# Pennsylvania Department of Education
Bureau of Career and Technical Education
Public Postsecondary Vocational Education (PPPVE) institutions
Final Draft Report

Institution: _____Clearfield County Career and Technology Center_____

Dates of On-site Review: __October 8-10, 2013_____

Date of Report: _____June 4, 2014_____

The following report was compiled based on the self-study and site review of Clearfield County Career and Technology Center on October 8-10, 2013.

After a thorough review, and based on the input from the Institutional Accreditation Advisory Group, The Pennsylvania Department of Education is recommending an accreditation status of:  Re-Accreditation

**Name of Institution: _Clearfield County Career and Technology Center_____**

**Completion Date of Evaluation: _____October 8-10, 2013_____**

## Category A – Organizational Leadership:

**The Standard…**
The institution's leaders address the organization's values, purpose, focus, and performance expectations, as well as its focus on students and stakeholders, including student learning, faculty/staff, organizational learning, regulatory requirements, and public responsibilities.

The organization develops strategic plans including the vision, mission, and values, clear objectives, designs and implements specific action plans and performance expectations, and tracks improvement towards the objectives.

| a. | **Provides direction to the overall organization:** |
|---|---|
| 1. | **Does the administrative team set and disseminate values, direction, and performance expectations? Is two-way communications ensured on these items? (List the names and job titles of the administrative team for the applicant institution)** <br><br> The administrative team sets and disseminates values, direction and performance expectations for all programs involved with providing adult education through numerous means. <br><br> Student evaluations, instructor feedback, advisory board meetings, and conversations with adult students, employers, and local business leaders ensure two-way communications at all levels. <br><br> Faculty in-service days, along with informal faculty and staff meetings, held monthly after each Joint Operating Committee (JOC) meeting, keep all personnel up-to-date on all issues.  Weekly Administrative Updates are sent via email to all school personnel by the Executive Director. A monthly report is also provided by the Adult Education Coordinator to the JOC members to assure open communication. Informal meetings, as well as email correspondence are utilized in order to deal with issues that may arise in the Adult Education Department.   A yearly updated Faculty and Staff Handbook is disseminated to all school personnel, and an Adult Education Handbook is given to all adult students.  Adult students in Practical Nursing (PN) meet monthly with the PN Program Director or PN Instructor. <br><br> The administrative team responsible for adult education programs is comprised of the following: <br><br> Lois A. Richards               Executive Director <br> William Weaver            Assistant Director <br> Kathie Pearcy             Business Manager <br> Holly R. Ryan             Adult Education/Marketing Coordinator <br> Holly Bressler            Adult Education Administrative Assistant |

| | |
|---|---|
| | Elsie Maurer                        Practical Nursing Program Director<br>Heather Williams            PN Clerical Assistant<br>Frank Walk                     Computer Technician<br>Jerome Mick                    Computer Technician Assistant<br><br>Evidence A.a.1:  Organizational Chart<br><br>Evidence Onsite: Articles of Agreement<br>                        Administrative Update<br>                        JOC Monthly Board Report<br>                        Adult Program Evaluations<br>                        Faculty and Staff Handbook-"Faculty and Staff Meetings"- Page #10<br>                        Minutes of Practical Nursing Student Government Association<br>                        Practical Nursing Student Handbook<br><br>**Comments:** Evidence provided shows communication with administration and adult education.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 2. | **What is the organization's official vision and mission that clearly reflects its overall purpose of existence and implies/includes PPVE in its scope?**<br><br>The Clearfield County Career and Technology Center's (CCCTC) official mission is documented in past and current Strategic Plans, includes Public Post-Secondary Vocational Education (PPVE) in its scope, and appears in our CCCTC student and adult promotional materials.  It reads:  "Our mission at CCCTC is to provide quality career-technical education programs and services that prepare youth and adults for success in the workplace, postsecondary, and community, now and in the future."  The CCCTC does not have an official vision statement.<br><br>Evidence:  A.a.2:  2007-2013 Strategic Plan<br><br>Evidence Onsite:   Mission Statement from Student/Parent Handbook<br>                         Promotional Brochure with proof of Mission Statement<br><br>**Comments:** Institutions' vision and mission are clearly stated in the current strategic plan and on promotional materials.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:** Institution needs to make sure that the vision and mission |

| | |
|---|---|
| | statements for adult education are included in the new comprehensive planning tool.<br><br>**Corrective Action:** |
| 3. | **Is the overall vision/mission and PPVE services communicated to key stakeholders such as employers, public/community organizations, faculty/staff and adult students?**<br><br>The overall vision/mission and PPVE services are communicated to stakeholders through our printed materials, promotional brochures, the CCCTC website (www.ccctc.org), advertisements, faculty and staff handbook, adult education student handbooks, and the Strategic Plan. Brochures, stating CCCTC's mission are available at the local Career Links, are sent to community agencies and funding providers.<br><br>An Open House is planned bi-annually.  Practical Nursing hosts a job fair; and the Cooperative Education Department hosts an annual employer banquet. (The Coop Department has assisted with job placement for some of our adult learners.)  Another example is the Health Assisting Luncheon that is held in May of each year. The Adult Education Coordinator, or a representative from the Adult Education Department, attends career fairs as needed as well as sits on planning committees for the local CareerLink.<br><br>Evidence:  A.a.3: CCCTC Webpage<br><br>Evidence Onsite:  General Adult Education Brochure<br>                    Example of DVD used at schools for recruitment<br>                    Open House Flier with Mission Statement<br>                    Banquet Information<br><br>**Comments:** The institutions' vision and mission statements are present on all handouts and promotional materials.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| b. | **Establishes the future direction for PPVE and implements the plan:** |
| 1. | **Is your overall vision/mission and operations based on public/community needs and expectations of key customers and based on current data and information?**<br><br>In an ever-changing workplace, CCCTC recognizes its role to serve the needs of business and industry while offering programs that allow individuals to obtain self-sufficient wages. We hand out and have all evening adult students complete an Adult Student Information Form that includes a question asking if the student has any recommendations for classes not already held. We use this form of feedback to help determine if there is a trend showing of courses we need to offer in the future.  Eight (8) programs |

are currently listed on the PA Career Link website, and the High Priority Demand Occupations list is taken into account for new program development. (These are submitted and updated annually.)  Career Link programs undergo a local and state approval process, requiring statistics, thresholds and standards.  The CCCTC Executive Director is a member of the local Workforce Investment Board (WIB) and makes certain that current data and information is available for program development.  The Executive Director is also a board member of the Clearfield County Economic Development Corporation. The Adult Education Coordinator is a board member on the Clearfield County Chamber of Commerce as well as the North Central Business and Education Connect in Clearfield County.  A diverse Local Advisory Board, Professional Advisory Board, and Occupational Advisory Committees offer input into community needs and educational direction as well.

Evidence:  A.b.1:   Local Advisory Board Membership

Evidence Onsite:   Adult Student Information Form
Listing of WIA approved courses for 11-12
Clearfield Chamber of Commerce Article
OAC Membership
OAC Minutes

**Comments:** The vision and mission statement derives in part from occupational advisory committee meetings in regards to adult education.

**Strengths:**

**Opportunities for Improvement:**  Develop standardized template for OCA meetings.

**Corrective Action:**

2. **Does your strategic plan establish goals and objectives that include strategies for PPVE, are they timely and futuristic in scope?**

Many of the educational goals identified in the Strategic Plan are comprehensive and universal in scope.  CCCTC strives to improve the academic and occupational competence of all its students.  Adult student strategies and an action plan are included in the new Strategic Plan and are timely and futuristic in scope.  CCCTC completed a $10 million renovation in 2007 to update the facility and program areas to meet current and future needs.  Because of the recent update, we have not needed to apply for any training equipment grants for the intergenerational programs. CCCTC constantly responds to local employer needs, updating curricula, and writing and obtaining grants to secure cutting-edge technology.

Evidence:  A.b.2:  2007-2013 Strategic Plan

Evidence Onsite:  Sample Practical Nursing Grants– Simulation Equipment

**Comments:** Current Strategic Plan includes goals for adult education.

| | |
|---|---|
| | **Strengths:**<br><br>**Opportunities for Improvement:** Institution needs to make sure goals for adult education are included in the Comprehensive Planning Tool.<br><br>**Corrective Action:** |
| 3. | **What are your PPVE key strategic objectives, action plans, and timetables for accomplishing them?**<br><br>The CCCTC's strategic objectives and the projected timelines are found in the current 2007-2013 Strategic Plan. It is a goal and mission of the CCCTC to develop new programs and/or courses to accommodate the needs of our potential adult students and employer needs. We recently were approved to begin a Nail Technician Course that was incorporated with the Adult Cosmetology Program. We will continue to accept enrollments into the Cosmetology Instructor Course as well.<br><br>Another program that has been discussed and at one point, was in the implementation process is a Heating, Ventilation, Air Conditioning and Refrigeration program for adults. This was to be held as an evening short term course with the possibility of becoming a fulltime, accredited course in the future. We met with employers in this field to discuss their need for employees. We have since decided to hold off on implementing this program due to lack of interest from potential students.<br><br>Our newly hired welding instructor is AWS certified. This will make our Welding Courses more marketable for adults having an industry certification to possibly obtain.<br><br>Evidence:  A.b.3:  Nail Technology Brochure<br><br>Evidence Onsite:   Cosmetology Instructor Brochure<br>                             2007-2013 Strategic Plan<br>                             JOC Board Reports<br>                             HVAC Correspondences/Meetings<br><br>**Comments:** Evidence supports established goals and objectives with timelines for both.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 4. | **What are your key measurements and performance indicators/targets that will identify successful completion, and are used to track the plan execution?**<br><br>CCCTC has many forms of measurement and performance indicators. They are graduation rates; |

employment placements; licenses for programs such as Cosmetology and Practical Nursing; and PA Career Link required data for wages and placements for approved website programs. In addition, there are many other trade-related certifications that enhance the student's employability. CCCTC is an approved institution for PPVE with agencies such as Office of Vocational Rehabilitation (OVR), Veterans Affairs, TAA, WIA Funding, and Department of Public Assistance (DPA). On an intergenerational program level, student data is collected that reflects certifications, program completers, PA Skills achievement, NOCTI pass rates (adult students included if enrolled in intergenerational program) and PSSA proficiency.

Evidence: A.b.4: NOCTI Results

Evidence Onsite: Competency List-Management Information Systems with Clock to
Credit Hour Policy
Certification List
Graduation data, placement data and licensure pass rates for PN
PN Training and Performance data on Career Link site
Placement Data for adults (surveys of where they are now)

**Comments:** Institution uses the Classmate system to track competencies and completions.

**Strengths:**

**Opportunities for Improvement:**

**Corrective Action:**

| c. | **Reviews the organization's performance:** |
|---|---|
| 1. | **Do senior leaders ensure the school is meeting its fiscal budget and other accountabilities?** <br><br> The Executive Director, Business Manager, Assistant Director, Adult Education Coordinator, Adult Education Administrative Assistant, Practical Nursing Program Director and CCCTC Bookkeeper ensure that the school is meeting its fiscal budget. Expenses and revenues for Adult Education are approved by the Joint Operating Committee (JOC) on a monthly basis. Both sign-ups and collection of monies for continuing adult education courses are done via a computerized Excel spreadsheet system that tracks total revenues received on any given date for each program as well as a grand total for all programs currently offered. We are currently updating to the Adult Classmate software that will enable us to track registration, attendance and tuition. Expense and revenue data is reviewed by key administrative people at regular intervals. Practical Nursing and Truck Driving have their own fiscal tracking systems that break out costs and revenues. Key fiscal employees are bonded. <br><br> Good fiscal planning and cost analysis determine profits and program continuance; book and supply costs, break-even points, minimum class numbers and expected profits are all a part of the decision. Tuition is determined by the Administrative department, along with the Adult Education Coordinator, and approved by the Joint Operating Committee. Tuition rates are comparable to other area educational institutions, taking into account start-up costs, equipment needs, equipment operational costs, utilities, |

and instructor, janitorial and supervisory salaries. The final audit report, including Adult Education, is presented yearly to the JOC for approval and is available for review in the Business Manager's office. Adult Education monies contribute to the overall welfare of the school as determined by the Administration. Though not a part of the general school budget, Adult Education monies are used throughout the school where needed—to repave the parking lot, to purchase new computers for the MIS Lab, to purchase laptops for instructors to use in classroom settings, etc. In addition, Adult Education contributes $25,000 annually for a period of 20 years towards the roof payment that will end June 2013. Adult Education does have resources to fund and start new programs.

Evidence: A.c.1. CCCTC 12-13 Budget

Evidence Onsite: Computerized Excel Student Sign-up Sheet (evening course)
            Audit Report
            JOC minutes approving budget

**Comments:** Evidence shows that administrators are involved in accountabilities and fiscal budget for the adult education programs.

