Site Review – York County School of Technology

Name of Institution: _York County School of Technology_____

Date of On-Site Evaluation: _____March 30-31, 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.

No	Quality Initiatives
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) Dr. Dave Thomas, Administrative Director Scott Rogers, Assistant Director Jon Boyer, Business Manager Gerard Mentz, Director of Student Services Brian Weible, Principal, Engineering & Construction Academy TBD, Principal, Arts & Human Services Academy Michelle Anderson, Principal, Manufacturing & Transportation Academy Randy Ruck, Supervisor, Building & Grounds Jim Roberts, IT Coordinator Jean Parks, Communications Coordinator Linda Rambo, Special Education Coordinator Dr. Stuart Savin, Supervisor, Adult & Continuing Education Mary Yarnal, Assistant Supervisor, Adult & Continuing Education Beckie Shelton, RN MSN, Adult Nursing Coordinator The Management Team (Directors Council) meets at least once a month, sometimes more frequently to set goals, review data and ensure that the school remains focused on its mission and its action plan timelines. Guided by the strategic plan and input from staff, students, occupational advisory committees the management team ensures that the focus remains on the education of students and on the established goals. Quarterly Adult Ed has full department meetings with full and part-time staff. The director, high school administrators and the adult education administrator report monthly to the Joint Operating Committee, bringing items for board approval and providing progress reports as needed. Ongoing phone, email and face-to face communication takes place with all staff daily basis.

	A.a.1. Exhibits: JOC Policy No. 001 Name and Classification JOC Policy 002 Authority and Powers JOC Policy 125 Adult and Continuing Education JOC agenda – 06/27/13 **Comments: Minutes provided for two Director's Council meetings. Suggest not including Quarterly Adult Ed nor Craft Committee minutes in this section.** **Strengths:** **Opportunities for Improvement: Suggest including absent/present on all minutes.** **Non-Compliant:**
2.	What is the organization's official vision and mission that clearly reflects its overall purpose of existence and implies/includes Pennsylvania Public Postsecondary Vocational Education in its scope? The mission of YCST developed with input from all major stakeholders reads as follows: "The York County School of Technology is dedicated to providing a program of high quality, cutting edge technical training integrated with strong academic education and an emphasis on critical thinking, problem-solving, decision-making and team-building skills." In support of this mission it is the Adult & Continuing Education Center's goal to provide quality adult career, technical and basic skills education, training and services in a professional, customer-focused atmosphere that fosters continuous learning and promotes workforce development. A.a.2. Exhibits: JOC Policy No. 101 Philosophy of Education/Objectives Mission Statement **Comments: School Philosophy/Mission Statement provided including a specific Mission of the Adult & Continuing Education Department.** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
3.	Is the overall vision/mission and Pennsylvania Public Postsecondary Vocational Education services communicated to key stakeholders such as employers, public/community organizations, faculty/staff and adult students? The mission as well as information on programs and services is communicated to stakeholders in numerous ways: mass mailings of published brochures and newsletters, radio advertising, school website, email, career fairs, job fairs, and meetings of occupational advisory committees. Outreach to

	business and industry as well as community organizations occurs through partnerships with our CareerLink, and through meetings of consortia and meetings of community-based organizations and committees. Individual career counseling is available for prospective students and orientations are conducted for enrolled students each semester. Communication with staff occurs through meetings, emails, and phone calls. The Supervisor of Adult & Continuing Education service on various committees such as the Local Workforce Development Advisory Committee and the Partners in Education Committee and also substitutes for the Director as a representative to the WIB. <u>A.a.3 Exhibits:</u> YCST Website Home Page Ad copy – York County Chamber of Commerce, Hanover Chamber of Commerce Agenda and Minutes from York County Workforce Development Advisory Committee <u>A.a.3 Exhibits On-Site:</u> Strategic Plan Course Catalog Additional advertising **Comments: York and Hanover Chamber of Commerce ads, 2013 York County Alliance for Education Committee agendas, 2008-2013 Adult & Continuing Ed Strategic Plan, and April 2013 LAC/Perkins Participatory meeting minutes provided.** **Strengths:** **Opportunities for Improvement: Add present/absent to minutes. Highlight specific Adult Education related sections.** **Non-Compliant:**
b.	**Establishes the future direction for Pennsylvania Public Postsecondary Vocational Education 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? Programs and services are dictated by industry demand as communicated through our occupational advisory committees and industry customers. Close attention is also paid to state and regional high demand occupation lists published each year and to information about emerging occupations. Information about new industries moving into the area and training potential employees may need is taken into consideration as well. In addition, the school works closely with the Manufacturers' Association of South Central PA, the York County Economic Alliance, CareerLink, the WIB and the broader community to help determine future direction. <u>A.b.1 Exhibits:</u> OAC Meeting Minutes List of High Demand Occupations List of State Wide approved programs See B.a.1 for advisory member listing

	A.b.1 Exhibits On-Site: List of all other Occupational Advisory Committee Members Additional OAC minutes **Comments: Local HPO list, LAC/PPC minutes provided. February 2015 email request from Mary to add agenda items to various OAC meetings. Evening Adult Ed Open House announcement in OAC minutes.** **Strengths:** **Opportunities for Improvement: Highlight Regional HPOs that relate to YCST adult program offerings. Include Statewide HPO. Provides details on Follow-Along reporting. Develop strategies to improve OAC meeting attendance—Health Occup had only 4 non-YCST attendees.** **Non-Compliant:**
2.	Does your strategic plan establish goals and objectives that include strategies for Pennsylvania Public Postsecondary Vocational Education are they timely and futuristic in scope? The strategic plan established goals and objectives as well as timelines for implementation related to our mission and to the furtherance of career and technical education in our region. All goals are timely and are continually evaluated to ensure continued relevance over the life of the plan. Goals of the most recent strategic plans are included as exhibits in this section. This plan is coming to an end and our JOC is now holding strategic planning sessions to inform our future directions, thus a new plan will be under development during the PPVE accreditation visitation A.b.2 Exhibits: JOC Policy No. 100 Strategic Plan High School Goals (from Strategic Plan) Adult Education Goals (from Strategic Plan) A.b.2 Exhibits On-Site: Strategic Plans **Comments: The expired Adult & Continuing Ed Strategic Plan was provided. HS information provided was not relevant since programs are not intergenerational.** **Strengths:** **Opportunities for Improvement: Continue working on updated 2014-2019 Adult and Continuing Ed Strategic Plan.** **Non-Compliant:**
3.	What are your Pennsylvania Public Postsecondary Vocational Education key strategic objectives, action plans, and timetables for accomplishing them? The most recent strategic plan covers the years 2008-2013. Our key objectives center on both broad

	goals for the adult education department and programs and more specific goals for specific programs and initiatives. A copy of the strategic plan is included as an exhibit with all the action plans and timetables outlined. As our JOC establishes new goals we will develop our next strategic plan. **Comments: 2008-2013 Strategic Goals Timetables showing many items that are "ongoing" were provided.** **Strengths:** **Opportunities for Improvement: Continue working with JOC to establish new Adult & Continuing Ed Strategic Plan since the evidence indicates the budget planning is completed.** **Non-Compliant:**
4.	What are your key measurements and performance indicators/targets that will identify successful completion, and are used to track the plan execution? Data collected and analyzed to track success include enrollment and completion by program, certifications earned, ancillary services provided, students' evaluations of programs and financial status of the department. In addition all programs listed on the CWDS/PA Training Provider program approval website list data pertaining to enrollment, completion, job placement and retention. Data is also submitted to PA Department of Education each year for subsidy reimbursement. This data is used to make adjustments to programs, add new programs, improve customer service and evaluate progress on the strategic plan. <u>A.b.4 Exhibits:</u> CWDS/PA Training Provider List Measures and Performance Data <u>A.b.4 Exhibits On-Site:</u> Enrollment and Completer Data **Comments: Data provided showed ALL adult students (not only PPPVE).** **Strengths:** **Opportunities for Improvement: Separate data to show PPPVE students separate from other adult students. Include only CWDS/PA Training Provider Lists for PPPVE programs (over 300 hours). Provide year on Adult Ed/GED numbers. Provide evidence of how data is used to adjust/improve PPPVE programs.** **Non-Compliant:**
c.	**Reviews the organization's performance:**
1.	Do senior leaders ensure the school is meeting its fiscal budget and other accountabilities?

