Final Draft Report Narrative

The Pennsylvania Bureau of Career and Technical Education have conducted a 5-year review of the Clearfield County Career and Technology Center in regards to their re-accreditation by the Pennsylvania State Board of Vocational Education. This review has found no non-compliance issues with the institution in relation to the PPPVE Accreditation Guidelines.

The report was then given to the Institutional Accreditation Advisory Group (IAGG) for review. The IAAG has reviewed the report and has made the following recommendation: Re-Accreditation for five years.

Category A – Leadership

The Standard

The institution has a strong leadership team which regularly reviews the vision/mission, budget, goals, and performance of the adult education program.

1. Describe the administrative leadership in regard to adult education

The administrative team sets and disseminates values, direction and performance expectations for all programs involved with providing adult education through numerous means.

Student evaluations, instructor feedback, advisory board meetings, and conversations with adult students, employers, and local business leaders ensure two-way communications at all levels.

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. 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. The administrative team responsible for adult education programs is comprised of the following:

Fred Redden, Executive Director Susan Barger, Business Manager
Holly Ryan, Director of Marketing/Adult Education Holly Bressler, Adult Education Assistant/Financial Aid
Cheryl Krieg, Practical Nursing Program Director
Heather Williams, Practical Nursing Administrative Assistant

Evidence: Qualifications and job descriptions of adult education administration team Student and instructor feedback (See A.6.)
Advisory board meeting minutes (See A.3.) Continuous Improvement survey (See E.3.) Adult Education board reports
Adult Education handbooks (See B.3.) Faculty and staff handbooks (See D.7.) Practical Nursing meeting minutes (See C.9.)

Evaluator Comments: Leadership is in place and evidence shows its involvement in adult education.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

2. Describe the vision/mission for adult education

The Clearfield County Career and Technology Center's (CCCTC) official mission statement appears in our CCCTC student and adult promotional materials, course catalogs, handbooks, website, etc. 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

Evidence: Literature with vision/mission statements

Evaluator Comments: All literature contained the mission statement and was included in a variety of brochures, flyers, adult education catalog, and the website. Consider working with stakeholders to develop a vision statement for CCCTC.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

3. Describe the meetings held to discuss adult education

The Clearfield County Career and Technology Center (CCCTC) has many different committees and boards that hold meetings discussing adult education. One is the Joint Operating Committee (JOC), consisting of representatives from six sending public schools, that is responsible for approving all staffing, budgetary expenditures and refunds, and changes to adult education. We also have a Local Advisory Committee (LAC) that consists of members of the community, the Adult Education Coordinator, the Executive Director, and the school Principal. The LAC meets twice a year to help strengthen collaboration between CCCTC and community employers. Another committee CCCTC has is the Professional Advisory Committee (PAC) that consists of one Superintendent from each sending school and the Executive Director that meet monthly to discuss issues within the school that include adult education. CCCTC also has an Occupational Advisory Committee (OAC) that meets twice a year. The committee is made up of local employers and each program's instructor. The committee discuss recommendations to update, modify, and improve the quality of the program including adult education.

Evidence: Minutes from Administration meetings (LAC, PAC, OAC, JOC meeting minutes)

Evaluator Comments: Noted that some meeting minutes contained an agenda item for adult education; Recommend that adult education is an item for discussion at all meetings.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

4. Describe how the administration team reviews budget for adult education

The Executive Director, Business Manager, Assistant Director, Adult Education Coordinator, Practical Nursing Program Director ensure that the school is meeting its fiscal budget. Administration meets annually to go over what numbers are needed to run the programs and figure in salaries, benefits, supplies, etc. The Executive Director meets with PAC every other month to review the budget against actual expenses and revenue. The Business Manager checks to make sure the percentage is in line with monthly estimates. Expenses and revenues for Adult Education are approved by the Joint Operating Committee (JOC) on a monthly basis.

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. Adult Education does have resources to fund and start new programs.

