Name of Institution: _Huntingdon County Career and Technology Center_____

Date of On-Site Evaluation: _____April 21-23, 2015_____

Category A – Organizational Leadership:

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

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

a.	**Provides direction to the overall organization:**
1.	**Does the administrative team set and disseminate values, direction, and performance expectations? Is two-way communications ensured on these items? (List the names and job titles of the administrative team for the applicant institution)** A dedicated team leads Public Postsecondary Vocational Education (PPVE) at the Huntingdon County Career and Technology Center (HCCTC). The Joint Operating Committee (JOC) sets the vision for the overall PPVE. The HCCTC JOC, with input from school superintendents, community members, and business leaders, set the vision for programming for adults in Huntingdon County. The administrative members of this dedicated team are as follows: Donald Burd, Administrative Executive Director (Since Sept. 16, 2013) Michael Douglas, Assistant Director (Since March 3, 2014) Sharon Miller, Adult Education Coordinator Lynn Wertman, Assistant to the Business Office Kim Huff, Practical Nursing Coordinator David Carolus, Maintenance Supervisor Katherine Hefright, Adult Nursing Assistant Coordinator (Since Nov. 1, 2014) Dianne Stewart, Adult Education Administrative Assistant The Management Team meets twice a year, unless problems are brought to the Adult Education Coordinator's attention and needs immediate attention. The team focuses on maintaining the focus on its mission and planned timelines. Using the strategic plan and input from the faculty, staff, students and occupational advisory committees to insure that focus remains on the education of students and on the established goals. The Executive Director and the Adult Education Coordinator report monthly to the Joint Operating Committee, bringing items for board approval and providing progress reports. Ongoing phone, email and face-to face communication takes place with all staff on a day to day basis. **A.a.1. Exhibits:** Organizational Chart Full list of Adult Education Members and Official Job Titles Fall and Spring OAC Meeting Notes - See Director **Comments:** The narrative mentions two groups, (administrative team, management team). We were unable to determine the composition of the management team. We were provided with minutes from a

Final Report

	group called the Adult Advisory committee, which was not mentioned in the narrative or provided as evidence in this section. Two way communication was not demonstrated with the provided information. No performance measures were indicated. Instructor interview indicated that OAC meeting minutes were only responded to on a sporadic basis. **Strengths:** **Opportunities for Improvement:** Regular administrative meetings could serve to benefit Adult Education by providing constant feedback and direction. Documented goals and performance measures could be developed to ensure continuous improvement. **Non-Compliant:**
2.	**What is the organization's official vision and mission that clearly reflects its overall purpose of existence and implies/includes PPVE in its scope?** The Mission of The Huntingdon County Career and Technology Center was developed by a collaboration of major stakeholders, instructors and administration. The HCCTC's mission reads as follows: "Huntingdon County Career and Technology Center is committed to providing quality career and technical education opportunities for students through integrated academic and technical experiences in order for them to gain and maintain employment, pursue post-secondary education, and develop an appreciation for lifelong learning in a globally competitive workplace." **A.a.2. Exhibits:** JOC policy No. 101 Philosophy of Education/Mission statement/Goals/Objectives Mission/Vision Statement **Comments:** The JOC policy documents (mission) and the mission provided in the narrative and AE booklet did not match. Vision statement appeared sporadically in various documents. **Strengths:** **Opportunities for Improvement:** Ensure the mission and vision is consistent in all documents. Ensure the JOC policy reflects the most current mission and vision. If the mission and vision statements are re-evaluated, a specific reference to Adult Education could be included. **Non-Compliant:**
3.	**Is the overall vision/mission and PPVE services communicated to key stakeholders such as employers, public/community organizations, faculty/staff and adult students?** First of the strategic plan's goals is to "Develop a certified/accredited adult education program." The goals is specific and measurable: "With this goal HCCTC will develop adult education programs to be used by adults wanting to change careers and by adults who are displaced by unemployment. These programs will begin in

Final Report

2008-2009. The programs will achieve full Pennsylvania certification and accreditation by 2014. The school plans to use the process to create a greater connection to the community so that the community sees the school as a central educational entity. The success of this goal will be based on having a fully utilized facility that houses adult programs during evening hours. Another criterion of success will be measured by having a 15% adult population in each of the daytime programs offered to high school students."

In addition to the JOC, HCCTC's Occupational Advisory Committee of local employers and other community members contribute to school planning. The mission and vision of the school are shared with the community through this committee.

The HCCTC JOC took steps several years ago to commit to expanding adult services. The first step toward that goal was securing appropriate leadership. They established an Adult Education Office and hired a full-time Administrative position, Adult Education Coordinator. The Adult Education Coordinator is responsible for overall oversight of the PPVE, including planning, daily operation, and evaluation of adult education programming. The Adult Education Office also includes the staff members who manage and teach the Practical Nursing and Nurse Aide programs: Coordinator of Practical Nursing (full-time), Nurse Aide Coordinator (part-time), one Practical Nursing Instructor (part-time), three Nurse Aide Instructors (part-time), and one secretary for the Practical Nursing program.

The Adult Education Coordinator (AEC) is able to devote all of her attention on program quality while HCCTC's overall administrative team supports the Adult Education business operations. Two secretaries offer clerical support, as well as an Adult Education Administrative Assistant (Hired May 2012) to PPVE and a business assistant handles the financial and student accounting function. The Assistant Director is responsible for discipline, student activities and cooperative education. The executive director has overall responsibility for the school and reports directly to the superintendent of record and the JOC.

A.a.3 Exhibits:
Strategic Plan
Philosophy of education/Mission statement/goals/objectives
A.a.3 Exhibits On-site:
Adult Course Catalog
Adult Handbooks

Comments: The strategic plan in the binder and the quoted strategic plan in the narrative did not match. The plan was also outdated and did not cover the current period. Strategic plan working documents were provided at the team's request, but were not well developed. The AE Course Catalog and Handbooks did contain the mission but did not contain the vision. The mission was also not identified as such in the in the AE course catalog. Further, it did not match the JOC policy.

Strengths:

Opportunities for Improvement: The mission statement should be consistent in all documents. The mission statement and vision statement should be in the catalog and handbook. They should be clearly labeled. Additionally, the development of a timely strategic plan should be a top priority to ensure that goals related to Adult Education are well articulated to all constituents along with a timeline for accomplishing these goals.

Non-Compliant:

Final Report

b.	**Establishes the future direction for PPVE and implements the plan:**
1.	**Is your overall vision/mission and operations based on public/community needs and expectations of key customers and based on current data and information?** HCCTC's strategy to achieve the adult education goals is first to have adults comprise 15% of the daytime program enrollment. The JOC and administrators came to this decision based on an external assessment of the status of the school. Daniel Perna, of James Daniel & Associates, (1) examined school data; (2) surveyed school graduates, business owners, and teachers, and (3) interviewed sending school superintendents, local business people, and students. The Adult Education Coordinator accompanied Dr. Perna on his interviews with community businesses. Currently we are just below the 15%. We have some classes that are filled to capacity with secondary students leaving minimal space for adults. **A.b.1 Exhibits:** Accreditation Application Form Joint Operating Committee List Membership Policy Strategic Plan Committee Appointments Student roster with % of enrollment Digital sign/radio & newspaper advertising/Facebook **A.b.1 On-Site Exhibits:** Third Person Present and Future View **Comments:** A 2009 study was provided that contained meaningful information and recommendations on creating successful AE programing. No evidence was found to demonstrate that those recommendations were acted on. An interview with CareerLink staff indicated that HCCTC Adult Education was providing services consistent with local needs. **Strengths:** **Opportunities for Improvement:** Use the 2009 study as a starting point to gather information on public and community needs. **Non-Compliant:**
2.	**Does your strategic plan establish goals and objectives that include strategies for PPPVE, are they timely and futuristic in scope?** The JOC's immediate plan is to grow HCCTC adult education services in daytime programming because enrollment numbers do not support night expansion at this point. Evening programming is a long term plan to be implemented after 15% of day program enrollments are adults. **A.b.2 Exhibits:** Policy No. 101 Philosophy of Education/Mission statement/Goals/Objectives Joint Operating Committee Min. Student roster with % of enrollment

Final Report

	A.b.2 On-Site Exhibits: Joint Operating Committee Min. Board Policy 001-008 Board Policy 601 **Comments:** Strategic plan provided was not current. Strategic planning committee minutes were located in the documentation provided but were from 2009. **Strengths:** **Opportunities for Improvement:** Immediate attention should be given to the development and implementation of a strategic plan that is current and reflects the goals of Adult Education. **Non-Compliant:** Current strategic plan is out of date. At the teams request, strategic plan working documents were provided but were not well developed. **PDE Response:** Additional documentation provided by the center included a printout of their webpage referring to the Mission and Vision statements. The documentation does not answer the statement of how the center establishes goals and objectives that are timely and futuristic in scope.
3.	**What are your PPVE key strategic objectives, action plans, and timetables for accomplishing them?** The JOC's long-term plan is to earn certification or endorsement in all programs (if an industry organization offers program accreditation). In the meantime, all of the educational programs offered lead to regional and/or state-wide High Priority Occupations. We recently added CDL and Welding Technology to our course list and are currently looking at adding programs for the 2015-16 SY. They include: Homeland Security, Building Maintenance and Engineering Technologies. **A.b.3 Exhibits:** HCCTC's Web pages Adult Education Policy JOC minutes Task grid for new programs Nondiscrimination in School and Classroom Practices **A.b.3 Exhibits On-Site:** Adult Education Course Catalog Adult Student Handbook & Code of Conduct JOC minutes **Comments:** The strategic plan provided was not current. **Strengths:** **Opportunities for Improvement:** Immediate attention should be given to the development of a strategic plan that is current and reflects the goals of Adult Education. **Non-Compliant:** Objectives listed in narrative are not strategic in nature. No action plan is provided. Detailed timetables for accomplishing goals and objectives are not provided.

Final Report

4.	**What are your key measurements and performance indicators/targets that will identify successful completion, and are used to track the plan execution?** Adult Education is collecting all data through Classmate. The data thus far shows a promising future and a growing demand for the services offered by HCCTC. The AEC has plans to collate all data as the information becomes available. Task grids and competency check off sheets are used to monitor students for successful completion. **A.b.4 Exhibits:** Task Lists with grades Survey findings **A.b.4 Exhibits On-Site:** Classmate report cards – grades and attendance **Comments:** During the Director's interview, a number of goals for the building and Adult Education were discussed, but documentation failed to demonstrate that any current goals have been documented or disseminated to administration, faculty, staff or stakeholders. **Strengths:** **Opportunities for Improvement:** Immediate attention should be given to the development of a strategic plan that is current and reflects the goals of Adult Education. **Non-Compliant:** Information provided does not substantiate the tracking or completion of strategic plan goals. Strategic plan provided is not current and working papers provided were not well developed.
c.	**Reviews the organization's performance:**
1.	**Do senior leaders ensure the school is meeting its fiscal budget and other accountabilities?** A Yearly Adult Education Budget is submitted for JOC approval. Audits are done yearly on Adult Education. **A.c.1 Exhibits:** 2012-13 and 2013-14 Proposed Budgets 2011-12 , 2012-13 and 2013-14 Audits **Comments:** Various budgets and clean audit reports were provided. **Strengths:** **Opportunities for Improvement:** Explanation of the budget planning process would be helpful. **Non-Compliant:**
2.	**Do senior leaders regularly review the school's progress to assure it is reaching its goals, objectives and PPVE commitments, and to make revisions and take corrective action? What are some recent accomplishments?**

Final Report

The HCCTC leadership reviews the organization in a number of routine ways:

- The Adult Education Coordinator reports to the JOC at their regular monthly meeting. Her reports generally address development and state approval of new programs, the schedule of courses, and student enrollment data. The Business Manager reports on expenditures, income, enrollment and dropout, and strategies for cost effectiveness (for example, a minimum enrollment policy). Both reports are recorded in the JOC minutes.
- The Adult Education Coordinator reports PIMS state reporting for adult education.
- The Executive Director reviews instructor evaluations and course completion data to assess program quality.

A.c.2 Exhibits:
Adult Education Reports
Local Advisory Committee Meeting Minutes
Instructor Evaluations-See Director

A.c.2 Exhibits On-Site:
Extra Instructor Evaluations-See Director

Comments: JOC updates from the AE Coordinator are detailed and provided on a regular basis. The Adult Education Advisory committee (formerly the named the OAC) minutes were included but lacked a date or list of attendees.

Strengths:

Opportunities for Improvement: A sign in sheet could be used to provide evidence of attendance.

Non-Compliant:

d. Meets its regulatory requirements and public responsibilities:

1. **Do you comply with Board policies and procedures and ensure the institution maintains the public's trust in the integrity of the institution?**

The HCCTC leadership team is responsible to the trust of the public. The HCCTC Adult Education Office puts highest priority on providing services that prepare community citizens for employment. Second importance to HCCTC is meeting the workforce needs of local businesses. Third, adult education services aim to use the taxpayers' money wisely, as demonstrated by the school's plan to grow adult programming first by filling seats in relevant occupational programs with labor market need.

