ONE-YEAR FINAL REPORT NARRATIVE

The Pennsylvania Bureau of Career and Technical Education conducted a 5-year review of the Lebanon County Career and Technology Center in November 2016 in regard to their re-accreditation by the Pennsylvania State Board of Vocational Education. This review found non-compliance issues with the institution in relation to the Pennsylvania Public Postsecondary Vocational Education (PPPVE) Accreditation Guidelines in the following categories:

Category B-a Involves the Community
Category D-c Uses Methods for Monitoring and Tracking Student Learning

At its July 2017 Board meeting, the Pennsylvania State Board for Vocational Education approved Lebanon County Career and Technology Center for provisional accreditation of public postsecondary education. This provisional accreditation was granted for a period of one-year effective July 31, 2018. In this year, the institution was required to make changes as noted in the Final Report July 2017. PDE monitored the institution during the 2017-2018 year to ensure compliance and to provide technical assistance.

A corrective action plan was created which addressed the noncompliance issues, corrective actions, person to implement actions, and the timeframe for implementation. A mid-year visit on November 8, 2017 and a year-end visit on April 16, 2018 was conducted by PDE to Lebanon County Career and Technology Center to ensure their progress on the corrective action plan.

The following report shows: (a) the self-study question that was non-compliant, (b) the previous issues with the response and evidence, (c) the updated response, (d) PDE's comments, and (e) whether the standards have been met.

After review of this report, the Institutional Accreditation Advisory Group (IAAG) voted to recommend to PDE accreditation status of Lebanon County CTC until July 2022.

Name of Institution: Lebanon County Career and Technology Center

Date of On-Site Evaluation: April 16, 2018

CATEGORY B- Student, Stakeholder, and Public/Community Focus:

(a). Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees:

3. Do you ensure that printed material and other media for communication to the public are presented in an accurate and ethical manner?

> **Previous Issues: The institution provided 2016 and 2017 email correspondence with a media vendor. Provided sample adult education brochures that included secondary information that does not apply to adult students. Emails were not provided to verify and ensure accuracy of communications or print materials i.e. brochures.**

Printed materials and other media communications are developed by the LCCTC's marketing firm in conjunction with the adult education program coordinator. The primary formats of printed materials distributed to the public take the form of program brochures and program fact sheets distributed to interested parties in the community at recruitment events, and distributed to industry partners such as the IU13 and CareerLink for use with their clientele.

In response to findings of the LCCTC's 2016 reaccreditation visit, changes to both document types were made. Inaccurate information on the LCCTC's adult education program brochures regarding statewide SOAR opportunities for adults was removed, a statement reflecting PPPVE accreditation for adult education was added to the front cover, and a non-discrimination statement has been added to the back cover. For the program fact sheets, a non-discrimination statement was added at the bottom of each page.

The other primary manner in which the adult education department engages with the public through media is press releases. All press releases are developed by the adult education coordinator and the school's marketing firm, and all releases are reviewed and approved by the adult education coordinator prior to release.

In order to document review and approval of these materials and communications, the adult education coordinator compiles and saves e-mails with the outside marketing firm showing the review and approval of all printed marketing pieces and press releases.

PDE Comments: All brochures, flyers and fast sheets have been updated to include only adult education information. Evidence provided included email communication between LCCTC and its marketing firm showing review and approval of marketing material.

PDE Response: This standard has been met.

4. Are program advisory committees used to encourage innovative teaching methods and program objectives/content that meet the needs of individual students for the current and future labor market and to incorporate new technologies?

> **Previous Issues: Of the 24 approved programs for accreditation, only 2 Occupational Advisory Meeting minutes mentioned adult education. The remaining minutes only mention that the program is open to adults, but no discussion on new innovations in adult education. Minutes need to have clear discussion on the focus of adult education and innovations within.**

The LCCTC's occupational advisory committees, consisting of local employers, professionals in the field, and a current student and parent, meet twice a year to review programs and make program improvement recommendations regarding curriculum, instructional delivery, necessary equipment, and course materials such as text books and workbooks according to industry standards and needs. The LCCTC relies heavily on the expert advice and recommendations from the OACs, and the administrative director reviews all OAC minutes to determine program changes and equipment plans.