Evidence: Minutes from Administration (PAC) review of the budget Minutes from the JOC review of the budget
Spreadsheet of various tuition methods used by adult for payment
Budgets from past 3-5 years showing revenues and expenses of adult education Audited reports (2018 audited report will be finished in November 2018)

Evaluator Comments: Documentation supported that there was sufficient review by the various advisory boards in the budget process.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

5. Describe how the administration team discusses and reviews goals of adult education

Many of the educational goals identified in the Induction Plan are comprehensive and universal in scope. CCCTC strives to improve the academic and occupational competence of all its students. The Secondary planning tool also includes goals for adult education. The Local Advisory Committee (LAC), which consists of members of the community, the Adult Education Coordinator, the Executive Director, and the school Principal, meet twice a year to help strengthen collaboration between CCCTC and community employers to help meet goals for the CCCTC. The Occupational Advisory Committee (OAC) is made up of local employers and each program's instructor that discuss recommendations to update, modify, and improve the quality of the program including adult education and meets twice a year. An update on adult education is given to the Joint Operating Committee each month.

Evidence: Minutes discussing goals of adult education (See minutes from OAC, JOC, & LAC in A.3.) CCCTC Induction Plan

Evaluator Comments: Look to develop a long-range strategic plan that focuses solely on adult education.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

6. Describe how the administration team discusses and reviews performance of adult education

The administration team does many different reviews on performance for adult education such as: student evaluations, instructor feedback, advisory board meetings, and conversations with adult students, employers, and local business leaders ensure two-way communications at all levels.

Surveys are done through survey month for all adult students mid-month and exit surveys at the end of their program. The students are sent the link for the survey and also get a reminder if it is not done in a timely manner. Some students choose not to do the survey. Instructors are sent a feedback survey toward the end of the year and the results are shared with the Executive Director and Principal so they may assess the survey and decide if any issues need rectified. As mentioned above, the CCCTC hold several different advisory board meetings (LAC, OAC, PAC, and JOC) to offer input into community needs and educational direction. The Adult Education Director meets with adult students if there are issues in the classroom or the students is not attending class. It is very rare there are issues, but when there are, the meetings are documented and the Adult Education Director meets with the Executive Director to rectify the issue.

Evidence: Evaluations of administration team for adult education See advisory board meeting minutes in A.3.

Evaluator Comments: Adult education is continuously reviewed through surveys which are reviewed by the adult ed coordinator and Director.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

Category B – Program:

The Standard

The institution develops programs based on labor market data and utilizes varies methods to market the information to the community ensuring ethical practices. Potential students are well informed of the institution's programs and costs.

1. Describe how the institution develops need for programs to offer to adults

Both the Occupational Advisory Committees (OAC) and the Local Advisory Committee (LAC) 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. 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. The school also takes into consideration when phone calls are received inquiring about programs offered. CCCTC opened two new programs in the past 5 years due to increased inquiries on the following programs: Precision Machine and Heating, Ventilation, Air Conditioning/Refrigeration.

Evidence: Labor Market data
OAC and LAC meeting minutes (See OAC minutes in A.3.) Cost per program to include extra fees-tuition and fee schedule Student information Form
Adult Education course catalog showing new programs added

Evaluator Comments: The center uses feedback from the OAC and LAC and current students in regards to starting new programs.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

2. Describe how the program is marketing adult education to the community

The Adult Education Coordinator is also the Director of Marketing that markets both high school and adult programs to the community at large. Several sources are used such as: an email distribution list that notifies potential students of upcoming classes, events, etc., newspapers, www.gantdaily.com, Clearfield Chamber of Commerce, Visit Clearfield County, Auto Body News, MVEDP, Facebook, Twitter, Pennlive, www.ccctc.edu, local careerlinks, Atlantic Broadband, Clearfield County Fair parade and fair booth during the fair, bi-annual open house, course catalogs, brochures, pamphlets, radio, and electronic sign. The school also hosts a recruitment fair for both high school and adult students. The Adult Education Coordinator attends several career fairs held each year and is involved in a program through the Chamber of Commerce.

Evidence: Pamphlets-open house Brochures
Website Radio
Facebook posting Sample email distribution Newspaper ads
Course Catalog (See B.1.) Career fairs attended

Evaluator Comments: As evidenced, the center utilizes a variety of methods to market their adult education programs.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

3. Describe how the institution ensures that ethical practices are followed in regard to adult education

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 him. 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. 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.

