

**ACCREDITATION GUIDELINES**  
**for**  
**Pennsylvania Public Postsecondary**  
**Vocational Education**

**September 2011**  
**Revised May 2013**



**COMMONWEALTH OF PENNSYLVANIA**  
**DEPARTMENT OF EDUCATION**

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**Required under Title 34, Sub Part B, Part 603.24**  
for the

U.S. Department of Education Secretary's recognition of the Pennsylvania State Board  
for Vocational Education  
as a

**State Agency that is a reliable authority as to the quality of Public Postsecondary  
Vocational Education for the State of Pennsylvania**

## **Chapter 1 Objective of Program**

### **Background, Scope, and Purpose of the Accreditation Pennsylvania Public Postsecondary Vocational Education.**

1. Key reasons why this Accreditation Program is important to Pennsylvania's Education System:
  - To expand training opportunities for adult students
  - To meet the needs of individuals and the community
  - To enhance opportunities for workforce and economic development
  - To help the community reach its overall goals
  - To benchmark quality standards for program development, instruction, equipment, processes, and services for the purpose of making comparisons and improving the quality of adult education
  - To increase enrollment opportunities for institutions by being responsive to community needs and helping the institution be successful
  - To provide accreditation services not readily available to our institutions at a cost savings for institution systems and the state of Pennsylvania
  - To offer a more efficient accreditation process using data and information that is already on file at the Pennsylvania Department of Education
  - To enhance collaboration between institutions and PDE
2. The state agency, Pennsylvania State Board for Vocational Education, will be recognized by the Secretary of the U.S. Department of Education as the reliable authority for the quality of public postsecondary vocational education.
3. The Pennsylvania Department of Education establishes standards, policies and evaluation procedures that meet the requirements of both the U.S. Department of Education and are approved by the Pennsylvania State Board for Vocational Education.
4. The scope of accreditation is for any public career and technical centers that offer public postsecondary vocational education.
5. Pennsylvania Department of Education has an on-going infrastructure and relationship with career and technical centers. Therefore, much of the required data, information and knowledge of the potential applicant institution is available allowing for a more effective and efficient accreditation process for all beneficiaries.

## **Chapter 2 Roles of Organizations**

The Role of the Pennsylvania State Board for Vocational Education and the Pennsylvania Department of Education.

1. Pennsylvania State Board for Vocational Education through the Pennsylvania Department of Education has legal authorization and the responsibility for developing, administering, and coordinating the evaluation and approval of Pennsylvania Public Postsecondary Vocational Education programs and institutions in Pennsylvania.
2. Pennsylvania State Board for Vocational Education through the Pennsylvania Department of Education approve programs, facilities, and general conduct of the public postsecondary vocational education programs.
3. Pennsylvania Department of Education has the responsibility to establish and coordinate an advisory body, Institutional Accreditation Advisory Group. The Institutional Accreditation Advisory Group provides counsel to Pennsylvania Department of Education and makes a meaningful contribution to the Pennsylvania State Board for Vocational Education process. (See Appendix, Exhibit Q)
4. Pennsylvania Department of Education administers the accreditation program for the Pennsylvania State Board for Vocational Education. Accreditation status will be granted to an institution that has satisfactorily assured Pennsylvania State Board for Vocational Education, through the recommendations of Pennsylvania Department of Education, that it has met the published requirements.

## **Chapter 3 Requesting Accreditation/Re-Accreditation**

Process for Requesting Accreditation/Re-Accreditation.

- a. Pennsylvania Department of Education notifies all institutions in Pennsylvania that could potentially receive Pennsylvania State Board for Vocational Education Accreditation using venues such as the department's website, seminars, professional development courses, and in-service programs. Institutions are given information regarding the accreditation services available to them.
- b. Institutions must have three (3) or more approved programs running with 300 hours or more for no less than one year to be considered for accreditation.
- c. Only five institutions will be accredited/re-accredited by Pennsylvania State Board for Vocational Education per year.

## **Chapter 4 Assistance to Applicant Institution**

Process for assisting the applicant institution and conducting a self-study to tentatively confirm that the institution is worthy of accreditation. Note: All documents are made available electronically on Pennsylvania Department of Education's website at:

<http://www.education.state.pa.us/portal/server.pt/community/accreditation/7351>.

- a. The state accreditation coordinator will schedule a meeting with the career and technical center to review:
  - Standards and procedures of accreditation
    - Review ethical considerations
    - Describe the different accreditation scenarios and reports
    - Describe the appeal and complaint procedures
  - Mandatory self-study requirements before a site evaluation
  - Timeline between the program approval, self-study completion and submission, site evaluation and accreditation determination. (See Appendix, Exhibit D)
  - What to expect during a site evaluation
    - Overview of visit during opening session – welcome, introductions, outline of visit, protocol for visits and interviews
    - Evaluators break into assigned groups to review documents and data to support the institution’s self-study and past operation if a reaccreditation
    - Tour of institution
    - Schedule of tours to off-site locations (Career Link, business partners)
    - Interview of key persons involved with the institution’s postsecondary programs
    - Team meets to develop a preliminary report including scoring
    - Pennsylvania Department of Education staff provides an oral preliminary report that highlights some of the key findings
- b. The institution staff may ask any questions or express any concerns regarding the accreditation process.
- c. Technical assistance is available to give overall guidance on the federal, state and Pennsylvania Department of Education educational standards and the *Pennsylvania Public Postsecondary Vocational Education Accreditation Guidelines*.

## Chapter 5 Program Approval

Program approval must be completed before accreditation is granted. **All programs to be approved for accreditation must have been in existence for one (1) year.** (See Appendix, Exhibit B) The State Accreditation Coordinator will provide and explain the approval process during the initial technical visit. Programs are approved through the Career and Technical Education Information System. Criteria for approval include: (a) labor market needs; (b) planning; (c) program content and industry standards; (d) teacher/student ratio; (e) utilization of materials; (f) equipment and supplies; (g) safety practices; (h) accountability standards; and (i) student and teacher industry certifications.

Institutions will be reviewed on the established learning outcomes and verifiable achievement of those outcomes. Pennsylvania Department of Education will also review the institution’s assignment of a credit as per the Pennsylvania State Board for Vocational Education credit hour/clock hour conversion as shown.

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

The credit hours awarded for the programs are compliant with the definition of a credit hour under the Higher Education Act of 2010, section 34 CFR 600.2 for the purpose of Federal program and provisions related to accrediting agencies' assessment of institutions' determinations of credit hours or other measures of student work under 34 CFR 602.24(f) for purpose of the title IV student financial assistance programs.

The institution provides clock hours that are the basis for the awarded credit hours.

The formula is as follows:

1. A semester hour must include at least 37.5 clock hour of instruction;
2. A trimester hour must include at least 37.5 clock hours of instruction; and
3. A quarter hour must include at least 25 clock hours of instruction.

Student work outside of class (clinical, internships, etc.) combined with the clock hours of instruction must meet or exceed the hours noted above (37.5, 37.5, 25) and:

1. A semester hour must include at least 30 clock hours of instruction;
2. A trimester hour must include at least 30 clock hours of instruction; and
3. A quarter hour must include at least 20 clock hours of instruction.

### **Chapter 6 Self-Study**

Institutions are required to send to Pennsylvania Department of Education a self-study binder (See Appendix, Exhibit C) The binder provides a "snap shot" of the institution's guidelines and procedures, and includes samples in each subcategory. Pennsylvania Department of Education assistance is provided to help the applicant institution conduct their preliminary self-study and to identify the necessary site evaluation data and information. While the purpose of the self-study is to guide the institution through a quality assessment of their programs and institution, the data collection and organization that results from this process saves time and creates efficiency during the actual site evaluation. The self-study also provides advance information for the site evaluation team. (See Appendix, Exhibits E, F, & G)

- a. The institution works with Pennsylvania Department of Education on projected date for program approval, and submission of programs into the Career and Technical Education Information System.
- b. The institution works with Pennsylvania Department of Education on the projected date for completing and submitting an application requesting consideration for accreditation.
- c. The institution works with Pennsylvania Department of Education on the projected date for completing and submitting the self-study.