**Strengths:**

**Opportunities for Improvement:**

**Corrective Action:**

---

2. | **Do senior leaders regularly review the school's progress to assure it is reaching its goals, objectives and PPVE commitments, and to make revisions and take corrective action? What are some recent accomplishments?**

Program evaluations, required by all adult education programs, are regularly reviewed by the Executive Director, Assistant Director and Adult Education Coordinator in order to make curriculum and program adjustments. Where applicable, adult student completion rates, certification attainments, clinical evaluations, grades and placement data are reviewed. The Assistant Director gives an adult education update at all monthly JOC meetings. Program delivery to adult students is discussed in the Occupational Advisory Committee (OAC) meetings. The Cooperative Education Coordinator has student placements in over 50 industries and agencies, is a direct link to local community/business input, and helps with adult placements if requested. Practical Nursing conducts regular systematic evaluations which are reviewed at quarterly faculty meetings; courses are revised and corrected for any deficiencies.

All of the above data is reviewed and analyzed to determine if goals are being reached and if not, we discuss what we can do to rectify the issues.

Recent accomplishments include:
•     $10 Million Renovation Project
•     Eight (8) programs are approved for the Career Link site and WIA funding. Programs were

| | |
|---|---|
| | petitioned based on the High Priority Occupation list and this number should increase for 12-13. <br> • CCCTC's Architectural Drafting and Electronics Programs have been approved to receive college credit with Penn Highlands Community College <br> • Ninety three percent of our Practical Nursing students passed the state test in 2010-11. <br> • Grant money was secured to provide PN simulator training; and a lab instructor was hired through another grant for the simulator lab for both nursing program sites. <br> • Department of Community and Economic Development Educational Improvement Tax Credit Program <br> • Introduced online courses offered through Ed2Go <br><br> Evidence: A.c.2 Executive Director's Accomplishments Memo <br><br> Evidence Onsite: Adult Program Evaluation <br>                Certifications <br>                Student Clinical Evaluation <br>                ServSafe Grades for Certification <br>                OAC Requirements in Faculty Handbook <br>                OAC Meeting Minutes <br>                Cooperative Education Industry Placements <br>                Grant from Labor and Industry <br>                Department of Community and Economic Development – <br>                         Educational Improvement Tax Credit Program <br><br> **Comments:** Evidence supports review of goals and objectives. <br><br> **Strengths:** <br><br> **Opportunities for Improvement:** Reviews need to happen at more regular intervals. <br><br> **Corrective Action:** |
| **d.** | **Meets its regulatory requirements and public responsibilities:** |
| 1. | **Do you comply with Board policies and procedures and ensure the institution maintains the public's trust in the integrity of the institution?** <br><br> The Joint Operating Committee, consisting of representatives from six sending public schools, is responsible for approving all staffing, budgetary expenditures and refunds, and changes to adult education. All personnel follow the policies established by the JOC. <br><br> Evidence: A.d.1. JOC Agenda with Adult Education Expenses discussed <br><br> Evidence Onsite: Board Policies & JOC Minutes <br><br> **Comments:** Evidence supports the compliance of Board policies and procedures. |

| | |
|---|---|
| | **Strengths:** |
| | **Opportunities for Improvement:** |
| | **Corrective Action:** |
| 2. | **Is the institution conducting its operations in a fair and ethical manner and have evidence of following the state's ethical policies, practices, and civil rights compliance with particular attention to those factors affecting students and employees?** |
| | Faculty, student and adult student handbooks all contain the current civil rights nondiscrimination policy that meets Section 504, Title IV and IX, and ADA regulations.  The policy is posted on the CCCTC website, and in the school office.  The CCCTC Director is currently the Civil Rights Officer for both students and staff.  All complaints concerning violations are directed to her.  A grievance and appeal policy is also in place and appears in all student, faculty and adult student handbooks. Our Disclosure Statement is on the website, brochures and course catalog. |
| | Evidence:  A.d.2.  Civil Right Compliance and Non-Discrimination Statement |
| | Evidence Onsite:    Grievance and Appeals Policies |
| | **Comments:** Evidence supports that the institution is operating in a fair and ethical manner. |
| | **Strengths:** |
| | **Opportunities for Improvement:** |
| | **Corrective Action:** |
| 3. | **Does the school review its policies, directives, and practices to ensure that they reflect the requirements of the applicable laws and regulations, and do not unfairly or negatively impact those constituents the institution serves?** |
| | The educational facility subscribes to PSBA Policy News which gives CCCTC the most recent policy changes.  Formal review of all policies is performed on an annual basis by the Director and reviewed with instructional and support staff before the start of each year.  After review by the school solicitor, all policy changes must be presented to and approved by the JOC. |
| | Evidence:  A.d.3  JOC Minutes showing approval of Practical Nursing Program and Adult Education Student Handbooks |
| | Evidence Onsite:  PSBA News Pamphlet |
| | In-Service Agenda- February 2012 |

**Comments:** Evidence supports that all policies, directives and practices reflect laws and regulations.

**Strengths:**

**Opportunities for Improvement:**

**Corrective Action:**

## Category B – Student, Stakeholder, and Public/Community Focus:

**The Standard…**
The organization determines requirements, expectations, and preferences of students, stakeholder, and markets. It builds relationships with students and community members and determines the key factors that attract students and partners to educational services and programs. It has formal methods for "listening and learning" from its constituents.

Each vocational program includes community involvement and promotes an understanding of the program's needs and accomplishments to the community. Each program has an active program advisory committee that is broadly representative of the business and industrial community it serves.

The institution responds to questions and complaints in a timely and efficient manner.

| a. | **Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees:** |
|---|---|
| 1. | **List your key advisory groups that are in place including their area of focus.** <br><br> • *Occupational Advisory Committees (OAC):* CCCTC's fourteen (14) secondary technology programs with OACs are Carpentry, Masonry, Electrical, Architectural Drafting, Electronic and Communications, Welding, Culinary Arts and Food Management, Automotive Mechanics, Collision Repair, Diesel Equipment Maintenance and Repair, Health Occupations, Cosmetology, Management Information Systems, and Business and Marketing. Adult Cosmetology has OAC meetings as well. Community members sit on the OACs and address program delivery to adult students, providing input about program updates and development, curriculum, equipment, supplies, competency revisions, and certifications which are relevant to industry and business. The Cooperative Education Program, which some of our past adult students have utilized, places students in over 50 businesses and is a valuable resource for industry feedback and input. <br> • *Local Advisory Committee*: This yearly committee provides input into the Strategic Plan, helps the administration better understand industry and business trends, and lends credibility to all CCCTC's educational initiatives. <br> • *PAC:* Professional Advisory Committee is a monthly meeting of all sending school superintendents. <br> • Practical Nursing has its own yearly Advisory Board. <br><br> Evidence: B.a.1. OAC Minutes-Auto Mechanics <br><br> Evidence Onsite: Cooperative Education Roster of Businesses for Placement <br> Local Advisory Committee <br> PAC Minutes <br> Practical Nursing Minutes <br><br> **Comments:** Key advisory committees are in place to ensure community; business and industry are involved in PPPVE at the institution. |

| | |
|---|---|
| | **Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 2. | **Do you communicate and publicize your vision/mission, programs, and services available to adult students and the public?**<br><br>CCCTC communicates its mission, programs and services through print media, using brochures, Facebook, catalogs, program description booklets, news articles and newspaper advertisements. The local newspaper has a regularly assigned reporter for all events, and news releases and pictures appear frequently in the press.  We distribute brochures, fliers, etc. to the local CareerLink, Veterans Office, high school Guidance offices. etc.  Radio advertising is used extensively.  We also started in 11-12 utilizing television advertising. An email distribution listing of courses and program offerings are sent each fall and winter to the public, former students, and business and community agencies who request to be on the listing.  The CCCTC website:  www.ccctc.org is detailed and informational with an entire section dedicated to Adult Education, courses, program descriptions and offerings.<br><br>Evidence:  B.a.2.  Radio Spot<br><br>Evidence Onsite:  Newspaper Course Listing<br>     Sample Print Ad<br>     Television Ad<br>     Website<br>     Brochure<br>     Facebook<br><br>**Comments:**  Evidence shows good communication of the vision/mission and services available to the community.  Good use of various advertising media to promote the school and programs.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 3. | **Do you ensure that printed materials and other media for communication to the public are presented in an accurate and ethical manner?**<br><br>The Adult Education Coordinator and Nursing Program Director, along with the Executive Director and Assistant Director, ensure that materials are accurate and updated.   If pictures are used, we obtain prior approval for use from students.<br><br>Evidence:  B.a.3   Brochure |

| | |
|---|---|
| | Evidence Onsite:  Adult Education Evening Course Schedule<br>                          Adult Education Course Catalog<br><br>**Comments:** All communications are presented in an accurate and ethical manner.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 4. | **Are program advisory committees used to encourage innovative teaching methods and program objectives/content that meet the needs of individual students for the current and future labor market and to incorporate new technologies?**<br><br>Both the Occupational Advisory Committees and the Local Advisory Committee act as guiding bodies to all the educational programs, keeping them aware of innovative methods, new program content and technologies,  industry trends, wage information, and trade-specific initiatives that meet the needs of individual students for the current and future labor market.  They are composed of a broad membership list that includes diverse faces of employers and stakeholders.<br><br>Evidence:  B.a.4.  OAC Minutes-Collision Repair<br><br>Evidence Onsite:  LAC Minutes<br><br>**Comments:**  Occupational Advisory Committees are used in each PPPVE program to ensure the programs are current in tasks and equipment.  Also discussed are the wages and labor trends to help students make the right choices regarding their future employment.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 5. | **Do you ensure there is an advisory committee that is formally organized, and meets at least once annually for each program that includes PPVE students?**<br><br>As required by PDE guidelines, each program holds a Fall and Spring OAC meeting.  Requirements for committee membership and other related information is listed in the Faculty and Staff Handbook.  Practical Nursing Advisory Board meetings are held yearly.  A policy outlines the membership, purpose, and codes/regulations.<br><br>Evidence:  B.a.5.  Faculty Handbook-OAC Committees |

| | |
|---|---|
| | Evidence Onsite:  Practical Nursing Advisory Board Minutes<br><br>**Comments:**  Evidence shows that OACs are in place for each program and meets twice a year.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 6. | **Do you ensure there are adequate records of advisory committee meetings? Do you track how they have been effective and where their input has been acted upon in sustaining and improving the quality of PPVE ?**<br><br>Minutes are maintained for all advisory committee meetings and are filed with the specific program approval data.  Adult program advisory meeting minutes such as Practical Nursing are discussed at faculty meetings and decisions are based on input from this committee.  They are filed in the program area.  The Executive Director discusses all recommendations with the Joint Operating Committee and replies to instructors as necessary.  These meeting minutes are also discussed with the Adult Education Coordinator to determine what may need to be done to improve the adult learner side as well. Minutes for the advisory committees are kept in separate binders in the office of the Administrative Assistant to the Executive Director. These minutes are discussed and reviewed at each meeting to assure that the progress is being tracked and effective.<br><br>Evidence:  B.a.6.  LAC Minutes-Nail Tech<br><br>Evidence Onsite:  LAC Minutes-Oil & Gas<br><br>**Comments:**  Meeting minutes from the OAC meetings are taken and reviewed and if appropriate, responded to by the director.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| b. | **Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment:** |
| 1. | **Do you collect, summarize, and analyze input from students and stakeholders as related to PPVE?**<br><br>At the start of every course or program, students fill out a Student Information Form that collects emails and data pertaining to our mailing list, as well as collects data about other classes participants would like to see offered.  At the end of every course or program, students fill out an anonymous evaluation form that collects information about the program and instructor which is reviewed by the Adult |

| | |
|---|---|
| | Education Coordinator.<br><br>Practical Nursing students complete formal evaluations following each course in the curriculum.  Each student evaluates all instructors, including classroom and clinical instructors.  Data is summarized, aggregated, and trended by the PN Program Director and is included in the systematic evaluation plan.<br><br>Evidence:  B.b.1.  Practical Nursing Evaluation and Summarization<br><br>Evidence Onsite:  Adult Student Information Form<br>                    Adult Program Evaluation Form<br>                    PN Evaluations, Summarization, and plan<br><br>**Comments:**  Evidence exists that surveys/feedback is collected but no evidence exists that information is summarized and analyzed.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**  Suggest summarizing survey results so that action steps to improve the programs can occur**.**<br><br>**Corrective Action:**  Input from stakeholders must be reviewed and analyzed to ensure a quality program.<br><br>**CTC Response to Corrective Action:**  Input from stakeholder has been implemented through survey monkey.  Surveys were sent to current employers for their employee(s) that graduated from CCCCTC.  We will continue this in the future with all graduates.  Program Instructors will supply the Adult Education Department with industry employers so they may be supplied with the survey link.  We have also transferred all of our current paper surveys to survey monkey so that the process will be more productive.<br><br>**PDE Response:**  Evidence supports the use of survey monkey with analyzation from the Adult Education Department.  Review of the Annual Report will ensure that the institution continues to collect, summarize, and analyze input from students and stakeholders. |
| 2. | **Are there easy access methods for students and stakeholders to contact and communicate to appropriate authorities?**<br><br>Students and stakeholders can contact CCCTC Adult Education Office from 7:30 a.m. to 4 p.m., Monday through Friday.  Appointments to meet with the Adult Education Coordinator can be made before or after hours if necessary. CCCTC's phone system allows for voice messages.  CCCTC's website lists email addresses for staff and the Adult Education Department.  We can also be messaged through Facebook, which sends an automatic message to the Adult Education's Coordinator.  An automated email goes directly to the Adult Education Coordinator for requested information as well.  Walk-ins are welcome.  Phone and fax numbers for contact purposes appear on all brochures, on CCCTC letterhead, and in all handbooks.  Truck Driver Training and Practical Nursing have additional phone lines exclusive to their programs.  Flyers of course listings for Spring and Fall also contain extensive contact information.  An email distribution list is sent out periodically with all of the latest |

