Final Draft Report Narrative

The Pennsylvania Bureau of Career and Technical Education have conducted a 5-year review of the Indiana County Technology Center in regards to their re-accreditation by the Pennsylvania State Board of Vocational Education. This review has found one non-compliance issue with the institution in relation to the PPPVE Accreditation Guidelines. The institution was given opportunity to reply to the Preliminary Draft Report. In their reply, the institution agreed with the findings and has discussed ways to formalize meetings regarding adult education and to set goals. PDE will monitor this through reviews of their Annual Reports.

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.

Area of concern:

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

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 ICTC is governed by a Joint Operating Committee (JOC), which is comprised of a representative from each of the seven (7) sending schools to the ICTC secondary programs. The JOC directs the operations of the ICTC, including the Adult programs. The ICTC also receives guidance from a Professional Advisory Council (PAC), comprised of the superintendents of the seven districts, and has an appointed Superintendent of Record that works close with the Administrative Director. The Administrative Director coordinates with the administrative team and the JOC to ensure the activities of the ICTC are in line with its mission.

The ICTC administrative team is comprised of the Administrative Director, Business Manager, Principal, Adult Education Coordinator, Practical Nursing Coordinator, and Maintenance Supervisor positions. The most recent full grouping of representatives to the administrative team during the accreditation period in 17/18 was:

Eric D. Palmer – Administrative Director
Robert Kanick – Business Manager
Rachel L. Hrabovsky – Adult Education Coordinator
Michael McDermott – Principal
Dr. Diana Rupert – Practical Nursing Coordinator
David Roberts – Maintenance Supervisor

The JOC implemented a minor restructure along with the recent transitions in Director and Business Manager that will enable ICTC to address challenges and grow effectively for the 18/19 year:

Michael McDermott – Administrative Director/Business Manager
Rachel L. Hrabovsky – Fiscal Assistant (in lieu of Business Manager)
Dr. Audra Spicer – Adult Education Coordinator
Michael Worthington – Principal
Dr. Diana Rupert – Practical Nursing Coordinator
David Roberts – Maintenance Supervisor

The members of the ICTC Administrative Team are well versed in their respective roles, bringing appropriate educational background and/or experience as we collectively work with the JOC to promote the valuable service of Career and Technical Education available at the ICTC. A sampling of resumes and job descriptions is provided in evidence.

Evaluator Comments:
Despite the significant leadership changes that have taken place in the previous year, it appears that leadership has stayed consistent and continues to focus on addressing the challenges as well as maintaining continued student population growth.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

2. Describe the vision/mission for adult education

The mission of the Indiana County Technology Center, an innovative regional career development and technology center, in partnership with our member districts and the community, is to provide all learners an environment that includes the integration of a challenging technical and academic

education with an emphasis on the development of skills which provide the pathways to further education and employment in an ever-changing world.

The ICTC's mission is inclusive of all learners, both adult and secondary, and is published on our website, in our catalogs, and documents that are distributed to and/or used by our students. A sampling of such publications are provided in evidence.

Evaluator Comments:
The school's Mission statement is clearly communicated in all forms of media: school catalog, website, brochures, etc.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

3. Describe the meetings held to discuss adult education

As noted above, the ICTC is guided by a Joint Operating Committee (JOC). The JOC provides guidance to the operations of the ICTC, including the Adult programs, and reviews and approves items for the department at regular meetings. The JOC meets monthly ten (10) months out of the calendar year, and holds special meetings as needed to address matters that are of a time-sensitive nature. Briefs of these meetings are sent out to all ICTC staff via email from the Joint Operating Committee (Board) Secretary.

As a small school and an even smaller department, communication happens on a constant basis with one-on-one conversations as needed, plus ad hoc meetings, based on needs and staffing levels. Since these are largely ad hoc, formal agendas/minutes are not kept currently. The Adult Education and/or Practical Nursing Coordinator schedules formal meetings when topics involve multiple program areas and/or require collaborative approaches. Given varying staff schedules, email communication is an effective tool used to keep operation cohesive.

The Administrative Director initiates meetings as necessary to direct the operations of the Center. These meetings, when held, include topics of Adult Education. Regular "Admin Meetings" were held prior to the retirement of our past Director in 2015. With the transition of Directors and various staff transitions, these meetings were discontinued for a time. Formal administrative meetings were reinstated at the beginning of 2018 to ensure that programs in secondary education and adult education are in sync and continue to move toward satisfying the greater mission of the ICTC.

Evaluator Comments:
There is ample documentation to support adult education discussion held at all meeting levels: OAC, JOC, Administration meetings, and clear communication between adult education admin and instructors.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

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

Budgets for Adult Education are set using projected enrollment as a basis. Using the best information available at the time of the ICTC's full budget finalization, expenses and revenue lines are included. However, it is understood that the budget is a guide and subject to change based on factors such as new opportunities that arise during the year or enrollment numbers differing from the projections used to build the budget.

JOC and administrative support of Adult Education at the ICTC remains strong, as our Department brings with it the opportunity to generate revenues that enhance the quality of training for all students at ICTC. The ICTC administrative team, including the JOC, regularly monitors financial health and programmatic performance. Understanding that fiscal self-sufficiency is critical to the long-term success of ICTC's post-secondary programs, these remain priorities of the school's leadership. Organizational structure is designed to allow frequent, direct communication between

the Adult Education Coordinator, Practical Nursing Coordinator and Business Manager to ensure programs remain in good financial health. When issues do arise, these individuals evaluate strategies to restore financial health. The ICTC budget, which includes Adult Education, is reviewed and approved annually by the Joint Operating Committee.

Tuition is reviewed at least annually when adjustment based on the inflation index is applied. Independent adjustments are also applied to individual program tuition and/or fees when current charges are insufficient for costs incurred by the school, or to cover planned changes for that program. Increases and adjustments in tuition and/or fees are completed by the Adult Education Coordinator and the Practical Nursing Coordinator, in consultation with the ICTC Business office, and approved by the Director. Current tuition and fees are published in the ICTC Postsecondary Course Catalog and Enrollment Agreement, which is reviewed and approved by the JOC.

The ICTC is audited each year according to standard school audit requirements and historically had not had audit findings. As noted in the introductory summary, in early 2016 during the first budget planning process under a new Director, financial issues were identified in the ICTC Business office. The ICTC secured a forensic audit at that time and ultimately replaced the Business Manager. The JOC also sought a new auditing firm to work with the school moving forward. Although necessary, the forensic audit process was lengthy, and 15/16 audit results were not received until near the end of the 16/17 fiscal year. This did not allow for corrective actions to be implemented prior to the close of the subsequent fiscal, resulting in similar findings in the 16/17 audit.

With a primary focus being on resolving the root causes of these financial issues, we have struggled internally with other routine functions in the Business Office. Regular updates regarding the financial performance of Adult Education to coordinators have been lacking, and post-secondary performance has not been separated from school-wide data for 16/17.

ICTC's current administrative team and the JOC are working toward holistic resolution. The JOC has approved a contract to work with PASBO to provide Business Manager Services to assist the Business Office in working through the backlog of tasks that have been created due to the transitions. This individual is also serving in a mentorship role to the current Fiscal Assistant who works under the supervision of the current ICTC Administrative Director/Business Manager. This arrangement is expected to provide opportunity to complete corrective actions and move toward stability. We are currently reviewing 17/18 financial activity in preparation for audit, and working towards providing the administrative team with access to quality data to drive decision-making.

Evaluator Comments:
Ample supportive evidence clearly indicates that the administration takes necessary steps in consistent budgetary review.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

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

Six overarching goals have been identified for the ICTC and guide the operation of the School:
- Advocate the critical role of career and technical education for quality education and workforce development.
- Collaborate and partner with other education/community stakeholders to provide enhanced post-secondary opportunities for student success.
- Expand and develop quality adult education programs.

- Increase student achievement through the integration of academic and occupational standards.
- Integrate technology into the instruction practices and operations of the ICTC.