- d. The State Accreditation Coordinator is available to the applicant institution to provide technical assistance, and provide overall guidance in regards to the self-study.
- e. The institution will send the completed self-study to Pennsylvania Department of Education. Pennsylvania Department of Education staff will review the self-study, and determine if the institution is ready for a site evaluation.
- f. If the institution is ready for a site evaluation, the State Accreditation Coordinator and the institution will determine the dates for the site evaluation.
- g. Prior to the visit, the institution will be provided with the names and mailing addresses of the site evaluators who will be evaluating the institution. The institution is required to mail a self-study binder for review to the evaluator. (See more about Site Evaluators in Chapter 16)
- h. If the institution is determined not to be prepared, the State Accreditation Coordinator will contact the institution to review the problem areas, and determine when they should resubmit for approval.
- i. The self-study will be given to team members one (1) month before the site evaluation. Comments from team members are provided to the State Accreditation Coordinator regarding strengths and areas requiring review during the site evaluation. Comments are sent back to the State Accreditation Coordinator who compiles the comments into one report.
- j. The State Accreditation Coordinator will compile the comments and send them to the institution for review.
- k. The institution will gather evidence to address the evaluators' comments prior to the site evaluation.

## Chapter 7 Site Evaluation

There is a two day minimum for site visits. Some institutions may require more days due to the number of programs offered and/or their locations. All lodging, travel and subsistence expenses for non-PDE evaluators are the responsibility of the institution.

- a. The agenda will be determined by the institution and the State Accreditation Coordinator prior to the site evaluation to ensure timeliness and efficiency during the visit evaluation.

The following is an example of a two day agenda:

### Day One

8:00 am – 8:45 am	Breakfast (provided at institution) & overview of team expectations
8:45 am – 11:45 am	Team document review (three breakout rooms with PC workstations)
11:45 am – 12:30 pm	Lunch (provided at institution)
12:30 pm – 1:30 pm	Institution tour
1:30 pm – 3:30 pm	Onsite interview session and off-site visits (See Appendix, Exhibit K)

## Day Two

8:00 am – 8:45 am	Breakfast (provided at institution)
8:45 am – 11:30 am	Team report compilation – document review and interview data consolidated into a preliminary report
11:30 am – 12:15 pm	Lunch (provided by institution)
12:15 pm – 1:15 pm	PDE evaluators team meeting – debriefing of preliminary findings
1:15 pm – 2:00 pm	Oral presentation to institution officials of preliminary findings
2:00 pm	Adjournment

- b. During the afternoon of the second day, each team will consolidate their findings into one preliminary report to include comments and scores and give a preliminary report to the team leader. The team leader will then give an oral preliminary report to the institution. The team leader will present findings of the evaluation team that highlight select strengths and findings. (See Appendix, Exhibit L)

It is important for the oral report to be well planned and guided by the following:

1. There should be a clear set of points to cover as this is to be considered a formal but preliminary report.
2. **The meeting is not a forum for debate.** At the completion of the oral preliminary report, clarification questions are permitted but there should be no in-depth discussion of or arguments about the findings.

## Chapter 8 Written Report (See Appendix, Exhibit M)

- a. The State Accreditation Coordinator will prepare a preliminary draft report. The preliminary draft report will be sent to the institution under review. The institution will have 30 business days after receipt of the preliminary draft report to respond to any findings and/or to file supplemental materials pertinent to the facts and conclusions contained in the written report.
- b. If the institution is not responsive within the 30 business days, the preliminary draft report will be given to the Institutional Accreditation Advisory Group for review and consideration. The Institutional Accreditation Advisory Group will make a recommendation of accreditation status to Pennsylvania Department of Education.
- c. If the institution is responsive with comments and/or supporting documentation within 30 business days, the State Accreditation Coordinator will review the comments and/or documentation provided, and will reconvene the original site team evaluators if necessary.
- d. The State Accreditation Coordinator will update the preliminary draft report to include the evaluators' decision after considering the institution's comments.

- e. The preliminary draft report with the evaluators' determination will be provided to the Institutional Accreditation Advisory Group.
- f. The Institutional Accreditation Advisory Group may comment and will make a recommendation on accreditation status to Pennsylvania Department of Education through the resulting final draft report. (See more about the Institutional Accreditation Advisory Group in Appendix, Exhibit Q)
- g. Pennsylvania Department of Education reviews the final draft report issued by the Institutional Accreditation Advisory Group, makes an accreditation status recommendation, and presents the final draft report and accreditation recommendation to the Pennsylvania State Board for Vocational Education. Pennsylvania Department of Education advises the Pennsylvania State Board for Vocational Education on its reasoning for accepting or rejecting the Institutional Accreditation Advisory Group accreditation recommendation.

### **Chapter 9 Accreditation Approval and Appeal Process**

- a. Pennsylvania Department of Education notifies the institution under review of Pennsylvania Department of Education's recommendation for accreditation status and informs the institution that the final draft report and accreditation recommendation will be presented to the Pennsylvania State Board for Vocational Education.
- b. Pennsylvania State Board for Vocational Education distributes the final draft report and the Pennsylvania Department of Education recommendation on accreditation status to the institution and provides an opportunity for the institution to appear and contest the accreditation recommendation before the Pennsylvania State Board for Vocational Education.
- c. If the institution does not respond in writing and request a hearing within 30 business days after receipt of the final draft report and accreditation recommendation then the final draft report will go to the Pennsylvania State Board for Vocational Education for formal adoption of final draft report and issuance of its final decision which either accepts or rejects the Pennsylvania Department of Education's accreditation recommendation.
- d. If the institution responds in writing and requests a hearing within 30 business days after receipt of the final draft report and accreditation recommendation then Pennsylvania State Board for Vocational Education will provide written notice to the parties of receiving the appeal, assign a docket number and assign a hearing officer so that a hearing may be held to develop a full and accurate record for Pennsylvania State Board for Vocational Education's consideration.
- e. The approval status of the institution or program will continue pending disposition of an appeal.
- f. Pennsylvania State Board for Vocational Education will review the full record, discuss issues raised, and issue a written final decision, including a statement of its reasons therefor.

- g. If the final decision of the Pennsylvania State Board for Vocational Education is to deny accreditation, the institution should follow the Closeout Procedures as outlined in the Complete Federal Student Aid Handbook found at the following website: <http://ifap.ed.gov/ifap/>.

### **Chapter 10 Accreditation/Probationary with Stipulations/Denial Status Processes**

Pennsylvania State Board for Vocational Education through Pennsylvania Department of Education has clearly defined the process and procedures for the Pennsylvania Public Postsecondary Vocational Education. Collectively, these guidelines include definitions and procedures for granting accreditation, granting re-accreditation or denying accreditation.

Accreditation scenarios are as follows:

- Accreditation: The institution meets all or has no more than one “Not Met” and/or “Beginning”\* in a quality initiative and is providing Pennsylvania Public Postsecondary Vocational Education to its students according to the self-study guidelines and the regulations of the Pennsylvania State Board for Vocational Education. Pennsylvania Department of Education may make scheduled visits throughout the duration of the accreditation. Pennsylvania Department of Education sends each approved institution a letter and certificate stating the approval of Pennsylvania State Board for Vocational Education accreditation for five (5) years. If there are any corrective actions identified, they must be addressed in the annual report. Institutions will be required to complete an annual report due August 31 of every year they are accredited. (See Chapter 12)

\* Not Met and/or Beginning is defined as scoring a 0 or 1.