| | |
|---|---|
| | news, events, etc.  All of the above communication is explained to students at the beginning of each year at a meeting, in addition to the written methods.<br><br>Evidence:  B.b.2.   Contact Us link from CCCTC Website<br><br>Evidence Onsite:  CCCTC Adult Education Course Catalog<br>Facebook Webpage<br>Email Signatures<br><br>**Comments:**  Communications methods are in place for PPPVE within the institution.<br><br>**Strengths:**  Facebook presence<br><br>**Opportunities for Improvement:**  Since you use Facebook, which we believe is a great strength, we suggest that you use the site to develop a contact information form for further student and community contact.<br><br>**Corrective Action:** |
| 3. | **Do you ensure prompt feedback to its students and stakeholders? What are your internal requirements for response time?**<br><br>Response time to program inquiries and concerns occurs on a daily basis.  A full-time Adult Education secretary, Adult Education Coordinator, PN Program Director, and PN Secretary are available to cover program needs. In addition, the Executive Director and Administrative Assistant to the Executive Director are available for daily concerns.  If a staff person is unavailable, calls and concerns are responded to as soon as possible, often within 24 hours. The entire office staff works throughout the entire calendar year.<br><br>Evidence:  B.b.3.  Email Correspondence<br><br>Evidence Onsite:  Facebook correspondence<br><br>**Comments:**  Evidence shows that communication with students and stakeholders has a turnaround time of 24 hours.<br><br>**Strengths:**  Terrific school website and adult education component of the site.  Email signatures of staff links to the school's Facebook site which further supports communication.<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 4. | **Do you collect and analyze complaints from students and stakeholders and take corrective action as appropriate?  Is there a method to aggregate this information to determine the most frequent issues for actionable resolution?** |

All complaints/issues regarding program performance are collected on evaluations and reviewed by the Adult Education Coordinator and Assistant Director, PN Program Director, along with other relevant instructors, and are acted upon.  All program evaluations are filed with other pertinent information concerning each program or course.  A complaint/grievance policy is in place as well. (See #326 in Policy Book on site)  Nursing students meet monthly; and formal minutes of the student government group document concerns which are addressed by the PN Program Director and/or Executive Director.

Evidence:  B.b.4.  Adult Education Handbook-Grievance Policy page 11

Evidence Onsite:  Adult Program Email from AE Coordinator to an Instructor
                          Practical Nursing Student Government Minutes
                          Final Program Year Adult Education Book with Data

**Comments:**  A complaint process is in place, with action taken as appropriate.

**Strengths:**

**Opportunities for Improvement:**

**Corrective Action:**

## Category C – Administration, Staff, Faculty and Support Services:

**The Standard…**

The organization has quality work systems, learning and motivation practices, and well-being procedures that support a climate conducive to performance excellence.

The organization has methods of selecting, developing and retaining administration, staff, faculty and support services that meet the needs of PPVE.

All personnel have the appropriate education along with recent work experience that enables them to relate their instructional or other responsibilities to service, business or industrial methodology.

| a. | **Enacts workforce practices that enable all employees to achieve high performance:** |
|---|---|
| 1. | **Does the institution have a sufficient number of administrative, faculty, and support personnel to provide the necessary support for PPVE?** <br><br> CCCTC has an Executive Director, an Assistant Director, Business Manager, Adult Education Coordinator, Adult Education Secretary, Computer Technician, Computer Technician Assistant, PN Program Director and Simulator Lab Director, Practical Nursing Administrative Assistant, Financial Aid Coordinator (offsite), Truck Driver Training Lead Instructor and Secretary, Cooperative Education Coordinator, and four additional clerical support personnel, fourteen (14) program instructors, a guidance counselor and one mathematics instructor. The Co Op and Guidance Counselor are available and utilized by Adult Education as needed. <br><br> Evidence: C.a.1. Directory of Personnel <br><br> **Comments:** Evidence shows sufficient support for the PPPVE programs conducted at Clearfield County Career and Technology Center. <br><br> **Strengths:** <br><br> **Opportunities for Improvement:** <br><br> **Corrective Action:** |
| 2. | **Are adequate custodial services made available to provide care and maintenance of buildings and grounds for the overall institution?** <br><br> The facility has five custodial staff (three full-time and two part-time) who are available throughout the day and until 10:30 p.m. in the evenings when classes are in session. Custodial staff is available when there are Saturday classes, testing, or special events, and they work year round. <br><br> Evidence: C.a.2. Directory of Personnel |

| | |
|---|---|
| | **Comments:** Evidence confirms that the building and grounds are well cared for. **Strengths:** **Opportunities for Improvement:** **Corrective Action:** |
| 3. | **Are the duties and responsibilities for each administrative, faculty and support staff employee clearly defined?** All duties and responsibilities are clearly defined, and job descriptions are available. Evidence:  C.a.3.  Job Description **Comments:** All duties and responsibilities are well defined for those responsible for PPPVE. **Strengths:** **Opportunities for Improvement:** **Corrective Action:** |
| **b.** | **Builds a quality workforce:** |
| 1. | **Are the requirements and skills needed by potential faculty and staff to provide quality PPVE identified?** Job descriptions, based upon guidelines for career and technical instructors from the Pennsylvania Department of Education, are approved by the Joint Operating Committee (JOC).  Qualifications for potential continuing education faculty and staff are detailed in advertising when recruiting for vacant positions, in the interview process and in job descriptions on record.  Certain programs, Cosmetology and Practical Nursing, have specific instructor requirements determined by the PA Department of Education, Pennsylvania Department of Transportation, the PA State Board of Nursing, and the National League for Nursing Accrediting Commission (NLNAC) respectively. Currently we do not employ any non-licensed instructors, but experience in the industry would be a requirement. Evidence:  C.b.1. Job Description **Comments:** Evidence confirms that those persons involved in PPPVE are qualified for their positions. **Strengths:** **Opportunities for Improvement:** |

| | |
|---|---|
| | **Corrective Action:** |
| 2. | **Do you ensure an effective system for recruiting, hiring, and retaining faculty and staff that are capable of delivering quality PPVE?**<br><br>All potential applicants for adult and secondary instructors are recruited via newspaper advertising, internet, PennLink, and PACTA postings.  An interview team, selected by the director, uses a scoring procedure for hiring.  Applicants must provide a detailed application, letters of reference, credentials, transcripts and licenses where applicable.  The successful candidate must also provide a recent criminal background check, child abuse clearance, and FBI Federal Criminal History.  Once hired, secondary instructional staff must also acquire Act 48 credits.  In-service instruction is required, and staff members are encouraged to pursue certifications and distance learning opportunities.  New secondary instructors are assigned mentors and must go through an extensive induction process.  Practical Nursing has a faculty development policy.<br><br>Evidence:  C.b.2.  Recruitment Ads from local Newspaper<br><br>Evidence Onsite:<br>        Practical Nursing Faculty Development Policy<br>        Interview Scoring Sheet<br><br>**Comments:** An effective system is in place for faculty and staff in recruiting, hiring and retention for the quality of PPPVE.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 3. | **Are procedures for regular performance evaluation and effectiveness of all administrative, faculty and support employees including a feedback process for each employee accomplished?**<br><br>Both the Assistant Director and Adult Education Coordinator meet periodically, but informally, with instructors, and visit the classroom or program areas to speak with adult students and the instructors to solicit feedback.  The Adult Education Coordinator, through networking with other accredited schools, started doing an Adult Education Instructor Evaluation form for programs with adult attendance. PN Program Director evaluates nursing instructors initially at six months, and then annually thereafter. The Executive Director conducts one evaluation per year on the Adult Education and PN Coordinator.  Feedback about instructors is also obtained when students fill out evaluations at the conclusion of all courses and programs.<br><br>Evidence:  C.b.3.  Teacher Evaluation Form<br><br>Evidence Onsite: |

|  |  |
|---|---|
|  | Program Evaluation Form<br>Practical Nursing Faculty Performance Evaluation Form<br>Adult Education Coordinator Evaluation Form<br>Practical Nursing Coordinator Evaluation Form<br><br>**Comments:** Evaluation methods are in place for employees involved in PPPVE.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| c. | **Builds knowledge and skills, career development, for the administration, staff, and faculty:** |
| 1. | **Does the institution have appropriate procedures for performance evaluation that identifies professional growth needs of all administration, faculty, staff and other key employees delivering or involved in PPVE?**<br><br>The Professional Education Committee and staff suggestions help to identify staff development needs. Faculty and staff members are encouraged to participate in PA Career and Technical Education Conferences, Integrated Learning Conferences, professional development courses, college credits, governor's institutes, distance learning, workshops, work site visitations, skills training, certification attainment and other activities which would enhance their specific content areas. Act 48 credits are state-mandated for secondary program instructors who teach postsecondary intergenerational programs. Practical Nursing instructors have continuing education requirements for licensure and requirements as defined by NLNAC standards.<br><br>Evidence:  C.c.1.  Staff Certification<br><br>Evidence Onsite:<br>　　　　Evaluations showing professional growth<br>　　　　Practical Nursing Faculty Development Log<br>　　　　Professional Education Plan<br><br>**Comments:** Evaluations show the growth for all persons involved in PPPVE.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 2. | **Are development opportunities determined and made available to meet the goals and objectives of the programs taught by the respective teachers?** |

Besides the opportunities listed in C.c. 1, all faculty and staff are encouraged to take, free of charge, continuing education courses offered in the evening at CCCTC, as well as online courses.  Enrichment courses such as Power Point and various computer programs are available. We recently started offering online courses and instructors can take the course for free of charge as well. In the Administrative Update (via email), the CCCTC Executive Director disseminates information regarding opportunities for workshops, conferences, meetings, seminars, and training opportunities to all school personnel. New instructors are assigned mentors to acquaint them with the school procedures and policies. PN instructors are expected to attend one or two programs focused on development of educational programs in their area.

Evidence:  C.c.2.  Ed2Go Online Course Attendance by Instructor

Evidence Onsite:
                   Workshop/Conference Attendance
                   Administrative Update
                   Practical Nursing In-service Training Logs for Faculty