	The Supervisor of Adult & Continuing Education develops and submits the Adult & Continuing Education budget each year to the Director and Business Manager. The budget is developed based upon historic data and projections taking into account projected enrollment, addition of new programs, updating of equipment and staff salaries and benefits. The Adult budget becomes a part of the overall school budget which is presented to our Joint Operating Committee and then to our fourteen sending school districts for approval each spring. The Adult Supervisor and the Business Manager meet on a regular basis throughout the year to track revenues and expenditures and manage the costs associated with the department. Monthly fiscal reports are produced by the Business Office and disseminated to the Adult Supervisor and the Director for their review. Annual audit reports are also received and analyzed. <u>A.c.1 Exhibits:</u> JOC Minutes reflecting budget approval Adult Reimbursement Data 2010-11, 2011-12 2012-13 Budget Summary and Adult Education Budget 2011-12 Local Audit Report – Adult Education pages only <u>A.c.1 Exhibits On-Site:</u> Full Audit Reports Other Budgets Documentation of state and federal grants **Comments: 2014 Independent audit provided with separate section for adult ed.** **Strengths:** **Opportunities for Improvement: Provide notes or emails to confirm the Adult Supervisor and Business Manager meetings take place.** **Non-Compliant:**
2.	Do senior leaders regularly review the school's progress to assure it is reaching its goals, objectives and Pennsylvania Public Postsecondary Vocational Education commitments, and to make revisions and take corrective action? What are some recent accomplishments? Review of school progress regularly takes place in Directors Council meetings and Adult Ed meetings. In addition the Adult Supervisor meets with the Director to discuss issues directly related to Adult Education. Reports on progress are also made to the JOC on a regular basis. Other recent accomplishments are included as an exhibit in this section of the narrative. A more recent change due to review of data and marker was the change in the CDL program. A Change to drop the B option and due to market forces a decrease of 100 hours in the training (2012). As of Fall 2014, four new program options were added to meet market demands, full and part time Automotive, Mechatronics, a revised Clinical Medical Assistant program and a new full time welding option. <u>A.c.2. Exhibits:</u> New Programs coming for fall 2014 and their state applications

	JOC and Perkins agendas <u>A.c.2. Exhibits On-Site</u>: JOC Agendas JOC Minutes **Comments: Director's Council meeting minutes indicate that specific program expansion approvals and space concerns were addressed. JOC minutes show PPPVE-related items for PN, budget and staffing.** **Strengths:** **Opportunities for Improvement: Provide notes or email evidence that Adult Supv and Director meetings take place. Senior leaders should encourage program instructors to improve OAC member attendance and discuss adult ed issues related to program goals, objectives and revisions. For example, where in Auto Tech/CDL OAC minutes was discussion of plan for expansion?** **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? York County School of Technology staff follow all JOC approved policies and procedures. The policy manual can be found on the YCST website at www.ytech.edu. All policies are regularly reviewed by the Director and the policy committee of the JOC. First and second readings are presented to the JOC prior to final approval. All JOC meetings are advertised and open to the public. YCST is an equal opportunity educational institution and is in compliance with all federal and state laws and regulations. The non-discrimination statement is published as required to ensure public awareness. Administrative staff sign ethical disclosure statements each year and all federal and state labor, employment and ADA regulations are posted in both English and Spanish. All board meetings are open to the public and abide by the Sunshine Law. Grievance procedures are in place. Instructors follow the Pennsylvania's Code of Professional Practice and Conduct for Educators. Integrity is also ensured through pursuit of accreditations. YCST maintains accreditations through the Bureau of Career and Technical Education and the National League of Nursing Accreditation Commission, NIMS, and the National HealthCareers Association. <u>A.d.1. Exhibits</u>: YCST Policy Manual – online at www.ytech.edu YCST Non-Discrimination Statement JOC Policy 006 - Meetings Accreditation Documents Ethical Disclosure Statement Form

	A.d.1. Exhibits On-Site: YCST Policy Manual – online at www.ytech.edu and hard copy Samples of publications with non-discrimination statement **Comments: Various accreditation and licensing certificates were provided.** **Strengths:** **Opportunities for Improvement: Recommend consistency related to discrimination policy—named Anti-Discrimination on some docs, Discrimination on others.** **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? York County School of Technology is compliant with all ethical policies and practices. All state policies and civil rights compliance statements are posted for employees throughout the building. Non-discrimination statements are published in all public materials and the grievance policy is outlined in our student handbook. Our Title IX Coordinator handles all discrimination complaints. Other grievances are handled according to policy. Union members have a separate procedure outlined in their respective union contracts. A.d.2. Exhibits: JOC Policy No. 103 Non-Discrimination in School and Classroom Practices JOC Policy No. 104 Non-Discrimination in Employment/Contract Practices JOC Policy No. 248 Unlawful Harassment A.d.2. Exhibits On-Site: Samples of publications with non-discrimination statement Student Handbook Financial Aid Handbook **Comments: Financial aid, student and instructor handbooks with grievance procedure, instructor handbooks** **Strengths:** **Opportunities for Improvement:** **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 Director and the JOC Policy Committee regularly review all polices to insure that they are up to date and meet the requirements of all the laws and regulations. The school's solicitor and the Pennsylvania School Boards' Association also give input to the JOC Policy Committee. A.d.3. Exhibits: JOC Meeting Minutes reflecting approval of policies A.d.3. Exhibits On-Site: JOC Policy manual **Comments: July 2014 and May 2013 JOC minutes provided. Adult and Continuing Ed and Instructor Handbooks provided state they were JOC approved on page 1.** **Strengths:** **Opportunities for Improvement: Recommend regular/periodic JOC notation of either policies reviewed/revised or none to be changed.** **Non-Compliant:**

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.

No	Quality Initiatives
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. Each program within York County School of Technology is represented by an Occupational Advisory Committee. These committees serve both the high school and the adult education programs with an exception. Since the Licensed Practical Nursing Program, does not have a high school counterpart, they have their own Occupational Advisory Committee. Committee members are listed in the exhibits that follow. <u>B.a.1. Exhibits:</u> Advisory Committee membership lists Advisory Committee meeting agendas <u>B.a.1. Exhibits On-Site:</u> Additional JOC Agendas and Meeting Minutes Lists of other Occupational Advisory Committees and Members **Comments: All programs are represented.** **Strengths:** **Opportunities for Improvement: Move away from "339 minute sheet" to show Adult education is an equal focus. Practical Nursing should have unique OAC meeting and not be part of secondary Health Occupations meeting.** **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.ytech.edu, newsletters, brochures, electronic marquee, radio advertising, print advertising, open houses, job fairs, and career fairs. We maintain a presence at our local Career Link office and maintain regular communications with OVR, VA, our regional WIB, and many community based organizations. B.a.2. Exhibits: YCST website homepage www.ytech.edu Sample advertisements B.a.2. Exhibits On-Site: Sample radio advertisements Additional printed advertisements Career Link Resource Sharing Agreement Copy of Brochure **Comments: Very extensive and concise information that is usable for prospective students** **Strengths: Information is presented very clearly and provides exactly what prospective students would require.** **Opportunities for Improvement: Diversify advertising venues so that prospective adult learners can be reached. Examples would be to focus on advanced training opportunities with local industry.** **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? York County School of Technology follows the policies as set forth in our policy manual regarding non-discrimination, public relations and publications. We work with various printing companies as well as Willow Media, the company that handles our radio and TV advertising to ensure professional, accurate communication with the public. All materials are reviewed and proofed by various staff members as well. Our non-discrimination statement is published in all our printed materials. Advertising is changed throughout the year to remain relevant and up-to-date. Our program brochure is also available at the local Career Link office and at the local Office of Vocational Rehabilitation. B.a.3. Exhibits: JOC Policy No. 103 Non-Discrimination in School and Classroom Practices JOC Policy No. 901 Public Relations Objectives JOC Policy No. 902 Publications Program JOC Policy No. 911 News Media Relations Copyright and Fair Use Information B.a.3. Exhibits On-Site: Copies of Adult & Continuing Education Brochure Copies of program specific Brochures

	Copies of advertisements **Comments: Evidence showed the process developed in 2003 is used. JOC and OAC involvement and review shows commitment by these organizations and personal investment in the success of the programs.** **Strengths:** **Opportunities for Improvement:** **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. Proposals for new programming are always run through our advisory committees for feedback. Most notably our collision repair programs re-design was revised by our advisory committee last year. <u>B.a.4. Exhibits:</u> OAC Minutes <u>B.a.4. Exhibits On-Site:</u> Additional OAC Minutes **Comments: OAC meetings primary focus is secondary education. 85% of the meetings on secondary issues however in minutes and by interview showed Adult education is actively involved in improving the Adult Education focus of OAC and JOC.** **Strengths:** **Opportunities for Improvement**: **Encourage Adult Education improvement techniques be a focus of OACs** **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 Pennsylvania Public Postsecondary Vocational Education students? All OAC committees meet at least once a year. Many meet at least twice annually. Agendas and

	minutes of meetings are kept. In programs where both high school and adult education provide training, the same OAC committee is shared. Adult instructors and administrators attend these committee meetings. In cases where there is no high school counterpart, an adult OAC committee exists. B.a.5. Exhibits: OAC Agendas and Minutes B.a.5. Exhibits On-Site: Additional OAC agendas and minutes **Comments: OAC meetings are organized and meet twice a year. Evidence showed very active and involved members.** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
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 Pennsylvania Public Postsecondary Vocational Education? Meeting minutes are kept and on file. They are reviewed periodically throughout the year to ensure that OAC recommendations are being implemented. OAC five-year equipment plans are used every year to develop the equipment budget and are followed when applying for equipment grants. B.a.6 Exhibits: OAC minutes B.a.6 Exhibits On-Site: Additional OAC Minutes List of equipment purchases **Comments: Evidence showed multiple meetings. Focus of meetings is secondary education.** **Strengths: Nice record of recording student and instructor input for needed materials or program changes. This is then easy to track in the OAC/JOC minutes along with administrative notes provided to demonstrate action on issues.** **Opportunities for Improvement: Development of more proactive initiatives. Evidence showed most input is reactive to found issues.** **Non-Compliant:**
b.	**Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase**

