 working days, students have a meeting with their personal tutor to review progress, set targets and draw up action plans. The process is effective in motivating students and progress is rapid. The records of the reviews are detailed, and contain measurable targets which are linked closely to students' aims for employment. The senior tutor countersigns all review records and ensures that the reviews are carried out on time, and to the standard specified.

35. Job-search training and support is of a high standard. The college has a separate training room dedicated to job search. Students open a 'job club account' when they start training, which enables them to use the Internet to search for jobs in their home area. They use electronic mail to apply for jobs. In addition, there is a good range of other resources, including local newspapers from students' home towns. Training is provided to help students produce a personal development plan for getting a job, write a curriculum vitae and prepare for interviews. Staff are readily on hand to provide individual guidance when needed. The job-search facility is well used and valued by students.

36. Many students arrive at Portland College with low self-esteem following illness or disablement. The college celebrates the success of its current and past students in a positive manner, providing encouragement for others to succeed. There is a regular college newsletter which focuses on achievements and successes. There is also an annual awards day. The college has a 'can do' culture which helps build students' confidence. Many students retain links with the college after completing their programme and some have provided their services as volunteer helpers. In its self-assessment report, the college drew attention to one weakness in trainee support, which is that not all support is fully recorded. Inspectors agreed but the impact on students is minimal.

Management of training

Grade 2

37. The director of studies is responsible for both the education and vocational training departments. The vocational training department is led by the training manager who is a member of the college's senior management team. A senior tutor manages the training staff and reports directly to the training manager. Within each occupational team, the internal verifiers co-ordinate the training and assessment. The college was awarded the Investors in People Standard in 1994 and was

successfully re-accredited in 1997. The vocational training department does not operate to a teaching year, so students may begin their programme at any time of the year.

38. Work experience for students is co-ordinated and monitored by two placing officers. Most students undertake work experience towards the end of their programme. They usually work with employers based in their home towns, which can be anywhere in the UK. In order to manage the logistics of travel, Portland College has a long-standing reciprocal agreement with three other specialist residential colleges, that they will monitor students in their locality, by visiting them in the workplace. For each placement provider, two monitoring visits are required. The first is to carry out a health and safety check on the employer, before the student is placed. The second occurs during the work placement and is to monitor students' progress. Inspectors agree with the strengths identified and the grade awarded for management of training in the self-assessment report. The college failed to acknowledge the weak management of work experience, but successfully identified other weaknesses with which inspectors agreed.

STRENGTHS

- ◆ effective internal and external communication
- ◆ strong teamwork
- ◆ regular training and development for staff
- ◆ clear roles and responsibilities for staff

WEAKNESSES

- ◆ underdeveloped management information system
- ◆ weak management of work placements

39. Within the college, internal communication is good. There are regular scheduled meetings for all staff within the vocational training department. They are well attended and proceedings are carefully minuted. Action points from the meetings are followed up rigorously and with purpose. All staff have their own computer and access to electronic mail and the college intranet. These formal methods of communication are well used and add to the informal communication that takes place each day. Staff feel involved, consulted and fully informed. Effective communication and strong teamwork help to ensure that training is well managed. The well-being, progress and achievements of students are monitored closely by personal tutors and the senior tutor, and any difficulties are swiftly identified and efficiently resolved. There is close collaboration between staff teams and relevant information on students is shared efficiently.

40. At a strategic level, the communication with external agencies is also effective. The college is well represented on national groups and takes the opportunity to influence policy and developments. Effective external communication and marketing have been important in gaining financial support and successful

fundraising has enabled the college to invest in the college infrastructure. Most recently, the college secured funds to build a new hydrotherapy pool. It now has plans for a new learning resource centre to extend existing facilities.

41. There is a good appraisal system and a strong commitment to staff development. Staff-development activities are based not only on individuals' needs but on the need to develop the curriculum. In recent years, the college has chosen to specialise in information technology-based training, and has provided a comprehensive training programme to equip staff with the necessary skills. Increasingly, staff are becoming multiskilled so they can operate flexibly throughout the department. Another strong aspect of staff development is that staff regularly observe each other when working with students. There is a schedule of observations and, where necessary, action plans are drawn up to help individual staff improve their skills. Where staff have particular problems or development needs, a mentor is sometimes provided to give support.