A.d.1 Exhibits
2011 High Priority Occupations
2010-2011 Signed Assurance
Program OAC Member list
A.d.1 Exhibits On-Site:
Third Person Present and Future View
Industry Authorized Licensing/Certification Programs
Financial Aid Policies

Comments: JOC policies were provided. Most current JOC policy revision date is 2002. While not provided as evidence in this section, JOC minutes showing budget approval were provided. Also, AE

Final Report

	Catalogs and handbooks that included policies and procedures were made available. **Strengths:** Adult handbook and code of conduct were up to date and comprehensive. **Opportunities for Improvement:** The JOC policy manual provided was not up to date. JOC minutes reflected policy updates that were not included in the Policy Manual. A mechanism for disseminating updated policies and procedures to faculty, staff, and students may be developed to ensure timely notification. **Non-Compliant:**
2.	**Is the institution conducting its operations in a fair and ethical manner and have evidence of following the state's ethical policies, practices, and civil rights compliance with particular attention to those factors affecting students and employees?** The Licensed Practical Nurse program is accredited and meets the requirements of the National League of Nursing Accrediting Commission. The National Healthcare Association approves HCCTC to provide programs and test students for certificates in Medical Administrative Assistant, EKG Technician, Clinical Medical Assistant, and Phlebotomy Technician. **A.d.2 Exhibits:** NHA Certifications EEO statements State ethical policies/practices/compliances **A.d.2 Exhibits On-Site:** Practical Nursing Handbook Adult Education Handbook Adult Education Catalog **Comments:** The non-discrimination policies provided in the evidence binder each indicate a different contact person or in one instance, no individual contact person. Civil rights review folder in evidence rack was empty and was not able to be provided when requested. **Strengths:** **Opportunities for Improvement:** Ensure a single point of contact for non-discrimination clause purposes. Request a civil rights compliance review. **Non-Compliant:**
3.	**Does the school review its policies, directives, and practices to ensure that they reflect the requirements of the applicable laws and regulations, and do not unfairly or negatively impact those constituents the institution serves?** The HCCTC leadership team also maintains ethical operations. Policies and practices of employee hiring and student admission are conducted to offer equal opportunity and comply with regulations of Title VI, Title IX, and Section 504. HCCTC is endorsed through the Pennsylvania Builders Association for the Carpentry, Electrical,

Final Report

	HVAC, and Plumbing programs. The PBA endorsement will verify that HCCTC meets standards set by the industry. The handbook is currently updated with all laws and regulations. Review of the handbook will occur again on 06/2015. **A.d.3 Exhibits:** PBA Guidance Manual Student Admissions policy **A.d.3 Exhibits On-Site:** Board Policy **Comments:** While not provided as evidence in this section, minutes from AAC, OAC, and JOC meetings demonstrate a review of policies. The policy manual provided was not up to date with the most current policy versions. Admissions policy provided was vague. **Strengths:** **Opportunities for Improvement:** Update JOC policy manual as changes occur. Create a more detailed admissions policy. **Non-Compliant:**

Final Report

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

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

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

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

a.	**Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees:**
1.	**List your key advisory groups that are in place including their area of focus.** HCCTC focuses on students and the Huntingdon County public to plan and conduct day and evening programs. Leaders of Adult Education services create two-way communication between the school and the local community of students, potential students, and area businesses. Each program, including the Adult Education Program, within the Huntingdon County Career & Technology Center is represented by an Occupational Advisory Committee. These committees serve both the high school and the adult education programs, with the exception of the Adult Education's Advisory Committee and the Licensed Practical Nursing Program. Since they do not have high school counterparts, they each have their own Advisory Committee. Committee members are listed in the exhibits that follow. The PPVE solicits and utilizes input from the local business and industry leaders, as well as CareerLink personnel, and elected officials. HCCTC convenes several groups to advise innovative teaching and program development and content to meet labor market needs. • Occupational Advisory Committees (OACs) advise each of the daytime occupational programs. These committees, comprised of local business owners and employees, address adult education issues twice annually to review program content and instructional methods. • A Local Advisory Committee, which also meets twice annually, advises the school administration. **B.a.1 Exhibits:** Local Advisory Committee List Local Advisory Committee Minutes Adult Advisory Committee and minutes Adult Program OAC Committee's and Minutes **B.a.1 Exhibits On-Site:** OAC Member Lists Adult Program OAC Minutes **Comments:** Evidence provided an active Adult Education Advisory Committee**.** The CTC Director or

Final Report

	Assistant Director participates on this committee. Occupational Advisory Board minutes located for Carpentry, Cosmetology, Electrical, Health Oc., HVAC, and Welding. These OAC minutes are irregular and sporadic. **Strengths:** Stand-alone Adult Education focused advisory board is unique and provided evidence of community and stakeholder interaction. **Opportunities for Improvement:** ALL programs seeking PDE accreditation must conduct OAC meetings and report issues to JOC. Evidence of Adult Education Advisory Board issues provided to JOC is dated (2013) **Non-Compliant:**
2.	**Do you communicate and publicize your vision/mission, programs, and services available to adult students and the public?** Our mission statement, program offerings and services are publicized through our website, www.hcctc.org, newsletters, brochures, radio advertising, print advertising, open house, job fairs, career fairs and the electronic marquee. We maintain a presence at our local Career Link office and Maintain regular communications with OVR, VA, our regional WIB, and many community based businesses and organizations. There are several Student Clubs and group affiliations in HCCTC that allow secondary and post-secondary students to compete against other CTC students. When a Club enters a competition, news articles are written by the students and submitted to the Daily News for publication. Secondary and Post-Secondary Students are encouraged to write articles for publication. **B.a.2 Exhibits:** List of Student Organizations and Affiliations Web-Site (printed) Copies of News Articles Public Relations Objectives No. 901 Publications Program no 902 Public participation in Joint operating committee meetings No. 903 Public attendance at school events No. 904 Public Complaints No. 906 School Visitors No.907 Relations with Parents No. 908 Community Relations No 910 News Media Relations No. 911 Relations with Educational Institutions No. 912 Relations with Special Interest Groups No. 913 Relations with Intermediate Unit No. 914 Parent/Family Involvement No. 917 **B.a.2 Exhibits On-Site:** Adult Student Handbook Mission, Vision, and Values **Comments:** Mission statement communicated in various publications. Whichever vision statement

Final Report

	they choose to use was last published in 2008 and is not relevant to Adult education as their adult ed programs started in 2008. Program handbook and task lists provided information specific to ALL adult ed programs. Not all are eligible for accreditation. (CDL) Adult education programs have ads in local print and radio. Career Link connection funneling eligible adult students into the programs. **Strengths:** Instructor participation in functions outside contracted duties such as career fairs. This provides evidence of instructor "buy-in" of intergenerational and adult only education. **Opportunities for Improvement:** Sparse evidence of support services; no evidence of academic, social, or economic services available to Adult students. Adult support services is the adult education office. The mission/vision, programs, and services must be easily accessible and current, and published on a regular basis. Half of the required information was communicated and publicized. **Non-Compliant:**
3.	**Do you ensure that printed materials and other media for communication to the public are presented in an accurate and ethical manner?** HCCTC follows the policies as set forth in our policy manual regarding Non-discrimination, public relation and publications. We work with various printing companies, radio stations, and newspapers to ensure professional, accurate communication with the public. All material are reviewed and proofed by various staff members as well. Our non-discrimination statement is published in all our printed materials. HCCTC communicates the school's adult education mission and vision widely to the community. • The school's vision and mission are printed in the *Adult Education Handbook* and *Adult Education Catalog*, distributed by mail, at career fairs, and at the HCCTC Open House to approximately 325 individuals per year. Both documents inform the community about the day and evening programs available for Huntingdon County residents. • The school mission and vision are posted on the school's website, http://www.hcctc.org/. • Programs and services are announced in local newspapers. Reporters from local papers attend public meetings of the Joint Operating Committee and other important school events. The Executive Director contacts local papers when newsworthy activities occur and students are unable to cover the event. • School documents, including the *Adult Education Handbook*, the *Adult Education Catalog*, and the school website are accurate, truthful, and updated when there are program changes. • The *Third Person Present and Future View of HCCTC* indicated CareerLink recognize that HCCTC's day programs play an important part in retraining local unemployed workers. Similarly, the business employers expressed that they would like to look to HCCTC as a source of training for skilled workers. • The Strategic Planning Committee involved the Intermediate Unit and CareerLink and developed strategies to increase community involvement in school planning. **B.a.3 Exhibits:** Web-Site (printed) Copies of News Articles Non-discrimination policy No, 103 Public Relations Objectives No. 901 Publications Program no 902 Public participation in Joint operating committee meetings No. 903

Final Report

	Public attendance at school events No. 904 Public Complaints No. 906 School Visitors No.907 Relations with Parents No. 908 Community Relations No 910 News Media Relations No. 911 Relations with Educational Institutions No. 912 Relations with Special Interest Groups No. 913 Relations with Intermediate Unit No. 914 Parent/Family Involvement No. 917 **B.a.3 Exhibits On-Site:** Third Person Present and Future View of HCCTC Adult Student Handbook Adult Education Catalog **Comments:** Policy for communication and EEOC is dated 2002. The process outlined in CTC comments (include above) indicate an acceptable review of publications and publish materials. **Strengths:** **Opportunities for Improvement:** Development of a set process of review from conception for communication updates and review that shows involvement from all stakeholders would strengthen this overall process. Policy MUST be updated to reflect changes in communication since 2002. **Non-Compliant:**
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?** Advisory committees are active and contribute to every aspect of the program including curriculum development, curriculum approval, equipment purchase, labor market information, and actual instruction. Most committees meet twice a year. Many members of the OAC committees are employers who hire our adult students upon completion of their programs as well as send their existing employees for training. **B.a.4 Exhibits:** OAC Minutes-See Director **B.a.4 Exhibits On-Site:** Additional OAC Minutes **Comments:** The program OAC meeting minutes that were provided as evidence indicate the participants were required to provide information on innovative teaching and updating the program. **Strengths:** **Opportunities for Improvement:** These meetings MUST take place on a regular basis for ALL programs. Those programs which do collect this information must show tracking and follow up to

Final Report

	issues identified on these OAC surveys. **Non-Compliant:**
5.	**Do you ensure there is an advisory committee that is formally organized, and meets at least once annually for each program that includes PPVE students?** All OAC committees meet twice a year. Agendas and minutes of meetings are kept. In programs where both high school and adult education provide training, the same OAC committee is shared and held the same evening. However, there are two meetings held. One is adjourned before the other is brought to order and all times are recorded. **B.a.5 Exhibits:** OAC Minutes List-See Director **B.a.5 Exhibits On-Site:** Additional OAC Minutes-See Director **Comments:** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:** Not every program was represented. Those program OAC minutes that were provided where from meetings held irregularly. Exhibit of "See Director" is not evidence.
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?** Meeting minutes are kept and on file. The minutes are reviewed by the HCCTC Administrator and the JOC. Upon completion of the review, administration documents their comments of the OAC's recommendations, keeping the original on file and supplying copies to all the OAC committee members prior to the next OAC meeting. **B.a.6 Exhibits:** OAC Member List OAC Min. with JOC and Administrative comments-See Director **B.a.6 Exhibits On-Site:** Additional OAC Minutes-See Director **Comments:** Adult Education Advisory Committee is well represented and meets regularly (Spring and Fall). Issues discussed in these meetings are easily tracked from meeting to meeting with resolutions provided. **Strengths:** **Opportunities for Improvement:**

Final Report

	Non-Compliant: Again, "See Director" is not evidence of compliance.
b.	**Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment:**
1.	**Do you collect, summarize, and analyze input from students and stakeholders as related to PPPVE?** HCCTC collects feedback from students throughout the year, at the end of each course, and at program completion. • The AEC maintains an open door policy that welcomes students to share opinions about the school and its services. • She also holds bi-monthly student meetings with an agenda to discuss student issues and concerns. • Students complete course evaluations at end of each year. • Each student completes an exit survey at program completion. • The Adult Education Coordinator tracks and records data about student job placement. **<u>B.b.1 Exhibits:</u>** HCCTC's Practical Nursing Program – Master Plan of Evaluation Samples of Practical Nursing Surveys Student Evaluations Workforce Investment performance measures **<u>B.b.1 Exhibits On-Site:</u>** Additional evaluations A Third Person Present and future View **Comments:** Master Plan of Evaluation outlines the evaluation process for students and staff. Included PN and Computer Servicing Tech graduate surveys show these specific evaluations were collected. Included PN instructor evaluations show they were collected. Career Link information irrelevant as PDE is not accrediting Career Link. Summarization and analysis of above is not provided. On-site instructor evaluations are from 2012. Third Person Present and Future View document and study is 2009. OAC meetings minutes provide input with no indication of follow-up. Adult Ed Advisory Committee minutes indicate issues are resolved and tracked for adult students. Current Phlebotomy clinical site surveys specific to students are collected and show participation of adult students. **Strengths:** **Opportunities for Improvement:** The overall collection, summarization, and analysis of input from students and stakeholders is sparse and does not indicate any commitment by the administration to participate in this valuable resource to program improvement. **Non-Compliant:**
2.	**Are there easy access methods for students and stakeholders to contact and communicate to appropriate authorities?**

Final Report

	Adult Education services are easily accessible for potential and enrolled students. The school website provides general introductory information about HCCTC Adult Education and a phone number for greater detail. The phone number also appears with course descriptions in the *Adult Education Catalog*. This includes e-mail, voice mail, appointments, walk-ins and Open House events. Potential adult students do not have to go through a central office to pick up information, to enroll, or to meet with the AEC about a concern. The electronic marquee is updated with titles, dates, and times of evening classes and events happening at the HCCTC, it also has contact information that scrolls daily. **B.b. 2 Exhibits:** Contact form www.hcctc.org Information in Adult Education catalog Call logs Reply e-mails Brochures **B.b. 2 Exhibits On-Site:** Adult Education Catalog **Comments:** Communication is tracked and responses are timely. The provided documents are evidence of easy access by all stakeholders to the organization. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
3.	**Do you ensure prompt feedback to its students and stakeholders? What are your internal requirements for response time?** The Adult Education staff responds to e-mails and phone calls on a daily basis. When out of the office the system can be accessed remotely to retrieve messages. Response time is generally same day for phone and e-mail. Walk-ins are handled as they come and mail requests are handled on the day of requests. The Adult Education office is open from 8:00 AM to 3:30 PM, Monday through Friday. **B.b.3 Exhibits:** Samples of phone logs Samples of e-mail correspondence **B.b.3 Exhibits On-Site:** Additional samples of correspondence **Comments:** Emails provided show communication from students to the adult education office. Call logs show calls are received and dates/time of call is recorded. NO indication of response to calls is provided. Included organizational input references walk-ins. No records of the type of information requested or supplied to these walks-ins is provided. **Strengths:** **Opportunities for Improvement:** Information from emails and walk-ins is all referencing potential students and local industry. These stakeholders have received prompt feedback. No information on

Final Report

	responding to current students is provided. Communication found in student file review showed that timely response to students is completed according to past practices. **Non-Compliant:**
4.	**Do you collect and analyze complaints from students and stakeholders and take corrective action as appropriate? Is there a method to aggregate this information to determine the most frequent issues for actionable resolution?** Complaints from students are addressed as received. The Adult & Continuing Education Coordinator investigates and responds after consultation with any staff that's involved. Corrective action is taken if needed. Students are aware of the formal grieving procedure as outlined in the Student handbook and may file a formal complaint through that process if they feel it is warranted. Complaints are tracked to identify any recurring problems. **B.b.4 Exhibits:** Grievance procedure – Student Handbook Discrimination/Harassment complaint form **B.b.4 Exhibits On – Site:** Student Handbook Instructor Handbook **Comments:** Information provided shows policies and procedures to collect and conduct analysis of complaints is present. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:** No form or method to show continuous collection and analysis of complaints is present. No data provided. No information showing resolution of complaints provided. The adult ed coordinator stated she has not received a complaint from a student in 4 years. **PDE Response:** Additional documentation shows a sample complaint form however there is no evidence of this form being in the student handbook. Also, no date as to when this form was created.