	Pennsylvania Public Postsecondary Vocational Education enrollment:
1.	Do you collect, summarize, and analyze input from students and stakeholders as related to Pennsylvania Public Postsecondary Vocational Education? Evaluations from students and industry feedback (OAC meetings) is reviewed and analyzed for indicators of satisfaction and suggestions for improvement. Course content, textbooks, instructor quality, equipment and facility, and administration. Classroom observations are also conducted to monitor effectiveness of instruction. Complaints from students are dealt with on a case-by-case basis to reach a resolution that satisfies the student and corrects any problem that may have developed. <u>B.b.1. Exhibits</u>: Student Evaluation Form Classroom Observation Form <u>B.b.1. Exhibits On-Site:</u> Additional samples of evaluations **Comments: Extensive record of OAC and JOC input. Student and instructor surveys result in action.** **Strengths: JOC is very invested in a successful school.** **Opportunities for Improvement: Increase JOC and community involvement in Adult Education** **Non-Compliant:**
2.	Are there easy access methods for students and stakeholders to contact and communicate to appropriate authorities? Students and stakeholders have several convenient methods of contacting and communicating with the administrators of the school to provide input for developing objectives and setting the direction of our programs as well as for asking questions, requesting counseling or registering for courses. They include email, voice-mail, appointments, walk-ins, and open house events. The Adult & Continuing Education Center is staffed from 7 AM to 8:00 PM Monday through Thursday, 7 AM to 3:30 PM Fridays, and 7:30 AM to 12 Noon on Saturdays. Students have the opportunity to fill out course evaluation forms at the end of each course. In cases where students wish to file a formal complaint, they may file the complaint in writing and follow our established grievance procedure. Phone numbers, extensions and email addresses are posted on our website and in our brochure. Supervisors and Coordinators are available by phone, cell phone, email and are also available for walk-ins as they occur. <u>B.b.2. Exhibits</u>: www.ytech.edu Contact Information page in Adult Ed Brochure Contact List <u>B.b.2 Exhibits On-Site</u>:

	Additional samples of phone and email contacts **Comments: Well publicized phone numbers and website. Evidence of online requests for information with prompt responses. Response time to online requests typically within 24 hours.** **Strengths:** **Opportunities for Improvement: Adult student support services such as financial aid, placement, extracurricular activities, and career counseling not represented.** **Non-Compliant:**
3.	Do you ensure prompt feedback to its students and stakeholders? What are your internal requirements for response time? Customer service is of the upmost importance; we strive for a 24 hr. turn around whenever possible. Staff responds to emails and phone calls on a daily basis. When out of the office they access the systems remotely to retrieve messages. The Supervisor, Assistant Supervisor and Coordinators carry cell phones as well to ensure availability as needed. Response time is generally same day for phone and email. Walk-ins are handled as they come and mail requests are handled on the day of the request. **Comments: Most recent directive is an email from Adult Education Coordinator requesting all response times to communication from students be within a 24 hours period.** **Strengths:** **Opportunities for Improvement: Develop a policy statement that must be signed to demonstrate understanding the response time priority.** **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 and stakeholders are addressed as received. The Adult & Continuing Education Supervisor investigate and respond after consultation with any staff who may be involved in the issue. Corrective action is taken whenever needed. Students are aware of the formal grievance procedure process 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 reoccurring problems that may need to be addressed further. <u>B.b.4 Exhibits</u>: Grievance Procedure -- Student Handbook –

	<u>B.b.4 Exhibits On-Site:</u> Adult & Continuing Education Student Handbook Adult & Continuing Education Instructor Handbook Nursing Student Handbook Nursing Instructor Handbook Discrimination/Harassment Complaint Form **Comments: Multiple sources of information is collected and retained. Evidence showed an environment exists that facilitates honest student and instructor input.** **Strengths:** **Opportunities for Improvement: Development of a tracking or method to aggregate the data could be improved. A means to classify input and then categorize the type of input for tracing will improve proactive response.** **Non-Compliant:**

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 Pennsylvania Public Postsecondary Vocational Education.

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.

No	Quality Initiatives
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 Pennsylvania Public Postsecondary Vocational Education? The Adult & Continuing Education Center has sufficient staff to support all post-secondary programs. Lists of administrators, support staff and faculty are included as an exhibit in this section. In addition to the staff employed by the school, YCST also subcontracts with Lancaster County Career & Technology Center to provide Financial Aid administration and services for those students receiving Title IV aid. The office is open and staffed from 7:00 AM to 8:00 PM Monday through Thursday, 7:00 AM to 3:30 PM on Fridays and from 7:30 AM to 12 noon on Saturdays. Additional support for PPVE programs comes from the Business Office staff and the Director and Assistant Director's offices as well as from the IT Department, Facilities Department the Equity Coordinator, and the Public Relations Coordinator. <u>C.a.1. Exhibits</u>: Organizational Chart List of Adult Education/Nursing Staff Listing of full school staff <u>C.a.1 Exhibits On-Site:</u> All Staff Personnel List **Comments: Organization chart and staff phone listing provided.** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
2.	Are adequate custodial services made available to provide care and maintenance of buildings and grounds for the overall institution?

	Custodial services are provided by a team of almost 2 supervised by the Supervisor of Building and Grounds. They include Crew Leaders, Crew members, Maintenance staff and Warehouse staff. The crew is divided into three shifts providing 24 hour per day coverage of the building. C.a.2 Exhibits: Auxiliary Staff listing Facility Map C.a.2 Exhibits On-Site: Personnel List – Maintenance and Custodial Staff **Comments: List of custodial, grounds and buildings staff appears appropriate.** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
3.	Are the duties and responsibilities for each administrative, faculty and support staff employee clearly defined? Duties of each staff are defined through JOC approved job descriptions and are communicated and reinforced through regular verbal and written feedback and through mid-year and annual evaluations. Job descriptions include the position title, necessary qualifications, responsibilities, supervisor, physical requirements, etc. C.a.3. Exhibits: Sample Job Descriptions C.a.3. Exhibits On-Site: Additional Job Descriptions **Comments: Job descriptions were provided for various positions within adult education.** **Strengths:** **Opportunities for Improvement: As the school moves toward including intergenerational students, add this to instructor job descriptions.** **Non-Compliant:**
b.	**Builds a quality workforce:**
1.	Are the requirements and skills needed by potential faculty and staff to provide quality Pennsylvania Public Postsecondary Vocational Education 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. For example, a CDL instructor must have at least five years driving experience, a CDL Class A license with all endorsements, a clean Motor Vehicle Record, a DOT physical, and a negative drug and alcohol screen. Nursing instructors must meet the qualifications defined by the National League of Nursing Accrediting Commission and the State Board of Nursing. All staff employed by the school must provide criminal history and child abuse clearances and the FBI fingerprinting clearance. <u>C.b.1. Exhibits:</u> Job Descriptions <u>C.b.1. Exhibits On-Site:</u> Additional Job Descriptions Documentation of Instructor Credentials Curriculum Vitae – Nursing Coordinator Resume – Adult & Continuing Education Supervisor Adult Ed faculty Handbook **Comments: Industry certifications, credentials, license number for various programs/teachers provided.** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
2.	Do you ensure an effective system for recruiting, hiring, and retaining faculty and staff that are capable of delivering quality Pennsylvania Public Postsecondary Vocational Education? Recruitment is handled by internal postings, newspaper and internet advertising, and networking with trade organizations, other technical schools and colleges, and with our existing instructors and OAC members. The Adult & Continuing Education Supervisor and Assistant Supervisor and, depending upon the position to be filled, Center Coordinators review resumes for appropriate credentials and check references, criminal histories, child abuse clearances, verification of US Citizenship, and physical histories. Team interviews, which may involve representatives from business and industry, are conducted for critical positions while one-on-one interviews are used for others. The best qualified applicant is selected based upon education, credentials and experience relevant to the position. Retention strategies include fair pay, flexible work schedule, benefits for full-time staff, continuing education opportunities, and supportive team environment. The Adult & Continuing Education Center experiences very little staff turnover. <u>C. b. 2. Exhibits:</u> Web position postings Reference Check Report Interview question sheets