All accredited daytime programs at the LCCTC, except the practical nursing programs, are intergenerational programs. The LCCTC only serves a few adult students each year in total in all intergenerational programs. Because each program may only have one or two adult learners every few years, if at all, program innovation and improvement efforts are geared towards activities that positively affect all student learners.

With PDE guidance, the LCCTC has added a separate adult education section to the OAC minutes template to specifically address considerations and strategies related to adult learners. The new section tracks whether there are any adult learners in the program, how the adult learners are integrating and performing, what special considerations and strategies can be employed for adult learners in the program, and what strategies can be used to attract more
gadult learners to the programs. In addition to the administrative director reviewing OAC minutes to approve changes, requests, and improvement efforts, the adult education coordinator will review the adult education section and respond to any issues, suggestions, or recommendations presented within.

PDE Comments: The Occupational Advisory Committee meeting minute template has been modified to include discussion on adult education. Question/discussions include: How many adults are currently in the program, how the adult students are interacting academically and socially, what special considerations or strategies have been employed for the adult learners, and what can LCCTC do to attract more adult learners. Evidence was shown of several program's OAC meeting minutes with the new section completed by the OAC members.

PDE Response: This standard has been met.

5. Do you ensure there is an advisory committee that is formally organized, and meets at least once annually for each program that includes PPPVE students?

Previous Issues: Of the 24 approved programs for accreditation, only two Occupational Advisory Meeting minutes mentioned adult education. The remaining minutes only mention that the program is open to adults, but no discussion on how to market for adult students. Minutes must have clear discussion and focused on adult education within the program and LCCTC.

Per school policy, all accredited programs are required to hold twice a year advisory committee meetings with one usually held in October and the other being held at the end of March or beginning of April. LCCTC requires that the advisory committees include professionals from the community with an attempt to include people at various professional levels (business owners, supervisors/management, and front-line employees) as well as a current student from the program and the student's parent.

Meetings are formally organized according to the LCCTC's OAC template, which includes all required topics of discussion for the meetings. Each instructor completes a copy of the template and submits it to the administrative director for review and approval.

At the guidance of PDE, the LCCTC has added a separate adult education section to the OAC minutes template to specifically address considerations and strategies of adult learners. The new section tracks whether there are any adult learners in the program, how the adult learners are integrating and performing, what special considerations and strategies can be employed for adult learners in the program, and what strategies can be used to attract adult learners to the programs. In addition to the administrative director reviewing OAC minutes to approve changes, requests, and improvement efforts, the adult education coordinator will review the adult education section and respond to any issues, suggestions, or recommendations presented.

PDE Comments: The Occupational Advisory Committee meeting minute template has been modified to include discussion on adult education. Question/discussions include: How many adults are currently in the program, how the adult students are interacting academically and socially, what special considerations or strategies have been employed for the adult learners, and what can LCCTC do to attract more adult learners. Evidence was shown of several program's OAC meeting minutes with the new section completed by the OAC members.

PDE Response: This standard has been met.

6. Do you ensure there are adequate records of advisory committee meetings? Do you track how they have been effective and where their input has been acted upon in sustaining and improving the quality of PPPVE?

> **Previous Issues: OCA minutes were lacking mention of adult education therefore there is no evidence of actions taken by the institution to the committee's suggestions. Minutes need to have clear discussion on adult education and documentation of any actions taken by the institution to its suggestions.**

The LCCTC requires instructors to use and complete a copy of the OAC minutes template for each OAC meeting. All sections must be addressed and completed and the OAC minutes are then reviewed by the administrative director and stored electronically and in a filing cabinet.