**Comments:** Evidence supports that opportunities are available to all employees.

**Strengths:**

**Opportunities for Improvement:**

**Corrective Action:**

| | |
|---|---|
| 3. | **Are the institution's employees informed about the Accreditation System of Institutions for Adult Education (ASIAE) and the process used by the accreditation site-evaluation team, as well as how to conduct the self-study?**<br><br>All school personnel have been notified about the ASIAE process used by the site-evaluation team and the self-study guidelines. The Adult Education Coordinator has served as part of the on-site evaluation teams for other educational institutions and understands the self-study.  The Practical Nursing Program Director is an NLNAC program evaluator and has served on evaluation teams for nursing accreditation.<br><br>Evidence:  C.c.3.  Staff Emails<br><br>Evidence Onsite:<br>                Administrative Update<br><br>**Comments:** Evidence supports that all employees were informed of the visit.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |

| | |
|---|---|
| 4. | **Are competent and knowledgeable administration, staff and faculty selected, licensed, and qualified in their specific field?**<br><br>Administration, staff and faculty are hired based on the education, certification, licensure, and work experience requirements described in the job descriptions and as defined by the Pennsylvania Department of Education, PA Department of Transportation, PA State Board of Nursing and NLNAC. Every effort is made to attract individuals who have current licenses in the trade and who have previous adult education teaching experience.<br><br>Evidence:  C.c.4.  Instructor Certifications and Licenses<br><br>**Comments:** All employees involved in PPPVE are competent and knowledgeable in their respective fields.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 5. | **Are employees trained to participate as key individuals in PPVE programs and to fully understand the prerequisites, objectives, competencies, duties/tasks, and standards of their job assignment?**<br><br>Instructors play a key role in writing, revising and implementing course competencies that apply to all students.  An adult student handbook is provided that addresses various information and procedures from behavior and attendance to class cancellation and refund policies.  The Adult Education Coordinator or Assistant Director meets with the instructor and student prior to enrollment to clarify training needs.  Practical Nursing instructors review curriculum and program outcomes as part of the systematic evaluation plan. The newly incorporated Clock to Credit Hour Policy will be given to all instructors and adult students beginning August 2013 as discussed with State Coordinator.<br><br>Evidence:  C.c.5.  Faculty and Staff Handbook<br><br>Evidence Onsite:<br>        Adult Education Handbook<br>        Practical Nursing Handbook<br><br>**Comments:** Evidence provided shows that all PPPVE employees are trained and understand the prerequisites, objectives, competencies, duties/tasks and standards.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:** |

| | |
|---|---|
| | **Corrective Action:** |
| 6. | **Are adequate records available identifying the professional development experiences of its employees? (Examples: conferences, conventions, college courses, professional organization membership, in-services training, etc.)**<br><br>All employee records with certifications, memberships, and other data are maintained and stored in the Executive Director's office at the Clearfield County Career and Technology Center.  Practical Nursing instructors have logs filed in the employee files in the Nursing Program Director's office.  All personnel are required to request permission to attend any professional development activity; approval is given by the Executive Director.<br><br>Evidence:  C.c.6.  Conferences<br><br>Evidence Onsite:<br>        Workshop/Conference Attendance<br>        Administrative Update<br>        Practical Nursing In-service Training Logs for Faculty<br>        Act 48/Professional Development Form<br><br>**Comments:** Opportunities and records were in evidence of professional development.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| d. | **Maintains a work environment conducive to the well-being of all employees and students:** |
| 1. | **Does the institution maintain and improve workplace health, safety, security, and ergonomics that involve employees and students?**<br><br>Faculty, student and adult student handbooks outline Emergency Drills, First-Aid Service, Harassment, Safety, School Closing, and Tobacco Use.  Drug Dogs are brought in by administrative request.  All employees are required to wear identification badges.  Visitors are required to sign-in when entering the building and leaving.  Up-to-date video security systems have been installed during the 2006-07 renovations and continue to be updated; and infrastructure, including heating, air conditioning and ventilation, was upgraded.  Fire drills are conducted on a regular basis.  Safety and ergonomics are addressed in individual program areas and are program-specific, such as lock-out/tag-out, use of safety glasses, etc.  Instructors and PN students are trained in CPR and First Aid/AED.  An AED is housed in the building.  Accident report forms are in place for employees and students.  A Wellness Committee was formed in 2004 with the purpose of improving health, safety and security of the staff.  In 2007, a Safety Committee was established. |

| | |
|---|---|
| | Evidence:  C.d.1.  Faculty and Staff Handbook pages on all items mentioned above<br><br>Evidence Onsite:<br>        Accident Report Form<br>        Wellness Information<br>        Safety Minutes<br><br><br>**Comments:** Workplace health, security and safety are maintained throughout the institution.  Safety meetings are held to improve in these areas.<br><br>**Strengths:** Front entrance was double locked.<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 2. | **Is the level of employee and student well-being and satisfaction assessed? How are necessary improvements determined and made that will improve the work environment and effectiveness of PPVE?**<br><br>With the completion of the $10 million renovation project in the Fall of 2007, all program areas were updated to allow for more space, an improved work environment, and student and instructor well-being.  Over 21,000 square feet was added to the Career Center.  Instructors from every program area were encouraged to provide input into renovations in their particular areas.  Employee and student well-being is also assessed as needs arise, and through student evaluations at program completion.  The Assistant Director does daily walk-throughs and is continually assessing the work environment.  Improvements and purchase of equipment are determined on an on-going basis, addressed most specifically in the informal faculty meetings that follow all JOC meetings or directly with the Executive Director and Assistant Director.  Grants for new equipment are submitted and obtained on a regular basis.  Laptops are available for use for all Practical Nursing students as well as Adult Cosmetology students.  The Career Center also has a Wellness Committee that sends out weekly health notes on ways to improve physical and mental health along with healthy eating tips. Health surveys are conducted by the Executive Assistant.<br><br>Evidence:  C.d.2.  Faculty and Staff Handbook-Plan for School wide Safety and Safety<br><br>Evidence Onsite:<br><br>        Weekly Health Notes and Eating tips<br>        Wellness Committee Survey<br><br>**Comments:** Workplace health, security and safety are maintained throughout the institution.  Safety meetings are held to improve in these areas. |

| | |
|---|---|
| | **Strengths:** Practical Nursing Sim Lab and use of student laptops was outstanding! <br><br> **Opportunities for Improvement:** <br><br> **Corrective Action:** |
| 3. | **Does workplace preparedness ensured for emergencies or disasters?** <br><br> The CCCTC Faculty Handbook specifically addresses fire and storm drills as well as Safe School Practices and Lockdown as outlined by the Crisis Management Plan.  Fire Drills follow PDE mandates.  A weather radio is used for inclement weather updates.  Staff is prepared in CPR/AED training. <br><br> Evidence:  C.d.3.  Faculty and Staff Handbook-Fire and Storm Drill Policies & Safe <br> School Practices and Lockdown <br><br> Evidence Onsite: <br> Crisis Management Plan <br><br> **Comments:** A Crisis Management Plan is in place for emergencies and/or disasters. <br><br> **Strengths:** <br><br> **Opportunities for Improvement:** <br><br> **Corrective Action:** |
| 4. | **Does the institution determine the factors that affect employee and student well-being and satisfaction and do they account for a diverse workforce?** <br><br> With employee and student input, the institution determines the factors that affect both groups' well-being, as addressed in C.d.2.   Every effort is made to recruit a diverse workforce which mirrors the demographics of the area, which is educationally diverse, and which reflects a diverse industry or work experience background. Surveys showing satisfaction are kept on file. <br><br> Evidence:  C.d.4.  June 2012 In-Service Agenda <br><br> Evidence Onsite: <br> Safety Committee Minutes May 2012 <br> Wellness Committee Survey and Assessment <br><br> **Comments:** Students accidents are discussed during safety committee meetings. <br><br> **Strengths:** <br><br> **Opportunities for Improvement:** |

| | |
|---|---|
| | **Corrective Action:** |
| 5. | **Does the institution adequately support the need of its employees in the areas of services, benefits, and policies?**<br><br>Employee well-being and needs are addressed through collective bargaining and a grievance policy. The institution provides an established set of employee benefits for full-time instructors including insurance, personal and sick days, medical and family leave, competitive salary scales, etc. PN Nursing instructors are also under the Collective Bargaining Agreement; all other Adult Education full-time staff and instructors have comparable benefits. Adult Education a separate set of policies at this time.<br><br>Evidence: C.d.5. Collective Bargaining Agreement<br><br>Evidence Onsite:<br>                    Policy on Benefits for Administration Staff<br><br>**Comments:** Policies and benefits are in place for administration and collective bargaining employees however it was unclear what was in place for non-collective bargaining employees.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** Must show how non-collective bargaining employees of PPPVE are supported.<br><br>**CTC Response to Corrective Action:** CCCTC has a board policy that states all non-collective employees receive the same benefits as the collective bargaining employees.<br><br>**PDE Response:** Most adult education instructors are also the secondary instructors in which they are covered under the collective bargaining policy. Those part-time evening instructors who are not secondary instructors are given a competitive hourly wage. |

## Category D – Learning-centered Program Design and Delivery:

**The Standard…**
The institution has defined programs that impart knowledge and develop skills that are essential for success in meeting the students' pre-determined learning objectives and relate to vocational knowledge and skill requirements. Each program is properly planned and structured and is being implemented in an effective manner.

When needed work-site learning and employability skills training are made available to students. All programs are appropriately supervised, aligned with regular classroom instruction, have a plan outlining the training activities, and meet the legal requirements. In addition, each program has a monitoring system that is fair and based upon identified criteria.

The teaching load varies with the program and is based upon the number and kinds of students, the specific skills to be taught, the size of the facility, and the method of instruction used. Reasonable enrollment limits are maintained in order to ensure that program objectives are met in an efficient and effective manner.

| a. | Establishes methods and opportunities for student learning: |
|---|---|
| 1. | **Is an occupational analysis done to determine the need for a program and to identify specific program objectives, content and duty/task lists for each program?**<br><br>The need for a program is determined by the local Workforce Investment Board High Priority Occupation lists, input from local trade representatives and businesses, public requests, and instructor suggestions. Program objectives, content, curriculum and competencies are determined by industry standards, certifications and licenses, various government regulations, and input from key people involved.<br><br>Evidence:  D.a.1  Local Industry Employment Projections<br><br>Evidence Onsite:<br>                Competency List for Electrical Occupations<br><br>**Comments:** Institution utilizes the CIP/SOC crosswalk as well as input from OAC committees to determine program objectives and tasks.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |

| | |
|---|---|
| 2. | **Is instruction directed toward appropriate and clearly formulated objectives with input from students, faculty, staff, public, community, employers, advisory groups and business and industry partnerships?**<br><br>Instruction is a reflection of objectives and curriculum written from input with instructors, employers, business liaisons and professional requirements. Adult students are asked to evaluate program content and instructors in all adult classes. These program evaluations allow for curriculum modification and serve as a gauge of success or failure. Nursing Literature, National Council of State Boards of Nursing Job Analysis studies, and employer evaluations of graduates are utilized by faculty to formulate objectives and competencies of nursing graduates. The Local Advisory Boards and the OACs (Occupational Advisory Committees), as well as the PAC (Professional Advisory Committee of Superintendents) and the JOC (Joint Operating Committee), all provide input and help to formulate objectives.<br><br>Evidence:  D.a.2.  National Council Job Analysis<br><br>Evidence Onsite:<br>       Employer Evaluation of Practical Nursing Program Graduates<br>       OAC and PAC Minutes<br><br>**Comments:** Professional Advisory Committee and Occupational Advisory Committee meeting minutes are comprehensive.<br><br>**Strengths:** Using Survey monkey shows latest use of technology to gather important employer information.<br><br>**Opportunities for Improvement:** Standardize the OAC template used across programs for capturing the OAC minutes. Reference PDE OAC Handbook for details.<br><br>**Corrective Action:** |
| 3. | **As a function of the specific program, are students assessed, including the necessary core academic skills? Are they given appropriate support or remediation, if applicable, to assure their success in the program they select?**<br><br>Assessment is based on instructor observation of skills or achieved competencies, hands-on assessments, written tests and quizzes, group and individual group presentations, computerized testing, and attainment of industry-specific certifications such as ServSafe and PA Auto Inspection Mechanics. A full-time math instructor and students aides are available to help with specific needs within each program area. This includes working with adult students as needed.  Adults who need in-depth remediation are referred to ABE/GED Program, directed by the Central Intermediate Unit 10, before entering CCCTC.<br><br>Practical Nursing program students are tested prior to admission on essential academic skills including reading, math, science and language. After admission, PN students have practice tests on core subjects. |

|  | Following completion of academic theory, a comprehensive computerized exam is administered on the core subject.  If test results are below satisfactory, remediation is prescribed by the faculty, and the student retests until the competency is evident.<br><br>Evidence:  D.a.3.  ABE Brochure<br><br>Evidence Onsite:<br>                    GED Preparation Brochure<br><br>**Comments:** GED Prep classes are completed through the Central Intermediate Unit #10.  There is a Development Center for adult students.  Testing data in the PN Program provided by the site indicates that students are meeting the academic requires and have high graduation rate in this program.<br><br> **Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
|---|---|
| 4. | **Does the program design support the state-approved duty/task list and/or guidelines for the instructional program?**<br><br>The secondary programs were recently reviewed and approved by the PA Department of Education for the 2011-2012 school year.  Administration is currently working on approval for 2012-2013. The school recently had conducted the 339 Approved Program Evaluations (APE) through PDE.  Curriculum is divided into content areas and is further delineated by duties and tasks.<br><br>The Practical Nursing curriculum is designed to lead to Licensure Exam (NCLEX-PN).<br><br>Evidence:  D.a.4.  Current Certifications<br><br>Evidence Onsite:  POS Task Grids<br><br>**Comments:** The Practical Nursing program offered at the institution is approved by the PA State Board of Nursing.<br><br>**Strengths:** Commendable list of certifications available for students.<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 5. | **Does instructional planning provide sufficient opportunity for students to experience vocational learning leading to knowledge, skills and competencies needed for employment and meeting the** |

**pre-determined needs of individual students?**

Small class size, a curriculum based on competencies and skills training, and individual instructor attention all lead to the skills needed for employment and individual student learning needs. Work experience is available through the Cooperative Education Office. Math remediation is available, as well as one-on-one instructor attention when students require additional assistance. Practical Nursing and Health Occupations Technology include theoretical as well as clinical components and provide students with actual work environment experience. Our goal is to emulate the industry's equipment.

Evidence: D.a.5. Course Competency List

Evidence Onsite:
 Curriculum Examples

**Comments:** OAC Minutes supplied to the site team reflect instructional planning. Math remediation is available, as well as one-on-one instructor attention when students require additional assistance. Counselor interview substantiates this remediation availability.