	C. b. 2. Exhibits On-Site: Sample Application Packet Adult Education Instructor Handbook **Comments: Application form, Adult Ed Instructor Handbook, resumes, interview Q&A forms, correspondence, and hiring process examples provided.** **Strengths:** **Opportunities for Improvement: Provide information on retention activities/strategies, team-building activities, and the mentorship program.** **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? Formal performance appraisals are conducted annually. To ensure continued quality, classroom and lab observations are conducted to evaluate part-time instructors and student evaluations are collected and analyzed. Feedback on these observations and evaluations is discussed with each instructor, and instructor input is sought and incorporated into any improvement plans that may need to be developed. Any concerns regarding any particular staff member are addressed as they occur. C.b.3 Exhibits: Sample Evaluations forms C.b.3 Exhibits On-Site: Documentation of evaluations of staff **Comments: Staff evaluation forms available with space for employee feedback and follow-up discussions.** **Strengths:** **Opportunities for Improvement:** **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 Pennsylvania Public Postsecondary Vocational Education? 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 are informed of pertinent training opportunities using personal contact, inter-office mail, or e-mail, and may be scheduled to attend a variety of workshops, seminars, on-line training, 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 Center at no charge providing there is sufficient space in the course to accommodate them. Some of the recent staff development activities have included diversity training, Max Teaching, IT session, trainings related to VA, various PACTA conferences, and PAACE seminars. Staff take advantage of webinars frequently as well. Instructors attend course specific training as required in such areas as state inspection, emissions, substance abuse recognition, etc. Staff provide documentation of attendance in and satisfactory completion of staff development activities. These records are kept in their personnel files. <u>C.c.1 Exhibits:</u> JOC Policy 433, Professional Development Examples of recently held professional development opportunities <u>C.c.1. Exhibits On-Site:</u> Staff development documentation **Comments: JOC policy and generic professional development opportunities provided. PN CEU, safety inspection, and machining trainings evidence provided.** **Strengths:** **Opportunities for Improvement: Provide program specific training documents and provide training recommendations in performance evaluation.** **Non-Compliant:**
2.	Are development opportunities determined and made available to meet the goals and objectives of the programs taught by the respective teachers? Development opportunities related to specific programs are identified through communications with such organizations as National League of Nursing, American Welding Society, Air Conditioning Contractors of America, National Safety Council, Pennsylvania Department of Transportation, and Pennsylvania Department of Education to name a few and most importantly, our own organization. Trainings are provided to instructors to help them keep abreast of the latest trends, requirements and regulations in their fields. Our Nursing Coordinator recently attending an NLNAC update seminar in Atlanta GA. Our instructors for State Inspection and Emissions testing attend required training through the Pennsylvania Department of Transportation. Instructors gain national certifications in their areas of expertise. For example, Precision machining instructors hold NIMS credentials and Welding instructors have AWS Certified Welding Instructor and Inspector credentials. <u>C.c.2. Exhibits</u> Recent content specific Adult Ed Professional development day schedule Recent school wide faculty development day <u>C.c.2 Exhibits On-Site:</u> Additional examples of credentials and certifications

	Comments: Industry accreditations and evidence of generic professional development opportunities (Classmate, Promethean Board, teaching strategies), staff meeting notes, and Adult Ed Staff Survey provided. **Strengths:** **Opportunities for Improvement: Provide evidence of utilization of Adult Ed Staff survey for program/school improvement.** **Non-Compliant:**
3.	Are the institution's employees informed about Pennsylvania Public Postsecondary Vocational Education and the process used by the accreditation site-evaluation team, as well as how to conduct the self-study? YCST Adult ED employees are informed about the PPVE accreditation and many are familiar with the process of site-evaluation and self-study. Many staff have experienced the self-study and site-evaluation before when we were originally accredited in 2004, subsequently re-accredited in 2009. The upcoming re-accreditation has been discussed at various meetings of the Management Team, the Adult Education/Nursing Education Team, and at instructor orientation sessions. <u>C.c.3. Exhibits:</u> Meeting Agenda <u>C.c.3. Exhibits On-Site:</u> Additional meeting minutes **Comments: Director's Council Meeting minutes, Adult Ed Staff meeting agenda showing PPPVE item were provided.** **Strengths:** **Opportunities for 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 filed. For example, the Supervisor of Adult & Continuing Education has a Doctorate in Education Leadership, and over 20 years of experience in post-secondary education. The Assistant Supervisor has Bachelor's Degree in Business Education, minor in Marketing. Graduate credits (9) in Workforce Development. Extensive industry experience in health care administration, secondary and post-secondary education/administration with a focus on curriculum development and staff training/development. Experience as career counselor/case manager for at-risk adults and youth. All

	YCST high school administrators possess the required certifications for their positions. 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 high school teachers who also teach adult programs also possess CTE teaching certification and meet all state certification requirements. New Adult Ed instructors must be interviewed and successfully complete a practical teaching demonstration in their respective field. <u>C.c.4 Exhibits:</u> Samples of credentials and position postings Example of teaching demo for prospective hire <u>C.c.4 Exhibits On-Site:</u> Additional Resumes and Credentials **Comments: Email invitation to present a teaching demo as part of the interview process, and copies of certificates and credentials were provided.** **Strengths:** **Opportunities for Improvement: If any adult instructors hold Voc cert, provide a copy.** **Non-Compliant:**
5.	Are employees trained to participate as key individuals in Pennsylvania Public Postsecondary Vocational Education 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. Orientation sessions are also held for all instructors each year and staff development activities are a part of the agenda for each session. Instructors are provided with Instructor Handbooks and all policies and procedures are reviewed with them upon hire. All new full-time employees meet with the HR representative to review benefits and complete documents necessary for insurance, payroll, etc. <u>C.c.5. Exhibits On-Site:</u> Staff Development Documentation **Comments: Child abuse and IT training information provided.** **Strengths:** **Opportunities for Improvement: Include Instructor Handbook, job descriptions and program task list in this section.**

	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.) Employees are provided the opportunity for professional development through a number of venues. Staff are responsible for providing documentation for their staff development activities. Records of staff development for adult education instructors are kept in personnel files. <u>C.c.6. Exhibits:</u> Sample of school-wide Professional Development activities Samples of classroom and technical content specific professional development offerings <u>C.c.6 Exhibits On-Site:</u> Personnel Files as requested Adult Ed In-Service documentation **Comments: Professional development for adult education employees was 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? York County School of Technology addresses the health, safety, and security of employees and students in several ways. Security monitors and electronically controlled doors help prevent intrusion into the building and passes and ID badges are used to easily identify students and staff. MSDS stations, eye wash stations, lock-out/tag-out procedures, safety equipment, fire extinguishers, first aid kits, AED machines, etc. are placed in the appropriate areas throughout the building. Students and instructors wear proper PPE (Personal Protective Equipment) at all times. There is a Safe Schools Plan in place and the Safety Committee meets monthly to determine that safe practices, procedures and equipment exist within the building. Equipment is regularly maintained and repaired as needed. A fitness center is fully equipped and accessible to staff and students during day and evening hours. Wellness benefits are provided as part of the management compensation plan as well, for staff to use at their discretion for a variety of items. <u>C.d.1. Exhibits:</u> Safety Committee Meeting minutes JOC Policy No. 705 Safety JOC Policy No. 709 Building Security JOC Policy No. 805 Emergency Evacuation of School

	Adult Ed Disability policy <u>C.d.1. Exhibits On-Site:</u> Additional Safety Committee Minutes List of locations of AED machines Fire Drill Schedule **Comments: Safety Committee meeting minutes, evacuation map, safety and security policies, and Accommodations profile provided.** **Strengths:** **Opportunities for Improvement: Clarify AED locations map.** **Non-Compliant:**
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 Pennsylvania Public Postsecondary Vocational Education? Adult student surveys are completed at the end of each course and analyzed for indicators of satisfaction and areas for improvement. Periodically staff satisfaction surveys are conducted and reviewed. Exit interviews are conducted by the school's Director when staff resign or retire. <u>C.d.2 Exhibits:</u> Samples of student surveys PIMS Reporting for program tracking OAC survey Copies of Staff Satisfaction survey Copies of meeting agendas related to feedback review <u>C.d.2 Exhibits On-Site:</u> Staff survey sample **Comments: Sample student surveys from various programs, staff surveys, and Adult Ed department meeting surveys provided.** **Strengths:** **Opportunities for Improvement: Only include surveys for PPPVE programs. Provide aggregate data and show how improvements were made based on staff and student evaluations. Document actions taken and record that they are a result of survey responses (vending machine changes).** **Non-Compliant:**
3.	Does workplace preparedness ensured for emergencies or disasters?