- Probationary Accreditation with Stipulations: The institution has no more than two “Not Met” and/or “Beginning” in a quality initiative which is not serious enough to deny accreditation. Pennsylvania Department of Education will send the institution a letter with a certificate stating the approval for Pennsylvania State Board for Vocational Education accreditation is for one (1) year. Pennsylvania Department of Education will clearly state what the issue(s) is and what action(s) is necessary to bring the institution into compliance. The institution is required to make the necessary corrective action(s) within one (1) year and to furnish a report to Pennsylvania Department of Education on each specific issue(s). A visit by the Pennsylvania Department of Education to the institution may or may not be necessary. If the institution is found to have corrected all issues, accreditation will be granted for four years from the date of the letter stating that they are in compliance. If the institution does not resolve its issues to the corrective action plan within one year, Pennsylvania State Board for Vocational Education will deny accreditation to the institution. The institution may wish to appeal this decision. The institution will have an

opportunity to re-apply for accreditation one (1) year from the date of the denial letter. (See Chapter 9)

- **Denial of Accreditation:** If the institution has more than two “Not Met” and/or “Beginning” in a quality initiative, accreditation is denied. Pennsylvania Department of Education sends each denied institution a letter stating the reasons for denial. The possible financial impact to the school would be no new students on financial aid resulting in a decrease in enrollment and loss of revenue. If the final decision of the Pennsylvania State Board for Vocational Education is to deny accreditation, the institution should follow the Closeout Procedures as outlined in the Complete Federal Student Aid Handbook found at the following website: <http://ifap.ed.gov/ifap/>. The institution will have an opportunity to re-apply for accreditation in one (1) year. The institution may wish to appeal this decision. (See Chapter 9)

If the Pennsylvania State Board for Vocational Education loses its recognition through the United States Department of Education, the institution has up to 18 months to find a new accreditor while still considered eligible for Title IV Participation.

Procedures for Non Compliance:

If during an institution’s accreditation, an institution is found to be in non-compliance of the credit hour policy, the institution must cease enrolling students and submit a corrective action plan to Pennsylvania Department of Education. This plan will be reviewed and when found to be properly implemented; the institution may begin to re-enroll students. If the institution does not submit a corrective action plan and/or does not follow through with the corrective action plan, the institution’s accreditation will be revoked from the date of the letter sent to the institution. The institution will have the opportunity to appeal this decision. (See Chapter 9; See Appendix, Exhibit R and Exhibit S)

## **Chapter 11 Complaint Procedure**

Written complaint procedure for the applicant institution.

- a. Complaints, in reference to the accreditation process, must be submitted in writing, and directed to the attention of the Director of the Bureau of Career and Technical Education 333 Market Street 11<sup>th</sup> Floor Harrisburg, PA 17126.
- b. Solution(s) to the complaint will be executed as appropriate.
- c. Pennsylvania Department of Education will follow up with the complaint if appropriate.
- d. The disposition of the complaint will be provided to the complainant, the institution, and other interested parties in writing within 10 calendar days of the final decision.

## Chapter 12 Annual Operational Report

Annually, Pennsylvania State Board for Vocational Education accredited institutions will submit reports to Pennsylvania Department of Education. The reports are due August 31 of every year accredited. The reports cover each of the accreditation standards: organizational leadership; student stakeholder and public/community focus; administration, staff, faculty, and support services; learning-centered program design and delivery; learning-centered facilities and equipment; and organizational performance results. (See Appendix, Exhibit P)

- a. The State Accreditation Coordinator will receive the reports, which will be date stamped when the report is received.
- b. An initial review will be made to ensure materials have been submitted for each section of the report.
- c. If material is lacking, the State Accreditation Coordinator will notify the institution and request additional information.
- d. When a complete report has been received, the State Accreditation Coordinator will coordinate a review of the annual report with the Pennsylvania Department of Education staff assigned to accreditation.
- e. During review of the annual report, staff will look for triggers indicating an area(s) of deficiency.
- f. If materials are deficient and a trigger has been identified, the State Accreditation Coordinator and staff will review the materials and arrive at a consensus that a deficiency exists.
- g. A letter notifying the institution that specific sections of the report are deficient will be prepared to outline the areas of deficiency. The letter will request that the institution provide additional evidence.
- h. The State Accreditation Coordinator and staff will review the additional materials and arrive at a consensus on the sufficiency of the additional evidence.
- i. The institution will be notified if they met the standards and will continue with full accreditation status or if it does not meet full accreditation.
- j. If an institution does not meet full accreditation, the State Accreditation Coordinator will prepare a letter notifying the institution that it has not met the standards and does not meet full accreditation. The institution will be notified that it must submit a corrective action plan within 30 working days from the date of the letter. Additionally, the State Accreditation Coordinator will schedule a site visit. Pennsylvania Department of Education will be notified when an institution does not meet the standards.
- k. The triggers that determine when a corrective action plan must be submitted are listed below.

### Areas of Deficiency

The following triggers are considered areas of deficiency, and will require the institution to provide more information or a corrective action plan.

#### Organizational Leadership

- Administration does not provide direction to the overall organization

- There is no future direction or implementation of a plan for Pennsylvania Public Postsecondary Vocational Education
- There is no review of the organization's performance
- Institution does not meet the regulatory requirements and public responsibilities

#### Student Stakeholder and Public/Community Focus

- Institution does not involve the community
- Institution does not use student and stakeholder satisfaction to improve Pennsylvania Public Postsecondary Vocational Education

#### Administration, Staff, Faculty, and Support Services

- Institution does not enact practices to achieve high performance
- Institution does not build a quality workforce
- Institution does not identify professional growth for administration, staff and faculty
- Institution does not maintain a conducive environment for all employees

#### Learning-Centered Program Design and Delivery

- Institution does not establish methods and opportunities for student learning
- Institution does not provide opportunities for work-site learning
- Institution does not use methods for monitoring and tracking student learning
- Institution does not maintain process for providing student support
- Institution does not define/institute credit hours

#### Learning-Centered Facilities and Equipment

- Institution does not acquire equipment, tools, and instructional resources to support the program
- Institution does not provide a safe environment

#### Organizational Performance Results

- Institution does not track/utilize student evaluations
- Institution does not track/utilize employer evaluations
- Budget does not show growth
- Institution does not track/utilize administration, facility and staff evaluations

### **Chapter 13 Adding Programs After An Institution Has Been Accredited**

Programs are approved through the Pennsylvania State Board for Vocational Education Career and Technical Education Information System. (See Chapter 5 Program Approval) New programs will be reviewed by the State Accreditation Coordinator and the program specialist in that area. When an institution is accredited, the Chief School Administer and Career and Technical Administrator/Supervisor sign an assurance which states: **The program(s) shall comply with all standards and criteria of the**

**accreditation process.** By signing this assurance, the institution acknowledges that the new program will abide by the *Pennsylvania Public Postsecondary Vocational Education Accreditation Guidelines*.

## **Chapter 14 Re-accreditation Process**

Process for re-accreditation of an institution.

Pennsylvania Department of Education re-accredits institutions every five years. Re-accreditation follows the initial accreditation process with a focus on the institution's adherence to the Pennsylvania Public Postsecondary Vocational Education Guidelines over the past five years.

Pennsylvania Department of Education will notify the institution in writing one (1) year prior to the re-accreditation and offer technical assistance. A follow-up reminder will be given 6 months prior to the re-accreditation. Each reminder will emphasize that the review is focused on adherence to the standards and criteria over the 5-year period of accreditation.

Re-accreditation follows the same guidelines as the original five (5) year accreditation process. (See Chapters 4 – 13)

Re-Accreditation scenarios are as follows:

- Accreditation
- Probationary Accreditation with Stipulations
- Revoking Accreditation: Pennsylvania Department of Education has an ongoing relationship with each institution offering Pennsylvania Public Postsecondary Vocational Education after accreditation has been granted. As part of this relationship, Pennsylvania Department of Education continues to review the institution's Pennsylvania Public Postsecondary Vocational Education student placement data, the deletion and addition of any instructional programs, and any institutional changes that effect its operations or that might have an effect on the accredited status. As a result of this on-going review before the five-year re-accreditation, Pennsylvania Department of Education may reaccredit an institution if it believes that the institution has made changes that affect the quality of its Pennsylvania Public Postsecondary Vocational Education programs in relation to the standards and quality initiatives listed in the self-study guidelines and in the *Pennsylvania Public Postsecondary Vocational Education Accreditation Guidelines*. If the institution has not sustained the expected level of Pennsylvania Public Postsecondary Vocational Education quality, Pennsylvania Department of Education works with the institution and provides the necessary technical assistance to help eliminate the need for revoking an accreditation. However, if the institution has not shown any progress, in their first five years of accreditation, towards bringing their institution up to the standards and quality initiatives, Pennsylvania Department of Education will revoke the institution's



accreditation. Institutions have an opportunity to appeal this decision. (See Chapter 9) Institutions may re-apply for accreditation after one (1) year.