- Utilize all resources of the school in an artful manner.

One of these goals specifically addresses and supports the expansion and development of adult education programs, while the other five are integrated into all decisions and practices related to ICTC as a whole and the Adult Education Department.

The ICTC uses a strategic planning process to lay out the long term goals of the organization. The first years in review were governed by the Strategic Plan document covering 2009 to 2015. It was created when much of the Adult training offered by the ICTC was in the form of short "hobby" courses. The current Comprehensive Plan (effective July 1, 2016 through June of 2019) was finalized amidst the retirement of the Director and a vacancy in the Adult Education Coordinator position. It was recognized that the document lacked some desired specificity toward Adult Education programs, but it was felt that the overarching goals, which address Adult Education, summarized the overall purpose of the Department.

Receiving feedback from PDE in February 2017 requesting additional specificity, the Adult Education Coordinator worked with Administration and staff to develop a supplemental plan for Adult Education. The resulting document was finalized in September 2017 and is provided in evidence. Departmental goals coincide with the overarching goals of the ICTC Comprehensive Plan. The demonstrated outcomes - growth from offering primarily hobby courses to offering comprehensive Adult Career Training in many high priority occupations - were only possible with advocacy for adult training initiatives by ICTC Administration and our JOC.

ICTC will enter the planning phase this fall for the new ICTC Comprehensive Plan that will inaugurate in July of 2019. Adult Education will be involved in the planning process, and it will be ensured that specific, itemized goals for PPPVE are included and articulated.

Evaluator Comments:
The evidence provided does not directly address the discussion or review of the goals of adult education with the exception of the added 2017/18 departmental goals supplementing the current comprehensive plan. No mention of OAC or advisory board discussion in relationship to post-secondary long-term goals. It is apparent however, that adult education long-term goals are now becoming more of a priority.

☐ Not Met
☒ Beginning
☐ Functioning Well
☐ Advanced

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

The success of ICTC's post-secondary division is measured and quantified in various ways. First and foremost, Adult Education at the ICTC is expected to be self-sufficient. Administration believes strongly that the future success of ICTC Adult programs rests on the ability to remain self-sustaining. Financial health is assessed at

the program level, department level, and as a whole. As noted in the introductory summary and A.4., issues in the ICTC Business office have resulted in a lack of regular financial updates. Obviously, this affects the ability of Administration to effectively review this aspect of departmental performance. We are expecting to have access to quality, relevant data moving forward in 18/19, given ICTC's implementation of a new financial management software system. In the interim, the Adult Education/Practical Nursing Coordinators have focused on controlling costs and diversifying revenue streams to enhance probability of financial success.

A second performance measure deals with student achievement. Adult Education providing positive outcomes for students, while being self-sufficient, ultimately meets the ICTC mission. Students are monitored for academic progress through their program, and those not meeting Academic Standards are supported for success when possible. Feedback from employers and industry regarding student preparedness is a key indicator of success in this area.

Formal evaluations of the Adult Education and Practical Nursing Coordinators were conducted through the retirement of our past Director in 2015. With the transition of Directors, formal evaluations were discontinued. ICTC's new Director has expressed a commitment to return to this practice, with formal evaluations to be conducted at the end of the current year (18/19). These evaluations include a process of identifying goals for the upcoming year as well as a review of performance, with the goal of continuous improvement.

Evaluator Comments:
It is easy to distinguish the adult education surveyed students in practical nursing, medical assisting, and adult cosmetology Need to work on distinction in adult surveys for intergenerational programs, although summaries of intergenerational program surveys were provided.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

Category B – Programs

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

The ICTC is works closely with local economic development agencies, government officials, and employers to ensure we are providing career training programs that meet local and regional workforce needs. Many of ICTC's programs prepare graduates for employment in fields that are listed as "today", "next", and "future" jobs on the Center for Workforce Information & Analysis Pennsylvania In-Demand Occupations List. We also review the region's high priority occupation list and submit all eligible programs for review to the Tri-County Workforce Investment Board (WIB) annually. Many of the programs ICTC offers are on the High Priority Occupation list consistently. The WIB requires submission of current occupational data for each program, which must meet specified performance criteria to be approved. In 2017, major changes to the methodology used to include a program on the HPO list occurred, which resulted in a mass drop of programs from the Tri-County WIB Regional High Priority Occupations list. ICTC was actively involved in the petition process to resurrect several programs to the HPO list. This effort was successful due to the support of our OAC members, and a collaborative effort with other regional CTCs.

The Adult Education Department is continuously evaluating opportunities to diversify funding streams. In establishing new programs, the ICTC analyzes the local, regional and state labor market using the most current available data from sources including ONET, occupational advisory committees, local/county labor market statistics from the Indiana County Chamber of Commerce, the Center for Economic Development, and the Tri-County WIB. Feedback from industry is also a significant factor in looking at new programs as well as maintaining current offerings. A sampling of OAC feedback regarding industry need and support for our programs is included in evidence.

Program tuition and fees are set using various factors when programs are initially instated. These include the cost of other similar programs in the region as well as the cost to operate the program in relation to enrollment minimums. For established programs, tuition adjustments are based on the inflation index on an annual basis. Independent adjustments are also applied to individual program tuition and/or fees when current charges are insufficient for costs incurred by the school, or to cover planned changes for that program. Current tuition and fees are published in the ICTC Postsecondary Course Catalog and Enrollment Agreement.

The ICTC remains committed to the idea that we must be responsive to industry. As the regions needs change, we adapt current offerings and create new programs to address industry requirements. Outside of our career training programs accredited through PDE, we use short-term training to help meet the immediate needs of regional employers. Recently, we worked with local companies, the Tri-County WIB, and West Central Job Partnership to provide grant-funded Basic Manufacturing training in both Indiana and Lawrence Counties. These classes were designed to give participants entry-level knowledge to successfully begin a job in the manufacturing field. The offering was built on feedback from industry that qualified entry-level workers for manufacturing jobs

are difficult to find. These classes were offered in 16/17 and 17/18 as grant-funding training, and we have applied again for grant funding in 18/19. We will likely evaluate the possibilities of offering a continuation of this training in some form as a regular course offering that is not dependent on grant funding. Additionally, we have seen an increase in safety-related industry training during this past fiscal year associated with a resurgence of the gas and oil industry. We pursued an opportunity in 2017 to regain a major client that was lost in 2015 due to the industry downturn.

In 2013/2014, ICTC began taking actions in response to industry feedback that there was a shortage of Medical Assistants in the local region. We worked collaboratively with the Central Westmoreland Career and Technology Center to establish a satellite location for the ICTC Medical Assistant program in New Stanton. Excela Health was a primary supporter in this endeavor. After a two year implementation process including PDE approval of the satellite location, a successful cohort was run in 2015-2016. Subsequent years have brought insufficient enrollment to run additional cohorts at that campus. A mismatch between industry demand, with organizations continuing to communicate a desperate need for Medical Assistants, and those seeking a career has been identified. We believe this partially is a factor of the industry wage being lower than some occupations historically, a factor that is slowly changing as industry continues to seek qualified employees. Students also seem to have a misunderstanding of the Medical Assistant occupation and how it fits into the healthcare careers ladder. Our Allied Health OAC continues to discuss strategies for closing this gap and the role each party plays in doing so. OAC members have also been highly involved in appeals to maintain the Medical Assistant occupation on the HPO List, communicating consistently that their need is significant.

In September of 2015, we brought a CDL training program to Indiana County through a partnership with Center for Transportation Safety. The ICTC had a working relationship with CTS, who provided CDL training to a major ICTC safety training client. Formerly a business-to-business provider, CTS had branched into the public sector after experiencing the downturn in the Marcellus Shale industry. When ICTC was approached by local County Commissioners expressing a need for CDL drivers in the County and beyond, ICTC worked to collaboratively with CTS to develop a course offering that would assist in meeting this need. We continue to provide CDL Class A training in Indiana County, with classroom sessions held at the ICTC facility prior to students moving into hands-on work in the "yard" and over-the-road sessions.