The LCCTC's administrative director uses the OAC minutes to create a summary of OAC recommendations for each program. The summary is then used by administration to create the school's equipment plan, determine textbook and classroom resource purchases, and any necessary curricular or instructional changes for the benefit of secondary and intergenerational adult students alike.

In addition, the adult education coordinator will review the adult education section of all OAC minutes, summarize the information for each program, and prepare a document showing whether or not information has been acted upon and the reason it has or has not been acted upon.

PDE Comments: The Occupational Advisory Committee meeting minute template has been modified to include discussion on adult education. Question/discussions include: How many adults are currently in the program, how the adult students are interacting academically and socially, what special considerations or strategies have been employed for the adult learners, and what can LCCTC do to attract more adult learners. In addition to the Director, the Adult Education Coordinator is reviewing the OAC minutes to review any comments/suggestions regarding adult education. Evidence was shown of several program's OAC meeting minutes with the new section completed by the OAC members. Paperwork was also shown of the review of the OAC minutes by the Adult Education Coordinator and two responses to the program.

PDE Response: This standard has been met.

SECTION D- Learning-Centered Program Design and Delivery:

(c.) Uses methods for monitoring and tracking student learning

1. Is an efficient and effective student learning tracking system for monitoring and documenting individual student progress in place? Does it accurately reflect student achievement during and at the end of the course?

> **Previous Issues: The institution is not closely monitoring student progress in regard to attendance. Multiple programs show students with a gross number of attendance issues yet were still permitted to complete the program in the allotted timeframe. A clear attendance policy must be stated and followed by the institution to ensure that students are gaining the most skills/tasks in the program.**

The LCCTC currently uses ClassMate for the adult education student information. The school will be migrating over to CSIU software prior to next school year. Student grades, program of study skills progression, and attendance are tracked using the student information system and are accessible to students online through the student portal. In addition, adult education uses a tracking log to record grades, and attendance at end of each marking period.

Per PDE recommendation, a new, more intensive intergenerational student attendance policy has been developed and added to the adult student handbook. With assistance from PDE, the adult education coordinator gathered other local CTC attendance policies and used the information to develop a more complete and stringent policy requiring a student to achieve a minimum of an 80% attendance rate for total scheduled program hours in order to become a program completer. In addition, a satisfactory academic progress policy has been added to the student handbook to notify the students of their academic responsibilities for the purpose of financial aid disbursement.

A new progress report policy has also been added to the adult intergenerational student handbook. At the midpoint of each of the four marking periods, adult intergenerational grades and attendance information will be compiled and a letter will be distributed to each student notifying them of their progress. It will include information if they are in danger of meeting the 'Completers' definition regarding attendance and grades as outlined in the adult student handbook, as well as whether or not they are in danger of failing to comply with the financial aid satisfactory academic progress policy.

The Practical Nursing program already had a strict attendance policy, in compliance with applicable State Board of Nursing Standards, in the Practical Nursing Handbook which outlines procedures for alerting students who reach their 5 free missed days as well as when they are approaching the maximum allowed 10 total missed days prior to termination. Practical nursing instructors are also required to meet with students who have a failing cumulative grade after every four exams to review grades and make recommendations for improvement. A document tracking these meetings and recommendations is used and filed in the corresponding student file.

The LCCTC has also updated the adult intergenerational student tracking log to include and aggregate information regarding student achievement, individual industry certifications, NOCTI certificates, and other special honors (attendance, honor roll, etc.).

PDE Comments: The handbook has been revised to include:

- **A clear comprehensive grading system. There are three areas graded: Competencies, Work Ethics and Theory. Each area is broken into a point system which equates to a percentage and a letter grade.**
- **A clear comprehensive understanding of satisfactory academic progress broken into three areas: Cumulative GPA – min 60%, Attendance – 90% and Maximum Time Frame – within 150% of the scheduled program time.**
- **A clear comprehensive attendance policy – 80%**

Attendance is currently maintained through the software ClassMate but LCCTC will be migratingover to CSIU software.   Midpoint of every quarter, progress reports are sent out to all students listing their attendance and if applicable, a letter stating if they are in danger of not meeting the completer and/or financial aid satisfactory academic progress policy. Evidence included the handbook and tracking system.