	Emergency procedures are in place and communicated to all staff and students. Plans are updated annually and fire drills, evacuation drills, and Code Red drills are practiced on a regular basis. Preventive maintenance of the fire alarm system and the intercom system is conducted annually and repairs are made as needed. Office staff has a designated extension which can be called in emergencies. All administrators, coordinators carry cell phones where they can be reached at any time. <u>C.d.3 Exhibits</u>: JOC Policy No. 805 Emergency Procedures Severe Weather Plan Copies of most recent Drill **Comments: Policies, emergency phone numbers, and drill procedures provided.** **Strengths:** **Opportunities for Improvement:** **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? <u>C.d.4 Exhibits:</u> Employment Application / Packet Non-Discrimination Statement Adult Students – Non Traditional Data <u>C.d.4 Exhibits On-Site:</u> Business Office Report on Staff Demographics **Comments: Expand evidence provided.** **Strengths:** **Opportunities for Improvement: Add survey items related to overall well-being and workplace safety (example: parking lot lights at night, feel safe in building) and include the staff/student surveys in this section.** **Non-Compliant:**
5.	Does the institution adequately support the need of its employees in the areas of services, benefits, and policies? Daytime teachers who also work in Adult Ed, LPN faculty and all support staff are covered by union contracts which are negotiated every three to five years. Administrative management is covered by a

	Mid-Management Agreement arrived at through “Meet and Discuss” sessions with the JOC. All employees working over 500 hours per year participate in the Pennsylvania School Employees’ Retirement System. Part-time adult instructors are paid an hourly rate comparable to other post-secondary institutions in the region. They are given adequate supervisory and clerical support from the Adult & Continuing Education Center staff. <u>C.d.5. Exhibits:</u> List of Adult Center Personnel List of JOC policies Heath and Dental Insurance Benefit Plan **Comments: Contracts, compensation, benefits follow JOC policy.** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**

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.

No	Quality Initiatives
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? For new program development, we rely primarily on local market data provided by the South Central Workforce Investment Board, the York County Economic Development Corporation, and by input from such organizations as the Manufacturers Association of South Central PA and our OAC's. In a recent example the SouthCentral WIB conducted a study of our Mechatronics program (formerly I.C.A.T.) and our tasks and topics covered came out highest among area programs. Local occupational needs are also assessed using both the Regional and Statewide High Priority Lists, and O-Net is used to put local data into state-wide and national context. Our Occupational Advisory Committees provide input for new program development and assist in formulating program objectives and curriculum and skills lists to meet those objectives. We also rely on our OAC members to help determine the equipment needed to meet program objectives. We rely on the same local market data to inform our existing programs. Our OAC members review our current programs for relevance, and assist our on-going analysis of changing trends and new technologies. <u>D.a.1 Exhibits</u>: PDE Adult Ed Program Profile New program applications to PDE Excerpt from full program additions self study List of High Demand Occupations List of State-wide approved programs <u>D.a.1 Exhibits on site:</u> List of all other OAC Members Additional OAC minutes New programming self- study application to State Recent Program Addition Full Self-Study

	ICAT / Mechatronics WIB study **Comments: YCST uses labor market data for occupational data analysis then discusses the findings with the OAC committees for any changes to the program.** **Strengths:** **Opportunities for Improvement:** **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 subject matter experts, students, employers, advisory groups and business and industry partnerships. These objectives are reviewed annually by OAC members, and during accreditation/re-accreditation/certification reviews of accrediting agencies. 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 framework for some of our programs within which local employers, instructors and students provide their input. For 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. Our Machining curricula have been modified as a part of the NIMMS accreditation process. Our Medical Assistant Program was restructured to follow the guidelines of the National Healthcareer Association and the Plumbing, Heating; Cooling Contractors Association has been instrumental in the structuring of our Plumbing Apprenticeship and our HVAC programs. Our students are encouraged to provide feedback on course objectives at the end of each course/program. Customized job training programs provide the opportunity for our instructors and staff to work directly with company representatives to design and implement programs either on campus or at a company site that meet company-specific objectives. These customized programs may contribute to the development of similar public offerings to meet industry needs. <u>D.a.2 Exhibits:</u> Example of course specific syllabi and tasks Copies of selected OAC meeting agendas <u>D.a.2 Exhibits on site:</u> OAC membership lists Various program tasks NATEF tasks **Comments: Curriculum is reviewed by the OAC at each meeting to ensure the program is**

	meeting industry standards. **Strengths:** **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 that is based on The National League for Nursing Accrediting Commission (NLNAC) guidelines. This includes an evaluation by graduating students to ascertain their perceptions of program effectiveness. Our Nurse Aide Program requires that students pass a basic math and reading pre-test with a minimum score of 70%. Students who do not pass are eligible for free tutoring through our Basic Education Skills Training in the GED program (after assessment). Most of our other adult programs do not require pre-tests or entrance exams, just completion of a high school diploma or GED. Once in the program students are assessed using a variety of methods appropriate to the program of study. This may include either written or hands-on practical evaluations, permit and licensing examinations, presentations or demonstrations. Our instructors provide extra time before and/or after classes for individualized subject-matter help, and group tutoring is made available when necessary. Students are able to assessed and then attend classes in our GED program to provide any additional academic assistance they might require. Beginning back in 2013 we implemented a Disability Services process and procedure. To aid students with ADA related needs in meeting their educational objectives. We also utilize a Satisfactory Academic Progress (SAP) monitoring program to aid in identifying students in need or intervention and counseling. <u>D.a.3 Exhibits:</u> Copies of class test's ADA policy SAP forms Counseling forms <u>D.a.3 Exhibits on site:</u> NLNAC Guidelines ADA policy **Comments: Learning support is addressed.**

	Strengths: **Opportunities for Improvement:** **Non-Compliant:**
4.	Does the program design support the state-approved duty/task list and/or guidelines for the instructional program? The Adult & Continuing Education Center at York County School of Technology 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 ▪PA Emissions Inspector Certification ▪National Healthcareer Association (NHA) Certifications: Certified Phlebotomy Technician, Certified EKG Technician, Certified Clinical Medical Assistant, Certified Billing & Coding Specialist, Certified Medical Transcriptionist, Certified Medical Administrative Assistant ▪Licensed Practical Nursing ▪Nurse Aide ▪National Institute for Metalworking Skills (NIMS) Levels I & II ▪CDL Class A and Class B ▪Safety Certification As a remote testing site for the Welder Training and Testing Institute we are able to offer our students the opportunity to earn certifications according to AWS welding codes. We also utilize when appropriate the PDE POS as a tool to infuse skills into our programs. For this self-study a welding example is included. <u>D.a.4 Exhibits:</u> National Healthcareer Association Certificate Certificate of Membership National League for Nursing NIMS Certification Weld Task and POS sheets <u>D.a.4. Exhibits on site:</u> WTTI remote Test Site Authorization Certification of Authorization - CDL Third Party Test Site **Comments: Programs support state approved curriculum/tasks.** **Strengths:** **Opportunities for Improvement: Change the POS task grids to reflect that they are for postsecondary students.**

	Non-Compliant:
5.	Does instructional planning provide sufficient opportunity for students to experience vocational learning leading to knowledge, skills and competencies needed for employment and meeting the pre-determined needs of individual students? In 2008 York County School of Technology completed a building project that renovated our existing building and added state-of-the-art labs and shops in a building addition that more than adequately support our instructional programs. Our new facilities and equipment complement our curricula and accommodate our various class sizes. Our programs are designed to meet industry standards and 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 an off-campus clinical experience appropriate for contemporary nursing and with an adequate population for the number of students assigned. <u>D.a.5 Exhibits on site:</u> NLNAC Guidelines Affiliation Agreements and Clinical Contracts Copies of curriculum Facility Tour **Comments: Curriculum and hours show sufficient time for vocational learning.** **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? In many of our programs a course specific to professional career success has been incorporated as part of the core programming. This course deals specifically with these matters. 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. Lab simulators, computer-based programs and on-line resources are also utilized in some programs to supplement the students' educational experiences. In certain lab situations hands-on exercises require cooperative learning through paired or group learning experiences. 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. In all our program evaluation plans, on-going feedback to and from students is essential. Instructors monitor student progress regularly using both formal and informal techniques, and the results of these assessments are shared with the students. Students are encouraged to communicate directly with their instructors when necessary to improve their educational experience. The LPN Program mandates the existence of a Student Council and elected class officers for each LPN class as an opportunity for developing leadership skills and citizenship responsibilities. The Council meets monthly, and the class officers meet monthly with the Nursing Administrator. Student Council members are invited to participate in faculty meetings. <u>D.a.6. Exhibits:</u> Professional Career Success Syllabi <u>D.a.6. Exhibits on site:</u> Course Syllabi Course outline for Professional Career Success **Comments: The professional career success built into each program allows for the students to learn key concepts in the workforce both professionally and personally.** **Strengths:** **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 at registration, and information about necessary supplies, kits, equipment, or permits and clearances is also provided. Each student receives a Student Handbook at the beginning of each school year/semester that explains the school calendar, policies, expectations, conduct, grading etc. Instructors provide an orientation to their students at the beginning of each program and provide course syllabus outlines, calendars, and task lists as appropriate. We have just implemented program sheets which outline the programs, requirements and expectation for the given career training area. 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 for the rest of the Adult Ed programming is held just prior to the new terms starting up. At open houses and during orientations financial aid is reviewed as well as program requirements.