### **Chapter 15 Discontinuation of Pennsylvania Public Postsecondary Vocational Education Accreditation**

Institutions wishing to discontinue their Pennsylvania Public Postsecondary Vocational Education accreditation prior to their five (5) year term must submit a letter to the Pennsylvania Department of Education with their request of termination, an effective termination date, and the institution's final annual report. Pennsylvania Department of Education will review the documentation. A letter will be sent to notify US Department of Education and the institution that Pennsylvania State Board for Vocational Education no longer recognizes the institution for Pennsylvania Public Postsecondary Vocational Education accreditation.

### **Chapter 16 Selection of Site Evaluators**

Selection Process for Site-evaluators.

- a. After a self-study of an institution is reviewed by the State Accreditation Coordinator, the State Accreditation Coordinator will begin the selection of the site evaluators. In accordance with the state nondiscriminatory policy, the State Accreditation Coordinator selects team members who have knowledge in the field of vocational education, as well as a depth of experience in vocational education program operations and participation in vocational program evaluations. There are approximately nine (9) team members and the State Accreditation Coordinator. Additional team members are utilized as needed.
- b. Pennsylvania Department of Education sends out communications to the institutions requesting evaluators. The communication includes specific information regarding the purpose of accreditation, expectations, and dates of the review. Anyone interested in serving as an evaluator is asked to contact the State Accreditation Coordinator with their interest and include their resume.
- c. The State Accreditation Coordinator reviews the resumes, and selects candidates based on criteria listed in Chapter 19
- d. Each candidate is given the requirements/expectations of his/her role, and must agree on the overall assignment. The selection process includes candidates from Pennsylvania Department of Education as well as those external to the Pennsylvania Department of Education.
- e. Each site evaluation team member must read and sign a Conflict of Interest form. (See Appendix, Exhibit J)

**Note:**

The site evaluation team may include personnel from the Pennsylvania Department of Education, state-certified vocational teachers, teacher educators, teacher leaders, vocational administrators, non-educators, and

other classifications of individuals depending upon the nature and type of institution being evaluated.

Selection is based on the individual's knowledge and experience in: industry and workforce development, state certifications, serving on decision-making bodies, and assessment and evaluation.

- f. The approved site evaluation team members are identified to the applicant institution's top leader(s) who is given the option to reject any individuals. The institution must identify in writing the specific reasons why they believe any individual should be rejected. Pennsylvania Department of Education has the final determination to reject or accept the site evaluation team members.
- g. The State Accreditation Coordinator notifies the selected site evaluation team members of their appointment as well as training dates, other critical meeting dates and the dates of the actual site evaluation.

## **Chapter 17 Training Site Evaluators**

Training Process and Outline for Site-evaluators.

### **Step 1:**

- a. Requirements, logistical data and information about the applicant institution are provided to team members. This information includes a copy of the training schedule, the *Pennsylvania Public Postsecondary Vocational Education Accreditation Guidelines*, the self-study evaluation instrument as completed by the institution, the site evaluation agenda, maps, and lodging information.
- b. In addition to the actual site evaluation team members, alternate team members and observers will attend the training.
- c. Training topics include:
  - How to prepare for the site evaluation
  - Review of the applicant institution's organizational profile
  - Conduct, conflict of interest and ethics of the team including confidentiality
  - Knowledge of what the applicant institution has prepared to date
  - How to evaluate a course of study for its sources of occupational analysis, performance objectives, competencies/skills learned, measures and results as specified in the self-study guidelines
  - Self-study guidelines
  - Review the Pennsylvania Public Postsecondary Vocational Education current data and information regarding the institution
  - Schedule during each day of the site evaluation
  - Tips for being a successful site evaluation team member
  - Tips for effective site evaluation interviews
  - What to assess, including questions to ask during the interviews with administration, staff, faculty, students, etc.

- What to assess, including questions to ask during classroom/laboratory visits
- How to suggest potential improvement strategies or innovations for consideration by the institution
- How to prepare individual reports for the State Accreditation Coordinator
- How to complete the Accreditation Process Evaluation Form for Pennsylvania Department of Education
- How to involve the institution in evaluating their experience with the accreditation process

d. Credit Hour Training:

The purpose of this training is to provide the evaluation team members with information on the credit hour policy incorporated into the Pennsylvania Public Postsecondary Vocational Education process as a result of the Higher Education Act of 2010.

Topics to be covered include a review of federal legislation; review of state policies and procedures and to demonstrate application of the state policies and procedures to sample scenarios.

Goals include:

- Pennsylvania State Board for Vocational Education site evaluators will state credit hour policy.
- Pennsylvania State Board for Vocational Education site evaluators will apply credit hour policy to review and evaluate an institution's completed self-study.
- Pennsylvania State Board for Vocational Education site evaluators will apply credit hour policy to teacher interviews.
- Pennsylvania State Board for Vocational Education site evaluators will apply credit hour policy to student interviews.
- Pennsylvania State Board for Vocational Education site evaluators will apply credit hour policy to the review of academic calendar, variety of delivery models and teaching/learning during the site evaluation.

Materials to be used for this training include: Higher Education Act of 2010, Pennsylvania Public Postsecondary Vocational Education Guidelines and the institution's completed self-study.

**Step 2:**

The State Accreditation Coordinator determines the overall background and experience of each site evaluator such as (1) knowledge in the field of vocational education, (2) experience in vocational education program operations, (3) participation in vocational program evaluations.

**Step 3:**

The team members are given their individual assignments in advance of the site evaluation. The State Accreditation Coordinator facilitates the issuing of assignments.

**Chapter 18 Evaluation of Pennsylvania Public Postsecondary Vocational Education System****Evaluation of the Pennsylvania Public Postsecondary Vocational Education System and Evaluation Form****Step 1:**

- a. The site evaluation team will assess their experience by completing an evaluation form and discuss the strengths of the process and opportunities for improvement with the State Accreditation Coordinator. (See Appendix, Exhibit N)
- b. The applicant institution is asked to provide feedback on the accreditation process to the State Accreditation Coordinator. (See Appendix, Exhibit O)
- c. Feedback is summarized and analyzed by Institutional Accreditation Advisory Group and Pennsylvania Department of Education leadership.

**Step 2:**

- a. Annually, Pennsylvania Department of Education and the Institutional Accreditation Advisory Group will fully review the Pennsylvania State Board for Vocational Education accreditation regulations and standards. Pennsylvania Department of Education will send a questionnaire to all institutions' administrators as well as any persons serving as site evaluators during the year.
- b. If any changes are to be made to the guidelines, standards or criteria Pennsylvania Department of Education will then ask for public comment. (See Chapter 18)
- c. The Institutional Accreditation Advisory Group will review all public comments and the suggested changes and make recommendations to Pennsylvania Department of Education.
- d. Final recommendations will be presented to the Pennsylvania State Board for Vocational Education for final approval.
- e. Approved changes to the guidelines, standards and criteria are communicated to the public. (See Chapter 20)

**Chapter 19 Innovation Encouragement****Encouragement of Innovation and Benchmarking**

- a. All institutions are required to submit periodic strategic plans to PDE that include their short- and long-term plans and how they plan to engage in new and innovative programs and learning methods. These plans are reviewed during the site evaluation for any content relating to adult education.

- b. During the site evaluation process, the site evaluators have an opportunity to identify, in their written comments, innovations and/or benchmarks that the institution has made.

### **Chapter 20 Communication to Public**

Each year the State Accreditation Coordinator will disseminate to institutions, materials and websites that are related to the Pennsylvania State Board for Vocational Education accreditation process.

The materials will also be distributed during a Pennsylvania State Board for Vocational Education meeting and at the Pennsylvania Career and Technical Administrators conferences. This will be distributed as a one page fact sheet on accreditation that will include the link to Pennsylvania Department of Education's webpage regarding accreditation.