PDE Response: This standard has been met.

2. Is a well-defined and written grading system in use and shared with each student at the initial startup of the course?

> **Previous Issues: The adult student handbook refers to grading as Competency/Skill-50%, Employability-25% and Tests/Quizes-25%; however, there is no scale noted. The institution must create a scale to indicate pass/fail and what notifications will be provided to students if they are in danger of failing the program.**

When a student is offered to attend an intergenerational program and they accept, an individual meeting is scheduled with the adult education coordinator. During this meeting, the course descriptions and objectives are reviewed, and the adult intergenerational student handbook is distributed. The adult education coordinator reviews the handbook with the individual including the satisfactory academic progress, completers, and attendance policies as well as the grading scale.

A new, more comprehensive grading scale and system have been added to the student handbook. The grading policy outlines the three grading components that combine to form the cumulative grade, how each of those components are scored and the types of activities included in each component, as well as a grading scale showing how numeric and percentage grades equate to letter grades. In addition, the definition of a program completer has been added to indicate the cumulative grade and attendance requirements to pass a program and receive a certificate of completion.

Lastly, a progress monitoring policy has been developed, implemented, and added to the student handbook. To assist students in monitoring progress, grades and attendance will be compiled and letters with this information will be distributed to each student at the midpoint of each quarter. This letter will include information on the attendance and grade requirements according to the satisfactory academic progress and completer policies.

The Practical Nursing Program already had a well-defined grading policy developed and included in the nursing handbook that is shared with each student at the student orientation prior to the start of the program.

PDE Comments: As previously stated, a clear comprehensive grading system is in place. Grades are currently maintained through the software ClassMate but LCCTC will be migrating over to CSIU software.   Midpoint of every quarter, progress reports are sent out to all students listing their grades and if applicable, a letter stating they are in danger of not meeting the completer and/or financial aid satisfactory academic progress policy. When students sign up for a program, the adult coordinator meets with the student to go over the Fact Sheet, objectives and handbook (to include grading system). On the first day of class, all students have a 1-hour orientation to again review all documentation and sign off on receiving the handbook. Evidence included the handbook and policy statements.

PDE Response: This standard has been met.

SCORING

Standard/Category	Directive	Score
A - a	Provides direction to the overall organization:	2
A – b	Establishes the future direction for PPPVE and implements the plan:	2
A – c	Reviews the organization's performance:	2
A – d	Meets its regulatory requirements and public responsibilities:	2
B – a	Involves the Community:	2
B – b	Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment:	2
C - a	Enacts workforce practices that enable all employees to achieve high performance:	2
C – b	Builds a quality workforce:	2
C – c	Builds knowledge and skills, career development, for the administration, staff, and faculty:	2
C – d	Maintains a work environment conducive to the well-being of all employees and students:	2
D – a	Establishes methods and opportunities for student learning:	2
D – b	Provides opportunities for work-site learning:	2
D – c	Uses methods for monitoring and tracking student learning:	2
D – d	Maintains processes for providing student support:	2
D – e	Credit Hours Policies	3

E – a	Acquires proper equipment, materials and adequate supplies and makes them available to support the instructional program objectives and to meet the needs of individual students:	3
E – b	Develops physical facilities, including instructional and non-instructional areas, that are adequate and provide for safe and quality instruction to meet the program objective: Strengths:	3
F – a	Student learning and satisfaction results:	2
F – b	Public, community and employer satisfaction results:	2
F – c	Budgetary and operational results:	2
F – d	Administration, faculty, and staff satisfaction results:	2
	Highest Score Possible	**67**
	Total Score	**45**