Final Report

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

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

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

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

a.	**Enacts workforce practices that enable all employees to achieve high performance:**
1.	**Does the institution have a sufficient number of administrative, faculty, and support personnel to provide the necessary support for PPVE?** The present administrative team performs Adult Education tasks well. The program with the highest number of enrolled adults is the Licensed Practical Nursing (LPN) program. It has a complete staff devoted to providing the wide range of services necessary for adult students. Along with input from the AE Coordinator, the program coordinators, and a Secretary enroll their own students and handle all aspects of financial aid. For all other classes, enrollment and financial services are handled by the AE Coordinator , AE Administrative Assistant , the HCCTC office staff in coordination with CareerLink, WIA, VA, OVR and other programs. **C.a.1 Exhibits:** Complete lists of staff contact information **Comments:** HCCTC seems to be well staffed. **Strengths:** **Opportunities for Improvement:** As the adult population grows at HCCTC, additional resources may be needed to handle the increased financial aid/business office duties. **Non-Compliant:**
2.	**Are adequate custodial services made available to provide care and maintenance of buildings and grounds for the overall institution?** A Maintenance Supervisor is responsible for care of the building and grounds and supervises other maintenance staff members. The maintenance staff works with instructors to identify and fix equipment repair needs. Instructors inventory their equipment at end of each year. **C.a.2 Exhibits:** Building grounds Schedule Explanation of Hours Work Order (blank) Maintenance Supervisor's Job Description

Final Report

	Comments: Adequate custodial services are made available as is evidenced by the building's maintenance and appearance. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
3.	**Are the duties and responsibilities for each administrative, faculty and support staff employee clearly defined?** The Executive Director shares the PPVE business operations with the Assistant to the Business Office. The Adult Ed Coordinator (AEC) and Executive Director work together on making the school's adult programming visible outside the school also hiring and managing the human resources. Otherwise the AEC handles both day-to-day and long-term aspects of adult education operation. She is fundamentally responsible for planning, supervising, and evaluating programs; enrolling students; maintaining the *Adult Education Handbook* and *Adult Education Catalog*, and processing state-funding for clients sponsored by CareerLink. Evening courses, other than the Nurse Aide program, currently are short courses that require few hours than the more permanent, full-time day courses. Therefore, some human resource requirements and procedures vary between day and evening programming. Instructors of all programs have demonstrated expertise in their content area and are responsible for planning, teaching, and assessing instruction. Success is measured by student performance of course competencies. Faculty members of all adult education programs are experts in their content area. Because day program courses mix adolescent and adult students, instructors must have at least 4,000 hours of paid work experience and pass an Occupational Competency Assessment in their content area. They also must complete educational courses to earn state Vocational Instructional certification. Evening instructors who teach courses that lead to a certification must hold the credential. **C.a.3 Exhibits:** Job Descriptions **Comments:** Job descriptions are provided and are adequate. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
b.	**Builds a quality workforce:**
1.	**Are the requirements and skills needed by potential faculty and staff to provide quality PPVE identified?** Written job descriptions identify requirements and skills needed for each staff member including faculty and include the necessary certifications and trade specific knowledge and experience required. Every

Final Report

	employee must undergo an extensive backgrounds check. They must provide their criminal history, child abuse clearances and the FBI fingerprinting clearance. These are done in accordance with state and federal guidelines. **C.b.1 Exhibits:** Listing of instructors Act 48 hours Copies of Conference Attendance Application Copies of announcements of Workshops **C.b.1 Exhibits On-Site:** Teacher Induction Report PACTA **Comments:** While documentation was not provided in this section, it is assumed that all instructors of Adult intergenerational students are qualified and have met the appropriate PDE requirements. The LPN program instructors are assumed to meet qualifications set for by their accrediting agency. Again, no documentation is provided. **Strengths:** **Opportunities for Improvement:** Assure and document that all instructors meet PDE requirements. **Non-Compliant:**
2.	**Do you ensure an effective system for recruiting, hiring, and retaining faculty and staff that are capable of delivering quality PPVE?** ● Recruitment: Available positions for both day and evening courses are advertised in local newspapers and circulated statewide via the Pennsylvania Association of Career and Technical Administrator (PACTA) website and Pennsylvania School Board Association Bulletin, and CareerLink. Job announcements include job requirements, including successful education training and experience, scholarship and intellectual prowess, appreciation of students, and emotional and mental maturity. When appropriate, the HCCTC leadership recruits evening program instructors from teachers with relevant teaching credentials. ● Hiring: All instructor candidates must complete the Standard Application for Teachers. HCCTC establishes a Curriculum and Personnel Committee to interview instructor candidates and make recommendations for hiring. Final hiring decisions are approved by a JOC majority vote. ● Retention: HCCTC makes efforts to retain and evaluate instructors of both day and evening programs. Key to instructor retention is effective adaption to the job. Day program instructors complete an induction plan and have a veteran instructor as a mentor. The AEC provides orientation to new evening program instructors and is available to support their questions and difficulties. ● Evaluation: The Executive Director uses the PDE 426 form to evaluate instructors of inter-generational programs, offered during the day. The AEC uses a standard form to observe theory and practical lessons of nursing instructors. Short courses, offered in evenings only, are evaluated by students at the end of the course. The Executive Director or AEC meets with instructors evaluated. Instructors read and sign evaluation. **C.b.2 Exhibits:** Interview Rating Sheets

Final Report

	Instructor Evaluations 426 & 428 **Comments:** Evidence was provided to demonstrate comprehensive interview questions were asked for several candidates for the welding instructor position. As per our request, a copy of a recently developed induction plan was provided. Discussion with the Director indicated that a mentorship program for new faculty members was in place and the faculty interview substantiated this claim. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
3.	**Are procedures for regular performance evaluation and effectiveness of all administrative, faculty and support employees including a feedback process for each employee accomplished?** The Executive Director uses the PDE 426 form to evaluate instructors of inter-generational programs, offered during the day. The AEC uses a standard form to observe theory and practical lessons of nursing instructors. Short courses, offered in evenings only, are evaluated by students at the end of the course. The Executive Director or AEC meets with instructors evaluated. Instructors read and sign evaluation. One of HCCTC's strategic goals is to grow the daytime program to 15% adult enrollment, followed by expansion into evening programming. Instructors are aware of this target and get assistance with skills to implement competency-based instruction for an inter-generational student population. They also are aware of the accreditation process for HCCTC adult education. **C.b.3 Exhibits:** See Director The evaluations of administration and staff, including feedback and professional development. **Comments:** Beth Marshall met with the Director and confirmed that evaluations of intergenerational instructors were being conducted. Evaluation provided in evidence binder was not signed. As per our request, the AE Coordinator provided a copy of a staff evaluation conducted in 2013. A basic evaluation of an AE instructor was also provided. **Strengths:** **Opportunities for Improvement:** Utilize evaluations to provide targeted Professional development **Non-Compliant:**
c.	**Builds knowledge and skills, career development, for the administration, staff, and faculty:**
1.	**Does the institution have appropriate procedures for performance evaluation that identifies professional growth needs of all administration, faculty, staff and other key employees delivering or involved in PPVE?** Professional growth and staff development needs are identified during the evaluation process and in discussions with staff throughout the year. As development opportunities become available, staff is informed of pertinent training opportunities using inter office mail, or e-mail, and may be scheduled to

Final Report

	attend a variety of workshops, seminars, conferences and continuing education activities relevant to their particular positions. All employees of the school are eligible to attend PPVE courses through our Adult & Continuing Education Office at minimal or no charge providing there is sufficient space in the course to accommodate them. Some of the recent staff development activities have included teamwork, Train the Trainer, CPR/First Aide and various PACTA conferences. Assistant to Adult Education has received training in the VA Once system, the CWDS system and our internal Class Link system. **C.c.1 Exhibits:** PACTA Conference Staff Development **Comments:** Evidence was provided to demonstrate that professional development opportunities are offered to faculty. Our faculty interview also verified that development opportunities existed and administration was receptive to requests. **Strengths:** **Opportunities for Improvement:** Ensure professional development opportunities are available to all employees, including staff. **Non-Compliant:**
2.	**Are development opportunities determined and made available to meet the goals and objectives of the programs taught by the respective teachers?** The AEC and Executive Director participate in meetings of the PACTA meetings and workshops as well as professional development meetings sponsored by the regional Workforce Investment Board. The AEC also participates in relevant learning opportunities, such as a grant-writing workshop or Chamber of Commerce development meeting, when they become available. HCCTC plans school-based professional development and budgets for its instructors to take advantage of a wide variety of external professional development events such as the Integrated Learning Conference, industry visits, PDE Professional Learning Communities, the PDE Technical Assistance Program, and professional development offered by county schools. Nurse Aide instructors and LPN instructors attend the Penn State Train the Educator workshop. **C.c.2 Exhibits:** ACT 48 Hours Copies of Conference Attendance Application Copies of announcements of Workshops **C.c.2 Exhibits On-site:** PACTA **Comments:** Some evidence was provided to show development opportunities are present. Our faculty interview indicated that adult education did provide funds for her to attend development events.

Final Report

	Strengths: **Opportunities for Improvement:** A more systematic method could be developed to ensure development opportunities correspond with the needs of admin, faculty and staff. **Non-Compliant:**
3.	**Are the institution's employees informed about the Accreditation System of Institutions for Adult Education (ASIAE) and the process used by the accreditation site-evaluation team, as well as how to conduct the self-study?** One of HCCTC's strategic goals is to grow the daytime program to 15% adult enrollment, followed by expansion into evening programming. Instructors are aware of this target and get assistance with skills to implement competency-based instruction for an inter-generational student population. They also are aware of the accreditation process for HCCTC adult education. **C.c.3 Exhibits:** In-service Agenda Adult Education Strategic Plan **Comments:** During the building tour, only some faculty members seemed aware of the accreditation process. In-service agendas provided did not mention accreditation. Strategic planning document provided is outdated and does not cover the current period. **Strengths:** **Opportunities for Improvement:** A current strategic plan should be developed. Faculty members should be more involved in the Accreditation process. Perhaps a cross-functional team could be created to help with accreditation, goal development, and continuous improvement. **Non-Compliant:**
4.	**Are competent and knowledgeable administration, staff and faculty selected, licensed, and qualified in their specific field?** Administration, staff and faculty are qualified, and when required, licensed in their particular field. Instructors meet or exceed industry standards and have necessary certifications and experience in their respective fields. They pursue continuing education as opportunities become available or new technologies are introduced into their field. All instructors must have at least 2 years' experience in their fields to be considered for an instructional position. **C.c.4 Exhibits:** Copies of Professional Certificates Professional Education Records Copies of Certifications Director's Certificate – See Director **Comments:** Adequate documentation was provided to demonstrate that competent and knowledgeable admin, staff, and faculty are in place.

Final Report

	Strengths: **Opportunities for Improvement:** **Non-Compliant:**
5.	**Are employees trained to participate as key individuals in PPVE programs and to fully understand the prerequisites, objectives, competencies, duties/tasks, and standards of their job assignment?** New instructors are paired with experienced instructors whenever possible to be trained. Objectives, Competencies, outcomes and standards are reviewed with them prior to the start of the course. First day orientation is also held for all instructors' each year and staff development activities are a part of the agenda for each session. Instructor handbooks are on the HCCTC website with all policies and procedures. All new employees meet with the Business Office to review benefits and complete documents necessary for insurance, payroll, etc. **C.c.5 Exhibits:** Teacher's handbook Adult Education Strategic Plan Student Task list Instructor Orientation agendas **Comments:** The teacher handbook along with the induction plan and mentorship program show that new instructors are introduced to key concepts. The strategic plan provided is outdated and does not cover the current period. **Strengths:** **Opportunities for Improvement:** Admin may elect to hold regularly scheduled meetings with faculty to discuss the unique requirements of adult students. As adult only programs are developed, increased attention must be paid to inform and gain input from the instructors in these programs of the prerequisites, objectives, competencies, duties/tasks, and standards. **Non-Compliant:**
6.	**Are adequate records available identifying the professional development experiences of its employees? (Examples: conferences, conventions, college courses, professional organization membership, in-services training, etc.)** The AEC and Executive Director participate in meetings of the PACTA meetings and workshops as well as professional development meetings sponsored by the regional Workforce Investment Board. The AEC also participates in relevant learning opportunities, such as a grant writing workshop or Chamber of Commerce development meeting, when they become available. **C.c.6 Exhibits:** Act 48 hours **C.c.6 Exhibits On-Site:** Teacher Induction Report-See Director