Evidence: Ethical statements in marketing material (See pamphlets and brochures in B.2) Policies regarding ethics
Adult Education Evening Course Schedule Adult Education Course Catalog (See B.1)
Civil Rights Compliance & Non-Discrimination Statement-CCCTC Handbook Grievance and Appeal Policies-CCCTC Handbook
Website homepage printout showing policy

Evaluator Comments: EOE and Civil Rights compliance statements are on marketing material and in the handbook given to adult students.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

4. Describe how the adult education catalog is developed and maintained to include financial aid information

When putting together the adult education catalog, the department takes consideration what information a potential student would need to make a decision. Along with the mission statement, contact information, courses and programs offered, frequently asked questions, costs, hours, start date, schedule, books needed, graduation rates, directions, we also include information about financial aid. We offer information on grants, loans, and funding. At the beginning of each school year the adult education coordinator and the financial aid coordinator go through the book to update any changes that need to be made. The financial aid coordinator consults with Lancaster County Career and Technology Center, who is our fulltime third party servicer that works with all financial aid issues. We also have a financial aid handbook that is given to each adult student attending the CCCTC. Information is also available to the students and provided through various means such as in promotional brochures, on the internet at www.ccctc.edu, and during the interview process, as well as a Financial Aid desk guide available in the admission packets. 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.

Evidence: Updates to catalog (See B.1.) Financial aid handbook Financial aid desk guide
Financial aid printed off of website Brochures (See B.2.)

Evaluator Comments: Catalog, Handbook, and Financial Aid Guide are updated every year and approved by the JOC.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

5. Describe how equipment is purchased and maintained by the institution for adult 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. Recommendations from the Occupational Advisory Committee (OAC) are listed in meeting minutes and followed up by the Executive Director. 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. 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.

Evidence: List of equipment per program Equipment plan
OAC recommendation of equipment and follow-through (See OAC minutes in A.3.) Purchase orders showing equipment purchases

Evaluator Comments: Equipment plan can be long range and coordinated with the strategic plan so that appropriate funding can be secured to purchase equipment.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

Category C – Students:

The Standard

The institution informs the students its policies include attendance, curriculum, grading, remediation, and completion. The institution also informs students of the credit hour policies, complaint/grievance policy and possible earned awards to include industry credentials. The institution has in place a method to evaluate the students to include review and follow-up.

1. Describe how the adult handbook is created and given to the adult students

The adult education handbook was created before the current adult education coordinator took over. Each year the handbook is reviewed, updated, and changes approved by the Joint Operating Committee (JOC). Policies and procedures are put into place or updated as issues arise. Each student receives a handbook on the first day of class. The adult education coordinator goes over the handbook with the adult students as a group and each student signs a form stating they received their handbook.

Evidence: Handbook (See B.2.)
          Policies (See handbook in B.2.) Received
          Handbook form with signatures

Evaluator Comments: Handbooks were in evidence, reviewed annually and approved by the JOC annually.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

2. Describe the adult education attendance policy

The adult education attendance is very important at CCCTC and part of success in school and for the student once they are employed. Attendance is a major consideration if and when the Career Center makes recommendations to area employers. Absences prevent students from receiving full course, disrupt orderly course progress and diminish the quality of group interaction in class. Probation and dismissal and/or loss of credit due to poor attendance is determined by many items listed on page 10 of the adult education handbook. Attendance is tracked through CSIU and the Adult Education Coordinator or Adult Education Assistant runs reports monthly to check student's attendance. Once student reaches 6 absences, the Coordinator will either speak with the student or send a letter reminding them of the attendance policy. If the student continues to miss school days, they are put on probation and then eventually dismissed.