	Instructors are provided with the necessary equipment and resources to deliver their programs effectively and within the delineated time frames. In some of our more complex programs our instructors conduct personal interviews with prospective students to help students become engaged from the onset of the program. <u>D.a.7 Exhibits on site</u>: Adult Education Student Handbooks Practical Nursing Student Handbook Orientation night paperwork Program Sheets **Comments: Course syllabus and tasks are in place for students.** **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? As a result of our new construction and renovation completed in 2008, related programs are grouped together in Academy areas located in four areas of our building: ▪ The Adult Education and PN Offices have their own entrance that leads to the hallway housing PN classrooms and clinical labs. Other medical labs and our Dental Lab are located on the second floor. An adult student break room is available for students and staff in this area as well. An instructor workroom that includes instructor mailboxes, copier, and instructional supplies is located in the Adult Education/LPN office. Computers are available for part-time instructor use. Full-time LPN instructors have personal computers in their separate office. ▪ Located in the Manufacturing and Transportation Academy area are the Automotive, Diesel, Welding, and Machining programs. ▪ Located in the Engineering & Construction Academy area are all our construction programs. Their individual theory rooms and shops abut a three-story high shared construction arena. Computer labs for AutoCAD, Cisco and Dell certification programs and our Industrial Controls Automation Technology program are also located in this area. ▪ Located in the Arts & Human Services Academy area is our Cosmetology salon and practice areas and Graphic Arts labs. Each Academy area has academic classrooms to support the technology labs and theory rooms. Our programmatic curriculum is designed to harmoniously integrate all the required subject areas. <u>D.a.8 Exhibit:</u> School map Program sheets

	D.a.8: Exhibit on-site: Facility Tour **Comments: Shops are clustered in areas that are easily accessible for cross training.** **Strengths:** **Opportunities for Improvement:** **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 Pennsylvania Public Postsecondary Vocational Education students? Our enrollees are diverse and include learners new to the trades, incumbent workers upgrading skills or learning new ones, teachers from other districts, and persons changing their careers. This mix of work and life experience in our classrooms and shops provides a breadth of 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 students' 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. A number of our medical programs require a clinical or externship experience through which our students learn from the staff at the various affiliate locations. The opportunity for our students to interact with nursing staff, social services and community agencies and with patients provides them invaluable learning experiences. D.a.9 Exhibit: Clinical / Extern sheets D.a.9: Exhibit on-site: Field trip forms **Comments: Clinical rotations are used for the LPN program to reinforce the curriculum.** **Strengths:** **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 organizations with nationally recognized standards and curricula to keep our programs current. Some examples of national standards upon which we base our curricula come from National Institute of Metalworking Skills (NIMS), American Welding Society (AWS), National League of Nursing Accreditation Commission (NLNAC), Air Conditioning Contractors of America (ACCA), National Automotive Technicians Education Foundation (NATEF) and National Healthcareers Association (NHA). As soon as these organizations identify the new technologies or tasks required in a certain field, we make the appropriate changes to our courses to reflect them with OAC review and approval. We have been fortunate to secure several equipment grants over the past several years, allowing us to update our labs with the most up-to-date, state-of-the art equipment. Our IT department has done an outstanding job of keeping computers and software up-to-date as well, allowing us to offer the latest versions of AutoCAD, MicroSoft Office, CISCO, Pro-Engineering, etc. 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 bring that expertise and knowledge to the curriculum they teach at YCST. <u>D.a.10. Exhibits</u>: Recently purchased equipment list <u>D.a.10. Exhibits On-Site:</u> Examples of curricula/syllabi Facility tours **Comments: There are equipment plans for each program. Evidence shows purchases for the programs.** **Strengths:** **Opportunities for Improvement:** **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 programs to provide work-site learning, for most of our programs this is not a feasible or appropriate learning experience. A notable exception is the externship in our medical programs and our LPN program curriculum which require clinical experience for work-site learning. Student clinical experiences are planned at one of the following affiliating agencies: York Hospital, Pleasant Acres, Memorial Hospital, Lutheran Social Services-York, Rest Haven-York, Margaret E. Moul Home, and Northwestern Human Services. Students learn to function as members of the team as they gradually work from two to four

	days at the clinical site. <u>D.b.1 Exhibits:</u> Clinical Experience manual and paperwork <u>D.b.1 Exhibits on site:</u> LPN Program Curriculum Clinical Experience Manual **Comments: Work site learning is available for the LPN program through clinical rotations.** **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? See documentation in D.b.1 **Comments: Records were shown for clinical training.** **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? See documentation in D.b.1 **Comments: Learning objectives were given and signed off by supervisor.** **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?

	See documentation in D.b.1 **Comments: Evidence shows monitoring by instructor.** **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 Metal Machining NIMS Program, industry recognized credentials are earned. The York County School of Technology 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. 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 his exam is the ultimate documentation of student success. Just beginning this year we are implementing a student data system, which includes the tracking of competencies. <u>D. c.1 Exhibits:</u> Transcript Detailed skills grading for a PC course Sample student grade report Student Certificate of Achievement Diploma <u>D.c.1 Exhibits on-site:</u> Various program curricula, Task lists and Syllabi **Comments: Tasks are created for each program and checked and initialed when completed. Performance levels are indicated.** **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 the students as they begin each level of study. D.c.2. Exhibit: Excerpt from Student Handbook grading policy D.c.2 Exhibits on site: Adult Education Student Handbook Practical Nursing Handbook Course syllabus form **Comments: Grades are defined in the Student Handbook.** **Strengths:** **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 and certificate. For appropriate classes the student may also receive a copy of the task list and clinical evaluations.

	The York County School of Technology 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, and demonstrations. 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 of Syllabi, Tests and Tasks covered in various program areas D.c.3 Exhibits on site: LPN Program Curriculum Curricular break down for each program **Comments: Grades and competencies were shown to show the measures of the program.** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
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 medical programs have clear objectives and evaluation methodologies for classroom, clinical practice in the school clinical labs, and for off-site clinical experiences. 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. Program 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. <u>D.c.4 Exhibits:</u> Sample – Clinical Evaluation form Sample – Extern Checklist Sample Clinical Hours log <u>D.c.4 Exhibits on site:</u> LPN Program Curriculum for clinical experience **Comments: Competency tasks are completed by the students. Clinical evaluations are given for clinical students.**

	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 instructors using a variety of methods of assessment appropriate to the program of study. Each of our 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. D.c.5 Exhibits: Sample Task list – Auto Body Course Syllabus – Auto Body D.c.5 Exhibits on site: LPN Program Tests and tasks Various program tests and test lists **Comments: Within the tasks students are to perform, are written and performance methods some of which include oral presentations.** **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 literature provides an initial, brief description of each program, describing relevant objectives and outcomes. More detailed LPN. Our Recruiter / Case Manager, and other staff and instructors 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, for the rest of the Adult Ed Programming orientation is usually one week before classes

	start. At these meeting students are provided with detailed information regarding the program and student questions are answered and concerns addressed. D.d.1 Exhibits: Adult Education Brochure Selected program sheets Sample Flyer and Brochure **Comments: Course descriptions are given to the students outlining the programs.** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
2.	Do recruitment materials offer a broad range of career opportunities and are students provided equal opportunities to participate in all activities regardless of race, color, national origin, age gender, or disability? The York County School of Technology Adult & Continuing Education Center offers equal educational opportunities to all students by following the school's policy on non-discrimination. This policy appears in our brochures and recruiting materials in both English and Spanish, and is on our web site at www.ytech.edu. 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. D.d.2 Exhibits: JOC Policy No. 103 Non-discrimination in School and Classroom Practices JOC Policy No. 248 Unlawful Harassment Professional Standards for Instructors from Instructor Handbook Non-discrimination Statement from Adult Education Course Listing Brochure D.d.2 Exhibits on site: Adult Education Course Listing Brochures LPN Student Handbook Adult Education Instructor Handbook Various other Recruitment Brochures **Comments: Materials are broad to show all career opportunities and show EEO statements.**

	Strengths: **Opportunities for Improvement:** **Non-Compliant:**
3.	Are admissions policies and guidelines clearly stated, published, and made available to all Pennsylvania Public Postsecondary Vocational Education 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 various materials used by Adult & Continuing Education programs. This information and our enrollment form are also available on our website www.ytech.edu As a part of pre-enrollment interviews and counseling potential students learn about prerequisites, test-out procedures, available certifications or licenses, grading and completion requirements, and other available student services. An Adult Education Open House is held during the enrollment period prior to each semester where potential students can meet instructors and staff, have questions answered, see educational materials and get a tour the building and individual shop/lab areas. D.d.3 Exhibits: Adult Education Course Listing Brochure D.d.3 Exhibits on site: Adult Education Course Listing Brochure LPN Brochure and supplemental information **Comments: Admission policies and guidelines are clearly stated in the catalog.** **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 instructional integrity, and availability of instructors. The LPN Program admits up to 34 students per class and maintains one faculty to no more than 15

	students in all clinical nursing courses as per state regulations. D.d.4 Exhibits on-site: Class rosters by instructor demonstrating class size / ratio **Comments: Class size is appropriate to the work stations.** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
5.	Does the institution inform students of the cost of the program and of any required equipment and supplies? As reflected by the various program literature, included in the exhibits, program costs, tuition, fees, required equipment and supplies are clearly identified. D.d.5 Exhibits: Adult Education Program Sheets D.d.5 Exhibits on site: Adult Education Course Listing Brochure LPN Brochure and supplemental information Various Program Sheets **Comments: Students costs are broken down for the students.** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
6.	If financial aid is available, is information about it provided to each individual? A number of our programs are approved for students seeking Financial Aid. Information is made available to, and counseling services are provided for potential students interested in these programs. 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 & Continuing Education Office also extends the opportunity for qualified students to arrange a Payment