Final Report

	Comments: Adequate records were provided. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
d.	**Maintains a work environment conducive to the well-being of all employees and students:**
1.	**Does the institution maintain and improve workplace health, safety, security, and ergonomics that involve employees and students?** HCCTC aims to provide an effective work environment that is safe and satisfying for employees and students. Security Monitors and electronically controlled doors help prevent intrusion into the building. All employees are issued Identification badges along with digital entrance keys. All visitors must have authorization through security, sign in and wear visitor passes. First Aid kits are in all classrooms. Automated External Defibrillators are placed at easily accessible areas. Students and instructors wear proper PPE (Personal Protective Equipment) while in shop areas. There is a Safe Schools Plan in place. The Safety Committee has developed and implemented the "All Hazards Plan" that coincides with the regulations of the Safe Schools Plan. Safety is a top priority for instructors and employees. ● All courses begin with a lesson on program safety. ● All programs maintain books of Material Safety Data Sheets and show Right to Know and Safety videos. ● The school purchases necessary safety equipment and supplies such as hard hats, goggles, gloves, and anti-bacterial hand wash. ● HCCTC leaders and instructors developed a Safe Schools Disaster Plan in response to recommendations from a Safe Schools Audit. Cameras and swipe cards increase security at school doors. A disaster plan was developed and located at door of every classroom. **C.d.1 Exhibits:** Responsibility for student welfare Right-to-Know and Safety Testing sign in sheet Safety test Right to know test All Hazards Plan Packet **Comments:** A majority of shop areas contained the appropriate documentation of exit plans, all hazard plans, and MSDS sheets. Some areas were lacking some or all of these items. Safety glasses were not provided on the tour and some students did not have appropriate eye protection. Some shop and storage areas were disorganized and cluttered, which could lead to injuries. **Strengths:** **Opportunities for Improvement:** If not already in place, the formation of safety committee may be beneficial. The existence of an employee wellness program was not evident and could be investigated. **Non-Compliant:**

Final Report

2.	**Is the level of employee and student well-being and satisfaction assessed? How are necessary improvements determined and made that will improve the work environment and effectiveness of PPVE?** Adult student surveys are completed at the end of each course and analyzed for indicators of satisfaction and areas for improvement. Exit interviews are conducted by the schools Director when staff resign or retire. **C.d.2 Exhibits:** Samples of student surveys **C.d.2 Exhibits** Samples of Exit Interview See Director **Comments:** Only one student survey was provided from a program which is under consideration for accreditation. No aggregated data or actions taken based on the data where present. Information pertaining to exit interviews was not provided. **Strengths:** **Opportunities for Improvement:** Compile data from student and employee surveys to determine areas that need attention. **Non-Compliant:**
3.	**Does workplace preparedness ensured for emergencies or disasters?** HCCTC implements several procedures to establish a diverse environment for the well-being of students and employees. ● Non-traditional programs in career areas dominated by one gender make lockers available for all students. The labs do not have separate dressing areas for both genders, but the teachers allow the non-traditional students to leave the classroom to change into work clothes. ● Training and certification courses for Para-professionals include sensitivity to the diversity of individuals and families. ● The school leadership provides all instructors with a *Teacher Handbook*. **C.d.3 Exhibits:** All Hazards Plan **C.d.3 Exhibits On-Site:** Faculty Handbook All Hazards Plan (Packet) **Comments:** All hazards plans were available in nearly all shop areas. Instructions were also present in the student and faculty handbook. **Strengths:**

Final Report

	Opportunities for Improvement: Expand plans in student and faculty handbook to be more detailed. **Non-Compliant:**
4.	**Does the institution determine the factors that affect employee and student well-being and satisfaction and do they account for a diverse workforce?** HCCTC implements several procedures to establish a diverse environment for the well-being of students and employees. ● Non-traditional programs in career areas dominated by one gender make lockers available for all students ● We have a male part-time instructor in the LPN program and a male full-time Health Occupations instructor. ● All students are given the equal opportunity to attend any class they choose. There have been post-secondary women training in male dominated occupations and men in female dominated occupations. **C.d.4 Exhibits:** Student & instructor surveys Non-traditional Instructor's resume' Adult student's in Non-traditional programs Student demographic list Non Discrimination Policy **C.d.4 Exhibits On-Site:** Adult Education Handbook **Comments:** The sampling of student and instructor surveys provided show effort to collect data about student and employee well-being. Diversity is demonstrated by evidence provided. **Strengths:** **Opportunities for Improvement:** The data collected should be summarized, analyzed, and then used to making meaningful improvements to employee and student well-being. **Non-Compliant:**

Final Report

Category D – Learning-centered Program Design and Delivery:

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

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

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

a.	**Establishes methods and opportunities for student learning:**
1.	**Is an occupational analysis done to determine the need for a program and to identify specific program objectives, content and duty/task lists for each program?** HCCTC aims to provide students with the opportunity for employability by focusing course content on skills that are needed in the workplace. For new program development, we rely primarily on local market data provided by the Southern Alleghenies Workforce Investment Board. Local occupational needs are also assessed using both the Regional and Statewide High Priority lists. Our Occupational Advisory Committees provide input for new program development. We also rely on our OAC members to help determine the equipment needed to meet program objectives. **D.a.1 Exhibits:** 2014 High Priority Occupations List OAC Meeting Minutes – Adult Education OAC members – Adult Education **Comments:** Evidence presented includes, licensed practical nursing program. Topics presented in the minutes are computer servicing, culinary arts, cosmetology, welding. OAC minutes were presented for November 1, 2011 and March 14, 2012. **Strengths:** **Opportunities for Improvement: J**oint operating committee comments would be beneficial to OAC minutes. **Non-Compliant:**
2.	**Is instruction directed toward appropriate and clearly formulated objectives with input from students, faculty, staff, public, community, employers, advisory groups and business and industry partnerships?** Appropriate and clearly formulated objectives are developed by our instructors and staff using input from students, employers, advisory groups and business and industry partnerships. These objectives are reviewed annually by OAC members. LPN objectives are reviewed during accreditation/re-

Final Report

	accreditation/certification reviews of accrediting agencies. Our students are encouraged to provide feedback on their course. Through industry partnerships and consortia membership we develop programs whose objectives meet the expressed needs of the participating members. National and state certification organizations provide a frame work for some of our programs within which local employers, instructors and students provide their input. (Example: the Commonwealth of PA Bureau of Professional and Occupational Affairs State Board of Nursing publish current practice vocational standards that are used by our faculty in developing objectives and curriculum for our LPN Program. The National Health career Association sets the standards for the EKG Technician, Phlebotomy Technician, Medical Administrative Assistant and Clinical Medical Assistant. The Professional Truck Driver Institute (PTDI) standards and curriculum provides the framework for our CDL Program. **D.a.2 Exhibits:** OAC Meeting Minutes LPN Performance Improvement Plan Student Feedback CDL Standards and Guidelines LPN Advisory Committee Minutes State Board of Nursing Vocational Standards **Comments:** **Strengths: Foundational Competency task lists are being used in programs.** The National Health Career Association sets the standards for the EKG Technician, Phlebotomy Technician, Medical Administrative Assistant and Clinical Medical Assistant. The Professional Truck Driver Institute (PTDI) standards and curriculum provides the framework for the CDL Program. **Opportunities for Improvement:** **Non-Compliant:**
3.	**As a function of the specific program, are students assessed, including the necessary core academic skills? Are they given appropriate support or remediation, if applicable, to assure their success in the program they select?** Our LPN program requires applicants to take and pass the Nurse Entrance Test prior to acceptance in the program. The LPN program has a plan for systematic evaluation of all aspects of the program used for continuous program improvement based on the Accreditation Commission for Education in Nursing (ACEN). Task lists also include academic competencies required to perform the technical skills. Instructors use strategies that help students learn the academic skills as well as the occupational skills. Instructors make students aware of the tasks required in each program. Teachers of each program, use instructional strategies that foster student confidence in her/his ability to be successful in the chosen career. Students begin performing small tasks under supervised conditions and eventually model their skilled performance for classmates. HCCTC has an Academic Support Center that is available for all students including adults.

Final Report

	Our CDL Program follows quality guidelines that are established by the Professional Truck Driver Institute (PTDI). Students must pass a written test to get their permit and a skills test to earn their CDL. While a high school diploma or GED is not required, it is strongly encouraged for advanced schooling and job placement. Most of our adult programs do not require pre-tests or entrance exams. Once in the program students are assessed using a variety of methods. This may include either written or hands-on practical evaluations, permit and licensing examinations, presentations or demonstrations. At the end of each adults program, students are taken to the computer lab and taught how to do cover letters, resume' and thank you letters. **D.a.3 Exhibits:** LPN Entrance Test Remediation ACEN standards Task list by program **D.a.3 Exhibits On-Site:** ACEN standards Trucker's Handbook Resume Workshop **Comments:** Students are assessed by a variety of methods. Task list include academic competencies that are required to perform the technical skills. Standardized tests such as the NOCTI, CDL and State Board of Nursing exams are applicable to the approved programs. **Strengths:** The students are required to purchase Kaplan nursing. It is an additional program which provides the student with several resources for remediation may be made in the eye throughout the year in preparation for the year and NCLEX exam. **Opportunities for Improvement:** **Non-Compliant:**
4.	**Does the program design support the state-approved duty/and/or guidelines for the instructional program?** The Adult & Continuing Education Department continues to seek nationally recognized industry certifications, state certifications and licensure for appropriate programs. We design our programs according to industry standards and are currently able to offer our students the opportunity to prepare and test for the following: ■PA State Inspection Certification ■ National Health Career Association (NHA) Certifications: Certified Phlebotomy Technician, Certified EKG Technician, Certified Clinical Medical Assistant, Certified Medical Administrative Assistant. ■ServSafe ■CDL Class A and B ■Nurse Aide ■Licensed Practical Nursing

Final Report

■National Institute for Metalworking Skills (NIMS)

D.a.4 Exhibits:
PA State Inspection
NHA
Servsafe Certificates
CDL Certificates
Nurse Aide Certificates
NIMS Certificate

Comments: The program design does support the state approved and nationally recognized industry certifications, state certification and licensure for appropriate programs. Continue to offer students the opportunity to test for state approved and nationally recognized industry certifications.

Strengths:

Opportunities for Improvement:

Non-Compliant:

Does instructional planning provide sufficient opportunity for students to experience vocational learning leading to knowledge, skills and competencies needed for employment and meeting the pre-determined needs of individual students?

Our programs are designed to meet industry standards, certification and licensure requirements. Programs have been developed and, where appropriate follow certification guidelines that provide sufficient hours for students to learn content and master the skills and competencies required for successful program completion.

The LPN and Nurse Aide programs have modern clinical labs that replicate the work environment and allow students the opportunity to practice their skills and competencies. Practice learning facilities are selected for our students to provide them with a real-world clinical experience appropriate for contemporary nursing and with adequate population for the number of students assigned.

The CDL program provides sufficient yard equipment for adequate hands-on practice for our students. Real life situations are incorporated into the program to instill confidence in our students and hone their skills.

These environments allow students to experience firsthand what the working world is all about and what business and industry expect from its employees.

D.a.5 Exhibits:
LPN Clinical Performance Evaluation
Nurse Aide Vital Sign Practice Record
Nursing – Unit Lesson Plan
NLNAC Guidelines
Clinical Contract
Task List
OAC minutes-See Director

Final Report

	D.a.5 Exhibits On-Site: NLNAC Self-Study **Comments:** The programs are designed to meet industry standards, certification and licensure requirements. Programs have been developed and where appropriate follow certification guidelines that provide sufficient hours for students to learn content and master the skills and competencies required for successful program completion. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
6.	**Is each student given the opportunity and encouragement to become actively involved in leadership, personal development, and positive concept of self and others, and to attain problem solving and communication skills as part of their learning experience?** Problem-solving and critical thinking skills are an integral part of our program curricula, and where appropriate, more advanced trouble-shooting techniques are included in the instruction. The development and practice of these skills are often an objective of our customized training for business and industry. Hands-on exercises are required and demand cooperative learning through paired or group learning experiences, and evaluations. Skills learned through these experiences translate well to the team skills required in nursing, business and industry. Both written and verbal communication skills are stressed in our programs, and students are expected to demonstrate these skills on class field trips, during classroom visits by guest speakers and as an important part of clinical experiences. The LPN Program mandates the existence of Student Council and elected class officers for each LPN class as an opportunity for developing leadership skills and citizenship responsibilities. **D.a.6 Exhibits:** Practical Nursing Handbook – Student Organization Skills –Student Organization Practical Nursing Clinical Performance Evaluation Student Council Meeting Agenda and Minutes Sample curriculum LPN Student Course Feedback **D.a.6 Exhibits On-Site:** Practical Nursing Handbook Practical Nursing Curriculum LPN Course Syllabus **Comments:** The LPN Program mandates the existence of Student Council and elected class officers for each LPN class as an opportunity for developing leadership skills and citizenship responsibilities. **Strengths:**

Final Report

	Opportunities for Improvement: **Non-Compliant:**
7.	**Is a planning and delivery system documented and in place that allows all students to be engaged in effective learning and doing?** Textbook information is provided to students on the first day of school, and information about necessary supplies, kits, equipment, or permits and clearances are provided upon registration. Each student receives a student handbook, class calendar, policies, expectations, conduct, grading, etc. at the beginning of each school year/semester, which is explained to students by the Adult Education Coordinator at a scheduled meeting. Instructors provide an orientation to their students at the beginning of each program and provide course syllabus outlines and task lists as appropriate. An Orientation Meeting is held for enrollees in the LPN program one month prior to the start of class. At this meeting students are provided with detailed information regarding financial aid, required documentation and student uniforms. Student questions are answered and concerns addressed. Orientation to the CDL Program is conducted by the Adult Education Coordinator one-on-one with each potential student. Program requirements are reviewed as well as permits, physicals, student conduct and dress. Instructors are provided with the necessary equipment and resources to deliver their programs effectively and within the designated time frame. **D.a.7 Exhibits:** Check list of the competencies attempted and completed LPN Orientation Letter **D.a.7 Exhibits on site:** Adult Education Student Handbook Truck Driving Course Catalogue Practical Nursing Student Handbook. **Comments:** This site uses classmate to track and review. This is a commendable in cumulative task grade reports are available for review. Programs reviewed include instructional food worker and LPN. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
8.	**Are the courses, as well as the faculty, harmoniously integrated with other instructional programs and/or subject areas?** The Adult Education office leads into the hallway housing all of our trades programs including CDL. Our LPN is housed in a separate building which we are currently renovating to be able to move our Nurse Aide classroom/lab also into that building. This annex building also has its own offices, copier and instructional supplies.