**Strengths:**

**Opportunities for Improvement:** Standardize the OAC template used across programs for capturing the OAC minutes, Reference PDE OAC Handbook for details.

**Corrective Action:**

| 6. | **Is each student given the opportunity and encouragement to become actively involved in leadership, personal development, and positive concept of self and others, and to attain problem solving and communication skills as part of their learning experience?**<br><br>The instructor provides opportunities for students to develop personally and vocationally in each program. Teamwork and peer support, and leadership and problem solving skills are encouraged and integrated into course work. Adults are permitted to participate in Vocational Industrial Clubs of America (VICA)/Skills USA which provides leadership and skills training at various levels. Practical Nursing students are required to participate in classroom activities daily that support the development of team player or team leader. Each student must present group work through oral presentations and written reports. Student communication skills are evaluated in academic and clinical environments.<br><br>Evidence: D.a.6. SkillsUSA Roster Including Adults<br><br>Evidence Onsite:<br> SkillsUSA Awards and Certificates<br><br>**Comments:** Proof that Skills USA or any other CTSO is being offered to adults in an assembly format was provided. |
|---|---|

|   |   |
|---|---|
|   | **Strengths:**<br><br>**Opportunities for Improvement:** Update and delete references to VICA, name change on July 4, 1999 and VICA name is no longer used.<br><br>**Corrective Action:** |
| 7. | **Is a planning and delivery system documented and in place that allows all students to be engaged in effective learning and doing?**<br><br>A competency list exists for intergenerational program areas and includes theory, hands-on instruction and individual projects.<br><br>Other adult programs, like Practical Nursing and Cosmetology, have a "clock hour" delivery system that includes theory and hands-on driving or clinical instruction which must be planned and delivered to meet regulatory requirements. Enrollment numbers and defined student-to-teacher ratios ensure that students receive the necessary competencies and are engaged in effective learning and doing. Competency check lists detail student progress.<br><br>Evidence: D.a.7. Course Outline and Duty/Task List for Architectural Drafting<br><br>Evidence Onsite:<br>        Course Syllabus for Cosmetology<br><br>**Comments:** Competency check lists are used to detail student progress.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 8. | **Are the courses, as well as the faculty, harmoniously integrated with other instructional programs and/or subject areas?**<br><br>CCCTC is unique in that Electrical and Electronics; Auto Mechanics, Diesel Mechanics, Auto Mechanics and Collision Repair; Masonry and Carpentry, MIS Computers and Architectural Drafting, all provide cross-training for adult students. Diesel Mechanics is housed next to Truck Driver Training, and helps maintain the fleet of trucks. Diesel Mechanics students also have the option to obtain their CDL while enrolled in the program.<br><br>Evidence: D.a.8. N/A<br><br>Evidence Onsite: |

| | |
|---|---|
| | See Program Area Locations During Onsite Tour<br><br>**Comments:** Task Lists support cross-training for adults in the electronics program cluster- CIP 15.0303 Electrical, Electronic and Communications Engineering and CIP 46.0399 Electrical Power and Transmission.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:** Suggest creating a crosswalk in a cluster area to show adult students and those competencies in which they are being cross-trained.<br><br>**Corrective Action:** |
| 9. | **Are resources other than school faculty, such as employers and community partners, used to support and/or teach knowledge and skills to the PPVE students?**<br><br>Field trips, an off-site "Flip House", and guest speakers support learning objectives. Employers offer training opportunities in areas such as Collision Repair. Practical Nursing students are given numerous observation days in community health settings for exposure to knowledge and skills from providers. (i.e. In Home Health nursing, students shadow the home care nurse during patient visits.)<br><br>Evidence: D.a.9. Guest Speakers<br><br>**Comments:** Evidence shows that an adequate number of guest speakers are used in the adult programs.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:** Continue to expand the employer and community partner resources.<br><br>**Corrective Action:** |
| 10. | **Does the institution incorporate current and new technology in the design and delivery of its programs in a timely manner?**<br><br>CCCTC makes every effort to stay abreast of new technologies. A full-time Systems Administrator and full-time Computer Technician are on staff. All computers throughout the school are update as needed in order to be up-to-date with today's technology. A grant to obtain "Sim Man" for Practical Nursing was approved, and a lab coordinator was hired. This state-of-the-art computerized simulator allows students to practice nursing skills on a life-like patient, but in a safe environment which prevents patient harm. A dedicated faculty member has been hired to coordinate this component into the students' clinical schedules. Blackberries are currently being explored as well as PDA's to use for clinical information and documentation. Instructors are encouraged to pursue training involving new technologies.<br><br>Evidence: D.a.10. Summary Appraisal Report (Most Recent) |

| | |
|---|---|
| | Evidence Onsite:<br><br>        Equipment Grant Invoices and Receipts for Practical Nursing<br><br>**Comments:** Evidence supports the incorporation of new technology as evidenced in the professional development and training on SIMS in the PN Program.<br><br>**Strengths:**<br><br>**Opportunities for Improvement**;<br><br>**Corrective Action:** |
| b. | **Provides opportunities for work-site learning:** |
| 1. | **Does each student have the opportunity to participate in work-site learning when appropriate to the program?**<br><br>Masonry, carpentry, electrical and electronics all work on CCCTC's "Flip House." All intergenerational programs work with the Cooperative Education Coordinator for work-site learning opportunities. Health Occupation students host a bloodmobile; and internship and job shadowing is held in local medical facilities. Clinical opportunities in Health Occupations Technology and Practical Nursing allow for off-site, work-site learning. PN curriculum incorporates both acute and long-term care clinical environments.<br><br>Evidence: D.b.1. Flip House Letter from Clearfield Bank and Trust<br><br>Evidence Onsite:<br>        Practical Nursing Clinical Contract<br>        Cosmetology Clinic offsite<br><br>**Comments:** PN Program Agreement presented and is acceptable as evidence showing that adult students have the opportunity to participate in work-site learning.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 2. | **Are there signed records indicating the condition of the student/employer relationship during the work-site learning experience including the student, teacher, employer and others as necessary?**<br><br>Students involved with Cooperative Education learning must complete an application, education contract, training agreement, training plan and health record before placement. The training agreement and contract define the roles of both the employer and the student. The Cooperative Education |

| | |
|---|---|
| | Coordinator routinely evaluates students at the work-site, ensures student attendance, and mediates if problems occur.  CCCTC has over 50 business/agencies which routinely employ CCCTC students.  Consent forms are obtained when students are in off-site job shadowing situations or working on the "Flip House."<br><br>PN Nursing students are evaluated weekly by faculty utilizing anecdotal notes and clinical evaluation tools that measure progress.  Students evaluate the clinical experience at the completion of each clinical course.  Class data is summarized, tabulated and shared at faculty meetings as part of the systematic evaluation plan.  Summary data is provided to the clinical sites as well.<br><br>Evidence:  D.b.2.  Flip house Letter from Clearfield Bank and Trust<br><br>Evidence Onsite:  Practical Nursing Clinical Contract<br><br>**Comments:** Signed PN clinical contracts are available and acceptable. The site currently has no co-op students.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:** Consider arranging an unpaid internship or job shadowing opportunities at the end of the adult program, when appropriate and available.<br><br>**Corrective Action:** |
| 3. | **Are the work-site learning objectives documented and a plan outlining the training activities maintained that is based on validated industry standards and approved/authorized by the provider and the school?**<br><br>For work-site learning opportunities, a training agreement and training plan, based on the student's career objectives, is developed between the employer and CCCTC.  Training activities are clearly outlined for the student.  For clinical training sites, where the instructor is present, training activities are reviewed with the students as well.  Practical Nursing Programs must adhere to strict student-teacher ratios.  (See D.d.4)  Practical Nursing has formed clinical contracts with all facilities utilizing work-site clinical learning.  These contracts are approved by the Joint Operating Committee (JOC) of CCCTC and the provider.<br><br>Evidence:  D.b.3.  Cooperative Education Training Agreement<br><br>Evidence Onsite:<br>               Cooperative Education Plan<br><br>**Comments:** In the PN Program, the work-site learning objectives are clearly defined, documented and the training activities maintained.<br><br>**Strengths:** |

| | |
|---|---|
| | **Opportunities for Improvement:** |
| | **Corrective Action:** |
| 4. | **Is the work-site learning objectives documented and a plan outlining the training activities maintained?** |
| | A certified Cooperative Education Coordinator makes minimum of a monthly on-site visit to all businesses/agencies which employ students. In addition, employers often communicate with the Coordinator via phone between visits. The Coordinator interacts with the students and employers, and the results are communicated back to the instructors. Evaluations are maintained in the student files. For clinical work-site learning, where the instructor is present (i.e. Practical Nursing), clinical rotation data and evaluations are maintained and recorded in the student and program files. Students receive patient care assignments and are supervised by the instructor and provider staff. The employer staff and instructor interact continuously during the clinical day. At the completion of the rotation in each semester, the faculty evaluates the clinical site; and each year the clinical facilities evaluate the instructors. Data is reviewed at faculty meetings. |
| | Evidence: D.b.4. Cooperative Education Log |
| | Evidence Onsite:<br>                    Practical Nursing Clinical Rotations |
| | **Comments:** The work-site learning objectives are documented and a plan outlining the training activities maintained. |
| | **Strengths:** |
| | **Opportunities for Improvement:** |
| | **Corrective Action:** |
| **c.** | **Uses methods for monitoring and tracking student learning:** |
| 1. | **Is an efficient and effective <u>student learning tracking system</u> for monitoring and documenting individual student progress in place? Does it accurately reflect student achievement during and at the end of the course?** |
| | Instructors in each program area record grades and maintain a tracking system. Intergenerational programs have grades recorded in a software program called Classmate; competency task lists are maintained. Practical Nursing and Cosmetology maintain their individual tracking systems; however, the Adult Classmate Software has been purchased and will be utilized Fall 2012. All instructors evaluate students using methods such as skills obtained, competencies achieved, tests and quizzes, hands-on learning, certifications obtained, mid-term and final grades, NOCTI testing, and mock State Boards, such as Cosmetology, etc. |

PN progress is maintained using computerized grading software.  At mid-semester, students not achieving satisfactory progress are placed on probation and a remediation plan is established.  Students receive a formal grade report and clinical scored evaluation at the end of each semester.

Evidence:  D.c.1.  Classmate Grades

Evidence Onsite:
> Practical Nursing Semester Grades
> Completed  Adult NOCTI

**Comments:** Site uses the Classmate system, semester grade reports, hours and grades given for PPPVE programs.  Completed Adult NOCTI scores also supplied.

**Strengths:**

**Opportunities for Improvement:**

**Corrective Action:**

| | |
|---|---|
| 2. | **Is a well-defined and written grading system in use and shared with each student at the initial startup of the course?**<br><br>The Adult Student Handbook outlines the grading scale system used by all programs.  Practical Nursing has their individual handbooks which define evaluation and promotion.  Instructors review their grading systems with students at the start of each program.   Success in short-term courses is based on competencies obtained; grades are not given.  At orientation, the nursing director reviews all PN policies in the student handbook, including the grading system.  The Adult Education Coordinator does the same for the other fulltime intergenerational and Adult Cosmetology programs.<br><br>Evidence:  D.c.2.  Faculty and Staff Handbook-Grading and Evaluations<br><br>Evidence Onsite:<br>       Adult Education Handbook-Grading<br>       Practical Nursing Student Handbook-Evaluation and Promotion<br>       Policies and Practical Nursing Clinical Grading<br><br>**Comments:** A well-defined and written grading system in use and shared with each student at the initial startup of the course<br><br>**Strengths:**<br><br>**Opportunities for Improvement:** |

| | |
|---|---|
| | **Corrective Action:** |
| 3. | **Are clear measures used such as grades, tasks completed, competencies reached, objectives met, occupational skills achieved, knowledge learned, etc. What measures or combination of measures are used and do they accurately reflect student results?**<br><br>For students enrolled in intergenerational daytime programs, program competencies, tasks and duties completed, skills achieved, and knowledge learned are measures of a student's performance. Instructors monitor and evaluate using tests, quizzes, hands-on performance, and certifications obtained. Instructors give weekly feedback. (See D.c.1.) Our Classmate program has a task list that is connected to each student in that program. Instructors enter the measure of skill obtained into this program. For evening and short-term courses, letter grades or percentages are not always awarded, but performance is based on testing, competencies attained, and attendance when relevant. The Practical Nursing course outlines a clearly defined grading and evaluation process. Both activity and skill sheets are used which have a step-by-step evaluation process. Comprehensive achievement test results are also used. Student evaluations for all courses/programs are collected and reviewed.<br><br>Evidence: See D.a.1. Classmate Adult Students Printout<br><br>**Comments:** Student handbooks reflect that measures are used such as grades, tasks, competencies reached, objectives met, occupational skills achieved and knowledge learned. Also reflected on Classmate Printouts.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 4. | **Is there evidence that the students' attainment of objectives is measured by an evaluation system that includes both school based and, when appropriate, work-site based performance?**<br><br>In intergenerational programs, students are evaluated both in school and at the work site. (See D.c.1 and D.c.2) Work-based learning is evaluated by the employer and a grade is given every nine weeks to the Cooperative Education instructor. Students are required to be in classroom learning as well and receive a grade for classroom work. Practical Nursing students are measured through theory, grades, and clinical evaluation point scores that define satisfactory or unsatisfactory achievement.<br><br>Evidence: D.c.4. Practical Nursing Competencies<br><br>**Comments:** There is evidence that the students' attainment of objectives is measured by an evaluation system that includes both school based and, when appropriate, work-site based performance, as reflected in the PN Program clinical skill competencies task lists with theory and clinical instructor sign offs. |