Although not resulting in *new* accredited programs, these responses to industry need illustrate a nimble approach in working to address local workforce development.

Evaluator Comments:
Based on the region's HPO list and continued support by area industry, it is evident that ICTC works to continually ensure the adult education programs are relevant and applicable to sustainable opportunities for local and regional employment.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

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

The ICTC had developed a full-color booklet outlining course offerings. This marketing tool is reviewed at least annually, updated as needed, and distributed to local CareerLink offices, OVR Representatives, and other community groups. These are also sent to prospective students when phone or email inquiries are received. Several programs have program-specific brochures that are sent to students who express a specific interest.

The ICTC attends local college fairs and visits area high schools when possible to promote its post-secondary programs. Further, we participate in various forms of local advertising, ranging from newspaper and radio to Facebook ads. We hold "open house" events to encourage students to visit the school, and many students tour our facility and meet with instructors to assure that the ICTC is the right fit for them prior to enrolling.

ICTC's went through a rebranding in the fall of 2016, with a new color scheme and use of a more modern logo. A website redesign was also completed at that time, which was necessary for Adult Education to remain competitive. Two significant issues with the old website were that it was not mobile friendly and not easily searched by google web crawlers. Individuals searching for career training would not even see ICTC as an option in most instances. Our visibility has significantly improved with the new website, with a search for Career Training in Indiana PA now displaying ICTC in the top 10 results. We receive inquiries through our website almost daily which are imported into our student management system for follow up in the recruiting process. The website also allows current and potential students access to information through their mobile devices.

Evaluator Comments:
ICTC is utilizing their resources for marketing their adult education to the community to their full benefit.

☐ Not Met
☐ Beginning
☐ Functioning Well
☒ Advanced

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

Extensive efforts have been taken to ensure ethical policies, practices, and civil rights compliance matters are addressed. Hiring practices are fair and provide equal opportunity to all applicants. For employees, applicable disclosures are made available in the faculty workroom/break area on a large bulletin board.

It is the philosophy of Adult Education to under-promote and over-deliver when it comes to our education programs. We work with students to ensure they understand the financial commitment of their program of study and clearly outline program costs in the Enrollment Agreement. Our Financial Aid Coordinator provides an Estimated Award Letter to each student and is available to meet with them discuss their individual situation.

Admissions practices for students ensure equal opportunity following Title VI, Title IX and Section 504, and the Equal Opportunity School notation is included on advertising materials. Additionally, student handbooks reference ethical standards, codes and/or statements. The ICTC is committed to ensuring all students,

including those with disabilities, have equal access to training opportunities at the ICTC, and remains compliant with ADA regulations. The ICTC facility underwent a major renovation in 2004 at which time many modifications were made to meet the standards of the Americans with Disabilities Act. A Disability Services Policy is included in the Post-Secondary Course Catalog, and handouts on the subject are available to students. Additionally, the AE Office works with the Office of Vocational Rehabilitation and the local Intermediate Unit to ensure accommodations for individual students are addressed as needed.

The ICTC also has a clearly defined grievance policy to ensure students complaints regarding all matters, including those of an ethical nature, can be addressed quickly and effectively. Our policies include a specific policy for addressing any sexual harassment concerns. The secondary Principal serves as the school's Civil Rights Officer.

Evaluator Comments:
It is evident that ICTC works to promote an ethical environment and is transparent in all ethical practices with respect to adult education.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

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

ICTC's administration and staff work together to ensure the organization is in compliance with regulatory requirements. Through the JOC, policies are created, updated, and modified as needed to ensure compliance with regulatory or legislative changes. The ICTC's participation in Federal Financial Aid programs and other student assistance programs requires additional reporting and monitoring as per each entity's requirements. These requirements cover both fiscal and programmatic aspects of ICTC's post-secondary programs, and provide a good guideline for best practices. ICTC's full-time Financial Aid Coordinator plays a key role in ensuring that the ICTC Post-Secondary Course Catalog is in compliance with Federal Financial Aid regulations.

Adult student policies are reviewed annually by the Adult Education, Practical Nursing, and Financial Aid Coordinators to ensure they meet all current applicable laws and regulations and uphold ICTC Board Policy. Dialog occurs with program area instructors during policy review to identify any areas where a need for clarity or student concerns has been encountered throughout the year. Any identified policies are revised to improve each student's experience at the ICTC. Consultation with legal counsel occurs as needed, and policy updates are reviewed by the ICTC Solicitor before being implemented. Updated Course Catalogs and Student Handbooks, which contain all adult student policies, are submitted to the JOC annually for review and approval.

Evaluator Comments:

It is evident that ICTC clearly communicates with administration and staff, as well as the JOC any ongoing changes, updates, or modifications of the adult education catalog inclusive of financial aid information.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

5. Describe how equipment is purchased and maintained by the institution for adult education.

The ICTC prides itself on providing current equipment, tools, materials, and supplies for all of its program areas. A tour of our facilities will demonstrate that our program areas are well stocked and that the equipment in each area is maintained in good working order. Our Administrative team relies heavily on recommendations made by each program area OAC. OAC members are connected to industry, and provide valuable insight regarding equipment upgrade and use. A sample of OAC Minutes reflecting this involvement is provided in evidence. Faculty members are also encouraged to bring equipment and supply needs to the attention of administration as they may occur throughout the year.

Each year during the budget process, requested/recommended equipment and supply items are placed into the context of all of ICTC's needs. The AE and LPN Coordinators, Administrative Director, and Business Manager work together to prioritize requests and determine which requests will be fulfilled. Additional revenue provided to the ICTC by Adult Education programs has allowed for various equipment/supply purchases and upgrades over the years that ICTC has been accredited. More recently as we experience new challenges with changing industry landscapes and internal staffing changes, the Department has actively sought more grant funding to support program enhancements and equipment upgrades. The Adult Education Department collaboratively secured nearly $200,000 in Tech Grant Funding to upgrade the Machining Technology and Welding Technology shop areas. Equipment installations were completed in 17/18. With the increased focus on Manufacturing in the region, the ICTC focused on these areas to ensure we are equipped to meet industry demand for skills.

In the fall of 2017, the ICTC secured services from Industrial Appraisals for an on-site inspection and appraisal of the buildings, site improvements (insurable and uninsurable), fixed equipment and movable equipment located at our main campus. This step was taken to ensure accuracy in our documentation and tracking of equipment and fixed other assets. A copy of the initial appraisal report is provided in evidence, as well as a copy of the JOC Capital Asset Policy. We are working with Industrial Appraisal currently to review the document, and make additions, deletions, corrections and transfers as necessary to maintain an up-to-date listing moving forward.

Evaluator Comments:

It is apparent that ICTC takes the necessary steps to ensure equipment purchases are necessary and then approved via proper channels, utilizing equipment grants when available. Additionally, there is ample evidence to support ongoing regular maintenance of 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

Policies governing adult students enrolled at the ICTC are outlined in the ICTC Post-Secondary Course Catalog. This document is continually refined and enhanced with annual updates to ensure it comprehensively addresses all students. Student handbooks are maintained for a program or program cluster to provide clarification to ICTC policies as applied to specific programs. The handbook is also used to communicate any program-specific policies relevant to those students. Throughout the year, AE staff and instructors keep a "working copy" of these documents to note any points that should be addressed. In preparation for each new academic year, these notes are reviewed collectively, and policy revisions, if needed, are implemented. Updates to the Catalog and student handbooks are reviewed by the ICTC Solicitor and finally by the JOC for approval.

The ICTC Post-Secondary Course Catalog is published on the ICTC website for both prospective and current students. Students are required to review the Catalog prior to signing their enrollment agreement with the School. Student Handbooks are reviewed with Adult students at program orientation, which for most programs occurs on the first day of class. Instructors go through the handbook with students, and are available to answer any questions. Excerpts from the ICTC Post-Secondary Course Catalog that directly interact with handbook content are also reviewed at orientation. It is important to note that Student Handbooks cannot be viewed in singularity, as they are an extension of the Course Catalog.