Final Report

	All trades, Plumbing, Machining, Welding, Electrical, Carpentry, Auto Mechanics, Collision Repair and HVAC are grouped in one hallway. CDL is located in the main entranceway. Culinary Arts, Health Occupations, Computer Networking, Cosmetology and Nurse Aide are in a separate hallway. **D.a.8 Exhibits:** School Map **D.a.8 Exhibits on-site:** Facility Tour **Comments:** The facility is well-maintained and safe. **Strengths:** All full-time instructors have their own personal laptops/computers. **Opportunities for Improvement:** The LPN building needs Evacuation maps posted. **Non-Compliant:**
9.	**Are resources other than school faculty, such as employers and community partners, used to support and/or teach knowledge and skills to the PPVE students?** Our enrollees are diverse and include learners to new trades, incumbent workers upgrading skills or learning new ones, and persons changing their careers. This mix of work and life experience in our classrooms and shops provides knowledge and skills to enhance the educational experience. Many of our part-time instructors currently work in business and industry, are owners of their own businesses, or have recently retired. Their real-world knowledge and expertise brings credibility to the student's classroom experience. Class field trips are encouraged where they can provide real-world context to learning, and guest speakers from our industry and community partners are invited to provide the same in a classroom setting. Recruiters regularly visit our CDL, Nurse Aide and LPN Program. Both our LPN and Nurse Aide programs require a clinical experience through which our students learn from the nursing staff at the various affiliate locations. The opportunity for our students to interact with nursing staff, social services, community agencies and with patients provide them valuable learning experiences. Our Phlebotomy students complete an externship during which they are supervised by and receive instruction from clinic or hospital staff. **D.a.9 Exhibits:** Sample Curriculum Field Trip Requests Thank you letter Job Fair **Comments:** The exhibits presented are fine including class field trips, guest speakers and industry partners networking with the programs. **Strengths:**

Final Report

	Opportunities for Improvement: **Non-Compliant:**
10.	**Does the institution incorporate current and new technology in the design and delivery of its programs in a timely manner?** The school incorporates current and new technology into the design and delivery of its programs as information and funding become available. We rely on industry partners, OAC committees and organization with nationally recognized standards and curricula to keep our programs current. Some examples of national standards upon which we base our curricula come from the National League of Nursing Accreditation Commission (NLNAC), The National Institute of Metalworking Skills (NIMS), and the National Health Careers Association (NHA). As soon as these organizations identify the new technologies required in a certain field, we make the appropriate changes to our courses to reflect them. We have been fortunate to secure several equipment grants over the past several years, allowing us to purchase pieces of equipment for different shop areas. Any other improvements made are done as funds become available. Our IT department has done an outstanding job of keeping computers and software up-to-date. We are also fortunate to have many adult education instructors who work in business and industry and by the nature of their work must keep current in their trade area. They also bring that expertise and knowledge to the curriculum they teach. **D.a.10 Exhibits:** Purchase orders - Invoices New equipment paid for by adult education Policy #'s 704 & 708 **Comments:** There is no correlation between invoices for equipment and OAC meeting minutes, and directors approval on the purchase of equipment. **Strengths:** **Opportunities for Improvement:** OAC minutes should reflect the recommendation of equipment being purchased and any training on new equipment including dates when training will occur. Interviews with the business and industry partner in HVAC revealed that equipment suggested for purchase is not followed up to the OAC members. Adopt a procedure whereby that equipment suggested for purchase is communicated to the OAC membership. All instructors should be updating the equipment and skills to the newest technology as shared by OAC membership. **Non-Compliant:**
b.	**Provides opportunities for work-site learning:**
1.	**Does each student have the opportunity to participate in work-site learning when appropriate to the program?** Although some field trips involving actual hands-on experience have been used in our construction programs to provide work-site learning, for most of our programs this is not a feasible or appropriate learning experience. Exceptions to that is the externship that is an integral part of the Phlebotomy program, which requires clinical experience at J.C. Blair Memorial Hospital.

Final Report

	The LPN and Nurse Aide program curriculum requires clinical experience for work-site learning. Student clinical experiences are planned at Westminster Woods. Students learn to function as members of the nursing team. Each student in the CDL program is "on the road" for a minimum of 20 clock hours. This experience on interstate and rural roads provides the opportunity to practice necessary control and defensive driving skills. As a matter of practice, but not policy, all programs include some method of real world work experience. Several programs utilize school based enterprises. For example, Auto Technology students change oil in cars of local citizens or Cosmetology student's style hair of nursing home patients. Health Occupation students participate in clinical assignments. In these placements, the instructors take attendance and grade student's performance. **D.b.1 Exhibits:** Nurse Aide Clinical Experience Sample curriculum Field Trip Requests Phlebotomy Evaluations Sample Curriculum – CDL **Comments:** Work site learning and job shadowing are available for some of the programs. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
2.	**Are there signed records indicating the condition of the student/employer relationship during the work-site learning experience including the student, teacher, employer and others as necessary?** The LPN clinical experience follows the policy and procedures as delineated in the affiliation agreements with each agency and The National League for Nursing Accrediting Commission (NLNAC) guidelines. An Affiliation agreement with each clinical site outlines mutual obligations and conditions of affiliation. Annual agreements with J.C. Blair – Phlebotomy externship sites outline mutual obligations and responsibilities of partners. When filed trips are used as work-sites for student learning, the field trip request form outlines the objectives of the educational experience. The students remain under the supervision of their instructor. **D.b.2 Exhibits:** LPN Agreement of Affiliation Westminster Woods Agreement Field Trip Request J.C. Blair Clinical Agreement

Final Report

	Comments: Records were available for the PN and Phlebotomy programs. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
3.	**Are the work-site learning objectives documented and a plan outlining the training activities maintained that is based on validated industry standards and approved/authorized by the provider and the school?** The LPN clinical experience follows the policy and procedures as delineated in the affiliation agreements with each agency and the National League for Nursing Accrediting Commission (NLNAC) guidelines. The clinical objectives for each unit of study are clearly stated. The performance objectives during the Phlebotomy externship are clearly stated and follow valid industry standards as applied at clinical sites. The student performance objectives are delineated in the Performance Evaluation required for each extern. The Nurse Aide Program follows the guidelines of the PA Department of Education Nurse Aide Program and the National Nurse Aide Assessment Program (NNAAP) to prepare students to take their competency examination for certification. The objectives of the program are supported and reinforced in the clinical settings. The CDL – Class A and B curricula follow both the Penn DOT licensing standards to ensure the work-site competency of our graduates. **D.b.3 Exhibit** Phlebotomy Performance Nurse Aide performance Sample Curriculum **D.b.3 Exhibits On-Site:** Nurse Aide program Curriculum LPN Program Curriculum Phlebotomy Clinical Evaluations Class A Commercial Curriculum **Comments:** Work-site objectives and plans are in place for the PN program. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
4.	**Is the work-site learning process properly monitored by the instructor? Is there involvement of the instructor with the employer and are there written evaluations?** The LPN clinical experience follows the policy and procedures as delineated in the affiliation agreements with each agency and the National League for Nursing Accrediting Commission (NLNAC) guidelines. HCCTC's LPN faculty coordinate assignments with the work site nursing staff and are responsible for the orientation and clinical performance of the students in accordance with the policies of the affiliated facility. Written evaluations are maintained and discussed with all students.

Final Report

	Following prescribed guidelines, our Nurse Aide students during their clinical experience are under the direct supervision of a licensed practical nurse or registered nurse who is approved by the PA Department of Education. A Clinical Procedures Record is used for the daily evaluation of the student's performance and a Nurse Aide Clinical Evaluation is completed for each student. **D.b.4 Exhibits:** Nurse Aide program Clinical Procedures Record Phlebotomy Technician Program Clinical Record **D.b.4 Exhibits On-Site:** Nurse Aide Clinical Evaluations LPN Clinical Conference Reports LPN Clinical Procedure Records **Comments:** Evidence shows monitoring done by the instructor during the work-site learning. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
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?** Each of our programs is developed with clear, competency based objectives and task lists appropriate to those objectives. The assessment of student achievement is designed to monitor competencies using a combination of methods including written tests, class participation, and hands-on projects. Students receive documentation of satisfactory course completion that includes completed task lists, grade reports, and certificates. For some students, such as those enrolled in our Precision Machining NIMS Program, industry credentials are earned. CDL students are monitored and their progress documented using Penn DOT guidelines. Written tests are given at the completion of each unit of study and task lists are used to monitor student progress in driving skills. Satisfactory completion of the course and passing of the state CDL test results in students receiving: Class A Commercial Driver's Licensing endorsements, a Huntingdon County Career & Technology Center Certificate of Completion. The Huntingdon County Career & Technology Center Practical Nursing Program uses the standards established by the PA State Board of Nursing and the Accreditation Commission for Education in Nursing, Inc., and student progress is monitored and documented within the framework. Each unit of study has both a central objective and behavioral objectives, and an evaluation methodology that includes both written assessments and clinical assessments based on correct procedure and application of principles. At the end of the program, students are prepared for and eligible to sit for the NCLEX-PN Exam. The passing of this exam is the ultimate documentation of student success. **D.c.1 Exhibits:** LPN Sample Curriculum

Final Report

	NIMS Student Credential Class A Commercial Curriculum Nurse Aide Course Syllabus CDL Task List **D.c.1 Exhibits On-Site:** LPN Curriculum Nurse Aide Curriculum **Comments:** Each programs is developed with clear, competency based objectives and task lists appropriate to those objectives. The assessment of student achievement is designed to monitor competencies using a combination of methods including written tests, class participation, and hands-on projects. This site uses classmate to track and review. This is a commendable in cumulative task grade reports are available for review. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
2.	**Is a well-defined and written grading system in use and shared with each student at the initial startup of the course?** Each student receives an Adult & Continuing Education Center Student Handbook at the beginning of each school year/semester that explains the school policies regarding grading. Instructors provide an orientation to their students at the beginning of each program and provide course objectives, syllabus outlines, and task lists as appropriate. This orientation includes the grading system of the instructor within the school framework. Each LPN student receives a Practical nursing handbook that describes the general grading system for the program. Within that system, the relative importance of various assessment methods used is determined by individual instructors and shared with students as they begin each level. Each CDL student receives an Adult & Continuing Education Center Student Handbook at the beginning of each class that explains the school policies regarding grading, and also receives a Truck Driver Course Catalog that reinforces the grading system. **D.c.2 Exhibits:** Sample – Grades/Student Records Nurse Aide Course Syllabus **D.c.2 Exhibits On-Site:** Adult Education Student Handbook Practical Nursing Handbook Truck Driving Course Catalog **Comments:** Adult Education Student Handbook grading policy is clearly defined. Student evaluation measures include attitude, skill, and knowledge and a final year end, written exam. Make up work policy is defined. **Strengths:**

Final Report

	Opportunities for Improvement: **Non-Compliant:**
3.	**Are clear measures used such as grades, tasks completed, competencies reached, objectives met, occupational skills achieved, knowledge learned, etc. What measures or combination of measures are used and do they accurately reflect student results?** Each of our programs is developed with clear, competency-based objectives and task lists appropriate to those objectives. The assessment of student achievement is designed to monitor competencies using a combination of methods including written tests, class participation, and hands-on projects. Each student who satisfactorily completes a course or program receives a grade report. The Huntingdon County Career & Technology Center's Practical Nursing Program uses the standards established by the PA State Board of Nursing and the National League for Nursing Accrediting Commission, and student progress is monitored and documented within that framework. Students are assessed using a variety of methods appropriate to unit content and objectives. This may include either written or hands-on practical evaluations, projects, presentations, or demonstrations. CDL students are monitored and their progress documented using Penn DOT guidelines. This includes written tests, skills tests, and demonstration of driving proficiency. The accuracy of our assessment methodologies is reflected in the success rates of our students in passing their certification and licensure tests. **D.c.3 Exhibits:** Sample – PN Plan for evaluation Task lists NCLEX program Reports NNAAP Performance Reports NOCTI scores-See Director CDL New Program **D.c.3 Exhibits On-Site:** Nurse Aid Program Curriculum LPN Program Curriculum Class A Commercial Curriculum **Comments:** The assessment of student achievement is designed to monitor competencies using a combination of methods including written tests, class participation, and hands-on projects. Clinical evaluations in NA and LPN programs reflect demonstration of skills. CDL uses the Penn DOT guidelines and a written and performance tests in tractor trailer driving, safe operating practices, advanced operating practices, vehicle maintenance, cargo handling, accident procedures, employee/public relations **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**

Final Report

4.	**Is there evidence that the students' attainment of objectives is measured by an evaluation system that includes both school based and, when appropriate, work-site based performance?** The LPN and Nurse Aide Programs have clear objectives and evaluation methodologies for classroom, clinical practice in the school clinical labs, and for off-site clinical experiences or On-the-Job training. Student attainment is measured in the classroom through written tests, class participation, projects and presentations. Practice and demonstration of skills in the clinical labs is monitored and assessed. Booth the LPN and Nurse Aide curriculum require clinical experience for work-site learning. Students are expected to perform consistently according to standards setting forth in the clinical evaluation for and are assessed accordingly. Students in the CDL program receive classroom, yard and road practice, and each has an appropriate evaluation methodology. Students are given written tests in the classroom to measure knowledge attainment and are assessed in the yard on the road attainment of performance objectives. Each student in the CDL Program is "on the road" for a minimum of 20 clock hours. This experience on interstate and rural roads provides the opportunity to practice necessary control and defensive driving skills. All other courses at the Career & Technology Center are competency based and structured with a task list. **D.c.4 Exhibits:** PN Plan for evaluation Nurse Aide Program Day Schedule Nurse Aide Westminster Woods Clinical Experience Sample – CDL Air Brake Test and Combination Vehicles Test **D.c.4 Exhibits On-Site:** Nurse Aide Program Curriculum LPN Program Curriculum Class A Commercial Curriculum Other/Course Task Lists **Comments:** Student attainment is measured in the classroom through written tests, class participation, projects and presentations. Practice and demonstration of skills in the clinical labs is monitored and assessed. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
5.	**Are students effectively assessed using oral, written and other performance methods?** Recognizing the different learning styles of their students, our instructor using a variety of methods of assessment appropriate to their program. Each of the programs is developed with clear, competency-based objectives and task lists appropriate to those objectives. The assessment of student achievement designed to monitor competencies includes written quizzes and tests, class participation and feedback, presentations, and hands-on projects.