42. In its self-assessment report, the college highlighted the need to provide industrial experience for staff, to ensure that their knowledge of working practices is up to date. Many training staff have worked at Portland College for a considerable number of years. Some are ex-students who have performed well and been offered jobs. By the time of inspection, the college had begun to implement a programme of updating. Some staff had spent time with employers and other staff were scheduled to do so in the near future.

43. All staff have up-to-date job descriptions, which are prominently displayed on the walls of training rooms. Both staff and students are clear about the roles of individual staff.

44. Recently, the college has begun to introduce a new computer-based management-information system. At the time of the inspection, phase one of the planned three stages had been completed. Not all staff are fully competent or confident in using the new system and some student information on the system is unreliable. Accurate paper-based records exist, but the process of retrieving the information is inefficient.

45. The challenge of finding and monitoring work experience for students who are often considerable distances away from the college in their home town, is considerable. Nevertheless, the college has a contractual obligation to provide and monitor work experience for all students. In some cases, it is not well managed. At least 10 per cent of students do not get the two-week work placement to which they are entitled. In a minority of cases, the second monitoring visit to the student in the workplace does not happen. The work of the placing officers is not centrally monitored to alert management to work-placement difficulties and to enable them to explore the extent and nature of the problems.

Quality assurance

Grade 3

46. A quality assurance manual has been in operation at Portland College since 1995. It contains a set of policies and work instructions for the general areas of work affecting the whole college. The vocational training department has its own set of policies and procedures, which operate independently from the overarching college systems. A quality assurance manual for the vocational training department was developed in 1996 and has been regularly updated since. The most recent version of the manual was produced in September 1999. A copy is issued to each member of staff, and is available on the intranet. Inspectors considered that some of the strengths identified in the self-assessment report were no more than would be expected as normal practice, but they agreed with the remaining two strengths. The weakness identified by inspectors was not mentioned in the self-assessment report. The grade they awarded was lower than that given by the college.

STRENGTHS

- ◆ honest and rigorous self-assessment
- ◆ robust internal verification system

WEAKNESSES

- ◆ no systematic internal audit of the training department's quality assurance arrangements

47. Portland College is continually striving to improve the quality of training. It sees the basis of continuous improvement as honest and rigorous self-assessment. In preparation for inspection, each occupational team critically evaluated the quality of its work against the quality statements in *Raising the Standard*. Support staff and college managers were also consulted. The overall self-assessment report was then compiled by the training manager. It is comprehensive and cites evidence to support the judgements made. Inspectors agreed with four of the six self-assessment grades, and with many of the strengths and weaknesses identified in the report. Action plans are produced, implemented and updated as part of an on-going cycle of improvement.

48. The internal verification system is robust. Each internal verifier has specific responsibility for co-ordinating a part of the process, and the parts add up to a comprehensive and well-managed system. Assessors often shadow internal verifiers at the sampling stage and good practice is shared, particularly practice relating to the recording of assessments. There is a sampling plan which shows the range of units to be examined by the verifier.

49. The quality assurance manual contains procedures which staff are involved in updating and revising on a regular basis. Often, the individual given the task of writing or amending a procedure is the person who is most closely connected to it. For example, work-placement procedures are the responsibility of the college's

placing officers. Despite the efforts made to improve the quality assurance manual, some procedures remain too complex. In addition, there are no procedures for key areas of activity, such as the evaluation of training and programmes.

50. The department does not have a formal system of internal audit and internal audit responsibilities are not written into the job descriptions of any staff. Although some procedures are monitored, particularly those relating to student reviews and internal verification, the arrangements are informal. If it is discovered that procedures have not been followed, the member of staff responsible is required to provide an explanation and to take remedial action. However, at present, the department has no means of ensuring that all procedures in the quality assurance system are checked through a planned schedule of internal audits.

51. Questionnaires are used to obtain feedback from students. The responses are collected and analysed centrally and the results conveyed to training staff. However, the way in which the responses are analysed makes the information obtained less useful than it might be in helping staff and teams to improve their performance. Employers' views of Portland College are requested as part of a summative report on students at the end of their work placements. Often, employers leave this part of the form blank. Where comments are made, they are unanimously positive, but often too general to be of help to the college in evaluating itself.