	Plan through our office for eligible courses. We also accept credit card payments. D.d.6 Exhibits: Financial Aid Handbook Payment Policy D.d.6 Exhibits on site: Financial Aid Handbook Annual Title IV reporting **Comments: Financial aid is clearly defined in the catalog and student handbook.** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
7.	Does the institution ensure that qualified advisers counsel Pennsylvania Public Postsecondary Vocational Education students on how and where to find jobs and assist in placement in occupations related to the students' training and life experience? While job placement is not a core function we perform at YCST, it is an area we have become more proactive in. Just this past year we created a Case Manager/ Recruiter position. Their function, as well as recruiting for our programs is to interface directly with places like CareerLink to facilitate the opportunity for students to connect to position openings. In our Allied health programming areas we have a staff member (Sharon Walker) who is in charge of externships, which also serves to aid in placing students upon completion. **Comments: Case manager is well versed in job opportunities and needs of the students and employers.** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
e.	**Credit Hour Policies**
1.	How does the institution define a credit hour based on the credit/hour conversion? We are a clock hour school; all of our literature reflects this. Only one of our programs on very rare occasions needs a clock hour to credit conversion, our LPN program. For this program a conversion has been developed.

	D.e.1 Exhibits: Credit hour policy **Comments: Credit hours are defined as per PPPVE guidelines.** **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? Please see exhibit for D.e.1 **Comments: Credit hours are defined as per PPPVE guidelines.** **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? Please see exhibit for D.e.1 **Comments: Credit hours are defined as per PPPVE guidelines.** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**

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 Pennsylvania Public Postsecondary Vocational Education? 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 several administrators including the Adult & Continuing Education Coordinator track grant opportunities and write and submit RFPs to supplement the general fund budget. Examples of successful past grants include PDE equipment grants, PDE Perkins Grant and DOL equipment grants. Equipment and supply donations are solicited from business and industry partners as well. Input on equipment and supply needs are come from our teachers, our instructors, our administrators, our IT department, and our OAC committees. E.a.1. Exhibits: Purchased Equipment List Purchase orders Perkins Advisory Committee agenda Annual school budget E.a.1. Exhibits On-Site: Equipment Grant applications Donation Letters Documentation of Equipment Purchase (Purchase Orders) **Comments: Five year plan is in place with money available to purchase equipment for each**

	program. **Strengths:** **Opportunities for Improvement:** **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 OAC's and other advisory committees, our shops 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 to year. In 2008 York County School of Technology completed a building project that renovated our existing building and added state-of-the-art labs and shops in a building addition that more than adequately support our instructional programs. Our facilities and equipment complement our curricula and replicate or exceed industry standards. Classroom and theory rooms are equipped with technology to enhance instruction. Internet access is available; overhead projectors for computers and video are installed, and computers are available for student use where applicable. From budgeted income through Local Sources programs can purchase necessary supplies and equipment. We have also been able to purchase or upgrade equipment through Equipment Grants. Most recently we purchased in partnership with the high school a Hydraulics training bench for our Mechatronics programs and the High Schools Engineering Tech program. E.a.2. Exhibits Purchase Orders 2013 – 14 grant purchased equipment breakdown E.a.2. Exhibits on-site Adult Education Budget Equipment Grants Tour of labs **Comments: Tools and equipment are extensive and appropriate to the program needs.** **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 instructional integrity, and availability of instructors. Where enrollment exceeds the number of training stations/equipment/computers available, we add new class sections. The PN Program admits up to 34 students per class and maintains one faculty to no more than 15 students in all clinical nursing courses. Our classrooms and clinical labs can adequately accommodate and appropriately serve the enrollment. E.a.3. Exhibits on-site: Tour of labs **Comments: Training stations are appropriate to the class size.** **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? Our various program areas develop 5-year equipment plans that are reviewed and approved by or OAC's and are used to maintain our shops/labs and provide an up-to-date learning environment for our students. An auction of surplus equipment is held as needed to dispose of obsolete equipment. E.a.4. Exhibits: Sample - OAC Approved 5 – Year Equipment Plan – Welding E.a.4 Exhibits on-site: OAC Approved 5-Year Equipment Plans **Comments: School holds periodic auctions for obsolete equipment.** **Strengths:** **Opportunities for Improvement:**

	Non-Compliant:
5.	Does the institution acquire equipment, materials and supplies within a reasonable period of 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 to year. 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. Our process for requisitioning necessary supplies, materials or equipment may originate with the instructor or with Adult Education staff who complete a Requisition Form. This form is reviewed and approved by the Adult Education Supervisor or Assistant Supervisor, and is forwarded to the Business Office for processing. The Business Office processes the requisition in a timely fashion, and is responsive to "emergency" requests as needed. E.a.5 Exhibits on site: Sample Purchase orders Adult Education Budget **Comments: OCA minutes show the recommendation of equipment and the equipment being placed on the equipment purchase plan. Did not see follow through with the purchase of the equipment.** **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 or 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 requirements and guidelines are followed for our programs, and the building meets all code requirements and ADA regulations. The school has a Safety Committee that is comprised of administrators, instructors and staff. This committee meets twice a month to address pertinent safety issues and conducts regular "walk-throughs" of building and shops. Any safety violations result in recommendations to administration and instructors for immediate action.

	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. Specific to the Adult Ed programming is a required 12 hr. Safety training course in most program areas. E.a.6 Exhibits: Safety Committee Meeting Minutes E.a.6 Exhibits on-site: OAC Approved 5-Year Equipment Plans Various Course Curricula with safety in it Syllabi for Safety class **Comments: Safety is incorporated in all adult ed programs for shop and equipment.** **Strengths:** **Opportunities for Improvement:** **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? In 2008 York County School of Technology completed a building project that renovated our existing building and added state-of-the-art labs and shops in a building addition that more than adequately support our instructional programs. The building meets all code requirements and ADA regulations. Education specifications were developed with the input of all staff and instructors, OAC's, industry partners and the community, and our new facilities and equipment complement our curricula and accommodate our various class sizes. Following certification and accreditation requirements and guideline, OSHA regulations, the advice of OAC's and other advisory committees, our shops and labs are equipped with the equipment necessary to meet proscribed safety requirements. Eye wash stations and showers are installed in shops, proper machine guards are installed, and fire extinguishers and first aid kits are available. MSDS stations are appropriately placed and lock-out/tag-out procedures followed. 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 Mechatronics program was revised, which included changes to the

	physical plant portion of the classroom. E.b.1. Exhibits: Building map E.b.1 Exhibits on-site: Facility Tour **Comments: Good use of space and equipment.** **Strengths:** **Opportunities for Improvement:** **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? The recent renovation and expansion of our school resulted in more adequate storage in shops, labs and office areas. Separate and special storage areas exist for hazardous materials and areas exist for long term document storage. Each shop/lab has adequate storage areas. 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 on site: Tour of Facility **Comments: Adequate space is available for each program.** **Strengths:** **Opportunities for Improvement:** **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? York County School of Technology passed all code inspections as required by law and is in compliance with all ADA requirements. Separate locker and shower facilities are available for male and female students for physical education classes. In shop/lab areas separate bathroom facilities are available for students to change into uniforms.