| | |
|---|---|
| | **Strengths:** |
| | **Opportunities for Improvement:** |
| | **Corrective Action:** |
| 5. | **Are students effectively assessed using oral, written and other performance methods?**<br><br>Depending upon the length of the program, assessment techniques vary and may include oral, written and other methods. Long-term program assessment techniques include written, oral tests and quizzes, class presentation, project evaluations, daily grades, one-to-one instruction and feedback communication between student and teacher. Students needing remediation are referred to the math instructor. Practical Nursing students are assessed in the classroom on a daily basis on all written and hands-on skills. Formal assessments are summarized and presented to the students at mid-term and end-of-semester evaluation conferences.<br><br>Evidence: D.c.5. Adult Cosmetology Assessment<br><br>**Comments:** Adult students are effectively assessed using oral, written and other performance methods.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| **d.** | **Maintains processes for providing student support:** |
| 1. | **Are well-defined course descriptions reviewed with each student at the beginning of the course that reflect the overall objectives of the course and, is it explained how the course content relates to occupational skills?**<br><br>Course descriptions are available to the public both on-line and through printed materials available at the Adult Education office. When a student calls for information, brochures outlining the programs are sent via mail. Instructors review course content and objectives at the beginning of each course. Curriculums are on file in the Adult Education Office and with individual instructors as well.<br><br>Evidence: D.d.1. Cosmetology Syllabus<br><br>Evidence Onsite: Other Program Syllabus'<br><br>**Comments:** Evidence is given well-defined course descriptions as cited in the student handbooks and course syllabi. Course content relates to occupational skills.<br><br>**Strengths:** |

| | |
|---|---|
| | **Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 2. | **Do recruitment materials offer a broad range of career opportunities and are students provided equal opportunities to participate an all activities regardless of race, color, national origin, age gender, or disability?**<br><br>Recruitment materials include career opportunities, and often suggest related careers and jobs for various program areas.  All CCCTC recruitment materials include the non-discrimination policy or display "Equal Opportunity School" on them.  The Gainful Employment Federal Regulation is adhered to as well on all promotional, printed items.<br><br>Evidence:  D.d.2.  2011-2012 Course Catalog<br><br>**Comments:** The Adult Course Catalog offers a broad range of career opportunities and in the Adult Education Handbook, students are provided equal opportunities to participate an all activities regardless of race, color, national origin, age gender, or disability.<br><br>Also, a Wide range of course opportunities at CCCTC are enhanced with Ed2go online classes at www.ed2go.com/ccctcpa<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 3. | **Are admissions policies and guidelines clearly stated, published, and made available to all PPVE students prior to enrollment that include such items as: prerequisites for enrollment, expectations for successful completion of a course, the type of report/feedback or grading system used, individual help/coaching available during the course, ethical responsibilities of the student, and the type of certificate, certification, diploma, degree, received, etc.**<br><br>Admissions policies and guidelines including enrollment, grading, refunds, student behavior, attendance, scheduling, course withdrawal, etc, are located in the Adult Education Student Handbook and Practical Nursing Handbook, and are distributed to students at the beginning of all classes and programs.<br><br>Evidence:  D.d.3.  Adult Education Admission Policy<br><br>Evidence Onsite:<br>        Practical Nursing Admission Policy<br>        Website Snapshot<br>        Show that handbook is on website. |

| | |
|---|---|
| | **Comments:** Evidence presented meets the requirement CCCTC admissions policies and guidelines clearly stated, published, and made available to all PPVE students prior to enrollment that include such items as: prerequisites for enrollment, expectations for successful completion of a course, the type of report/feedback or grading system used, individual help/coaching available during the course, ethical responsibilities of the student, and the type of certificate, certification, diploma offered.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 4. | **Where applicable, are enrollment and class sizes in compliance with state standards?**<br><br>In certain programs, maximum class size is determined by state regulations, such as the Practical Nursing clinical site is limited to fifteen students per instructor.  Maximum class size in other areas is determined by the administration and through recommendation of each OAC (Occupational Advisory Committee), taking into account one-to-one instruction needed in the program area, student safety, and compliance with state regulations and standards.<br><br>Evidence:  D.d.4.  Board Policy #126<br><br>**Comments:** The institution operates within CCCTC Board policy #126 b Class/Size Quotas.  The institution follows Board policies for the PN and Cosmetology programs.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 5. | **Does the institution inform students of the cost of the program and of any required equipment and supplies?**<br><br>Costs for various programs, including supplies, is published in promotional brochures, on the web, on the Career Link website, and are available by calling the Adult Education office.<br><br>Evidence:  Adult Education Course Catalog<br><br>**Comments:** Evidence supports that the institution does inform students of the cost of the program and of any required equipment and supplies.<br><br>**Strengths:** |

|  |  |
|---|---|
|  | **Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 6. | **If financial aid is available, is information about it provided to each individual?**<br><br>Where applicable, financial aid information is available to the students and provided through various means such as in promotional brochures, on the internet at www.ccctc.org, and during the interview process, as well as a Financial Aid desk guide available in the admission packets. A fulltime, third party servicer, Lancaster County Career and Technology Center, works with all financial aid issues.  CCCTC also makes known other forms of grant money that a student may be eligible to apply for. These include but are not limited to:  Veterans' benefits, CareerLink, and Office of Vocational Rehabilitation.<br><br>Evidence:  D.d.6.  Financial Aid Desk Guide<br><br>Evidence Onsite:<br>        Financial Aid Handbook<br><br>**Comments:** Financial aid is available, detailed information is provided to each student in the CCCTC Financial Aid Handbook.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 7. | **Does the institution ensure that qualified advisers counsel PPVE students on how and where to find jobs and assist in placement in occupations related to the students' training and life experience?**<br><br>The Assistant Director, Adult Education Coordinator, CCCTC Guidance Counselor, and the Cooperative Education Coordinator offer career counseling.  Instructors offer job placement assistance at the completion of their respective programs.  Employers regularly call the school for potential employees; and students in appropriate programs are contacted.  The Cooperative Education Coordinator maintains a "Jobs" bulletin board for all students to see.  Students are kept apprised of local business, veterans, and career expositions in the area.  The CCCTC also works closely with our local CareerLink because of students who receive a variety of funding. All students in their final year at CCCTC are bussed to the Employment and Business Exposition.  The Practical Nursing Department holds a yearly on-site Job Fair prior to the graduation of each nursing class.  Job search is a required content area and students complete a resume and professional portfolio.  The Practical Nursing Department and the Adult Education Department track placement through graduate alumni surveys.<br><br>Evidence:  D.d.7.  Invite Letter for Practical Nursing Job Fair |

| | |
|---|---|
| | Evidence Onsite: <br>        Post Graduate Survey for Practical Nursing <br>        Post Graduate Survey for Adult Education <br><br> **Comments:** Instructors work with their Occupational Advisory Committees to help students find jobs in their fields of training. <br><br> **Strengths:** <br><br> **Opportunities for Improvement:** <br><br> **Corrective Action:** |
| e. | **Credit Hour Policies** |
| 1. | **How does the institution define a credit hour based on the credit/hour conversion?** <br><br> CCCTC is now broken down into the clock to credit hour conversion. All of our programs are measured by "clock hours." Each course title within a fulltime program has the hours broken down into the Classroom/Lecture Hours and/or Shop/Lab Hours spent on that course. Credit Hours will be calculated at the rate of one Credit Hour for every 10 Classroom/Lecture Hours and one Credit Hour for every 20 Shop/Lab Hours. <br><br> Evidence: D.e.1. Clock to Credit Hour Conversion <br><br> Evidence Onsite: <br>        Other Programs Clock to Credit Hour Conversion <br><br> **Comments:** An Acceptable conversion is given by the site. <br><br> **Strengths:** <br><br> **Opportunities for Improvement:** <br><br> **Corrective Action:** |
| 2. | **How does the institution approximate the amount of work for a credit hour based on learning outcomes and verifiable achievement?** <br><br> The Career Center uses standard industry practice combined with tasks and duties that are established in POS. <br><br> Evidence: Task Grid |

| | |
|---|---|
| | Evidence Onsite: Other Programs Task Grids<br><br>**Comments:** Information is based upon tasks and broken down using the Classmate option for 10% skill, 40% knowledge and 50% work ethic.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 3. | **How does the institution separate the number of hours for direct instruction, lab, and out-of-class work?**<br><br>Based on the tasks and duties of individual program, each program instructor determines, based on their curriculum and any state regulated requirements, the number of hours of direct instruction verses shop/lab/clinical hours. The Clock-To-Credit Hour policy breaks down the credit hours and converts them to credit hours.<br><br>Evidence:  D.e.3.  Clock to Credit Hour Policy<br><br>Evidence Onsite:<br>                Other Programs Clock to Credit Hour Conversion<br><br>**Comments:** Evidence supports the institution does separate the number of hours for direct instruction, lab, and out-of-class work.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |

## Category E – Learning-centered Facilities and Equipment:

**The Standard…**
The availability and proper use of instructional equipment is evident in conducting quality occupational training. Adequate equipment, materials, supplies, reference texts, teaching resources, audiovisual aids, automation, etc. are made available for instructional purposes. Teachers use a variety of instructional materials and methods in accordance with student needs and the objectives of the program.

Physical facilities provide adequate space and utilities in classroom and laboratory areas that are safe and promote quality instruction as related to the program's objectives. Both instructional and non-instructional areas such as storage, restrooms, and offices are adequate for the number of students and staff. Special consideration is given to meeting the needs of students with disabilities as well as providing for the special needs of co-educational classes.

| a. | **Acquires proper equipment, materials and adequate supplies and makes them available to support the instructional program objectives and to meet the needs of individual students:** |
|---|---|
| 1. | **Are adequate funds made available for purchasing and replacing equipment, tools, materials and supplies in accordance with the institution's planning objectives and acceptable business and industry practices to ensure safe, quality and effective PPVE?**<br><br>Classroom and instructional equipment is purchased from funds from the General Budget, funds from the Adult Education Budget, and from local, state and federal grant monies. Large-scale purchases are planned and approved by the Joint Operating Committee. The Practical Nursing Department has budget categories for instructional supplies and replacement equipment. Practical Nursing acquires equipment through Perkins and the Department of Labor and Industry grants.<br><br>Evidence: E.a.1. 10-11 Budget<br><br>Evidence Onsite:<br>　　　　　　Current Budget<br><br>**Comments:** Budget is adequate for the past five years. Programs reveal equipment purchases meeting the needs of industry, planned and approved by the Joint Operating Committee.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 2. | **Do the equipment, tools, materials and supplies meet the competency based instructional needs of the curriculum (e.g. hand tools, computers, computer software, audiovisual equipment, reference materials, and consumable materials).** |

All equipment, tools, materials and supplies are purchased upon the recommendation of the Occupational Advisory Committees, instructors, and curriculum needs. Equipment replacement is based on safety, evolving technology, and in accordance with the competency-based program needs. Whiteboards are placed in many classrooms which require extensive computer use.

Most recently, three simulators were purchased for the Practical Nursing Program, and a lab coordinator was hired. PN faculty participates in the budget process and has significant input into requests for tools and supplies needed for instruction. All PN students and faculty are assigned laptop computers. A significant amount of software is available and is listed on unit outlines for each course. Practical Nursing has a dedicated library with current references and a four-bed clinical instructional simulator lab. Cosmetology purchases equipment and supplies as needed in order to accommodate Audio-visual equipment is available for all programs as required.

Evidence: E.a.2. Copies of Requisitions and Purchase Orders for Nail Technology and Cosmetology Programs

Evidence Onsite:
            PN Requisition and POs for Sim Lab

**Comments:** Site tour reveals that cutting edge technology is being used in the PN Program in the SIMS LAB, robotics being incorporated into the electrical technology program. Other programs reveal equipment purchases meeting the needs of industry. Cosmetology lab is fully equipped with two pedicure stations, a massage table, supply lists and nail tech kits and student kits contain all necessary supplies and consumable supplies are purchased annually to re-stock the program needs.