Final Report

	Student attainment is measured in the classroom through written tests, class participation, projects, presentations and attendance as work ethic. Practice and demonstration of skills in the clinical labs is monitored and assessed. The LPN Program, Nurse Aide, Certified Medical Administrative Assistant (CMAA), Certified EKG Technician (CET), Certified Clinical Medical Assistant (CCMA), Certified Medical Administrative Assistant (MAA) and Certified Phlebotomy Technician (CPT)) curricula require clinical experience for work- site learning. Students are expected to perform consistently according to standards set forth in the clinical evaluation form and are assessed accordingly. **D.c.5 Exhibits:** Certifications NOCTI scores-See Director Task Lists **D.c.5 Exhibits On-Site:** Other Course/program curriculum **Comments:** Each program is developed with clear, competency based objectives and task lists appropriate to those objectives. The assessment of student achievement is designed to monitor competencies using a combination of methods including written tests, class participation, and hands-on projects. This site uses classmate to track and review. This is a commendable in cumulative task grade reports are available for review. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
d.	**Maintains processes for providing student support:**
1.	**Are well-defined course descriptions reviewed with each student at the beginning of the course that reflect the overall objectives of the course and, is it explained how the course content relates to occupational skills?** The Adult & Continuing Education Course Brochure provides an initial, brief description of each program, describing certifications and outcomes. More detailed LPN, CDL and Nurse Aide brochures are sent to potential students. The application notifies potential candidates of a dress code and approximate cost. The LPN Coordinator handles information and assistance with Financial Aid applications. Our Adult Education and Practical Nursing offices discuss programs and career opportunities in counseling interviews with potential students. Instructors provide an orientation to their students at the beginning of each program and provide course syllabus outlines and discuss course objectives and task lists as appropriate. An orientation Meeting is held for enrollees in the LPN Program one month prior to the start of class, At this meeting students are provided with detailed information regarding the program and student questions are answered and concerns addressed. The Truck Driving Course provides one on one orientation to each potential student. Program requirements are reviewed, questions answered and career opportunities discussed. **D.d.1 Exhibits:** Sample page HCCTC course catalog Sample page CDL brochure LPN Entrance test

Final Report

	Sample Interview questions **<u>D.d.1 Exhibits On-Site:</u>** Adult Education Course Catalog Trucker's Handbook **Comments:** Adult Education Course Catalog **Strengths:** The information reviewed includes well-defined course descriptions, POS task lists, and marketing materials which includes, an initial, brief description of each program, describing certifications and outcomes. **Opportunities for Improvement:** **Non-Compliant:**
2.	**Do recruitment materials offer a broad range of career opportunities and are students provided equal opportunities to participate an all activities regardless of race, color, national origin, age gender, or disability?** The Huntingdon County Career & Technology Center's Adult & Continuing Education Center offers equal educational opportunities to all students by following the school's policy on non-discrimination. The Equal Opportunity Statement is posted in ads, the *Adult Education Catalog*, all mailings and our web site at www.hcctc.org. Our instructors follow our non-discrimination policies and are vigilant to issues of bias. Our enrollment policies and procedures are applied equally to all students and information regarding our programs is provided without discrimination to all who inquire. Reasonable accommodation is provided when needed and non-traditional students are encouraged to enroll. **<u>D.d.2 Exhibits:</u>** JOC Policy No. 103 & 104 Non-discrimination in School and Classroom Practice JOC Policy No. 248 Unlawful harassment Professional Standards from faculty handbook Non-Discrimination Statement from Adult Education Course Listing CDL Recruitment brochure **<u>D.d.2 Exhibits On-Site:</u>** Adult Education Course Catalog Faculty Handbook LPN Student Handbook **Comments:** The Equal Opportunity Statement is posted in ads, the *Adult Education Catalog*, all mailings and our web site at www.hcctc.org. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**

Final Report

3.	**Are admissions policies and guidelines clearly stated, published, and made available to all PPVE students prior to enrollment that include such items as: prerequisites for enrollment, expectations for successful completion of a course, the type of report/feedback or grading system used, individual help/coaching available during the course, ethical responsibilities of the student, and the type of certificate, certification, diploma, degree, received, etc.?** Procedures for and policies regarding enrollment, completion, and available student services are published in our Annual Course Listing Catalogue and in other recruiting materials used by Adult & Continuing education programs. This information and our enrollment form are also available on our web site www.hcctc.org. Upon meeting with the Adult Education Coordinator, potential adult students are informed about prerequisites, available certifications or licenses, grading and completion requirements, and other available student services. At HCCTC's Annual Open House, potential adult students can meet with instructors and staff, have questions answered, see educational materials and get a tour of the building and individual shop/lab areas. **D.d.3 Exhibits:** Nurse Aide Pre-requisites Adult Student Handbook Pre-requisites Open House flyers Web site home page **D.d.3 Exhibits On-Site:** Nurse Aide Adult Program Manual Adult Student Handbook **Comments:** Admissions policies and guidelines are clearly stated, published, and made available to all PPVE students prior to enrollment. Adult Student Handbook was referenced at the site for prerequisites for enrollment, expectations for successful completion of a course, the grading system used, and ethical responsibilities of the student. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
4.	**Where applicable, are enrollment and class sizes in compliance with state standards?** For our adult classes, class size is determined by shop/lab size, availability of equipment, maintenance of instructional integrity, and availability of instructors. The LPN Program admits up to 18 students per class, the Nurse Aide 10 students per class, while CDL admits no more than 3-4 students per class instructor. Class size is determined by the Joint Operating Committee after consultation with the Director. Quotas for students from each participating district for enrollment in programs shall be determined by the Articles of Agreement. The Director shall prepare guidelines for class size which shall take into account: Subject matter, Type of instruction, Ability of students, Use of special facilities and equipment.

Final Report

	Cosmetology is the only course where the student ratio is determined by an outside entity. The State Board of Cosmetology has its own policy manual that is updated annually. **D.d.4 Exhibits:** Class Size/Quotas policy #126 LPN Quota State Board of Cosmetology **D.d.4 Exhibits On-Site:** LPN Brochure **Comments:** Program size verified with on-site facility tour. **Strengths:** The LPN Program admits up to 18 students per class, the Nurse Aide 10 students per class, while CDL admits no more than 3-4 students per class instructor. **Opportunities for Improvement:** **Non-Compliant:**
5.	**Does the institution inform students of the cost of the program and of any required equipment and supplies?** Tuition Costs, applicable fees, equipment and uniform requirements, and any other costs are made available to potential enrollees, sponsors and other interested parties. Costs are made available to all funding sources including but not limited to the Office of Vocational Rehabilitation, PA Career Link, the Department of Veterans Affairs, and are available on the CWDS – Certified WIA Training Programs/Providers List. **D.d.5 Exhibits:** Nurse Aide Cost sheet Adult Education Course & cost sheet CDL Cost sheet LPN brochure and Cost sheet **D.d.5 Exhibits On-Site:** Adult Education Course Catalog Practical Nursing Student handbook Nurse Aide Course Catalog **Comments:** Costs, applicable fees, equipment and uniform requirements, and any other costs are made available to potential enrollees, sponsors and other interested parties. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**

Final Report

6.	**If financial aid is available, is information about it provided to each individual?** Our PN Program is approved for students seeking Financial Aid. Information is made available to and counseling services are provided for potential students interested in this program. Information regarding agencies to contact for tuition assistance is made available to students for our programs not approved for Financial Aid. These agencies include but are not limited to the Office of Vocational Rehabilitation, PA CareerLink, and the Department of Veterans Affairs. The Adult Education Office also extends the opportunity for qualified students to arrange a payment plan through our office or credit card payments through PayPal. **D.d.6 Exhibits:** Adult Course Catalog listing LPN Brochure Payment plan contract Ed-to-go pricing hcctc.org website **D.d.6 Exhibits On-Site:** Practical Nursing Brochure Practical Nursing Handbook Adult Course Catalog **Comments:** Financial Aid is available to students and they are referred to the appropriate agency. These agencies include but are not limited to the Office of Vocational Rehabilitation, PA CareerLink, and the Department of Veterans Affairs. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
7.	**Does the institution ensure that qualified advisers counsel PPVE students on how and where to find jobs and assist in placement in occupations related to the students' training and life experience?** Program Coordinators and our Instructors work with student to help them in their job search to secure employment. Through our OACs and training partnerships with business and industry, we are often made aware of opportunities for our graduates, and students having clinical and externship experiences are often hired as a result of their student performance. We receive and post job opening information, and share the information with appropriate instructors and students. We advise our students to make use of the resources of the CareerLink office and any other agency for which they might be qualified. A Bulletin board to post all job openings is in the Commons Area of the building. **D.d.7 Exhibits:** Internal job postings Student job postings Advertising

Final Report

	Comments: A Bulletin board to post job opening information was seen at the commons area of the school. **Strengths:** **Opportunities for Improvement:** Site team viewed the hcctc.org website, good information is listed for LPN Program, however; some links on the website home page are dead and in need of repair. **Non-Compliant:**
e.	**Credit Hour Policies**
1.	**How does the institution define a credit hour based on the credit/hour conversion?** HCCTC implements a monitoring and tracking system intended to identify students who need help before the end of course. Grades are based on students' speaking, interviews, writing assignments, and technical skill performance. HCCTC sends mid-quarter and quarterly grades to all students, including adults. Teachers of day programs provide students with feedback on work ethic daily and record students' competency progress, discipline, absenteeism, PIMS data, and other information in a computerized student management system. All courses have been converted from clock hours to credit hours per the guidelines. **D.e.1 Exhibits:** Course Conversions **D.e.1 Exhibits On-Site:** Clock to Credit Conversion **Comments:** Documents presented The institution's assignment of a credit as per the Pennsylvania State Board for Vocational Education credit hour/clock hour conversion as shown. 10 theory clock hours = 1 credit 20 lab clock hours = 1 credit 30 internship/externship clock hours = 1 credit **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
2.	**How does the institution approximate the amount of work for a credit hour based on learning outcomes and verifiable achievement?** There are guidelines listed by the state that the certain programs are mandated to follow. Each of these programs is evaluated by the state to insure that the programs are following state regulations. Other programs are listed in the program syllabus and in the curriculum. Achievements are then measured during the grading process. Student attainment is measured in the classroom through written tests, class participation, projects and presentations. Practice and demonstration of skills in the clinical labs is monitored and assessed.

Final Report

	D.e.2 Exhibits: Student Task list Student Report Card Student Grading-Pg. 16 – Handbook **D.e.2 Exhibits On - Site** Adult Student Handbook **Comments:** Student attainment is measured in the classroom through written tests, class participation, projects and presentations. Practice and demonstration of skills in the clinical labs is monitored and assessed. Student attainment is measured in the classroom through written tests, class participation, projects and presentations. Practice and demonstration of skills in the clinical labs is monitored and assessed **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
3.	**How does the institution separate the number of hours for direct instruction, lab, and out-of-class work?** There are guidelines that certain programs are mandated by the state of Pennsylvania to follow. The Nurse Aide and LPN programs follow their own instructional hours. Each of these programs are evaluated by the state to insure that the programs are following state regulations and that all the proper documentation is recorded correctly. Other programs are listed in the program syllabus and in the curriculum. HCCTC has a skills grading rubric they follow for students in Knowledge, Skills and Work Ethic. **D.e.3 Exhibits:** Nurse Aide Program Calendar HCCTC Skill Grading Rubric LPN Program Calendar **D.e.3 Exhibits-On-Site:** Faculty Handbook PN Handbook PN Program Curriculum **Comments:** This site uses classmate to track and review. This is a commendable in cumulative task grade reports are available for review for intergenerational programs. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**

Final Report

Category E – Learning-centered Facilities and Equipment:

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

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

a.	**Acquires proper equipment, materials and adequate supplies and makes them available to support the instructional program objectives and to meet the needs of individual students:**
1.	**Are adequate funds made available for purchasing and replacing equipment, tools, materials and supplies in accordance with the institution's planning objectives and acceptable business and industry practices to ensure safe, quality and effective PPVE?** Funds are allocated each year in both the high school and the adult education budget to purchase needed equipment, tools materials and supplies to support all CTE programs and PPVE programs. In addition the Administration tracks grant opportunities and write and submit proposals to supplement the general fund budget. Examples of successful grants include PDE Equipment grants and PDE Perkins Grants. Equipment and supply donations are solicited from business and industry partners as well. All instructors conduct program safety training specific to each piece of equipment and competencies particular to their programs. All teachers and students may participate in training that leads to OSHA certification. Safety also is part of the instructor evaluation. If a skill lesson is evaluated at time of teacher evaluation, the Executive Director looks to see that the instructor teaches safety procedures. **E.a.1 Exhibits:** Documentation of Equipment Purchases (Purchase Orders) Equipment Policy Fixed Asset Accounting Report Adult Education Equipment/Budget Adult Education Budget Comparison **E.a.1 Exhibits On-Site:** Adult Education Equipment Budget Fixed Asset Accounting Report **Comments:** Provided in the Financial Audit, Review at the site was the Fixed Asset Accounting Report including programs: health, cosmetology, practical nursing, Food production services, electrical, auto body, auto mechanics, building trades, HVAC, Plumbing, metal working, computer services technology, adult education, **Strengths:** **Opportunities for Improvement:**

Final Report

	Non-Compliant:
2.	**Do the equipment, tools, materials and supplies meet the competency based instructional needs of the curriculum (e.g. hand tools, computers, computer software, audiovisual equipment, reference materials, and consumable materials).** Following prescribed curricular guidelines and the advice of OACs and other advisory committees, our shop and labs are equipped with the tools, materials and supplies necessary to meet instructional needs for our competency-based curricula. Consumable supplies purchased at the beginning of each year or semester are monitored by instructors and staff, and open purchase orders allow materials and consumables to be purchased as needed throughout the year. From budgeted income through Adult Education, upgrades to our Health Occupations classrooms/labs, the Nurse Aide lab, Technology for Auto Mechanics, Band saws for Precision Machining, all updated equipment for Welding Technology and other upgrades throughout the building were made possible. **E.a.2 Exhibits:** Purchase orders Adult Education OAC Minutes **E.a.2 Exhibits On-Site:** Adult Education Budgets Equipment grants – See Director **Comments:** Equipment to include tools and supplies are recommended and approved by the Occupational Advisory Committee made up of business and industry persons. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
3.	**Are the quality and quantity of training stations appropriate for the number of students being served?** For our adult classes, class size is determined by shop/lab size, availability of equipment, maintenance of instructional integrity, and availability of instructors. The LPN Program admits up to 18 students per class, the Nurse Aide 10 students per class, while CDL admits no more than 3-4 students per class instructor. Class size is determined by the Joint Operating Committee after consultation with the Director. Quotas for students from each participating district for enrollment in programs shall be determined by the Articles of Agreement. The Director shall prepare guidelines for class size which shall take into account: Subject matter, Type of instruction, Ability of students, Use of special facilities and equipment. Cosmetology is the only course where the student ratio is determined by an outside entity. The State Board of Cosmetology has its own policy manual that is updated annually.