Evidence: Attendance records of adult students
          Policy-page 10 & 11 of adult education handbook (see B.2.) Sample letters written to students

Evaluator Comments: Reviewed attendance policy in adult student handbook over several years. Policy is clearly stated. Evidence included letters that were sent to the students in regards to their absenteeism however suggestion to send letters out earlier before the absenteeism gets too bad.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

3. Describe the adult education grading policy

Students must meet CCCTC academic and attendance requirements in order to be considered as making satisfactory academic progress. CCCTC's Standards for Satisfactory Academic Progress are designed to ensure students make sufficient progress towards completion of their program. To maintain good standing and satisfy the requirement of satisfactory academic progress, students are required to earn a grade of C or better for each marking period. (Intergenerational programs are divided into four marking periods.) Students will receive a report card at the end of each marking period. For competencies and courses that are Pass/Fail, students must earn a passing grade. They must also maintain satisfactory attendance as outlined in the CCCTC Attendance Policy. The students grading policy is located in the adult education handbook starting on page 15. Since I have been Adult Education Coordinator, I have not had any issues with adults and grades.

Evidence: Grades of students in adult education
              Policy of grading system-page 15 of adult education handbook (See B.2.)

Evaluator Comments: Reviewed grading policy in adult student handbook over several years. Policy is clearly stated. Policy does refer to the Satisfactory Academic Progress (SAP) review. Evidence included examples of students grades throughout the last 5 years.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

4. Describe the adult education credit hour policy

CCCTC is 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. Our policy is currently listed in our financial aid handbook and each student signs off after receiving. We do not currently have the clock to credit policy in our course catalog since it is listed in the Practical Nursing Handbook, Adult Education Handbook and financial aid handbook.

Evidence: Policy in handbook-page 21 of adult education handbook (see B. 2.)
Course catalog-We do not currently have clock to credit in our course catalogs Financial Aid
Handbook-Page 5
Student sign off for clock to credit Clock to credit page from PN handbook

Evaluator Comments: Credit Hour Policy follows the PPPVE Accreditation Guidelines. Policy is stated in the Financial Aid, PN and is in the orientation packets given to the students during orientation.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

5. Describe how adult students become completers

For intergenerational students to be eligible for graduation and earn a certificate of completion the student must have at least a 70% average upon program completion and have completed all written and/or practical exams and all clinical and/or classroom requirements. If a student has an incomplete grade, he/she will not receive a certificate of completion. The student must also have attended 90% of the program to receive the full hours of completion for the program. If the student has missed more than 10% of the program's hours, he/she will only receive a certificate with the amount of hours attended for that program. Students should also be aware that all financial obligations to the school must be paid in full in order to receive their certificate. For cosmetology students to earn a certificate of completion the student must have at least a 75% grade average at all times and have successfully completed the hour requirement. Refer to the Pennsylvania State Board of Cosmetology Rules and Regulations. Practical Nursing students are expected to maintain satisfactory academic progress in their course work. A grade point average at mid semester below 80% constitutes academic probation. Each student on academic or clinical probation will receive advisement during a student conference and written notification of progress. Probation warning will be issued if course grade falls below 80% average or clinical performance is unsatisfactory at mid-term. Students will be closely monitored by faculty. Intervention will be discussed with the student during student conferences. When probation is issued, a remediation plan will be established by the student with faculty guidance. A student will be removed from probation when the course is completed. A student can be placed on a remediation plan at other times at the discretion of the Program Director for declining academic or clinical performance.

Evidence: Data on completers-adult education Data on completers-Practical Nursing Page 16 of adult education handbook Page 42 of Practical Nursing handbook

Evaluator Comments: Policy Clearly stated the requirements for graduation. Evidence shows the graduation rates for the past couple of years.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

6. Describe industry credentials offered to adult students

In order to ensure skilled and competent graduates, the CCCTC uses nationally recognized standards of performance. These standards are measured by licensing examinations or certification testing programs that can lead to nationally recognized certifications/credentials. The certifications/certificates provide a competitive edge when applying for employment. Each program requires, expects, or has the option to earn these credentials/certifications. The process for each certification is assessed by the instructor or a third –party using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential/certification.

Evidence: Data on industry credentials earned by program

Evaluator Comments: Evidence was provided of industry credentials that the adult students earned over the past several years.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

7. Describe the curriculum of adult education programs

The CCCTC offers students the opportunity to prepare for college and/or career through academic skill development and practical work experiences. Instructors focus on standards that are designated by their particular industry. Each program instructor has their own curriculum that is based upon their program requirements/hours. Adult education intergenerational programs are 900 hours, the Cosmetology program is 1250 hours, and the Practical Nursing program runs 1500 hours. In an effort to stay current with changes and trends in the industry, the program curriculum may change during the program year. Each program also has an Occupational Advisory Committee (OAC) made up of professionals from business and industry, assist in determining the curriculum delivery of each program. Based on their industry experience, the latest and most appropriate techniques and equipment are encountered by the students in each program. Each program follows the PDE task grid for students in the program. Students in each program are tested and must complete certain projects to show completion of tasks.