**Strengths:**

**Opportunities for Improvement:**

**Corrective Action:**

3. **Are the quality and quantity of training stations appropriate for the number of students being served?**

With the Career Center's recent $10 million renovation project, all program areas were upgraded with the proper training stations to meet the needs of each program area and to provide adequate hands-on experience. All computers are updated in each program where needed and paid for out of the appropriate budgets. All Practical Nursing and Adult Cosmetology students are assigned laptop computers with wireless connections and skill kits which include individual supplies required for their state board examinations.

Evidence: E.a.3. Equipment Assignment Sheet

Evidence Onsite:
            Annual walk-through inspection covered under Ipad and EWOK

|   |   |
|---|---|
|   | Onsite in Executive Assistant's office<br><br>**Comments:** The quality and quantity of training stations are appropriate for the number of students being served. The Career Center's recent $10 million renovation project is to be commended as all program areas were upgraded with the proper training stations to meet the needs of each program area and to provide adequate hands-on experience.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 4. | **Is there an instructional equipment inventory management plan for maintaining equipment and replacing or disposing of obsolete equipment in place?**<br><br>Each year the JOC and the administration, using recommendations from program instructors and Occupational Advisory Committees, review program budgets that include requests for new equipment which includes intergenerational and Adult only programs. Shop areas are a rotation schedule for new equipment. All computers and auxiliary equipment are routinely upgraded by the IT Department. Maintenance, replacement and disposal of obsolete equipment are based upon JOC approved policy. The Business Office maintains a formal inventory of equipment. PN Budget includes categories for replacement, supplies and equipment. Although CCCTC has a three-year rotating equipment replacement plan, needs are prioritized annually so that programs with more urgent needs will also be addressed.<br><br>Evidence: E.a.4. Summary Approval Report<br><br>Evidence Onsite:<br>       Faculty and Staff Handbook "Equipment"-Page 10<br>       Equipment Upgrade and Replacement Schedule<br><br>**Comments:** Faculty and Staff Handbook "Equipment" Policy and the Equipment Upgrade and Replacement Schedule were provided and are acceptable.<br><br>**Strengths:**<br><br>**Opportunities for Improvement: Corrective Action:** |

| 5. | **Does the institution acquire equipment, materials and supplies within a reasonable period of time to provide safe and quality education?** |
|---|---|
| | All PPVE programs that need equipment, materials, books and supplies utilize a requisition form that is submitted prior to the beginning of class through the Business Office.  Unsafe equipment is removed immediately from the shop area and is repaired or replaced, taking budgetary conditions into account.  Practical Nursing routinely orders supplies and equipment needed for quality instruction.  Grant opportunities are utilized for major equipment purchases.  Items needed to run programs are requested by instructor and do not need board approval. |
| | Evidence:  E.a.5.  Purchase Orders for Practical Nursing |
| | Evidence Onsite:<br>            Purchase Orders and Requisition for Cosmetology<br>            Practical Nursing Grants |
| | **Comments:** Evidence supports that the institution does acquire equipment, materials and supplies within a reasonable period of time. |
| | **Strengths:** |
| | **Opportunities for Improvement:** |
| | **Corrective Action:** |
| 6. | **Does the institution ensure that equipment and supplies meet appropriate safety requirements, that safety features are in place and that safety instruction is planned, presented, demonstrated and practiced by the instructor?** |
| | Every program area has unique safety rules and competencies that are specific to its curriculum.  Students are required to read and understand the safety module for their program area and equipment, and must demonstrate to the instructor that they can follow safety procedures before they are permitted to use equipment.  Students are required to sign a safety pledge for their individual shop. Each shop also has MSDS books, which explain hazardous substances, composition and first aid measures.  Student and employee accident reports document any occurrence; and recorded data related to the accident are reviewed and used to improve safety. |
| | Evidence:  E.a.6.  Accident Report Form |
| | Evidence Onsite:<br>            Student Accident Report<br>            Faculty and Staff Handbook<br>              -Equipment Maintenance-page 10<br>              -School Wide Safety-Page 16<br>              Signed Adult Safety Rules for Program |

| | |
|---|---|
| | **Comments:** All safety equipment was in place and safety documentation was prominent throughout the institution and programs. All fire extinguishers were recently inspected showing 10/2/2013 inspection date.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:** Upon tour of the facility, the teams suggest that MSDS books be kept in standard location in every program. Additionally ensure that signage for fire evacuation route map and safety plan be kept in a standard location throughout the program locations.<br><br>**Corrective Action:** |
| b. | **Develops physical facilities, including instructional and non-instructional areas, that are adequate and provide for safe and quality instruction to meet the program objective:** |
| 1. | **Are physical facilities established that include adequate space and utilities in classrooms and laboratories, and provide for safe and quality instruction to meet the program objectives?**<br><br>The recent renovation project assures that all program areas have adequate space and utilities in classrooms and laboratories and provide for safe and quality instruction to meet program objectives. A new transportation wing was added to the building and a new Practical Nursing suite was designed and built to accommodate increased enrollment. It includes a dedicated classroom, four-bed clinical lab, and 36 station computer lab. All back shop areas were expanded with new additions which provide more space.<br><br>Evidence: E.b.1. N/A<br><br>Evidence Onsite:<br>       Onsite Tour will show adequate space, etc.<br><br>**Comments:** Physical facilities are established and include adequate space and utilities in classrooms and laboratories, and provide for safe and quality instruction to meet the program objectives.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 2. | **Does the institution ensure that instructional and non-instructional areas, including storage areas, restrooms, and offices are adequate for the number of students and staff? Is space adequate for storing projects, student materials, cleanup, computers, telephones, and office equipment?**<br><br>CCCTC's renovation and remodeling took into account all of the above. Over 21,000 square feet was added to the building. Ending the 2011-2012 school year, CCCTC accommodated 322 daytime |

secondary students and twelve (12) adult students in both intergenerational programs and Adult Cosmetology; as well as 35 fulltime adult practical nursing students and 16 part time Practical Nursing students.  Three hundred and ten (310) adult students attended short-term courses in the evening during the fall and spring, 2011-12.  The additional space to the building will allow for even more students to attend.

Evidence:  E.b.2.  Adult Education Sign-Up/Payment Book available on-site in
                 Adult Education Dept.
           School Layout Sketch with Additional Space and Practical
              Nursing Area

**Comments:** The institution does ensure that instructional and non-instructional areas, including storage areas, restrooms, and offices are adequate for the number of students and staff.  The space is adequate for storing projects, student materials, cleanup, computers, telephones, and office equipment.

**Strengths:**

**Opportunities for Improvement:** Items stored above storage cabinets may pose a potential hazard and should be removed to another storage area, if not in immediate use.

**Corrective Action:**

---

| 3. | **Does the institution ensure that facilities are adequate to meet the needs of students with disabilities as well as providing for the special needs of co-educational classes?**<br><br>The renovation project took into account all ADA requirements, and made certain the CCCTC is in compliance with all laws and codes and can provide for the special needs of co-educational classes.  The entrance to the school was redesigned to meet the needs of students with disabilities. The school was inspected by the Municipal Code Office to ensure compliance.  Students with special needs are asked about accommodations required before admission into the Practical Nursing program.  Reasonable accommodations can be implemented when required.<br><br>Evidence:  E.b.3.  N/A<br><br>**Comments:** The institution does ensure that facilities are adequate to meet the needs of students with disabilities as well as providing for the special needs of co-educational classes.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| --- | --- |
| 4. | **Does the institution ensure that physical facilities are adequately maintained as required for** |

**providing safe and quality instruction?**

CCCTC's maintenance staff maintains the building, grounds and classrooms on a daily basis. Full-facility cleaning is performed June through August. Emergency situations are assessed and addressed immediately. Instructors are required to maintain a safe and orderly instructional area.

Evidence: E.b.4. Facility Tour
    List of Maintenance and Custodial Staff and Hours

**Comments:** The institution does ensure that physical facilities are adequately maintained as required for providing safe and quality instruction.

**Strengths:**

**Opportunities for Improvement:**

**Corrective Action:**

## Category F – Organizational Performance:

**The Standard…**
The overall performance of the organization and student learning results are tracked using key measures that lead to clear results for PPVE. The results show that the organization is successful in meeting its mission/vision, goals, and objectives.

| a. | **Student learning and satisfaction results:** |
|---|---|
| 1. | **What is the institution's current data that shows results in the areas of student learning such as grades, satisfactory completion, competencies completed, or improvement in knowledge and skill for PPVE students?** <br><br> The Adult Education Office keeps a spreadsheet of all adult students who attend evening classes, and their addresses, phone numbers, program of study, funding agency and final grade. In addition, Practical Nursing has their own database to keep information, completion data, and grades.  Both the CATS system and the PA Career Link site require completion data.  With the new Adult Classmate System, all of the above will be documented electronically in that software as well. <br><br> Evidence:  F.a.1.  Classmate Printout of Adults <br><br> Evidence Onsite: <br>        Adult Education Evening Class Spreadsheet <br>        PN Spreadsheet <br><br> **Comments:**  Institution utilizes Classmates software which tracks grades, competencies and completion. <br><br> **Strengths:** <br><br> **Opportunities for Improvement:** <br><br> **Corrective Action:** |
| 2. | **What is the institution's current information about attendance, dropout, and completion for the PPVE programs?** <br><br> CCCTC's attendance policy is well-defined and is monitored daily.  In intergenerational programs, the instructor maintains attendance.  In Practical Nursing, for example, a computerized database of absences by student is maintained.  Completion rates are determined by class and withdrawal data is tracked. <br><br> Evidence:  F.a.2.  Print Out of Adult Student <br><br> Evidence Onsite: <br>        Sample of Practical Nursing Clinical Rotation |

| | |
|---|---|
| | Printout of attendance, drop out, completion from Classmate<br><br>**Comments:** Institution utilizes Classmates software which tracks attendance, dropout and completion rates.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 3. | **What is the institution's current information on the number of diplomas, certificates, degrees, etc. issued to students?**<br><br>The CCCTC was originally accredited in 2008. Beginning with the 2008-2009 school year, we have enrolled 80 students. This includes intergenerational students, HCI students, as well as fulltime adult Cosmetology. Of the 80 enrolled, 63 were completers. Students in short-term evening classes who complete receive a certificate of completion as well.<br><br>Evidence: F.a.3. Practical Nursing Enrollment Statistics<br><br>Evidence Onsite:<br><br>**Comments:** Institution uses an excel tracking system to track the number of completions and certifications earned by adult students.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
| 4. | **What is the institution's current information on awards or recognition of special student achievement?**<br><br>Awards or recognitions for special student achievement are provided quarterly for outstanding grades, perfect attendance, and other achievements in the intergenerational programs. A quarterly full school assembly is held to note these achievements. In addition, at graduation, students are given award for outstanding student, most improved students, NOCTI, attendance, etc.<br><br>In Practical Nursing, scholarships have been obtained by grants through PA Higher Education Foundation (PHEA); and students who meet criteria are encouraged to apply. A committee decides the amount of scholarship according to defined criteria and financial need.<br><br>Evidence: F.a.4. Practical Nursing Scholarship Awards |

Evidence Onsite:
> Adult Students' NOCTI Results
> National Technical Honor Society Adult Students

**Comments:**  Institution utilizes an excel tracking system for special awards issued to adult students.

**Strengths:**

**Opportunities for Improvement:**

**Corrective Action:**

| 5. | **What are the institution's results from tracking the Adult Affidavit Program Registration and CARs?** |
|---|---|

During the past 4 years, we have seen a decrease in our short term evening courses, but an increase in our accredited, daytime, fulltime courses.  We feel that because of available financial aid, adult learners are interested in a longer term course. We believe the short term evening enrollment has decreased due to many factors. Some of which are the current status of the economy, the Department of Public Welfare no longer pays for evening courses, and funding overall state-wide has decreased.

Evidence:  F.a.5.  Adult Education Master List

Evidence Onsite:
> Adult Education showing decrease in dollar amount

**Comments:**  The Adult Affidavit system is being used to track the number of programs offered and the number of students in each program in the past five years.

**Strengths:**

**Opportunities for Improvement:**

**Corrective Action:**

| b. | **Public, community and employer satisfaction results:** |
|---|---|
| 1. | **What is the institution's current data and information showing the levels of satisfaction or dissatisfaction?** |

At the completion of each course and program, evaluation forms are collected from participating students.  These forms are reviewed by the Adult Education Coordinator and Assistant Director and are available in the Adult Education Office.  Practical Nursing students complete course surveys at the completion of each course and a total program evaluation is included in the graduate alumni survey.  A

benchmark for satisfaction is set by nursing faculty as part of the systematic evaluation plan.

Evidence:  F.b.1.  PN Evaluations, Tracking, and Assessment

**Comments:**  Surveys are used at the end of each program to assess a student's satisfaction or dissatisfaction with the programs.

**Strengths:**

**Opportunities for Improvement:**  Surveys are occurring.  Suggest that all surveys, where possible, occur in survey monkey so data is summarized and analysis made easier.