Final Report

	E.a.3 Exhibits NLNAC Criteria Nurse Aide Criteria Policy #126 **E.a.3 Exhibits On-Site:** NLNAC Guidelines Nurse Aide Guidelines **Comments: Verified at the site,** The LPN Program admits up to 18 students per class, the Nurse Aide 10 students per class, while CDL admits no more than 3-4 students per class instructor. A policy is in place to prevent overcrowding in intergenerational programs. The Cosmetology is the only course where the student ratio is determined by the state board of Cosmetology. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
4.	**Is there an instructional equipment inventory management plan for maintaining equipment and replacing or disposing of obsolete equipment in place?** At the Bi-annual OAC meetings equipment is reviewed and discussed. The 3 year and 5 year equipment plans that are reviewed and approved by our OAC's are used to maintain our shops/labs and provide an up-to-date learning environment for our students. The purchase and replacement of computer related and technical equipment and supplies requires the review and approval of our Administration and JOC. An auction of surplus equipment is held as needed to dispose of obsolete equipment. **E.a.4 Exhibits:** Sample - OAC approved equipment Policy # 704 – Maintenance JOC approved minutes for auction/disposal of equipment **E.a.4 Exhibits On-Site:** OAC Approved 3-5-Year equipment Plans Auction-Disposal policy **Comments:** Management plan is in place for the purchase, maintenance and replacement of equipment. **Strengths:** **Opportunities for Improvement:** Site needs a work order system for tracking disposal-auction of old equipment, in the past the JOC has annually approved disposal of equipment. But, the site needs written policy for continuity of practice. *Policy #704 Maintenance* was viewed at the site. **Non-Compliant:**
5.	**Does the institution acquire equipment, materials and supplies within a reasonable period of**

Final Report

	time to provide safe and quality education? Consumable supplies purchased at the beginning of each year or semester are monitored by instructors and staff, and open purchase orders allow materials and consumables to be purchased as needed throughout the year. Equipment plans are reviewed and approved by our OAC's, Administration and our JOC. Our process for requisitioning necessary supplies, materials or equipment, originate with the instructor or with the Adult Education staff by putting in a requisition for approval. It is then approved/denied by the Assistant to the Business Office and forwarded to the Director for final approval. **E.a.5 Exhibits:** Policy #611 Purchase Order –placed to faxed OAC minutes requesting equipment – see Director **E.a.5 Exhibits On-Site:** OAC Approved 5-year Equipment plan – See Director Adult Education Budget **Comments:** OAC Approved 5-year Equipment plan is required to part of the OAC minutes, which are reviewed by the CTC Director and responded to with comments. JOC approves the disposal of all equipment, recorded in the JOC minutes. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
6.	**Does the institution ensure that equipment and supplies meet appropriate safety requirements, that safety features are in place and that safety instruction is planned, presented, demonstrated and practiced by the instructor?** The 5-year equipment plans for our programs that are reviewed and approved by our OAC's are used to maintain our shops/labs and provide an up-to-date and safe learning environment for our students. Certification and accreditation requirement s and guidelines are followed by our programs, and the building meets all code requirements and ADA regulations. The school has a Safety Committee that is comprised of administrators, staff and instructors. All of our programs include curriculum units or learning guides covering general safety practices and those safety procedures that are specific to the shop, lab equipment or process. Appropriate MSDS forms are available in each shop area. Instructors follow all safety guidelines for their shop/lab and monitor compliance by students and any visitors. Students must score 100% on tests; this is a requirement before entering the shop/lab area. This insures safety is known by all students and unsafe acts are unaccepted. **E.a.6 Exhibits:** Safety Committee Meeting Minutes NIMS Measurement, materials & safety Welding Skills Checklist

Final Report

	E.a.6 Exhibits On-Site: Various Course Curricula Safety Committee Minutes **Comments:** On the facility tour, MSDS folders and HAZMAT folders were available in the program areas. Evacuation maps were posted, fire extinguishers were inspected and up to date, emergency shut off buttons were labeled, floor areas designated where goggles were needed. Equipment guards were in place and in good condition. All students were observed wearing safety glasses. **Strengths:** **Opportunities for Improvement:** Top shelving areas in program shops stored materials which could be located in another area. (OSHA) There was clutter in top shelves overhead storage areas. Unlabeled containers were found in the supply area of the cosmetology program. **Non-Compliant:**
b.	**Develops physical facilities, including instructional and non-instructional areas, that are adequate and provide for safe and quality instruction to meet the program objective:**
1.	**Are physical facilities established that include adequate space and utilities in classrooms and laboratories, and provide for safe and quality instruction to meet the program objectives?** Teachers play the biggest role in ensuring that their programs are maintained for safe, quality, effective instruction. Equipment maintenance is budgeted, and degrading equipment is repaired when instructors inform the Executive Director about the problem. Following certification and accreditation requirements and guidelines, OSHA regulations, the advice of OACs and other advisory committees, our shops and labs are equipped with the equipment necessary to meet prescribed safety requirements. Eye wash stations, First Aid kits, fire extinguishers and AED's are placed in areas for easy accessibility. Proper machine guards are installed, as well as, MSDS stations appropriately placed and lock-out/tag-out procedures to follow. Equipment is regularly maintained and repaired as needed. As programs grow or add new units of study, shops/labs have been re-organized to accommodate these changes. Recently, the HVAC and Plumbing shops/labs were moved to better accommodate the students and equipment. Currently, we are looking at expanding/additions to move our Welding Technology into a larger area and adding programs. **E.b.1 Exhibits:** NIMS facilities review worksheet Safe Schools Teacher and Student Surveys **E.b.1 Exhibits On-Site:** Safe Schools Audit Safety Committee Minutes-See Director Facility Tour MSDS Sheets-See Director **Comments:** The physical facilities established include adequate space and utilities in classrooms and laboratories, and provide for safe and quality instruction to meet the program objectives Tour of the facility validated that: Eye wash stations, First Aid kits, fire extinguishers and AED's are placed in areas

Final Report

	for easy accessibility. Proper machine guards are installed, as well as, MSDS stations appropriately placed and lock-out/tag-out procedures to follow. **Strengths:** **Opportunities for Improvement:** Top shelving areas in program shops stored materials which could be located in another area. (OSHA) There was clutter in top shelves overhead storage areas. **Non-Compliant:**
2.	**Does the institution ensure that instructional and non-instructional areas, including storage areas, restrooms, and offices are adequate for the number of students and staff? Is space adequate for storing projects, student materials, cleanup, computers, telephones, and office equipment?** HCCTC has adequate instructional space and utilities to achieve program objectives. All programs include a tool room, a lab/shop, and locker space. All program areas are equipped with white boards, computers, and telephones and are ADA compliant. Separate and special storage areas exist for hazardous materials and areas exist for long term document storage. Adequate restroom facilities exist in all office, planning and shop/lab areas. Health assisting and nursing areas have locked storage to keep potential dangerous supplies safe. **E.b.2 Exhibits** Map/Fire Exit of building Policy# 126-Class Size/Quotas Policy # 127 – Assessment of Program **E.b.2 Exhibits On-Site:** Tour of facility **Comments:** Tour of the facility verified that: All program areas are equipped with white boards, computers, and telephones and are ADA compliant. Separate and special storage areas exist for hazardous materials and areas exist for long term document storage. Adequate restroom facilities exist in all office, planning and shop/lab areas. Health assisting and nursing areas have locked storage to keep potential dangerous supplies safe. **Strengths:** **Opportunities for Improvement:** Top shelving areas in program shops stored materials which could be located in another area. (OSHA). There was clutter in top shelves overhead storage areas. **Non-Compliant:**
3.	**Does the institution ensure that facilities are adequate to meet the needs of students with disabilities as well as providing for the special needs of co-educational classes?** The Huntingdon County Career & Technology Center passed all code inspections as required by law and is in compliance with all ADA requirements. Separate lockers are available for male and female students for storage of personal items and uniform requirements. Separate gender friendly restrooms are available for students to change into uniforms.

Final Report

	E.b.3 Exhibits On-Site: Tour of facility Civil Rights review-See Director **Comments:** The Huntingdon County Career & Technology Center passed all code inspections as required by law and is in compliance with all ADA requirements. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
4.	**Does the institution ensure that physical facilities are adequately maintained as required for providing safe and quality instruction?** The Building and Grounds Maintenance Supervisor is responsible for the maintenance of our facility and grounds. Three shifts of custodians provide coverage of the building to clean, maintain classrooms, shops, labs and office areas. **E.b.4 Exhibits :** Maintenance Work Schedule Maintenance and Custodial Staff Work Order Form **Comments:** Separate and special storage areas exist for hazardous materials and areas exist for long term document storage. Adequate restroom facilities exist in all office, planning and shop/lab areas. Health assisting and nursing areas have locked storage to keep potential dangerous supplies safe. **Strengths:** the institution should be commended on the physical facilities which are adequately maintained as required for providing safe and quality instruction. The staff of three maintenance individuals do an excellent job to ensure a clean, safe facility. **Opportunities for Improvement:** **Non-Compliant:**

Final Report

Category F – Organizational Performance Results:

T2he Standard…
The overall performance of the organization and student learning results are tracked using key measures that lead to clear results for PPVE. The results show that the organization is successful in meeting its mission/vision, goals, and objectives.

a.	**Student learning and satisfaction results:**
1.	**What is the institution's current data that shows results in the areas of student learning such as grades, satisfactory completion, competencies completed, or improvement in knowledge and skill for PPVE students?** Student grades, task lists, certificates of completion, and feedback surveys are collected and filed in the Adult & Continuing Education Office. Student demographic, enrollment and completion data are reported to the Department of Education annually using the PIMS system. The CWDS system – Certified TAA/WIA Training Programs/Providers List requires the reporting of such data. Student satisfaction is measured throughout the year via bi-monthly student meetings with the Adult Education Coordinator, when a course concludes, and when the student completes the full program. An external study of community satisfaction with HCCTC included a survey of current and past students. The findings confirmed that students are satisfied with the occupational preparation they received from the school. **F.a.1 Exhibits :** Evaluation sheets PDE Accuracy Certification Statement Adult Affidavit PDE Signed Assurances Grades, completion, competencies NOCTI Results-See Director Competency Sheets **Comments:** Three grade sheets reflecting grades for a single term each. The competency sheets include one student who completed all the tasks listed. No indication of remediation or academic improvement plans is included in provided exhibits. Evidence of industry certs was provided for exhibit later question. The student file review indicated that that student had academic progression and success, satisfactory completion of the Health Occupations program, successfully completed tasks and competencies, and improved knowledge and skills over the course of completion. **Strengths:** **Opportunities for Improvement:** Evidence of results of student learning should include proof of improvement over time that coincides with the completion of increasing levels of skill. The types of industry certifications obtained or available to adult students who have completed or been enrolled for at least the past year should be provided here. **Non-Compliant:**

Final Report

2.	**What is the institution's current information about attendance, dropout, and completion for the PPVE programs?** Adult student's attendance is monitored by the Adult Education Coordinator, Administration, and Instructor. Adult students' weekly and monthly attendance sheets are either faxed or data entered to the appropriate funding organization. Their attendance is monitored in ClassLink. Adult ClassLink is only accessible by the AEC and the Assistant. However, the student's attendance is used in the calculations of the work ethic grades by the instructors. **F.a.2 Exhibits :** TAA Student Enrollment Verification Form Student Attendance History Weekly Attendance Sheet Student Withdraw/Course Withdraw Form Attendance Policy Certificates of Completion PN Dropout /Attendance/Transcript **Comments:** Provided information does not indicate enrollment over time. New starts, drops, and completion rates not indicated. Anecdotal notes on retention not provided. A list of adult students who started each academic year was provided on site. This also included hand written indications of graduation or drop dates. **Strengths:** **Opportunities for Improvement:** Compile a cohesive data set that tracks student life cycle. **Non-Compliant:**
3.	**What is the institution's current information on the number of diplomas, certificates, degrees, etc. issued to students?** A certificate is issued to all adult students who successfully complete their course of study and are deemed completers by PDE. In addition, each program area may offer special certifications to those students that meet certain criteria. Student grades, task lists, certificates of completion, and certification /licenses earned are collected and filed in the Adult & Continuing Education Office. This data is reported as required to PDE through PIMS and is reported to the CWDS – Certified TAA/WIA Training Programs/Providers List for program approvals. **F.a.3 Exhibits:** NNAAP Reports PDE Accuracy Certification Statement PDE Signed Assurances Skill Task Checklist Certificate of Completion Spreadsheet of enrollment, dropout/completion, certificates and industry certifications **Comments:** NNAAP pass rate reports irrelevant to question. Completed task list and certificates of

Final Report

	completion indicate students successfully completed some Adult programs and components. Spreadsheet does provide start date and certificate of completion date for adult students enrolling from 2009 to present. List included industry certification earned by the student. **Strengths:** **Opportunities for Improvement:** Spreadsheet data does show certificates of completion and industry certifications earned. All career awards and certifications should be included. **Non-Compliant:**
4.	**What is the institution's current information on awards or recognition of special student achievement?** The HCCTC Awards Day is the event where students are recognized. At this event student's receive Certifications, Special Recognition Awards, Vendor Awards and the Post-Secondary Student Award. LPN has graduation every September for their completers. All completers of programs earn their Certificate of Completion. **F.a.4 Exhibits :** Awards Day Programs Skills Certificate NOCTI Certificate Certificate of Completion LPN Awards **Comments:** Provided listed exhibits are general and show these items and events exist. The spreadsheet listed in question 3 provided a more acceptable concreate answer with the list of industry certifications earned and certificates of completion earned. **Strengths:** **Opportunities for Improvement:** Provided listed exhibits for adult program completers should be compiled in a data set and maintained for exhibit. Items to include academic awards as well as career skill achievements. These should include attendance awards, honor roll, and other local items of student achievement. **Non-Compliant:**
5.	**What are the institution's results from tracking the Adult Affidavit Program Registration and CATs?** Updating and tracking the Adult Affidavit Program Registration System allows us to review and analyze enrollment trends and add or remove programs based on this and other data. Over the past two years we have restructured our Health Occupations Program to earn National Healthcareer Association certifications in order to provide our students with improved credentials for the workforce. **F.a.5 Exhibits:** 2008-2009 thru 2011-2012 CATS Submissions NHA Certifications

Final Report

	Comments: Data provided shows changes in programs approvals based on regional needs. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
b.	**Public, community and employer satisfaction results:**
1.	**What is the institution's current data and information showing the levels of satisfaction or dissatisfaction?** At a student's mid-term and end of each course, students are asked to complete student course feedback that asks for course content, equipment, classroom and job search. The form also encourages them to provide additional information to improve the course. These surveys are reviewed by the Adult Education Coordinator and are shared with the instructors. The feedback is valuable to our assessment of program quality. Overall, our students are satisfied with their educational experience. **F.b.1 Exhibits:** LPN Graduate Surveys Nurse Aide program surveys Student Surveys Instructor Surveys **Comments:** Evidence provided does not indicate public, community, or employer satisfaction with the organization or adult completers. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:** No data was given on the public, community and employer satisfaction.
2.	**What is the institution's current data and information on enrollment, retention, student placement, and employer feedback?** Our LPN program regularly surveys employers. This survey asks employers to rate the graduate's performance. Most surveys are returned showing satisfaction with the job performance of our graduates. While there is no formal method for surveying employers of our CDL program, informal feedback show high levels of satisfaction. We receive constant and repeated calls from recruiters asking to come in and speak with our students and graduates, and employers who hire our graduates have provided excellent verbal feedback. Employer satisfaction with our programs is evidenced by their continued involvement with OAC's and other advisory committees, their willingness to mentor our students and continued positive verbal feedback.