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Appendix, Exhibit A  
Accreditation Application Form

**THE PENNSYLVANIA DEPARTMENT OF EDUCATION**

**ACCREDITATION APPLICATION FORM**

The following institution would like to pursue the process for receiving accreditation from the Pennsylvania State Board for Vocational Education for Pennsylvania Public Postsecondary Vocational Education

<b>Name of Institution:</b>
<b>Contact Person:</b>
<b>Position:</b>
<b>Mailing Address:</b>
<b>City, State, Zip:</b>
<b>Phone Number:</b>
<b>Fax Number:</b>
<b>E-Mail Address:</b>
<b>Web Address:</b>

For current Academic Year 20 ____ / 20 ____ Number of Programs of 300 hours in length _____ Number of Programs of 600 or more hours in length _____ For next Academic Year 20____ / 20 ____ Number of projected programs of 300 hours in length _____ Number of projected programs of 600 or more hours in length _____ Is the institution's adult education program(s) currently accredited? _____ If yes, with which accrediting agency _____ When does accreditation expire? (Month/year) _____
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The information and data submitted herewith is correct and current to the best of my knowledge.

_____ Signature/Chief Administrative Officer	_____ Date
_____ E-mail address	
_____ Signature/Adult Education Coordinator	_____ Date
_____ E-mail address	

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Appendix, Exhibit C  
Applicant Institution Self-Study  
**Accreditation Self-study Categories**

**Name of Institution:**

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**Completion Date of Evaluation:**

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**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.

<b>No</b>	<b>Quality Initiatives</b>
<b>a.</b>	<b>Provides direction to the overall organization:</b>
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)
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?
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?
<b>b.</b>	<b>Establishes the future direction for Pennsylvania Public Postsecondary Vocational Education and implements the plan:</b>
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?
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?
3.	What are your Pennsylvania Public Postsecondary Vocational Education key strategic objectives, action plans, and timetables for accomplishing them?
4.	What are your key measurements and performance indicators/targets that will identify successful completion, and are used to track the plan execution?
<b>c.</b>	<b>Reviews the organization’s performance:</b>
1.	Do senior leaders ensure the school is meeting its fiscal budget and other accountabilities?
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?
<b>d.</b>	<b>Meets its regulatory requirements and public responsibilities:</b>
1.	Do you comply with Board policies and procedures and ensure the institution maintains the public's trust in the integrity of the institution?
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?
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?

### 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
<b>a.</b>	<b>Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees:</b>
1.	List your key advisory groups that are in place including their area of focus.
2.	Do you communicate and publicize your vision/mission, programs, and services available to adult students and the public?
3.	Do you ensure that printed materials and other media for communication to the public are presented in an accurate and ethical manner?
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?
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?
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?
<b>b.</b>	<b>Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase Pennsylvania Public Postsecondary Vocational Education enrollment:</b>
1.	Do you collect, summarize, and analyze input from students and stakeholders as related to Pennsylvania Public Postsecondary Vocational Education?
2.	Are there easy access methods for students and stakeholders to contact and



	communicate to appropriate authorities?
3.	Do you ensure prompt feedback to its students and stakeholders? What are your internal requirements for response time?
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?

### 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
<b>a.</b>	<b>Enacts workforce practices that enable all employees to achieve high performance:</b>
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?
2.	Are adequate custodial services made available to provide care and maintenance of buildings and grounds for the overall institution?
3.	Are the duties and responsibilities for each administrative, faculty and support staff employee clearly defined?
<b>b.</b>	<b>Builds a quality workforce:</b>
1.	Are the requirements and skills needed by potential faculty and staff to provide quality Pennsylvania Public Postsecondary Vocational Education identified?
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?
3.	Are procedures for regular performance evaluation and effectiveness of all administrative, faculty and support employees including a feedback process for each employee accomplished?
<b>c.</b>	<b>Builds knowledge and skills, career development, for the administration, staff, and faculty:</b>
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?
2.	Are development opportunities determined and made available to meet the goals and objectives of the programs taught by the respective teachers?
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?
4.	Are competent and knowledgeable administration, staff and faculty selected, licensed, and qualified in their specific field?
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?
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.)
<b>d.</b>	<b>Maintains a work environment conducive to the well-being of all employees and students:</b>
1.	Does the institution maintain and improve workplace health, safety, security, and ergonomics that involve employees and students?
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?
3.	Does workplace preparedness ensured for emergencies or disasters?
4.	Does the institution determine the factors that affect employee and student well-being and satisfaction and do they account for a diverse workforce?
5.	Does the institution adequately support the need of its employees in the areas of services, benefits, and policies?

## 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
<b>a.</b>	<b>Establishes methods and opportunities for student learning:</b>
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?
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?
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?
4.	Does the program design support the state-approved duty/task list and/or guidelines for the instructional program?
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?
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?
7.	Is a planning and delivery system documented and in place that allows all students to be engaged in effective learning and doing?
8.	Are the courses, as well as the faculty, harmoniously integrated with other instructional programs and/or subject areas?
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?
10.	Does the institution incorporate current and new technology in the design and delivery of its programs in a timely manner?
<b>b.</b>	<b>Provides opportunities for work-site learning:</b>
1.	Does each student have the opportunity to participate in work-site learning when appropriate to the program?
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?
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?
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?
<b>c.</b>	<b>Uses methods for monitoring and tracking student learning:</b>
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?
2.	Is a well-defined and written grading system in use and shared with each student at the initial startup of the course?
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?
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?
5.	Are students effectively assessed using oral, written and other performance methods?
<b>d.</b>	<b>Maintains processes for providing student support:</b>
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?
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?

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.
4.	Where applicable, are enrollment and class sizes in compliance with state standards?
5.	Does the institution inform students of the cost of the program and of any required equipment and supplies?
6.	If financial aid is available, is information about it provided to each individual?
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?
<b>e.</b>	<b>Credit Hour Policies</b>
1.	How does the institution define a credit hour based on the credit/hour conversion?
2.	How does the institution approximate the amount of work for a credit hour based on learning outcomes and verifiable achievement?
3.	How does the institution separate the number of hours for direct instruction, lab, and out-of-class work?

## 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.

<b>a.</b>	<b>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:</b>
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?
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).
3.	Are the quality and quantity of training stations appropriate for the number of students being served?
4.	Is there an instructional equipment inventory management plan for maintaining equipment and replacing or disposing of obsolete equipment in place?

5.	Does the institution acquire equipment, materials and supplies within a reasonable period of time to provide safe and quality education?
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?
<b>b.</b>	<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:</b>
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?
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?
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?
4.	Does the institution ensure that physical facilities are adequately maintained as required for providing safe and quality instruction?

## 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
<b>a.</b>	<b>Student learning and satisfaction results:</b>
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?
2.	What is the institution's current information about attendance, dropout, and completion for the Pennsylvania Public Postsecondary Vocational Education programs?
3.	What is the institution's current information on the number of diplomas, certificates, degrees, etc. issued to students?
4.	What is the institution's current information on awards or recognition of special student achievement?
5.	What are the institution's results from tracking the Adult Affidavit Program Registration and CARs?
<b>b.</b>	<b>Public, community and employer satisfaction results:</b>
1.	What is the institution's current data and information showing the levels of satisfaction or dissatisfaction?
2.	What is the institution's current data and information on enrollment, retention, student placement, and employer feedback?
3.	What is the institution's current data and information on student, faculty, and staff satisfaction and dissatisfaction?
<b>c.</b>	<b>Budgetary and operational results:</b>

1.	What is the institution's current data and information about funding to the organization and grants to students?
2.	What is the institution's current information about staying within budget and budget growth?
3.	What is the institution's current information about new programs and program improvement?
4.	What is the institution's information on net cost per student?
<b>d.</b>	<b>Administration, faculty, and staff satisfaction results.</b>
1.	What is the institution's data and information showing the levels of satisfaction or dissatisfaction?
2.	What is the institution's data and information related to safety and overall well-being?
3.	What is the institution's data on individual employee training and development?

**Questions for Pennsylvania Department of Education to address:**

List your Questions and Concerns that need to be discussed with Pennsylvania Department of Education to ensure a successful site visit-evaluation, and that will ultimately lead to Pennsylvania Public Postsecondary Vocational Education accreditation. (Please number each question/concern according to the correct Prefix)

1.

2.

3.