Evidence: Copies of curriculum
       Lesson plans
       Data on completion of tasks-task grids and Archive Competency Report See O.A.C. minutes (see OAC minutes in A.3.)

Evaluator Comments: Evidence provided showed last several years, course syllabus, curriculum and course outlines, scope and sequence, objectives, and lesson plans.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

8. Describe the institution's remediation process for adult students

Instructors in each program area record grades and maintain a tracking system. Intergenerational programs have grades recorded in a software program called CSIU which was just implement halfway through the 2017- 18 school year; competency task lists are maintained. 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. Students not achieving satisfactory progress are placed on probation and a remediation plan is established. Instructors notify the adult education coordinator if the student is not making satisfactory academic progress in their program of study. To date, the adult education intergenerational and cosmetology program has not lost any student to grades but have to attendance.

Evidence: Data on remediation- policies & procedures in handbooks (see B.3.) Drop out information
PN retention plan
Page 15-16 of adult education handbook Page 41-42 of practical nursing handbook Grades

Evaluator Comments: Evidence provided showed a remediation process which included an action plan which was reviewed by the student and instructor.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

9. Describe the complaint/grievance procedures for adult students

All complaints/issues regarding program performance are collected on evaluations and reviewed by the Adult Education Coordinator and the PN Program Director, along with other relevant instructors, shared with the Executive Director 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. 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: Policy on complaint/grievance to include any data-policy #526
Grievance procedure for adult education (page 16-17 of adult education handbook) Practical Nursing meeting minutes
Practical Nursing grievance policy and procedures

Evaluator Comments: Grievance Policy is in place. Suggestion is to have a formal document for students to fill out when submitting a complaint/grievance.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

10. Describe special awards given to adult students

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, and Honors and High Honors. 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. Intergenerational and Adult only programs have grades recorded in our student information system. 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.

Evidence: Data on Student awards (NOCTI results, National Technical Honor Society adult students, skills certificates, Practical Nursing scholarship, adult education students' grades)

Evaluator Comments: CTC gives out NOCTI, National Technical Honor Society, Skills, Etc.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

11. Describe how adult student satisfaction/dissatisfaction is evaluated and acted upon

Student satisfaction surveys are given to students at the completion of each course and program, students are given a link to survey monkey to complete an evaluation. Reminders are sent to students through the instructor if surveys aren't completed in a reasonable amount of time. These forms are reviewed by the Adult Education Coordinator and Director and are available in the Adult Education Office and online through Survey Monkey. A graduate survey is also sent to each graduated student. 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. After the surveys are reviewed they are shared with the instructor so they can make changes to the program if needed. Since the start of survey monkey, we thought we would have more of a response, but we still had some programs that the students choose not to complete the survey, even after several reminders per email and in person. I have

included the surveys of the students from adult programs that chose to do the surveys. We also do mid-year surveys that some of the students do choose to participate in that as well.

Evidence: Completed surveys Feedback
Follow-up

Evaluator Comments: Provided evidence of end of program student surveys which were reviewed and acted upon by the adult education coordinator.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

Category D – Faculty/Staff/Facilities:

The Standard

The institution employs qualified facility and staff and provides support to the faculty and staff through orientation, professional development, and evaluations with follow through. The institution ensures the maintenance of its buildings and the safety of those that enter.

1. Describe the faculty/staff employed at the institution in regard to adult education

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 State Board of Cosmetology, Pa Department of Transportation, PA State Board of Nursing and Accreditation Commission for Education in Nursing, Inc. Every effort is made to attract individuals who have current licenses in the trade and who have previous adult education teaching experience. 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, PA Board of Cosmetology, 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: Qualifications of adult education administration team Qualifications of instructors

Evaluator Comments: Recommendation: Consider including wording in intergenerational instructor job descriptions indicating the intergenerational nature of the program and possibility of comingling adult and secondary learners in a single classroom.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

2. Describe how the institution recruits faculty/staff for adult education

In order to attract high-quality faculty/staff, the CCCTC Executive Director advertises through many areas such as newspaper, social media, website, and job postings. The ad specifies what exactly the school is looking for such as skills, experience, education, etc. Interviews are conducted with candidates that meet the criteria the Director is looking for.