Final Report

	Because of our need to meet performance measures for the CWDS – Certified TAA/WIA Training Providers List, documenting employment of our students and company satisfaction with their performance has become a necessary improvement project for our office. The Adult Education Coordinator uses calls from satisfied employers as anecdotal evidence of their satisfaction with the school. She reports that employers who have hired HCCTC program completers call again for referrals that can fill new position openings. **F.b.2 Exhibits:** Intergenerational Employer Feedback Intergenerational Student Grades & Attendance LPN Employer Feedback LPN Student Grades & Attendance LPN Cover Letter and Employer Job Performance Employer's Evaluations **F.b.2 Exhibits On-Site:** Certified TAA/WIA Training Programs/Provider List Student placement **Comments:** Most data provided is for PN. **Strengths:** **Opportunities for Improvement:** The spreadsheet of adult education students start/completion date/and industry certifications earned does provide an aggregate data set that tracks much this information. Improved data on program interest and placement feedback would strengthen the provided evidence. Employer feedback and follow-up is a must. **Non-Compliant:**
3.	**What is the institution's current data and information on student, faculty, and staff satisfaction and dissatisfaction?** At the end of each course, students are asked to complete surveys on; Instructor, Classroom, Teaching Materials, Equipment and Time Management. The form also encourages students to provide additional information to improve the course. This feedback is valuable to our assessment of program quality, and student suggestions are important to our consideration of necessary program changes. Overall, our students are satisfied with their educational experience. The LPN, Nurse Aide and CDL programs have their students do a graduate survey. This form contains all aspects of their theory and clinical educational experience. Instructor satisfaction data is obtained on an on-going basis verbally, as an integral part of instructor meetings and workshops, and by written survey. Feedback indicates general satisfaction. **F.b.3 Exhibits:** Adult Education Student Survey Adult Education Graduate Survey

Final Report

	Nurse Aide program Graduation Surveys Student Instructor survey Instructor survey Employer surveys **Comments:** 3 student surveys included do not indicate if student is secondary or adult. The 1 graduate student survey is an adult HVAC graduate. Nurse Aide is not considered for evidentiary support for question. Student Instructor survey titled "Teacher Report Card" provided one survey without a date or indication that the student was an adult. This form also indicates there is additional information to be completed on the back of the page which was not copied and included in the exhibit. The 2 included instructor surveys are from 2012 and therefor do not provide evidence supporting the school collects this data. The 2 employer surveys are for PN program and are dated 2010 making them irrelevant. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:** Current data is sparse and aggregate data is dated and not current. **PDE Response:** Additional documentation Includes sample Adult Student Survey, Adult Graduate Survey, Employer Evaluation and Instructor Evaluation forms, however; there is no evidence that they are in use.
c.	**Budgetary and operational results:**
1.	**What is the institution's current data and information about funding to the organization and grants to students?** The Adult Education Program at HCCTC is new and growing. Prior to the hire of the Adult Education Coordinator in 2008, adult student enrollment at HCCTC was limited primarily to the LPN program and Nurse Aid program. The Adult Education budget of approximately $500,000.00 in 2014/15 is supported exclusively through tuition payments from students and state subsidies. The Practical nursing budget for 2014/15 was approved at $268,473.00. These revenues support the operations and programs of Adult Ed and purchases equipment for the inter-generational programs throughout the building. In general, those students who are able to participate in HCCTC programs are either self-pay, receive CareerLink assistance for unemployed, displaced, or otherwise disadvantaged individuals looking to enter or re-enter the workforce, Office of Vocational Rehabilitation and the Veteran's Administration. Only our LPN students are eligible for Pell grants due to its NLNAC accreditation. **F.c 1 Exhibits:** CATS-Career &Technical Education Reimbursement Adult Ed Budget – 2013/14 – 2014/15 Practical Nursing budget Equipment Purchases Payment Plans Articulation Agreement **F.c 1 Exhibits On-Site:** Financial Aid Policies

Final Report

	Spread sheets of funding streams **Comments:** Adult education budget coupled with funding stream spreadsheet provides sufficient evidence to support the organizations current data and information about funding to the organization and grants to students. **Strengths:** **Opportunities for Improvement:** Provide Adult Education Budget that provides actual and projected income by funding source. **Non-Compliant:**
2.	**What is the institution's current information about staying within budget and budget growth?** Adult Education has stayed within our budget. The budget has grown approximately 57% over a 4 year period. The budget is presented to the Joint Operating Committee (JOC) for approval each year. Expenditure and Revenue Reports are generated by the Business Office and shared with the JOC, the appropriate administrators, including the Adult & Continuing Education Coordinator. Local audits are conducted by an outside audit firm each year. **F.c.2 Exhibits:** Adult & Secondary Budget Cost Analysis per student Board Summary Percentages from 2011 – 2015 **F.c.2 Exhibits:** Monthly revenue and Expenditure Reports Audit Reports Budgetary Expenditures **Comments:** The provided budget and evidence indicates spending does not typically exceed income. The budget and evidence indicates modest growth over the past 4 years. **Strengths:** Budget comparison of projected to actuals is a benefit to planning and projecting long term plans. **Opportunities for Improvement:** Actual cast to provide adult education by program and funding source is advised. **Non-Compliant:**
3.	**What is the institution's current information about new programs and program improvement?** New programs and program improvements are made according to OAC recommendations, labor market information, the state's high demand occupation list and emerging occupation list and input from students and employers. Most recently improvements have been made to our Health Occupations classes by adopting the NHA curriculum, standards and credentialing exams to allow students to gain national certifications. Our Building Trades CIP has been changed to align with its new title of Carpentry. Since then we have acquired endorsement from the Pennsylvania Builders Association.

Final Report

	In 2013, in a partnership with Lancaster County we started the Commercial Driver's Licensing Program. (CDL) We also set up space for a Nurse Aide a daytime program. In the 2014-15 SY, we hired a new instructor and started a Welding Technology program. This program started as an adult program, opening it up to secondary in the 2015-16 SY. **F.c.3 Evidence:** New and updated programs NHA certifications JOC Highlights **F.c.3 Evidence On-Site:** Pennsylvania Builders Association Guidance Manual **Comments:** JOC meeting "highlights" indicate "#4 Discussed new programs for 2015-16 – Approved moving forward by organizing OAC and surveying sending school students for their interest in programs: " Does not specify adult student interest. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:** No evidence provided to indicate local market research and employability survey of local industry to determine the need for new programs or program development and improvement. Welding example shows program was created by a "if you build it – they will come" mentality. **PDE Response:** Additional documentation shows welding being included 2015 HPO listing in Advanced Manufacturing and in the long term projections for occupational employment for Southern Allegheny counties. Also included are Adult Advisory Committee minutes discussing staring the welding program.
4.	**What is the institution's information on net cost per student?** Answer: Net cost per student varies with each program. Tuition is set based upon the cost of the instructor, materials and supplies and overhead costs. Revenues and expenditures are analyzed each year before making recommendations to the JOC for any tuition increases for the coming year. . CDL – Class A is $5385.00. The tuition is currently set for most programs at $6500.00 per year. The LPN program is $14,700.00 per student. **F.c.4 Evidence:** Student Cost Analysis per program 2011-2012 and 2012-2013 school years CWDS courses with net cost **Comments:** Student cost analysis provides tuition costs paid by workforce funding. Career link documents show what Career Link will pay per program. NO evidence provided to indicate actual net cost per adult student to operate programs. **Strengths:**

Final Report

	Opportunities for Improvement: **Non-Compliant:** No net cost per adult student provided.
d.	**Administration, faculty, and staff satisfaction results.**
1.	**What is the institution's data and information showing the levels of satisfaction or dissatisfaction?** The external study of community satisfaction with HCCTC included a teacher survey. The findings showed the teachers satisfaction of their jobs and the effects they have on students. The HCCTC administration, including the JOC, recognizes that the teachers are key to accomplishing the school's strategic plan. HCCTC faculty members identify with the school and convey a sense of ownership for its performance. Staff is encouraged to discuss any issues that affect their work experience. **F.d.1 Evidence:** HCCTC's Staff List Adult & continuing Education Staff contact information Survey Findings **F.d.1 Evidence On-site:** Third Person present and Future View Admin, staff satisfaction/dissatisfaction **Comments:** Staff list irrelevant to satisfaction/dissatisfaction. Contact list is irrelevant to satisfaction/dissatisfaction. Survey findings are from 2012. Not current and therefore irrelevant. On-site information is from 2008/2011 respectively and is therefore irrelevant. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:** No current satisfaction or dissatisfaction surveys provided.
2.	**What is the institution's data and information related to safety and overall well-being?** There is a Safe Schools Plan in place. An "All Hazards Plan" has been established. The "All Hazards Plan" incorporates the proper safety procedure for any and all situations. There has been security cameras placed throughout the building in key locations. Visitors must buzz to be admitted. All cameras record with time and date. New locks have been placed on all exterior doors and employees have key cards for entrance. Silent alarms go off if any instructor enters the premises before their key acceptance time frame or if someone leaves the building after the alarm has been set. HCCTC places high priority on the safety and well-being of our students, faculty, staff and visitors of the HCCTC. **F.d.2 Exhibits:** Safety Committee Notes Vocational Education Safety

Final Report

	Classroom Safety All Hazards Plan School Claims report Quotation of the Safe Schools equipment Addendum to the Safe Schools proposal Floor Plan of camera locations Safe Schools Audit letter **Comments:** No safety committee meeting notes provided. School claims indicate works comp claims and amounts. Remainder if information provides policy and plans, …. Not data. Safe schools report dated 2011. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:** No current data provided.
3.	**What is the institution's data on individual employee training and development?** All employees are encouraged to continue their professional development and training. Educational assistance is included in the support staff contract. Administrators receive tuition assistance with the pre-approval of the Director. The Act 48 system maintains records of all certified staff that are required to earn Act 48 credits each year. Records of staff development for adult education instructors are kept in personnel files. Staff is responsible for providing documentation for their staff development activities. Some of the staff development activities have included diversity training, teamwork "train-the-trainer", CPR/First Aid, various PACTA conferences and new ideas for teaching. Instructors attend course specific training as required in such areas as state inspections and emissions, etc. Staff provides documentation of attendance in and satisfactory completion of staff development activities. These records are kept in their personnel files. **F.d.3 Exhibits** Record of Continuing Professional Education Course/Activity Completion MAX Teaching Training and Implementation letters of completion **F.d.3 Exhibits On-Site:** Teacher Induction Report **Comments:** Evidence shows instructor continuing education credits are earns and completed. Act 48 information from 2010, 2009, 2008, 2007. PACTA PO#15000362 shows registration paid for one staff member in 2014. Approval of expenses for PACTA from 2011. In service agendas from 2011 and earlier. Teacher induction report not located in box. **Strengths:** **Opportunities for Improvement**: Evidence does show that the organization requires minimum staff training and development. All employee development and training should be provided in chronological order and be current to indicate continued staff development. Inclusion of certifications and industry

Final Report

	recognition would be a benefit. **Non-Compliant:**

Final Report

SCORING

Standard/Category No. & Sub Category No.	Category	Score
A - a	Provides direction to the overall organization:	1
A – b	Establishes the future direction for PPVE and implements the plan:	0
A – c	Reviews the organization's performance:	2
A – d	Meets its regulatory requirements and public responsibilities:	1
B – a	Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees:	0
B – b	Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment:	1
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

SCORING

Standard/Category No. & Sub Category No.	Category	Score
D – a	Establishes methods and opportunities for student learning:	2

Final Report

D – b	Provides opportunities for work-site learning:	3
D – c	Uses methods for monitoring and tracking student learning:	3
D – d	Maintains processes for providing student support:	3
D – e	Credit Hour Policies	3
E – a	Acquires proper equipment, materials and adequate supplies and makes them available to support the instructional program objectives and to meet the needs of individual students:	3
E – b	Develops physical facilities, including instructional and non-instructional areas, that are adequate and provide for safe and quality instruction to meet the program objective:	3
F – a	Student learning and satisfaction results:	2
F – b	Public, community and employer satisfaction results:	1
F – c	Budgetary and operational results:	1
F – d	Administration, faculty, and staff satisfaction results:	0
	Highest Score Possible	**67**
	Total	**38**

Final Report