**Etc.**

Appendix, Exhibit D  
Accreditation Timeline

**ACCREDITATION TIMELINE**

- ❖ Career and Technical Center calls Pennsylvania Department of Education to express their interest
- ❖ Meet with Career and Technical Center to go over details of self-study
- ❖ Check in on school on monthly basis
- ❖ Career and Technical Center sends Pennsylvania Department of Education their self-study
- ❖ Pennsylvania Department of Education reviews self-study and decides if Career and Technical Center is ready to proceed
- ❖ If NO – Career and Technical Center continues to work on self-study
- ❖ If YES – Pennsylvania Department of Education gets possible dates for the site visit
- ❖ Pennsylvania Department of Education recruits accreditation team for a suitable date (9 team members)
- ❖ Pennsylvania Department of Education holds training session for accreditation team members
- ❖ Pennsylvania Department of Education informs Career and Technical Center of date for site visit
- ❖ Career and Technical Center sends self-study to each accreditation team member (address provided by Pennsylvania Department of Education)
- ❖ Examiner has thirty calendar days to review self-study, make comments, and then return to Pennsylvania Department of Education
- ❖ Pennsylvania Department of Education has two weeks to compile comments and send to Career and Technical Center
- ❖ Career and Technical Center has from the receipt of the site team comments to the site visit to gather answers to the site teams comments.
- ❖ Examiners commence on-site review
- ❖ Pennsylvania Department of Education compiles accreditation examiners reports, sends draft report to institution with 30 days to comment, draft report with any comments presented to Institutional Accreditation Advisory Group for recommendation of accreditation status, reviewed by Pennsylvania Department of Education then given to

Pennsylvania State Board for Vocational Education with recommendation of accreditation status, Pennsylvania State Board for Vocational Education will send to institution, institution may request hearing, final decision made by Pennsylvania State Board for Vocational Education.

- ❖ If institution is accredited, Pennsylvania Department of Education sends letter with certificate to Career and Technical Center.



Appendix, Exhibit E  
Potential Confirming Materials  
Furnished by the Applicant Institution

The following confirming materials are intended to be used by the site-evaluation team and the local self-study team as related to the Pennsylvania Public Postsecondary Vocational Education accreditation process. The accessibility of these materials to appropriate individuals is intended to expedite his/her work and to help verify and confirm the levels of quality of the applicant institution as related to Pennsylvania Public Postsecondary Vocational Education.

This list is for use by the local self-study team and the site-evaluation team. Some materials may be applicable to one or more of the standards, quality initiatives and questions to address as listed in the self-study guidelines.

Following is a summary of the self-study categories of standards and examples of related confirming materials that might be available during the accreditation process.

**Category A – Organizational Leadership:**

- Charter and legislative authorization
- List of governing board members, names and titles
- Policies of the governing board
- Organizational charts
- Vision, mission, and values
- Goals, objectives, targets and key measures
- Performance expectations in key results areas
- Methods of communicating to the public
- Documentation verifying that notice has been given in appropriate newspapers that this institution is applying for accreditation
- Strategic plans
- Profile of the local community, business/industry needs and population
- Marketing strategies
- Labor market and economic study results
- Fiscal budgets and budgeting strategies
- Copies of past, current and future budgets
- Student body statistics and enrollment trends
- Accreditation by other nationally recognized accrediting organizations
- Identification of advisory committees and minutes that link to leadership decisions
- Copies of contracts between the school and business/industry related to program offerings
- Copies of annual reports and other public notices
- Copies of regulatory/oversight agencies such as the Department of Education
- Ethical practices
- Civil rights compliance

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

- List of advisory groups: names, title, professional and/or business affiliation
- Advisory groups for each program
- Minutes of advisory group meetings
- Examples of how advisory groups have influenced improvement
- Communication materials that are distributed to the public
- Examples of web site and email communications
- Formal plans for community relations
- System for receiving and processing complaints
- Satisfaction and dissatisfaction determination of the employers and community

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

## Faculty Handbook

- Appropriate certifications, licenses, qualifications of faculty and professional staff
- Student and teacher ratios
- Custodial services
- Plan for recruitment, resumes
- Plan for development and professional growth
- Plan for employee orientation
- Job descriptions
- Employee performance reviews

**Category D – Learning-centered Program Design and Delivery:**

- Student Handbook
- School catalogue of courses
- Recruiting materials and brochures
- Lists of student grant opportunities
- Financial aid records
- Copies of methods for developing a new program, current program improvement or dropping a program
- Occupational needs analysis for programs
- Pennsylvania Public Postsecondary Vocational Education course schedules, syllabi, duty/task list, competency list, and comprehensive outlines
- Work site learning methods
- Copies of methods for tracking learning: examinations, evaluations, grading practices
- Frequency of student evaluation
- Plan for placement of students
- Plan for follow-up of students
- Listings of potential employers and employment opportunities
- Expert review of program requirements such as: requirements for enrollment, program content, program length, program objectives, competency and skill evaluation, instructional aids, technology and equipment, method of confirming level of learning, and level of skill proficiency required by employers

- Consulted annual report adult results: academic grade point average, occupational grade point average, completions, placements, retention, passing rates, etc.
- Adult affidavit program registration
- Credit hour policies

**Category E – Learning-centered Facilities and Equipment:**

- Budgets for maintaining and improving learning centers
- Timing of acquiring equipment and supplies
- Plan for equipment maintenance
- Plan for facility maintenance
- Plan for facility custodial care
- Safety reports, inspections, injuries, etc.
- Security plan
- Equipment and supply inventories
- Plan for disposal of obsolete equipment

**Category F – Organizational Performance Results:**

- Positive trends in important areas that measure the quality of Pennsylvania Public Postsecondary Vocational Education
- Student grades, satisfactory and unsatisfactory completion, competencies completed
- Enrollment and retention rates
- Attendance and dropout rates
- Placement rates
- Number of diplomas, certificates, degrees, etc. issued
- Awards and/or recognition received
- New programs added and obsolete programs discontinued
- Levels of student, faculty, employer, public satisfaction or dissatisfaction
- Funding trends
- Costs per student trends
- Safety data and accident rates
- Faculty meeting applicable qualifications

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Appendix, Exhibit F  
Data/Information and Analysis  
Presentation Guidelines

The self-study and site-evaluation will include as much data, information and analysis as possible and that are relevant to the standards, quality initiatives and questions to address.

Keep in mind that responses to Categories A, B, C, D, and E are the institution's approaches and methods and to what extent they are implemented. Category F is results and outcomes only and not written as a process.

It is important to present the factual input as clearly and practically as possible to ensure an accurate interpretation by the site-evaluation team. (Keep it "Evaluator Friendly")

- Only present the most critical data, information and approaches relevant to the standards
- Use clear charts, graphs, and summarize the outcomes
- Clarify any negative trends or less than desired outcomes with a short narrative as to why
- Explain why this input is important, "what the data/information is telling us"
- Code or use the correct prefix to align any documented information with the standards
- Highlight key information so it can be easily found by the evaluator(s)

Sample chart for summarizing the analysis of data and information.

<b>Category A – Organizational Leadership, Prefix: Quality Initiative: ____</b>
Strength:
Opportunity for Improvement:
Corrective Action Needed:

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## Appendix, Exhibit G Guidelines for Program and Instructor Qualifications

Guidelines provided by Pennsylvania Department of Education to be used as a guide when developing and delivering programs. In addition, there are recommendations for instructor qualifications.

### **Institutional or Program Qualifications Guidelines:**

- Systematic program development and delivery process
- Occupational needs assessments
- Goals, objectives, course outlines, competency, and instructional plans for each program
- Use of advisory committee input and minutes of recent meetings
- Course quality requirements
- Student grades
- Student retention
- Student placement rates
- Student completion rates
- Enrollment levels and trends
- Student teacher ratios
- Job placement assistance activities
- Safety training and practices
- Facilities, equipment and supplies for programs
- Student admissions policies
- Student follow-up surveys
- Course descriptions provided to the public
- Marketing and public relations activities
- Methods for keeping curriculum current
- Nondiscrimination and educational equity policies
- Other factors that may impact program quality
- Industry credentials earned by students

### **Instructor's Suggested Qualifications:**

- Education degree(s) and teaching qualifications
- Professional development
- Experience in the trade
- Industry certification(s), licenses, credentials
- Applicable life experiences
- Job descriptions for instructors
- In-service training and development accomplishments
- Appropriate credentials check of criminal histories
- Verification of references

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Appendix, Exhibit H  
Sample Letter to  
Potential Site-evaluation team members

Use Official Letter Head

Date:

Mr. Mrs. Dr. Jane Doe  
XXXXXXXXXXXXXX  
XXXXXXXXXXXXXX  
XXXXXXXXXXXXXX

Dear Jane:

In reference to our recent telephone conversation, we thank you for accepting the Pennsylvania Department of Education's invitation to be a member of the site-evaluation team for the (name of applicant institution).