Students are required to sign an acknowledgement stating their understanding of their program-specific handbook and all ICTC policies that govern their enrollment at the school. All students are advised to get any questions answered prior to signing their Student Handbook Acknowledgement, and are given twenty-four (24) hours after orientation to review. For the current academic year, we expanded a concept piloted in the Practical Nursing department, implementing an Orientation Quiz for all programs. This extends beyond a verifying signature and helps to ensure students do fully understand pertinent polices that impact their enrollment at ICTC.

A copy of the ICTC 17/18 Post-Secondary Course Catalog is included in evidence along with examples of individual program handbooks. A checklist of topics covered with students at orientation, as well as a sampling of student sign-offs for student handbooks, is also provided.

Evaluator Comments:
Catalog and handbook are well put together. Recommendation to condense some of the material to make two documents instead of three.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

2. Describe the adult education attendance policy

This policy is defined in the ICTC Post-Secondary Course Catalog and expanded/clarified in the program-specific Student Handbooks. For most programs, permissible absent hours are outlined as a percentage of total program hours. Practical Nursing students have a defined number of cumulative absent hours permissible during the length of enrollment. Students in externship, clinical or co-op placement have additional guidelines regarding absenteeism, which are influenced by site rules and designed to protect the student's placement.

Attendance is tracked daily and reviewed by the Adult Education office on a weekly basis. ICTC policy places the responsibility of attendance on the student. It is not a standard practice to contact a student each time they are not in attendance as scheduled. Instructors reach out to students regarding absenteeism at their discretion if they have concerns. Instructors are advised to notify the AE Office if a student has been absent for three consecutive days. The AE Office monitors student absences against allowable maximums to ensure students are within the boundaries of this policy.

The ICTC Attendance Policy as well as attendance sections from program-specific handbooks are provided in evidence. A sampling of student attendance records is also provided.

Evaluator Comments:
Attendance Policy is well written and comprehensive for student understanding. Students are continuously monitored on their attendance and counseled when absences become excessive.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

3. Describe the adult education grading policy

Adult student enrolled at the ICTC are monitored throughout their training program to ensure the standards of academic progress are being met. A final grade of C (75%) is required in all academic courses as a standard measure of knowledge. Students are also required to successfully complete all competencies defined for a course (when applicable) as a demonstration of practical skill. This blended evaluation approach is designed to ensure graduates from the ICTC have both the knowledge and hands-on capability to be successful in their chosen field.

The ICTC has a defined grading scale for adult students that is clearly outlined in the ICTC Post-Secondary Course Catalog and program-specific student handbooks. Each student is provided with a printed copy of their student handbook for reference throughout the year. Many instructors reinforce this with inclusion of the grading scale in their course syllabi.

Programs are built on a competency-focused assessment structure to measure and track student learning and assess student abilities in their respective career area. Students also complete quizzes, tests, essays, and other such assignments to demonstrate understanding of theoretical material. In many programs, successful attainment of industry certifications further demonstrates a student's competence by meeting a third-party industry standard. In areas such as Cosmetology and Practical Nursing, the program is designed to prepare students for success when taking a State Board examination upon completion that certifies their skill level.

Student transcripts provide a summary of student performance and are updated at the end of each term. Instructors also review grades with individual students throughout their program of study. Grades for intergenerational students are reported through the Skyward system, as instructors assign coursework to the Adult student along with their blended classroom. Progress reports are reviewed quarterly by the Adult Education Coordinator for any areas of concern. Intergenerational instructors communicate with the Adult Education office regarding any performance concerns that arise between formal reporting periods. Grades for students enrolled in Adult-only programs are maintained by the instructor. At the completion of a course, final grades are submitted to the Adult

Education office for review and marking as official. Instructors submit final grades within seven (7) days of the course end date.

The ICTC Standards of Academic Progress policy is applied to reviews of final course and/or term grades, and any appropriate actions are taken in accordance with this policy.

The ICTC Adult Education office implemented a new student portal through Sonis (the student management system adopted by ICTC for adult students) in 16/17. This portal provides students access to grades, attendance, unofficial transcripts, and their financial account. Instructors input attendance and grades directly into the system, and this information becomes available in real-time to Administration. Once grades are marked final, students can view them immediately through their Sonis portal. An email notification is sent to students when Term grades have been posted.

A sampling of documents demonstrating the various evaluation methods used, as well as student transcripts is provided in evidence. ICTC's grading policy is also provided.

Evaluator Comments:
Grading policy is in place and outlines in the course catalog. Assessments are outlined and reviewed my instructors. Evidence of assessments and transcripts were in place. The institution has an ICTC Standards of Academic Progress Policy which is reviewed by the teachers and administration.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

4. Describe the adult education credit hour policy

The Indiana County Technology Center (ICTC) has applied clock hour-to-credit hour conversions to its Title IV eligible programs. The formula used to determine the number of credit hours meets the Higher Education Act of 2010 definition. Credit hours awarded for programs are compliant with the definition of a credit hour in 34 CFR 600.2. The ICTC uses the following conversion method:

      10 theory hours = 1 credit hour
      20 lab hours = 1 credit hour
      30 internship/externship hours = 1 credit hour

Students can request a complete clock hour-to-credit hour conversion breakdown from the Adult Education office. This handout as referenced in the Post-Secondary Course Catalog is included in the evidence.

Evaluator Comments:
Credit hour policy is in place and is clearly stated to the students.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

5. Describe how adult students become completers

The expectations ICTC holds for its students are clearly noted during orientation. The Post-Secondary Course Catalog and program specific student handbooks are robust information sources that provide students with easy access to the policies and procedures that impact them. In addition, our plain English enrollment agreement outlines tuition and fees to our students in a clear and concise way and highlights important policies/procedures. Students are required to review the ICTC Post-Secondary Course Catalog prior to enrollment and sign stating their understanding.

Adult students enrolled in programs at the ICTC become completers by meeting all program requirements. Students are made aware of these requirements at the beginning of their program, as they are discussed at orientation and outlined in student handbooks and the ICTC Post-Secondary Catalog. Students are required to meet the ICTC Standards of Academic Progress throughout their enrollment in order to remain enrolled and to successfully complete all required competencies in order to become a completer. Each program is designed to provide students with the skills necessary to practice (at minimum) at the entry level for their intended

occupation. Ultimately, if a student is successful in a program, s/he will have progressed in skill level to the point needed for employment in his/her chosen field.

A sampling of worksheets reflecting cohort pass rates and dropouts, as well as the Graduation Policy from the Post-Secondary Course Catalog, are provided in evidence.

Evaluator Comments:
Evidence provided signed student catalogs which outline the expectations of the programs. Completed task grids, transcripts, and yearly data were provided.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

6. Describe industry credentials offered to adult students

It is an intentional focus at the ICTC to provide graduates with the opportunity to earn industry recognized credentials through their program of study. Coursework is focused on knowledge and skills that are demanded by industry, and curriculum is guided by PDE POS and insight from Occupational Advisory Committees. All programs afford qualified students the opportunity to sit for an industry certification, from EPA 608 Refrigerant Recovery Certification in HVAC/R, to State Vehicle Inspection licensure in Automotive Technology, to CompTIA A+ Certification in Information Technology Services, or the Licensed Practical Nursing Exam in the Practical Nursing program. The selection of content-relevant credentials in each program area is based on the ability of students to earn the credential with entry-level knowledge acquired in their program and the feasibility of qualifying for the credential within program length.

A sampling of documents reflecting student attainment of industry credentials in various programs is provided in evidence, as well as an outline of credentials available to qualified students.