	E.b.3: Exhibits on site: Tour of Facility **Comments: The school is ADA compliant.** **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 Supervisor is responsible for the maintenance of our facility and grounds. Three shifts of custodial crews provide 24-hour per day coverage of the building to clean and maintain classroom, shops, labs and office areas. E.b.4 Exhibits on site: Maintenance Worker listing E.b.4 Exhibits on site: Personnel List – Maintenance and Custodial Staff **Comments: Grounds are adequately maintained.** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**

Category F – Organizational Performance Results:

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

No	Quality Results
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 Pennsylvania Public Postsecondary Vocational Education students? A wide range of data sources are used to measure the results of student learning, completion and satisfaction. This ranges from regular grade reporting, student surveys, task tracking sheets to counseling sessions with students. F.a.1.Exhibits On-Site: Student Surveys Grade distribution reports Examples of program areas tasks **Comments: All information provided in a clear and concise manner. Nice stakeholder surveys. Staff initials were there to indicate someone had acknowledged comments.** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
2.	What is the institution's current information about attendance, dropout, and completion for the Pennsylvania Public Postsecondary Vocational Education programs? Here again a wide range of data sources are used to measure attendance, completion and drop out. Recently we purchased a student data system to aid in this work. F.a.2.Exhibits: State PPVE Annual Report Annual PIMS Data A 5-year compilation of PIMS and Program completion data Career Link Program success tracking F.a.2.Exhibits On-Site:

	State PPVE Annual Report Annual PIMS Data Classmate Data Reporting **Comments: All information provided** **Strengths: Great engagement with Career Link evident.** **Opportunities for Improvement: Would like to see engagement with other outside agencies sending students.** **Non-Compliant:**
3.	What is the institution's current information on the number of diplomas, certificates, degrees, etc. issued to students? For the past years we have used our PPVE annual reporting and our PIMS data as the tracking tool to track program completion, diplomas, industry credentials and attendance. We now are implementing a new student data management program for this work. F.a.3.Exhibits: State PPVE annual report Annual PIMS Data A 5 year compilation of PIMS and Program completion data Career Link Program success tracking F.a.3.Exhibits On-Site: Past State PPVE annual report Past Annual PIMS Data Classmate data reporting **Comments: All information provided. Nice tracking of 5-year data.** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
4.	What is the institution's current information on awards or recognition of special student achievement? N/A **Comments: Data on site given (PN Graduation Certificates, JOC Minutes showing "Student of the Month") is sufficient.**

	Strengths: Really liked highlighting students at JOC meeting. **Opportunities for Improvement:** **Non-Compliant:**
5.	What are the institution's results from tracking the Adult Affidavit Program Registration and CARs? **Comments: Data given on site is sufficient** **Strengths: Great research provided in determining need for new programs.** **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? Three times a year we formally seek input from our business and industry partners through the Occupational Advisory committees and our annual Perkins advisory committee. We also have instituted a Survey Monkey survey for OAC member feedback. On a monthly basis our JOC meetings also solicit public and community comment on agenda items and non-agenda items. F.b.1 Exhibits: OAC meeting agendas JOC agendas Survey Monkey tool F.b.1 Exhibits on site: OAC meeting agendas JOC agendas **Comments: All information covered.** **Strengths: Excellent engagement with OAC members through Survey Monkey** **Opportunities for Improvement: OAC members should be asked if they are involved with hiring current/former YCST students.** **Non-Compliant:**

2.	What is the institution's current data and information on enrollment, retention, student placement, and employer feedback? Please see section F.a 1-5 and F.b1 for employer feedback **Comments: All information addressed. Great data from tracking students, especially PN students with included wage information.** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
3.	What is the institution's current data and information on student, faculty, and staff satisfaction and dissatisfaction? We regularly offer faculty and staff the opportunity to provide feedback, please see section F.d.1 for examples. Every class students are given the opportunity to provide class feedback, Please see section C.d.2 **Comments: All information addressed. Great feedback from staff. Can see growth in positive experiences from 2013 to 2014.** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
c.	**Budgetary and operational results:**
1.	What is the institution's current data and information about funding to the organization and grants to students? Annual budgets are developed for each major school function area and reviewed on a regular basis. A specialized report was developed last year to focus in specifically on the revenue and expenses in Adult Ed (the 389 report). Student grants come in the form of federal financial aid and this is also tracked annually. F.c.1 Exhibits: Flex Report 389 Title IV Distribution Report Title IV 3 year Cohort tracking tool F.b.1 Exhibits on site:

	Annual Budget Annual Audit Title IV files **Comments: Information provided. Nice use of cohort tracking tool.** **Strengths:** **Opportunities for Improvement: Program specific budgets should be maintained** **Non-Compliant:**
2.	What is the institution's current information about staying within budget and budget growth? Annually we develop our budgets for the following year. These budgets act as targets for the coming fiscal year. As Adult Ed is a profit driven sector, the budgets vs actuals vary based to course offerings and enrollments. F.c.1 Exhibits: Annual Budget submission Please see previous section for Flex Budget Tracking Report # 389 F.b.1 Exhibits on site: Annual Budget Annual Audit 5 year fiscal look back **Comments: Information provided. Five year fiscal look back is impressive.** **Strengths:** **Opportunities for Improvement: Costs to operate adult only programs should be examined to validate tuition costs.** **Non-Compliant:**
3.	What is the institution's current information about new programs and program improvement? On a regular basis we analyze the market to identify potential new program areas, or areas to phase out. Based on the past few years of WIB's HPO listings and an analysis of the local market completion we have implemented changes to a number of program areas. This includes revising and developing programming in Automotive, Mechatronics, Medical Assistant, Welding, HVAC, Small Engine and more. We are also in the process of phasing out programming that no longer serves a need in the community; this includes Medical Transcription and Computer Applications for Business.

	F.c.3 Exhibits: New Program Flyer Adult Program submissions to PDE for changes and new programs F.c.3 Exhibits on site: WIB HPO listings **Comments: All information provided. Great research to determine need for new programs.** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
4.	What is the institution's information on net cost per student? Not currently tabulated, but in process. **Comments: Information given on site shows a net cost per student for new and upcoming programs. In the past two years, movement has been made to make this process happen, however not all programs maintain current net cost per student.** **Strengths: Excellent breakdown for new and upcoming programs.** **Opportunities for Improvement: Evidence for all programs net cost per student needs to be implemented.** **Non-Compliant:**
d.	**Administration, faculty, and staff satisfaction results.**
1.	What is the institution's data and information showing the levels of satisfaction or dissatisfaction? The Administrative Management Team meets at once a month and sometimes more frequently to set goals, review data and ensure that the school remains focused on its mission and action plan timelines. At these meetings, issues of satisfaction are addressed such as wellness policies, safety, emergency plans, and staff training and recognition. Specifically in Adult Ed, we hold full staff meetings quarterly and office staff meetings every two weeks. Staff surveys are conducted at our full department meetings quarterly and reviewed at our office team meetings. F.d.1 Exhibits: Staff Feedback Surveys Dept. meeting agendas where the feedback is reviewed

	Comments: All information provided. Full staff and office staff meetings seem to be engaging and appropriate for team members. Information from full and office staff meetings are then shared at the administrative team meeting. **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**
2.	What is the institution's data and information related to safety and overall well-being? Regular institution wide safety meetings are held. At these meetings issues and concerns related to safety and wellbeing in the facility are discussed. F.d.2 Exhibits: Copies of Safety Committee meetings **Comments: All information provided** **Strengths:** **Opportunities for Improvement: A school climate survey should be implemented and discussed.** **Non-Compliant:**
3.	What is the institution's data on individual employee training and development? The Administrative Management Team meets at least once a month and sometimes more frequently to set goals, review data and insure that the school remains focused on its mission and action plan timelines. At these meetings, issues of satisfaction are addressed such as wellness policies, safety, emergency plans, and staff training and recognition. 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. The system lists each conference, course, seminar, etc. that each staff member has attended. Records of staff development for adult education instructors are kept in personnel files. Staff is responsible for providing documentation for their staff development activities. 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 personal contact, inter-office mail, or e-mail, and may be scheduled to attend a variety of workshops, seminars, on-line training, 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 Center at no charge providing there is sufficient space in the course to accommodate them. Instructors attend course specific training as required in such areas as state inspection, emissions, substance abuse recognition, child abuse 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: JOC Policy 433 professional development Examples of recent professional development opportunities F.d.3. Exhibits On-Site: Personnel Files as requested **Comments: All information provided. Staff are actively encouraged to pursue professional development. Review of personnel file shows active engagement from administration to assist staff in overcoming deficient areas.** **Strengths:** **Opportunities for Improvement:** **Non-Compliant:**

SCORING

Standard/Category No. & Sub Category No.	Category	Score
A - a	Provides direction to the overall organization:	2
A – b	Establishes the future direction for PPVE and implements the plan:	2
A – c	Reviews the organization's performance:	2
A – d	Meets its regulatory requirements and public responsibilities:	3
B – a	Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees:	2
B – b	Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment:	2
C – a	Enacts workforce practices that enable all employees to achieve high performance:	3
C – b	Builds a quality workforce:	3
C – c	Builds knowledge and skills, career development, for the administration, staff, and faculty:	3
C – d	Maintains a work environment conducive to the well-being of all employees and students:	3

SCORING

Standard/Category No. & Sub Category No.	**Category**	Score
D – a	Establishes methods and opportunities for student learning:	3
D – b	Provides opportunities for work-site learning:	2
D – c	Uses methods for monitoring and tracking student learning:	2
D – d	Maintains processes for providing student support:	2
D – e	Credit Hour Policies	2
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:	2
F – a	Student learning and satisfaction results:	4
F – b	Public, community and employer satisfaction results:	3
F – c	Budgetary and operational results:	2
F – d	Administration, faculty, and staff satisfaction results:	3
	Highest Score Possible	**67**
	Total	**53**