In accepting your role as a team member, you will be part of a team that will evaluate this institution that is seeking accreditation for Pennsylvania Public Postsecondary Vocational Education. For more background information, please take a few moments to review the accreditation overview that is attached to this letter.

Following are key dates, times, and locations: (Please reserve them on your calendar)

- Date you will receive information about the applicant institution
- Site-evaluation team training
- Dates to review the applicant institution's self-study results
- Site-evaluation

For our records and to confirm your background and experience as related to the site-evaluation team role, please complete the attached survey form and include your resume. You can return the information to the address on the form.

We look forward to seeing you on XXXXX at the training session. Thank you for your willingness to join us in this most valuable venture.

Feel free to contact me at any time.

Sincerely,

State Accreditation Coordinator  
Pennsylvania Department of Education

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Appendix, Exhibit I  
Site-evaluation Team Member's  
Background and Experience

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Job Title/Duties \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ e mail: \_\_\_\_\_

Please complete the following:

Education:

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Experience with vocational/technical education:

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Experience with assessing, evaluating, and/or observing organizations:

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Other experiences pertinent to role of a site-evaluation team member:

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Thank you --- Signed: \_\_\_\_\_

Return to:  
Pennsylvania Department of Education  
State Accreditation Coordinator  
333 Market Street, 11<sup>th</sup> Floor  
Harrisburg, PA 17126-0333

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Appendix, Exhibit J  
Conflict of Interest Form

**Ethics for the individual accreditation program team member...**

- Has personal and professional integrity and will conduct self accordingly
- Will respect the confidentiality of all written, oral, discussed, written notes, and observations
- Has not previously been employed by or lived/lives in one of the sending school districts to the Career and Technology Center
- Will in no way be bias to personalities, race, color, national origin, sex and disability and any form of discrimination.
- Will not accept any gifts, items of value that may appear to sway ones thinking
- Understands the *Accreditation Guidelines for Pennsylvania Public Postsecondary Vocational Education* to include the self-study and the organizational profile of the institution being evaluated
- Is willing to speak to the State Accreditation Coordinator and express self about potentially conflicting or sensitive issues
- Personally feels confident and qualified in performing this responsibility

**Signed by the site-evaluation team member...**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please Print Name: \_\_\_\_\_

Name of Applicant Institution:  
\_\_\_\_\_

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## Appendix, Exhibit K Interview Forms

### **Directions for conducting interviews:**

Be sure to receive a clear interview assignment and schedule from the State Accreditation Coordinator. Interviews could include small groups or individuals.

The purpose of the interview is to determine the degree to which the individual segments of the organization are meeting the standards and fulfilling the quality initiatives. It is important to get input, facts, and perceptions about the performance of the segment. Your primary role is to verify and confirm what you have learned from the self-study results and any other input provided to you about the organization. This is to be used as the basis for the questions asked and the observations you make.

Following are some additional questions and an interview form you should use to engage in conversation, put the individual/group at ease, and that may lead to key input. Feel free to ask follow-up questions and add additional questions that are appropriate to the segment.

## Vocational Teachers Interview

Use this Interview Form as a guide and the self-study guidelines when conducting the interview.

1. How do you gather information for curriculum planning and the design, improvement, and implementation of work-based learning as related to occupational needs and standards? How do business and industry participate?
2. Is there a specific program advisory group for your program? Describe their involvement?
3. How does your program support community and broader area labor market needs?
4. How do you keep your course content up to date with the latest technology and employer expectations?
5. What objectives, standards, measures and tracking instruments do you use to ensure that you are providing quality learning and achievement for your students?
6. How do you break down your program into credit hours?
7. Is your program certified and/or recognized by industry, professional trade associations or state licensing agencies? What type of credential opportunity are the students working toward?
8. What are your current strengths and opportunities for improvement as related to your program? Do you have a plan for pursuing changes and improvements?

Notes:

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## Student Interview – Present Students

Use this Interview Form as a guide and the self-study guidelines when conducting the interview.

1. How would you describe your experience here at the school to another interested person?
2. Do you have a career plan and what assistance did you receive in developing it? Do you believe that you can achieve your learning outcomes within the hours assigned to your studies?
3. Do you feel challenged, are you learning appropriate knowledge and skills, and experiencing personal growth opportunities that are valuable to you currently and in the future?
4. Share your thoughts about the overall organization, structure, and planning as related to your learning experience?
5. Do you understand where you are in relationship to the course objectives and goals, i.e. your grade level or degree of success?
6. Were you given a course syllabus with an hour breakdown of your program?
7. Was it explained how this breakdown converts into credit hours?
8. How would you rate your level of satisfaction and explain why?
9. What are the current strengths and opportunities for improvement as related to your experience at the school? What are some changes you would make if you were in charge of the operation?

Notes:

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## **School Administrator/Director Interview**

Use this Interview Form as a guide and the self-study guidelines when conducting the interview.

1. How do you involve the community and advisory groups in sustaining and improving the quality of Pennsylvania Public Postsecondary Vocational Education programs?
2. How do you ensure that you are offering quality Pennsylvania Public Postsecondary Vocational Education opportunities to your students?
3. How do you implement the school's credit hour policy to comply with federal regulations?
4. Do you have adequate funding and budgets for providing quality Pennsylvania Public Postsecondary Vocational Education opportunities?
5. What key data and information do you collect/analyze and how are these results used to improve the school?
6. How do you sustain and improve the quality and performance of your employees, faculty, staff, and support personnel through development opportunities and performance evaluation?
7. What methods of communication do you use to inform the public and potential students of the programs and services available to them?
8. How do you use students and faculty to make changes/improvements in the overall operation of the school?
9. What are the current strengths and opportunities for improvement as related to your organization? Do you have a plan for pursuing changes and improvements?

Notes:

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## Appendix, Exhibit L Scoring Guidelines

The scoring guidelines are similar to a report card scoring continuum with “0” being poor and “4” being near perfect. The standards and quality initiatives are performance/results oriented and provide a mechanism by which the institution can judge its performance in key areas relative to a set of external quality standards and initiatives and its own internally identified approaches and processes.

The first five categories labeled A, B, C, D, and E relate to how the applicant institution uses its resources to achieve educational excellence. Category F analyzes the outcomes from the initiatives and performance in the first five categories. See the “Standards Template” below.

### Scoring the Quality Initiatives:

For each standard/category (e.g. A, B...F) the applicant institution’s self-evaluation team is expected to answer the subcategory/quality initiative questions (a, b...d) to the best of its ability and to score its performance according to the scoring guidelines. Each of the 21 quality initiatives are to be scored. While a number of questions in each subcategory are provided to guide the self-evaluation team, the scoring value for a subcategory is determined by the collective response to the questions in that subcategory.

Scoring in category A-E can level 0 – 3, scoring in category F can be level 0 - 4.

### Narrative Responses to Questions:

**The Meaning of “How”** – The questions being asked imply that a method exists by asking “how.” The applicant institution is expected to define the methods used to satisfy the requirements asked in this question and to briefly describe how these methods accomplish what is asked. The site-evaluation team will probe, verify, and clarify your responses during their visit.

**Meaning of “What”** Other questions may use the term what. For these questions, the applicant institution is expected to describe or provide an exhibit such as a table, list, or goal that satisfies the question.

**Strengths**– Scoring for category A - E can be 2 or 3, scoring for category F can be 2-4. (See the two scoring guidelines charts for more detail) Responses can be written in a bulleted format for each quality initiative as compared to the category standard. A strength can be a process, method, approach, or result that is an effective, systematic response to the basic or overall purpose of the standards and quality initiatives. It should meet the intended quality goal and be deployed/implemented in the important areas of the organization.