Evidence: Advertisements
        Qualifications (See D.1.) Job descriptions (See D.1.)

Evaluator Comments: Evidence meets standards. Good evidence of using multiple outlets to advertise openings.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

3. Describe how new instructors are oriented on adult education

All new instructor hired at CCCTC are required to participate in the mentor program and are therefore designated a mentor. The mentor assists the new instructor with lessons, observing instruction, finding resources, giving feedback, etc. The new instructor meets with mentor once a month to discuss topics that have been identified by Professional Education Committee and the mentor teacher. Mentors at CCCTC have all had adult students in the classroom. I also meet with new instructors to ensure they have the needed materials and explain what is expected of an adult student.

Evidence: Orientation materials-pages 5-12 of Induction Plan (see A.5.) Completed mentor checklist and timeline

Evaluator Comments: Recommendation: Consider expanding induction plan to better include and represent adult education policies, procedures, and concerns.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

4. Describe professional development opportunities given to adult education instructors

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.

Evidence: Data for professional development

Evaluator Comments: Solid evidence of skills training and development. Recommendation: Consider some adult learning-specific training opportunities for adult and intergenerational instructors.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

5. Describe how adult education faculty/staff are evaluated

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. Not all adult students choose to participate in the surveys. Adult Education switched to survey monkey to do online surveys, hoping that would generate more of a response, but the response rate is still about 20-30%. 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. All complaints/issues regarding program performance are collected on evaluations and reviewed by the Adult Education Coordinator, Director and the PN Program Director, along with their relevant instructors, and are acted upon. All program evaluations are filed with other pertinent information concerning each program or course. 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. Stakeholders do not always return the surveys so we started using survey monkey, in hopes to generate at better response. To date, the response is still very poor. We do follow up with a reminder phone call as well.

Evidence: Completed surveys-See A.6.
            Feedback Follow-up

Evaluator Comments: Recommendation: In addition to surveying students at program completion consider modeling the PN program's instructor evaluations. Ideally, the adult education program coordinator should annually schedule an observation and evaluate program instructors with adult students.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

6. Describe how facilities are maintained in regard to adult education

The facility at CCCTC has a great maintenance staff that works throughout the year during the day and also an evening shift maintaining the school building and grounds to ensure full and productive use. The maintenance crew works closely with staff and administration to ensure needs are met while observing district policies. Maintenance staff are trained when hired on all jobs required. They use a form on the door of each program to check off when it is completed. Records of this are not kept. In the summer, the maintenance staff works diligently throughout the school painting, waxing, cleaning, etc. to prepare the building for the upcoming school year. Adult education has a faculty lounge which provides students bathrooms, a kitchen and dining area, a

living room area with television, games, Xbox, magazines, and mailboxes. The maintenance staff maintains this area as well.

Evidence: Maintenance staff and schedule Summer Check List

Evaluator Comments: Solid evidence of facilities and equipment maintenance.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

7. Describe what steps are taken to ensure safety in the institution.

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. An all-hazard plan is located by the office mailboxes and also in each program area.

Evidence: Safety meeting minutes
Security measures-All Hazard Plan Student handbook under safety (see B.3.)
Faculty Handbook-See "Plan for school wide safety" and "Safety"

Evaluator Comments: Ample evidence of up-to-date policies and procedures as well as an active and detailed school safety committee.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

Category E – Employers:

The Standard

The institution works with employers on their workforce needs, works with employers on the hiring of adult education students and surveys the employers who hire adult education students to ensure that needs have been met.