Evaluator Comments:
Industry credentials are listed for each program in the catalog. Evidence provided shows that students have earned industry credentials in the various programs offered at ICTC.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

7. Describe the curriculum of adult education programs

Each program at the ICTC has a clearly defined curriculum that follows the state-mandated program of study, industry protocol, or a combination of both. All program areas have an Occupational Advisory Committee that is comprised of faculty, staff, industry professionals, current and past students, and other interested parties. These advisory committees provide feedback on program objectives to ensure that the most current information is being delivered to our students. A sampling of OAC minutes reflecting this involvement is included in evidence.

Adult-only programs have a specified curriculum for the program of study and utilize course syllabi to communicate course-specific expectations to students. Intergenerational students follow the POS for Secondary, working through the competency list during their 720 hours of training. Instructors are responsible for developing lesson plans for their courses. Programs have defined competencies that students are required to demonstrate successfully as they move through the curriculum. This is to ensure that students are able to apply the knowledge learned in their program and are competent for entry into the workforce.

Post-Secondary students are provided with ways to participate in work-site learning experiences as part of their educational program where it is feasible. All worksite learning opportunities are closely monitored by our ICTC instructors and/or staff. Written evaluations of the students by worksite staff become a graded component of the student's work-site experience whenever possible.

ICTC Medical Assistant students have a mandatory externship experience that is an integral component of their curriculum. All students who successfully progress into their fourth term and pass their final examination are placed into an externship. ICTC has established affiliations with over fifteen (15) healthcare institutions, which offers students a wide variety of environments in which to complete their externship. During this externship, Medical Assistant students spend 160 hours at a healthcare facility providing them with real-world experience utilizing the skills they obtain through their program of study. The student is monitored by both Externship site staff and ICTC Staff during their Externship, and their experience is graded upon its completion. An example of an Externship Handbook as completed by the student and staff members during their experience is included in evidence.

Our Practical Nursing students participate in clinical training at healthcare facilities during the second, third and fourth terms of their program. Instructors supervise students on-site in hospital settings and clinical site staff (facilitators) monitor students in other settings, such as long-term care. Facilitators report student performance to the instructor. Students are evaluated and receive a pass or fail grade for their clinical performance. A Clinical Rotation schedule and daily attendance sheet for clinical, as well as a completed evaluation for a PN student, are also provided in evidence.

Intergenerational students are provided the opportunity to participate in cooperative learning as work-site matches become available. However, co-op placement is not guaranteed, and most intergenerational students complete their full training on-site at ICTC currently. When students are placed in co-op site, they receive academic credit while performing work at a local business. Placement will be considered if the student has successfully progressed through their competencies, and work-site activities align with program content.

Intergen co-op students are monitored by the ICTC Cooperative Education Coordinator, who works with the Adult Education Coordinator. Students are only eligible for placement in the second half of their program.

In some programs traditional worksite learning is not feasible due to program restrictions or prohibitory laws. For these programs, we work to expose students to the industry and work environment they will enter through in class simulations, guest speakers, facility tours, and other such activities.

Students who successfully complete their coursework receive a Diploma from the ICTC. Samples of student diploma, as well as curriculum outlines, competency lists, syllabi, documentation of work-site learning, and course syllabi, are provided in evidence. OAC Meeting Minutes with feedback on curriculum are included for reference as well.

Evaluator Comments:
Programs with state licensing requirements follow those requirements in the curriculum. Other programs are driven by industry needs. Evidence of OCA meeting were present with discussion of adult education. Suggestion to increase membership.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

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

The ICTC has a clearly articulated policy regarding standards of academic progress and Academic Probation and/or Remediation that applies to students who do not meet those standards. Academic progress is evaluated as students complete terms in their program of study. Students who are not making satisfactory progress toward the completion of their program are subject to Academic Probation and Remediation as per ICTC Policy. When a student requires additional assistance and support to bring his/her academic performance to a satisfactory level, as permitted in ICTC policy a student-specific remediation plan is developed and implemented if feasible for the program of study.

Included in evidence is the Academic Probation and Remediation policy from the Post-Secondary Course Catalog, as well as a sampling of documents from students who completed remediation.

Evaluator Comments:
Evidence shown: academic probation and remediation as stated in the policies, letters sent to students who are not meeting academic standards and completed remediation.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

9. Describe the complaint/grievance procedures for adult students

Formal complaints are handled through a well-defined grievance procedure that is provided in the ICTC Post-Secondary Course Catalog. Students are required to follow this policy to address any issues. Students are encouraged to first address any concerns at the classroom level when possible, and then with the program supervisor (if applicable). Unresolved issues can be referred to the AE or PN Coordinators and then the Administrative Director. Students have historically been successful in getting their concerns addressed and resolved informally at the program area level. There is no evidence to provide regarding formal complaints/grievances specific to the Adult Education Department as none have been filed. We have experienced students who do not follow the procedure to make appropriate ICTC staff aware of their concerns, then take them to entities outside of the institution. These rare occurrences have concluded with the issue being resolved once brought to our attention or dismissed with evidence that there was no case.

Evaluator Comments:
Standard complaint/grievance policy is in place.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

10. Describe special awards given to adult students

Recognition of our students is an important component of cultivating student satisfaction. The ICTC Adult Education Department holds a Post-Secondary graduation ceremony annually in the fall. Students who do not have a departmental/program specific graduation ceremony who (a.) completed their program during the prior year or (b.) have an anticipated graduation date within three months of the ceremony are eligible to participate. Intergenerational students have the opportunity to participate in the ICTC Senior Ceremony in the spring. This is to provide them a more meaningful experience, along with the students and instructors they have attended class with throughout the year. The ICTC Practical Nursing program also holds a departmental graduation ceremony that highlights nursing values at the end of each cohort.

Students are recognized for their achievements, including attendance and academic honors, during these ceremonies.

A sampling of honors awards and graduation programs is provided in evidence, as well as the appropriate section of the ICTC Post-Secondary Course Catalog.

Evaluator Comments:
Graduation ceremony is given for the adult students every year. Special awards are given out at this time. Programs were in evidence.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

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

The ICTC utilizes a number of instruments to gather input from students regarding their training experience. These instruments are viewed as an important part of continuous improvement initiatives. The ICTC also emphasizes an open door policy, encouraging students to communicate with Adult Education staff as the need arises via email, phone, or a visit to the office. The Adult Education office is located in the building's main lobby for easy access by students and is staffed for both day and evening students with office hours 9am-9pm Monday through Thursday and 9am to 3:30pm on Fridays. Every attempt is made to respond to student inquiries within forty-eight (48) working hours.

The ICTC also uses various surveys, including course evaluations, student resource surveys, externship surveys, and end of program evaluations, to formally garner information from students regarding their thoughts and input on their training experience. Course Evaluations are conducted at the conclusion of a specific instructor's course within a program to ensure student expectations are being met. If an instructor teaches multiple courses, only one evaluation on that instructor will be conducted for each grading period to avoid redundancy for students. These evaluations are conducted by someone other than the instructor and submitted to the AE Office for processing. Course Evaluation surveys are only utilized in programs where various instructors teach the content. Program Evaluations are used in programs with a cohesive instructor throughout and are administered in a similar fashion. Student Resource Surveys are administered at the end of each student's program.

Summaries of these various student surveys are created and provided to instructors, program supervisors, and administration for review to aid in future decisions. The instructor's immediate supervisor reviews the surveys and is responsible for following up with any questionable or negative responses. After grades have been issued, so as to ensure no impact, a summary sheet of responses is provided to the instructor. The individual surveys are not made available to the instructor. Suggestions for improvement are acted upon if they are determined to be financially feasible and academically beneficial.

Meaningful feedback has been received from students about program resources and instructor strengths/weaknesses over the years, which has been used to improve the student experience in subsequent cohorts. As a result of survey responses from students, modifications have been made in course length, attendance polices, shop procedures, etc. Examples of actions impacted by student feedback with OAC support include:
- Modified course length for Billing and Coding in the Medical Assistant program.
- Purchased additional hand tools/equipment for Machining Technology classrooms based on feedback that there was wait time to use shared tools in the shop area.
- Implemented a modified clinic schedule for Cosmetology over the summer that allowed adult

students more time interacting with live clients.