**Corrective Action:**

| 2. | **What is the institution's current data and information on enrollment, retention, student placement, and employer feedback?**<br><br>CCCTC instructors (for intergenerational programs) conduct a telephone survey approximately six months after graduation which give a more accurate picture of placement of the prior outgoing class of students.  Post graduate surveys are conducted for Adult learners. Each Practical Nursing class enrolled is tracked by withdrawals, placements, graduate alumni survey responses, and employer surveys.  Data for the last ten years is available on-site for review.  The Executive Director conducts a survey of all OAC members, who are predominantly employers.  Programs placed on the PA Career Link website are required to submit placement data.<br><br>Evidence:  F.b.2.  Adult Classmate Printout<br><br>**Comments:**  Evidence exists for placement and employer feedback for Practical Nursing only until 2010 and no evidence exists for other PPVE programs at the school<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**  The information compiling data from past years for Practical Nursing should be a model for other PPVE programs at the school.<br><br>**Corrective Action:**  Must have student placement and employer feedback for adult programs other than the PN program.<br><br>**CTC Response to Corrective Action:**  The Adult Education Department had already changed the way surveys were previously done.  Instead of mailing surveys, we have transferred our surveys to online surveys through survey money in hopes to receive more feedback from graduates and employers.  Paper surveys mailed out now are rarely returned even when we do a follow up reminder call.  With our adult enrollment being low, we have a low return rate.  We will continue to have instructors conduct telephone surveys sox months after graduation and be sure the results are given to the Adult Education Coordinator to compile and assess. |

| | |
|---|---|
| | **PDE Response:** Evidence supports the use of survey monkey with analyzation from the Adult Education Department. Review of the Annual Report will ensure that the institution continues to collect, summarize, and analyze input from students and stakeholders. |
| 3. | **What is the institution's current data and information on student, faculty, and staff satisfaction and dissatisfaction?**<br><br>Besides student evaluations at the completion of all courses and programs, instructor reviews provide the opportunity for faculty and staff to share their feelings of satisfaction or areas of concern. The Executive Director maintains an open-door policy and reserves time at the beginning and end of the day for instructors' concerns. Adult education instructors make contact with the Adult Education Coordinator on a regular basis to order supplies, materials and books, and submit final required paperwork. They often voice concerns with the coordinator and make suggestions to better program delivery. Many instructors also make contact via email. Practical Nursing student satisfaction is measured at the end of each course, program ending, and six months following graduation.<br><br>Evidence: F.b.3. Board Policy 526-Complaint Process<br><br>Evidence Onsite:<br><div align="center">Instructor Surveys and Evaluations, Tracking, and Assessment</div><br>**Comments:** Student satisfaction surveys exist but faculty and staff satisfaction/dissatisfaction data has not been provided in the documentation.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** Must have satisfaction/dissatisfaction data from faculty and staff.<br><br>**CTC Response to Corrective Action:** For the past two years we have had a suggestion box for all faculty and staff to use at their convenience located in the front entry way of the school, to date, there have never been any suggestions placed in it. An instructor and Faculty & Staff survey was created through survey Monkey and sent to instructors. CCCTC will continue this survey yearly to evaluate satisfaction/dissatisfaction. Pennsylvania Department of Education also does an annual survey for our programs.<br><br>**PDE Response:** Evidence supports the use of survey monkey with analyzation from the Adult Education Department. Review of the Annual Report will ensure that the institution continues to collect, summarize, and analyze input from students and stakeholders. |
| c. | **Budgetary and operational results:** |
| 1. | **What is the institution's current data and information about funding to the organization and grants to students?** |

| | |
|---|---|
| | CCCTC is fortunate to have various funding sources other than Federal Loans and Grants. These include: Career Link, Department of Veterans Affairs, Office of Vocational Rehabilitation, Workforce Development, and the Department of Public Assistance.  The students' funding sources and payment plans are kept in the Business Office.  All financial aid student records are with the financial aid department.  All funding courses are mentioned in our print advertising and are recommended to all potential students.<br><br>Evidence:  F.c.1.  Invoice from North Central Pennsylvania Planning and Development Commission<br>Evidence Onsite:<br>       Veteran's Statement 6<br>       Financial Aid Handbook<br>       Funding Source Data<br><br>**Comments:**  Institution has a running data system on the various funding streams used by students for the adult programs.  Very good Financial Aid Handbook.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**  Suggest an ongoing tracking system that will highlight your accomplishments.<br><br>**Corrective Action:** |
| 2. | **What is the institution's current information about staying within budget and budget growth?**<br><br>The Business Office can routinely pull data regarding revenues and expenditures for the Adult Education Department.  CCCTC has a budget each year, and the goal is to provide affordable education while making a profit to help defray costs for equipment, supplies and related costs associated with adult education.  The short-term evening course sign-ups are computerized with sign-up data and payments, allowing the Adult Education Office on any given day to see the total revenues received.  A financial audit is completed at the end of the fiscal year for review.<br><br>Evidence:  F.c.2.  12-13 Budget<br><br>Evidence Onsite:<br>       Fiscal Year Audit available in Business Manager's Office<br>       Overall Adult Education Budget<br><br>**Comments:**  Institution maintains a budget yearly for its adult education programs and dies a projected budget for the year ahead.<br><br>**Strengths:** |

| | |
|---|---|
| | **Opportunities for Improvement:** Need to develop a better system for determining profit and loss for the adult education division.<br><br>**Corrective Action:** |
| 3. | **What is the institution's current information about new programs and program improvement?**<br><br>CCCTC constantly seeks input and ideas from the faculty, staff, and the community about new programs and program improvement. Previously, CCCTC has worked with local companies to develop a Heating, Ventilation, and Air Conditioning Program. Ideas are collected from call-ins and requests, through personal contacts, and from other educational institutions with successful programs. CCCTC's Adult Education Coordinator attends the Western PA Adult Coordinator's meetings when they are offered and the yearly PACTA Adult Education Coordinator's Meeting. Program improvement occurs via suggestions from program evaluations by students.<br><br>Evidence: F.c.3 HVAC Information<br><br>**Comments:** Standard not met. No needs assessment documentation provided in the self-study or on site to justify any program additions, deletions, improvements.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** Must see how the institution plans to add new and emerging programs and improve upon current programs.<br><br>**CTC Response to the Corrective Action:** CCCTC has members on various boards and committees in the community. We have a representative that is a member on the workforce board, which recently gave CCCTC a grant. CCCTC is also a member of the Economic Development Committee in Clearfield. We continually work with the Careerlink in different counties and WIB. With Clearfield County having a high unemployment rate, the need for CCCTC is dire. In the past, several different programs were added to CCCTC, but we could not run the programs due to low/no enrollment due to no funding for students to attend for these programs. Precision Machine Technology was just added as an adult only program in February. Letters were mailed to local industry after several calls to the adult education department were received from several businesses wanting to hire a precision machinist. The Adult Education Coordinator visited several Careerlinks in surrounding areas discussing the need for machinists in that area. After realizing the need for the program to be re-started, steps were taken to get it started. After the site visit in October, I started using Survey Monkey and did a survey to the community via email list asking what classes were they interested in.<br><br>**PDE Response:** Evidence supports steps taken for new programs and program improvement. |

| 4. | **What is the institution's information on net cost per student?** |
|---|---|
| | Both the Assistant Director and Adult Education Coordinator determine the cost of a program or course by using factors such as program duration, cost of materials and books, repairs to equipment, instructor's salaries, comparable programs in our area, etc.  For adult programs such as Practical Nursing and Cosmetology, the JOC approves the costs and increases in tuition.   Program costs for Adult Education are available in our current course catalog. |
| | Evidence:  F.c.4.  Course Catalog |
| | Evidence Onsite: |
| |               JOC Minutes approving cost |
| | **Comments:**  All costs are labeled in the Adult Education Catalog per program. |
| | **Strengths:** |
| | **Opportunities for Improvement:** |
| | **Corrective Action:** |
| d. | **Administration, faculty, and staff satisfaction results.** |
| 1. | **What is the institution's data and information showing the levels of satisfaction or dissatisfaction?** |
| | Administration, faculty, staff and instructors have the opportunity to express their level of satisfaction or dissatisfaction during individual annual reviews, and during in-service and faculty meetings held on a regular basis.  A formal grievance policy is outlined in the contract for members of the collective bargaining unit.  The Executive Director maintains an open-door policy, allowing individuals the opportunity to resolve concerns and issues as soon as they arise. |
| | Evidence:  F.d.1.  Employee Surveys |
| | Evidence Onsite: |
| |                Employee Assessment |
| | **Comments:**  Does not meet statement within standard.  Not evidence exists where faculty and staff express satisfaction or dissatisfaction of the activities that occur at the school. |
| | **Strengths:** |
| | **Opportunities for Improvement:** |
| | **Corrective Action:**  Must conduct structured climate/satisfaction surveys of administration, faculty, and staff. |

| | |
|---|---|
| | **CTC Response to Corrective Action:** An Instructor and Faculty & Staff survey was created through Survey Monkey and will be used to evaluate satisfaction/dissatisfaction yearly in addition to the process currently used. CCCTC uses an open door policy since verbal feedback stated that the administration is very approachable. Considering the low amount of faculty and staff employed at the CCCTC, this allows administration the opportunity to resolve concerns and issues as they arise.<br><br>**PDE Response:** Evidence supports the use of survey monkey with analyzation from the Adult Education Department. Review of the Annual Report will ensure that the institution continues to collect, summarize, and analyze input from students and stakeholders. |
| 2. | **What is the institution's data and information related to safety and overall well-being?**<br><br>CCCTC has a Safety Committee, consisting of various secondary and post-secondary teachers and key personnel, which addresses the safety and overall well-being of the institution. Safety is also addressed in the Faculty and Staff Handbook.<br><br>Evidence: F.d.2. Safety Committee Meeting Minutes<br><br>Evidence Onsite:<br>        Faculty and Staff Handbook:<br>          Equipment Maintenance-Page 10<br>          Fire Drill/Storm Drill-Page 11<br>          Plan for School Wide Safety-Page 16<br>          Safety-Page 18<br><br>**Comments:** Safety committee is on place, as well as in the program areas. Safety tasks are performed in all programs.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |

| 3. | **What is the institution's data on individual employee training and development?**<br><br>The Professional Education Committee and staff suggestions help to identify staff development needs. Faculty and staff members are encouraged to participate in professional development courses, college credits, governor's institutes, distance learning, workshops, work site visitations, skills training, certification attainment and other activities which would enhance their specific content areas. Act 48 credits are state-mandated for secondary program instructors who teach postsecondary intergenerational programs. A record of every individual employee's training is kept in the employee's personnel folders, secured in the Executive Director's office.<br><br>Evidence:  F.d.3. PACTA Workshops Attended<br><br>Evidence Onsite:<br>　　　Blackboard Training<br>　　　PIMS Conference<br>　　　Classmate Training<br><br>**Comments:**  A professional development plan exists for all persons involved in adult education.<br><br>**Strengths:**<br><br>**Opportunities for Improvement:**<br><br>**Corrective Action:** |
|---|---|

# Clearfield County Career and Technology Center – Final Report

**Scoring in Regards to the Standards**

| Standard/Category | Sub Category Title | Score |
|---|---|---|
| A - a | Provides direction to the overall organization: | 2 |
| A – b | Establishes the future direction for PPVE and implements the plan: | 2 |
| A – c | Reviews the organization's performance: | 2 |
| A – d | Meets its regulatory requirements and public responsibilities: | 2 |
| B – a | Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees: | 2 |
| B – b | Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment: | 2 |
| C – a | Enacts workforce practices that enable all employees to achieve high performance: | 2 |
| C – b | Builds a quality workforce: | 2 |
| C – c | Builds knowledge and skills, career development, for the administration, staff, and faculty: | 2 |
| C – d | Maintains a work environment conducive to the well-being of all employees and students: | 2 |
| D – a | Establishes methods and opportunities for student learning: | 2 |
| D – b | Provides opportunities for work-site learning: | 2.5 |
| D – c | Uses methods for monitoring and tracking student learning: | 2.5 |

| Standard/Category | Sub Category Title | Score |
|:---:|---|:---:|
| D – d | Maintains processes for providing student support | 3 |
| D – e | Credit Hour Policies | 3 |
| E – a | Acquires proper equipment, materials and adequate supplies and makes them available to support the instructional program objectives and to meet the needs of individual students: | 3 |
| E – b | Develops physical facilities, including instructional and non-instructional areas, that are adequate and provide for safe and quality instruction to meet the program objective: | 3 |
| F – a | Student learning and satisfaction results: | 1 |
| F – b | Public, community and employer satisfaction results: | 2 |
| F – c | Budgetary and operational results: | 2 |
| F – d | Administration, faculty, and staff satisfaction results: | 2 |
| | | |
| | *Highest Score Possible* | *67* |
| | | |
| | **Total Score** | **46** |