1. Describe how the institution works with employers in regard to adult education

CCCTC adult education works with employers not only locally but nationally. Not only do local employers reach out but we have employers reaching out to us nationally. The Adult Education Coordinator puts the employer and the instructor in contact with each other so they instructor can recommend the right student for the position they may be hiring for. It allows for the employer to discuss with the instructor what needs/skills they are looking for. Employers and the Adult Education Coordinator constantly stay in contact regarding recent graduates, scheduling class presentations with current students, attending CCCTC career fairs, etc. Both the Occupational Advisory Committee (OAC) and the Local Advisory Committee (LAC) 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.

Evidence: Data on recruitment of employer Recruitment Fair-invite sample, employer list Email correspondence
OAC minutes (See A.3.) LAC minutes (See A.3.)

Evaluator Comments: Solid evidence of employer involvement and consultation on program and schoolwide levels. Recommendation: Include a more in-depth discussion and data on OAC templates for adult education i.e. strategies to recruit adult students, strategies employed in instructing adult students, how to improve adult retention, etc.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

2. Describe how employers are beneficial to the OAC in regard to adult education

As mentioned above, the Occupational Advisory Committee (OAC) acts 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.

Evidence: List employers on OAC committees
   Data on how many hire adult education students-Job placement sheets

Evaluator Comments: Recommendation: Provide documentation showing review of OAC minutes and follow through on some recommendations.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

3. Describe how employers give feedback on adult education students they hire

Input from stakeholder has been implemented through survey monkey. In past years' surveys were sent to employers for their employee(s) that graduated from CCCTC but were not returned. Now that we have implemented survey monkey, the response is a little better, but we rarely get responses back. We do follow up with phone calls or email (if available). We will continue this in the future with all graduates. Program Instructors 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. We analyze the surveys and notify the instructor if the employers are requesting different skills be taught in the program. CCCTC also does a continuous improvement survey that was started in 2015-16 that is posted on FB to get feedback and some employers have completed the survey.

Evidence: Completed surveys-employer and continuous improvement Feedback
   Follow-up

Evaluator Comments: The continuous improvement survey's questions and audience are too broad to deliver actionable feedback. Recommendation: Use the employer evaluation form supplied moving forward for more specific feedback on program performance and outcomes.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

SCORING

CATEGORY A

1.	Describe the administrative leadership in regard to adult education	**2**
2.	Describe vision/mission statements	**2**
3.	Describe the meeting held to discuss adult education	**2**
4.	Describe how the administration team reviews budget for adult education	**2**
5.	Describe how the administration team discusses and reviews goals of adult education	**2**
6.	Describe how the administration team discusses and reviews the performance of adult education	**2**

CATEGORY B

1.	Describe how the institution develops need for programs to offer to adults	**2**
2.	Describe how the program is marketing adult education to the community	**2**
3.	Describe how the institution ensures that ethical practices are followed in regard to adult education	**2**
4.	Describe how the adult education catalog is developed and maintained to include financial aid information	**2**
5.	Describe how equipment is purchased and maintained by the institution for adult education	**2**

CATEGORY C

1.	Describe how the adult handbook is created and given to the adult students	**2**
2.	Describe the adult education attendance policy	**2**
3.	Describe the adult education grading policy	**2**
4.	Describe the adult education credit hour policy	**2**
5.	Describe how adult education student become completers	**2**
6.	Describe industry credentials earned by students	**2**
7.	Describe the curriculum of adult education programs	**2**
8.	Describe the institution's remediation process for adult students	**3**
9.	Describe the complaint/grievance procedures for adult students	**2**
10.	Describe special awards given to adult students	**2**
11.	Describe how adult student's satisfaction/dissatisfaction is evaluated and acted upon	**2**

CATEGORY D

1.	Describe the faculty/staff employed at the institution in regard to adult education	**2**
2.	Describe how the institution recruits faculty/staff for adult education	**2**
3.	Describe how new instructors are oriented on adult education	**2**
4.	Describe professional development opportunities given to adult education instructors	**2**
5.	Describe how adult education faculty/staff are evaluated	**2**
6.	Describe how facilities are maintained in regard to adult education	**2**
7.	Describe what steps are taken to ensure safety in the institution	**2**

CATEGORY E

1.	Describe how the institution works with employers in regard to adult education	**2**
2.	Describe how employers are beneficial to the OAC in regard to adult education	**2**
3.	Describe how employers give feedback on adult education students they hire	**2**