This 17/18 year, we took advantage of a change in programing at ICTC to respond to a need for expanded space in the HVAC lab. The program area was moved to a larger space beginning with the 18/19 year. This need was noted on student surveys as well as by our staff. As the ICTC continues to utilize these survey tools, these types of enhancements and modifications will continue be made, as feasible, with the goal of increasing student satisfaction.

After a student has completed their program at ICTC, a Graduate Survey is sent for the purposes of ensuring that our programs prepare graduates for the workforce, and we gather feedback regarding graduates' employment status. These surveys are attempted up to three times. When a response is received from the graduate indicating s/he is employed in the field, a follow-up survey is sent to the employer requesting feedback on the student's training and preparedness for work in the field. If a survey response indicates that the graduate is not employed and did not change career direction, follow up with the graduate is conducted. This is typically done informally with a phone call to inquire how we can assist the graduate. Subsequent graduate surveys are sent to those individuals to gather an update on their employment status.

Obtaining responses from students to the Graduate Survey once they have left the ICTC facility has been an ongoing challenge. We continue to explore various approaches, including using email or Facebook requests. These approaches have shown moderate success in increasing response rates on surveys where it has bene tested in the secondary division, indicating that we have not identified a comprehensive solution. We are looking to launch of the Alumni Portal in Sonis sometime in the next two years. We envision our partnership with the Indiana University of Pennsylvania that allows IUP students to gain work experience assisting in the AE Office, will provide the additional manpower needed for a phone campaign that would likely accompany implementation. Ultimately, this additional method of interaction with our graduates may be a tool to invigorate responses from our graduates as to their current employment status moving forward.

Evaluator Comments:
Several methods are used for student satisfaction/dissatisfaction – face to face, telephone, email, surveys and evaluations. Evidence shows that issues are reviewed by administration and acted upon if deemed appropriate.

☐ 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.

It is important to note that the ICTC acts as one school. While there is a distinction between our adult and secondary programs and activities, there is a strong mentality that the ICTC is one school with a unified mission. The ICTC Administrative Team is collaboratively involved in monitoring and guiding Adult Education at the ICTC. From the business office to our secondary faculty members, all are vested in the success of the school as a whole.

The Adult Education Coordinator and the Practical Nursing Coordinator manage all Adult training programs at the ICTC. A full-time Financial Aid Coordinator is also on staff to provide services to the school and students and additional coverage and clerical support is provided through two full-time secretaries. Coordinators are responsible for program development, evaluations, budgeting, interviewing, and other administrative duties. Maintenance also works to ensuring the safety and health of our students.

Intergenerational programs utilize full-time faculty that also support Secondary. These individuals, although not reporting directly to the Adult Education Coordinator, work closely with the AE Coordinator on curriculum, schedules, student performance, and other relevant matters. The Adult Education Coordinator is also in contact with Intergenerational faculty's direct supervisor as the need arises. Smaller, fully adult programs may be staffed by part-time instructors that report directly to the AE Coordinator, while larger programs, such as medical assisting and cosmetology, may have full time supervisors if deemed necessary for efficiency. The Program Supervisor, or a Lead Instructor in programs with only part-time instructional staff, assumes responsibility for their respective area and instructors. These individuals report to the Adult Education Coordinator.

The structure of instructional staff varies in program areas. Intergenerational programs are taught by full-time professional instructional staff who meet guidelines to provide CTE education to secondary students as well as our adults. They are highly trained and have a background in the industry they teach. These program areas are also often staffed by Instructional Assistants who serve as support for the instructor in servicing all students in their classroom. Instructional Assistants are maintained in program areas where additional support is beneficial in ensuring student safety in the shop environment.

Adult-only programs have varying instructional staffing structures. For example, the adult Welding program is staffed with part-time instructors who report directly to the Coordinator. The Practical Nursing program is staffed with both part-time and full-time instructors who report to the PN Coordinator. The Adult Cosmetology program has a Program Supervisor who coordinates any part-time instructors needed for the program as well as serve in an instructional capacity. The Program

Supervisor then report to the AE Coordinator. These structures are determined based on program needs and budgetary factors.

Evaluator Comments:

ICTC has very well-defined job descriptions for the Adult Education positions. Roles are clearly defined as who they report to. Need to work on better defining the difference between intergenerational and adult only programs in marketing materials.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

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

The ICTC works hard to ensure that qualified faculty are hired, evaluated, and retained in all positions. When openings occur, various methods are used to ensure adequate response, including newspaper ads, Indeed and/or Facebook postings, and listing with PACTA. For most positions, we receive an abundant quantity of qualified applicants. Many applicants express that working for ICTC has been a career goal for them. ICTC seeks to maintain the reputation for being a great place to work, with instructors passionately sharing our vision of empowering tomorrow's workforce.

Candidates who apply for open full-time positions are required to participate in a structured interview process, through which the most qualified individual is selected. Typically, the AE and/or PN Coordinator, Director, as well as JOC members are involved. In fields where specific credentials/experience are required, the ICTC ensures that all such requirements are met by the individual selected. Since the JOC is ultimately responsible for hiring decisions, the recommended candidate is presented for credential review and approval. Historically, the JOC has approved candidate recommendations.

Part-time and temporary staff are engaged to teach specialized subjects or provide routine service to the AE office. These employees are interviewed by the AE Coordinator and recommended to the Director and JOC for approval. A subject-matter expert is involved when needed.

The ICTC identifies and outlines required skills and abilities for positions through well-defined job descriptions. These job descriptions provide clear direction to each employee when it comes to their job duties and responsibilities. Job advertisements also point to required certification and/or skills to be considered for a position. Direct supervisors serve to clarify and assign all relevant duties for employees. ICTC administration ensures that any required credentials are maintained by all faculty and staff throughout their term of employment at the ICTC.

Evaluator Comments:

Evidence has been provided in newspaper and online advertisements for job openings. Job descriptions are very well defined. Job descriptions clearly defined job qualifications, required certifications, and identified full or part time status. The organizational chart defines supervisors for each position.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

3. Describe how new instructors are oriented on adult education

The channels through which instructors are oriented to their role are dictated by the capacity in which they instruct. Full-time instructors that interact with Adult Education through Intergenerational enrollment are met with at the beginning of each school year. A "packet" of information has been developed that outlines key items for these instructors. They are also provided with the ICTC Post-Secondary Course Catalog and the Adult Student Handbook for review and reference. The Adult Education office works with these instructors to clarify as needed, and throughout the year, works collaboratively with them to address any student issues that may arise.

Beyond the employee's job description, each program area has a program-specific handbook that aids faculty in becoming familiar with the program area's requirements. Additionally, the Adult Education Coordinator or Program Supervisor (when applicable) works with new instructors to
assimilate them to their positions and our expectations. The Adult Education and Practical Nursing secretaries also provide essential support to all incoming instructional staff. Adult Education employees are advised of FERPA regulations and counseled on how to handle inquiries. A handout has also been developed to assist employees in protecting student information.

The ICTC has a Social Committee comprised of ICTC employee who volunteer their time and efforts to encourage interaction and support among colleagues. Involvement in the committee's activities, which are held both on-site and off-site of ICTC, provides opportunities for employees to build relationships with one another in more casual venues for various leveled employees to interact. Various employees have noted to Social Committee members that this type engagement is something they find valuable and assists with orientation to the school.

Administration supports the committee's initiatives by allowing planning meetings and other events to occur during the scheduled workday and facilitates the processing of employee contributions to the Committee through payroll.

Evaluator Comments:
Evidence was provided to show a packet of information is distributed to each instructor containing the necessary information for their classes.

Commendation:
The ICTC has a social committee that helps establish a sense of community with in the staff.

☐ Not Met

☐ Beginning
☐ Functioning Well
☒ Advanced

4. Describe professional development opportunities given to adult education instructors

ICTC employees are frequently provided the opportunity to pursue professional development, with identification of development opportunities being a two-way street. Administration identifies broad opportunities that support the mission of the ICTC. These opportunities are designed to help reinforce the common goals of the ICTC. On a program level, the PN and AE Coordinators pass along relevant development opportunities to faculty and allow them to evaluate the merit of different trainings. Further, instructors are encouraged to bring opportunities of interest to the attention of the Administration. The use of professional memberships and attendance at regional and national conferences is encouraged in all program areas when feasible. Professional memberships often provide a consolidated source for current information and training on topics that are of interest to the specific employee and their specialty.

Evaluator Comments:
Evidence was provided that staff are given the opportunity with professional development within the region as well as larger conferences throughout the country.

Commendation:
There is clear evidence that professional development opportunities are varied and offered to all staff. Staff are also asked to evaluate the professional development after attending. During the interview, the instructor confirmed several opportunities given to attend both local and national trainings.

☐ Not Met
☐ Beginning
☐ Functioning Well
☒ Advanced

5. Describe how adult education faculty/staff are evaluated.

In the Adult Education Department, each employee's direct supervisor is responsible for monitoring performance. Informal one-on-one performance feedback has the opportunity to occur daily in a horizontal organization like ours. Typically, satisfactory instructor performance is observed in student outcomes, as student success speaks directly to an instructor's hard work and dedication in the classroom. The ICTC values recognizing these outcomes.

Full-time instructional staff that are part of the Professional Staff union, which includes Intergenerational instructors, do have a formal evaluation process that is completed annually. The ICTC Principal works collaboratively with the Adult Education department to ensure adult students enrolled in a blended program format have a quality educational experience.

Our Practical Nursing Department is the only Adult Education program with more than one full-time instructor. In this area, we utilize a peer evaluation process, which invites feedback from fellow

instructors. In other program areas, we are staffed with part-time instructors who are supervised by the Adult Education Coordinator. These instructors do not always interact with each other, making a peer evaluation approach infeasible.

The ICTC also uses various surveys to collect feedback from students regarding different aspects of their program, including their instructor. This is a primary way we evaluate performance. For most programs, including intergenerational programs, with a cohesive instructor throughout, a Program Evaluation is administered at the end of the student's program. For programs where various instructors teach the content, Course Evaluations are conducted at the conclusion of a specific instructor's course within a program to ensure student expectations are being met. If an instructor teaches multiple courses, typically only one evaluation on that instructor will be conducted for each grading period to avoid redundancy for students. These evaluations are conducted by someone other than the instructor. The instructor's immediate supervisor reviews the surveys and is responsible for following up with any questionable or negative responses. The individual surveys are not made available to the instructor.

We experience issues with instructional staff infrequently. On the rare occasions that instructional issues are identified, either through student survey feedback or verbal reports of students/staff, the instructor's direct supervisor is responsible for following-up. A meeting with the instructor is usually held to discuss the feedback. Unannounced classroom observations can also be completed, if necessary, to identify areas for growth. Instructors are provided support to improve their skills and address performance issues through mentorship or professional development training opportunities.

ICTC Administration recognizes the importance of providing a work environment that meets employees' expectations. As a small school, we work hard to ensure that administration, faculty, and staff work harmoniously together toward common goals. Open communication is encouraged among all levels to foster a positive working environment. Given that we are a small school and the fact that through 2015 turnover at ICTC was nearly stagnant, the need for formalized survey instrument was not paramount historically.

A formal workplace climate survey, modeled after that used in the Pittsburgh Top Workplaces program, was implemented in February 2016 as the school began to experience retirements and other staffing changes. This instrument provided ICTC employees the opportunity to disclose feelings about their workplace and their role. A summary of results from that survey is provided in evidence which confirms that the feedback was generally positive, as expected. Given the general positivity of response, significant action in response to the survey was not needed at that time. We worked to address any problem areas to the best of our ability given the anonymity of the survey tool. The anonymity of the survey tool ensures employees are comfortable being honest in their answers. It is envisioned that this survey will be modified with new questions and conducted every two years (which would have occurred again in February of this year). However, several factors, including the furlough of two Instructional Aides from the secondary program, led to an unexpected move of the ICTC support staff to unionize. This imposed constraints to conducting the survey this past year. ICTC's Director plans to conduct this survey again in 18/19. We are evaluating the providing additional opportunities for feedback post-survey in the form of group discussions.

Another survey instrument was developed this past year that will be utilized for Adult Education departmental staff. Again, implementation was delayed due to negotiations. However, the contract was settled recently, and the survey has been distributed. We currently await responses.

Evaluator Comments:
Evidence is provided of significant evaluations. Instructors are not only evaluated by supervisors but students after the course. Follow up is discussed with the instructor to highlight positive feedback by students and address any concerns that have been identified. Evidence is shown on the student follow up form. Workplace climate surveys have been completed to identify issues within the staff.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

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

The ICTC has one main building and an annex classroom that is primarily used for CDL and Safety Training through the Adult Education Department. The facility and grounds are maintained by a three-person crew, comprised of a full-time Maintenance Supervisor and two full-time custodial staff. Custodial staff are on-site during most instructional time for Adult students, with the exception of some Saturday classes. Custodial staff clean shop and classroom areas daily to ensure student health and safety. The Maintenance Supervisor is responsible for ensuring all areas are maintained satisfactorily. An e-ticket system is used to submit any maintenance or IT concerns/needs to the respective department. All full-time ICTC employees have access to this system. The AE/PN Secretaries filter any needs or requests from part-time instructional staff into tickets as needed.

Historically, site evaluations conducted by a variety of entities have uncovered few if any deficiencies in ICTC's physical facilities. Several program areas have recently completed industry-specific accreditations and/or reviews. These reviews ensure our facilities and curriculum are meeting industry standards in those areas. In 16/17, ICTC Construction programs (Carpentry, Electrical Occupations, HVAC/R, and Masonry) were reviewed by the Pennsylvania Builders Association in order to maintain ICTC's affiliation with PBA. This affiliation allows students to obtain PBA industry certifications though training at ICTC. That review included a site visit where shop areas were evaluated to ensure they had proper equipment to provide high quality training. All programs were approved. Additionally, the Machining Technology program successfully completed NIMS reaccreditation in 16/17. This accreditation allows National Institute of Metalworking Skills testing, which is a national standard, to be conducted at the ICTC facility. Students in the Machining program can thus earn these credentials during training.

The Automotive Technology program underwent a review in April of 2018 and has been re-accredited as a National Automotive Technicians Education Foundation (NATEF) program. In 17/18, the ICTC engaged with the American Welding Society (AWS) to have our welding shop facilities accredited as a testing facility. The full

review was completed in April of this year, and the shop was approved as an Accredited Testing Facility (ATS). This will allow for AWS certification testing to occur at the ICTC.

The ICTC facility underwent a major renovation in 2004 at which time many modifications were made to meet the standards of the Americans with Disabilities Act. Upon tour of our facility, we believe it will be evident that ICTC is well maintained and equipped to provide quality career and technical education to all students.

Evaluator Comments:
Maintenance issues are tracked through an online ticket submission. Facilities are evaluated through student resource surveys for each program. In OAC minutes, evidence is provided of a safety audit form that evaluates programs facilities and equipment are completed during OAC meetings. Evidence was found in the minutes to show a recommendation, approval, and five year plan for updating equipment. Responses are recorded in the minutes from the Adult Education Director and the Administrative Director. The OAC minutes are provided to the members with the responses at the next OAC meeting.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

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

OAC members, ICTC staff, and instructors regularly monitor equipment safety features, ensuring they are functional and in use. Occupational Advisory Committees conduct Safety Audits of program areas on a regular basis. A sampling of OAC minutes reflecting these walkthroughs is provided in evidence. Enrollment in each program area is governed by the number of working stations available and/or the appropriate student to instructor ratio. Proper enrollment levels in our programs allow instructors to maintain a safe environment that is conducive to student success.
Safe use of shop equipment is a component of instruction in all programs, and safety polices are included in student handbooks. Students are trained in appropriate safety practices before utilizing any potentially hazardous equipment. Students who violate safety policies are provided additional training, and those found to frequently ignore safety precautions can be removed from their program.

The ICTC has a Safety Committee which meets monthly. This Committee, comprised of administrators, staff, and faculty members, serves as a venue for safety concerns to be identified and addressed with input from all employee levels. Committee members serve as liaisons for all school employees to express any safety concerns that may occur throughout the year. The committee is trained annually, and its members serve as liaisons to all ICTC employees to express any safety concerns that may occur throughout the year. Annually, the Safety Committee conducts a safety walkthrough, as well.

The ICTC has a detailed plan for responding to emergencies of various types, which is posted in each classroom along with an emergency evacuation plan. A video was also recently developed that reviews the plan in a visual fashion. This is distributed to all new employees upon hire. Drills on various scenarios are conducted throughout the year to enhance the probability that procedures will be successfully carried out in the

event of an emergency. With the renewed threat of school shootings, many employees, including AE faculty and staff, completed active shooter training in 16/17, and engaged in refresher training during the current year (17/18) along with their students. New hires were included in these 17/18 sessions to address this dynamic issue. The ICTC facility is equipped with appropriate emergency exits, fire extinguishers, emergency alarms, lockout/tag out procedures and equipment, and other such measures to ensure employee and student safety.

In May of this year, a Site Safety Inspection was conducted by Coccairdi and Associates, Inc. This was coordinated through ICTC's worker's compensation coverage carrier. This review included interviews with staff, physical inspection of facilities, and analysis of current safety practices. Overall, the reviewer expressed positive feedback regarding the level of understanding staff and students had of safety procedures. Four recommendations were made to enhance safety, which are being implemented at this time.

Evaluator Comments:
Evidence was found in the OAC minutes that address the systematic review of the facility safety. There is also evidence of the school safety committee that meet monthly. During meetings, agendas often include safety trainings and updates for new staff members. Evidence has been provided that safety audits are being completed for each program. Copies of school safety plans are included in this section. There is extensive evidence that regular walkthroughs are completed to identify issues.

☐ 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

The ICTC is a community-driven organization that makes a practice of being in contact with regional businesses, industry partners, and community agencies. At the core of our community engagement initiatives are our Occupational Advisory Committees (OAC).

Each program that enrolls post-secondary students is guided by an OAC. These committees are comprised of a mix of industry professionals, fellow educators, administrators, past and current students, and other pertinent individuals. Program instructors are responsible for keeping the OAC membership active and reflective of current industry and working to bring in new members. Most committees meet twice per year to discuss matters relevant to the training and employment of ICTC students and graduates. Successful OACs are those that make an impact on the program each meeting. Under-performing committees are analyzed and new members are recruited to ensure the composition of the group remains diverse and supportive.

Most programs which consist solely of adult students have unique OACs. Welding Technology has an adult-only composition in terms of students, but shares instructors with the secondary program as well as an OAC. Those programs that are Intergenerational are covered by OAC members/meetings with the Secondary program. When programs have adult enrollees during the year, time is taken at OAC meetings to address any issues specific to adult learners enrolled in that program. Minutes from these meetings are kept by the Adult Education office.

Agendas for each meeting are created by the school's program leaders in consultation with the committee chair, and are reviewed by administration. Typically, agendas will cover a number of standard items, including curriculum, equipment, and employment, while also addressing other issues that are current and relevant to the program. A review of program equipment is always encouraged, and recommendations for additional or upgraded equipment are noted. All OAC meeting minutes, with Committee recommendations for program enhancements, equipment and/or supplies, are reviewed by the Administrative Director. Those recommendations which are deemed financially feasible and academically beneficial are then prioritized for implementation. For OACs covering Adult programs and students, minutes are also reviewed by the Adult Education Coordinator.

Local employers seek out ICTC graduates, both at the secondary and post-secondary level. Employers contact us requesting qualified candidates for various positions in the disciplines that we provide training. When the Adult Education Office receives notice about open positions, these opportunities are pushed out via email blast to alumni from those respective programs. ICTC instructors also serve as guides and mentors to students in their career throughout training.

Provided in evidence is a sample of the tracking sheet we use for graduate follow-up, as well as samples of job notices to students.

Evaluator Comments:
Strong evidence was provided that purchases are guided by OAC recommendations. Administration values OAC members and seems to follow their direction and suggestions for opportunities and implementation. Strong relationships are evident with local employers for clinical and externship experiences. Need to work on having an active OAC and replacing members who are inactive.

Commendation:
During the interview, the business owner indicated very confidently his comfort in contacting the program instructor ad school with requests for employees.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

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

ICTC's relationship with industry is fostered through OAC involvement. Relationships between the ICTC and local industry are typically built on a school-wide basis, which includes adult education programs, but is not exclusive to them. Program area instructors play a significant role in employer relationships, both through their collaboration with their OAC and their personal industry backgrounds. Instructors seek letters of support from local industry, as well as representatives to participate in their OAC meetings. Most program areas hold meetings twice annually with their OAC, which serves to enhance this network of support for the program area and ICTC students.

Employers play a significant role on the Occupational Advisory Committees by providing key insight regarding the skills graduates need to possess in order to successfully enter entry-level employment in their fields. Employers regularly communicate enhancements that would increase the value of an ICTC education for graduates as they seek employment. These recommendations are reviewed by Administration, and programmatic changes are collaboratively implemented between Administration, instructors, and OAC input. Equipment recommendations are included in the budget when feasible, or noted for grant opportunities as they arise.

Employers who are involved in ICTC OACs also support the educational process by serving as guest speakers, offering facility tours, and other such activities, which expose students to the industry and the work environment they will enter. Our OACs are often involved in student placement through their specific program area. OAC membership lists are provided in evidence.

Evaluator Comments:
Evidence was found in the OAC minutes for most programs that OAC members are active with the programs outside of the meetings such as tours and guest speaker activities. Suggestion to have current students active

in the OAC meetings. This creates an opportunity to have employers directly connected to students in the program as a recruitment tool.

☐ Not Met
☐ Beginning
☒ Functioning Well
☐ Advanced

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

The ICTC utilizes an Employer Survey to collect data on student training and preparedness for work in their field. Employer Surveys are mailed along with an explanatory letter to those employers that graduates identify as providing them employment within their field.

Contact information for these employers is gathered from Alumni through the Graduate Survey process. Historically, the rate of response on Graduate Surveys, despite a multi-attempt approach and modifications to the process over the last several years, has been very low. This has resulted in fewer than desired formal Employer Survey responses. We have seen increased success this most recent year from having pointed discussions about this process with students before they graduate. Although unfortunately the rate of student (and thus employer) responses to these surveys has historically been very low, the feedback we have received has been positive.

Employers also have the opportunity to provide feedback on our students and programs when they interact with our students as externship/clinical/cooperative educational sites. When feasible, employer feedback is incorporated into the student's grade. Care it taken to ensure that if there was a conflict with a particular supervisor this feedback would not disparately affect a student's academic performance unreasonably. In our Medical Assistant program, the Externship Supervisor's feedback is received by the school through a formal evaluation and is part of the grading rubric for that portion of the student's training.

Additional feedback is invited through our Occupational Advisory Committee members who attend meetings on a regular basis and are highly involved with the programs at ICTC. A sampling of completed employer surveys, as well as samples of feedback from student externship supervisors, is provided in evidence.

Evaluator Comments:
There is well documented examples of evaluations for clinical, externships, and post hire. They have a good spreadsheet for documenting contacts with student's survey and employer survey attempts. During the Interview, The business owner indicated that he has many opportunities to interact and share feedback with the school, students, and instructors through NOCTI, OAC meetings, and other school events. Recommendation that Adult Education staff look into electronic means of surveying students and employers.

☐ 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	1
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	3
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	2
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	3
4.	Describe professional development opportunities given to adult education instructors	3
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