**Opportunity for Improvement (OFI)** - a process, method, approach, or result that is missing, not systematic, anecdotal, not meeting its intended goal, or only in its

beginning stages of development as related to the standards and quality initiatives. Deficiencies are considered as < 2.

Evaluator Scoring Guidelines for Categories A through E  
 These scoring bands represent the approaches and processes used by your organization to accomplish its objectives.

Level of Achievement	Description	Score
Not Met	No SYSTEMATIC APPROACH is evident; information is ANECDOTAL. (Critical approaches are poor – not evident or not functioning)	0
Beginning	The beginning of a SYSTEMATIC APPROACH to the BASIC PURPOSES of the category is evident. Major gaps exist in DEPLOYMENT that inhibits progress in achieving the BASIC PURPOSE of this category. (Approaches are fair – very basic & do not exist in most critical areas)	1
Functioning Well	An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the BASIC PURPOSES of the category, is evident. The APPROACH is DEPLOYED, although some areas or work units are in early stages of deployment. (Approaches are good – effective & are functioning in most critical areas)	2
Strength	An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the Overall Purpose of the category and your key organizational requirements are evident. The APPROACH is WELL-DEPLOYED, although DEPLOYMENT may vary in some areas or work units. (approaches are outstanding – very strong, effective & functioning in nearly all critical areas)	3



## Evaluator Scoring Guidelines for Categories F

These scoring bands represent the approaches and processes used by your organization to accomplish its objectives

Level	Description	Score
Not Met	There are no PERFORMANCE RESULTS or poor RESULTS in areas reported. (Results are poor – do not exist & are unimportant)	0
Beginning	There are some improvements and/or early good PERFORMANCE LEVELS in a few areas. RESULTS are not reported for many to most AREAS OF IMPORTANCE to your organization's KEY requirements. (Results are fair – exist in a few critical areas & show a few improvements)	1
Basic Results Met	IMPROVEMENTS and/or good PERFORMANCE LEVELS are reported in many areas of importance to your organization's KEY requirements. RESULTS are reported for many to most AREAS OF IMPORTANCE to your organization's KEY requirements. (Results are good – exist in many critical areas & show good improvement trends)	2
Strength	Improvement TRENDS and/or good PERFORMANCE LEVELS are reported for most areas of importance to your organization's KEY requirements. No pattern of adverse TRENDS and no poor PERFORMANCE LEVELS are evident in AREAS OF IMPORTANCE to your organization's KEY requirements. Organizational PERFORMANCE RESULTS address nearly all STUDENT, STAKEHOLDER, and PROCESS requirements. (Results are outstanding – exist in nearly all critical areas & show steady positive improvement trends)	3
Leadership & Role Modeling	Current PERFORMANCE is good to excellent in AREAS OF IMPORTANCE to your organization's KEY requirements. Many to most trends and/or current performance levels - evaluated against relevant comparisons and/or benchmarks - show areas of leadership and very good relative performance levels. (Results are best in class – show areas of leadership as evaluated against relevant comparisons)	4

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Appendix, Exhibit M  
Written Report  
Used by the Site-evaluation Team

**Final Report Criteria:** (these criteria should be used by the site-evaluation team as well as the State Accreditation Coordinator when completing the evaluation and writing a report)

Directions:

When writing a narrative statement, the information should be accurate and substantiated. It is important that all strength, opportunity for improvement and corrective action needed statements be verifiable with good evidence and based on sound information.

As applicable, actionable statements should be written using action verbs such as develop, re-design, modify, prepare, change, resolve, expand upon, create, etc. You should avoid abbreviations/acronyms and ambiguity.

Definitions:

Use the Standards and the quality initiatives as the basis for determining a strength, an opportunity for improvement, or a corrective action needed.

- A Strength can be a process, method, approach, or result that is effective, systematic, responsive to the basic or overall purpose of the Standards and quality initiatives and meeting its intended goal, or deployed/implemented in the important areas of the organization. The evaluator should write strengths when the organization is doing something well, creative, and/or deserves special recognition.
- An Opportunity for Improvement (OFI) can be a process, method, approach, or result that is missing, not systematic, anecdotal, not meeting its intended goal, or only in its beginning stages of development as related to the standards and quality initiatives. The evaluator should write OFIs when the organization is only performing the initiative in a limited or in partial compliance. Any OFIs require a corrective action plan to be submitted annually. (See Chapter 10)
- A Corrective Action Needed must be addressed before the institution can be fully accredited. Here, the institution is not meeting the standard or quality initiative in a critical area of quality as related to Pennsylvania Public Postsecondary Vocational Education.

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Appendix, Exhibit N  
Accreditation Process Evaluation Form  
by the  
Site-evaluation Team

**THE PENNSYLVANIA DEPARTMENT OF EDUCATION**

**Accreditation Process Evaluation Form  
by the  
Site Evaluation Team**

Evaluation of the Pennsylvania Public Postsecondary Education Accreditation including the process and team members...

Institution: \_\_\_\_\_ Dates of Site-evaluation: \_\_\_\_\_

Evaluators (Optional): \_\_\_\_\_

1. Please rate the overall process used to study and evaluate the applicant institution using the following scoring guidelines:

5 = Excellent -- 4 = Very Good – 3 = Good -- 2 = Fair and 1 = Poor

2. In addition, we would like any comments, strengths/opportunities to improve that you wish to share about the overall process.

3. Thanks for your input.

**Evaluation of the  
Overall Accreditation System**

No.	Evaluation Item	Scoring Level
1.	The method used for selecting you as a site-evaluation team member... <b>Comments: strengths/opportunities to improve...</b>	<b>5 4 3 2 1</b>
2.	The value of the pre-training provided to you as a member of the site-evaluation team... <b>Comments: strengths/opportunities to improve...</b>	<b>5 4 3 2 1</b>

<p>3.</p>	<p>The materials the applicant career and technical center provided to you in advance of the site-evaluation such as the self-study results, documents from Pennsylvania Department of Education files, the Institution's Organizational Profile, etc... <b>Comments: strengths/opportunities to improve...</b></p>	<p><b>5 4 3 2 1</b></p>
<p>4.</p>	<p>Your qualifications and preparedness for your individual site-evaluation assignment... <b>Comments: strengths/opportunities to improve...</b></p>	<p><b>5 4 3 2 1</b></p>
<p>5.</p>	<p>The time you had been allotted to accomplish your assignments... <b>Comments: strengths/opportunities to improve...</b></p>	<p><b>5 4 3 2 1</b></p>
<p>6.</p>	<p>The applicant career and technology center preparedness to respond to the overall accreditation process such as completing the self-study, informed administration - faculty - staff - students, acceptance of your presence, abilities to provide responses to your questions/needs, etc... <b>Comments: strengths/opportunities to improve...</b></p>	<p><b>5 4 3 2 1</b></p>

7.	The quality of the amenities such as lodging, meals, overall hospitality, etc... <b>Comments: strengths/opportunities to improve...</b>	5 4 3 2 1
8.	The preparation and ability of the chairperson and co-leaders to assist you as a team and as an individual evaluator such as communication, team work, establishing rapport, etc... <b>Comments: strengths/opportunities to improve...</b>	5 4 3 2 1
9.	The preparation and ability of your <u>peer evaluators</u> to assist you as an individual evaluator such as communication, team work, integrity, ethics, etc... <b>Comments: strengths/opportunities to improve...</b>	5 4 3 2 1
10.	Please provide any comments you would like to share about the experience you had and/or suggestions that you think could improve the accreditation process...	

**Please return to the State Accreditation Coordinator prior to leaving the site.  
Thank you and good luck in all your future endeavors**

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Appendix, Exhibit O  
Accreditation Process Evaluation Form  
by the Institution

**THE PENNSYLVANIA DEPARTMENT OF EDUCATION**

**Accreditation Process Evaluation Form  
by the  
Applicant Institution**

Institution: \_\_\_\_\_

Dates of Site-evaluation: \_\_\_\_\_

Evaluator's Name (Optional): \_\_\_\_\_

4. Please rate the accreditation process used to evaluate your institution by circling the appropriate number for each item:

5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair, 1 = Poor

5. In addition, please share comments and/or strengths/opportunities that would improve the process.
6. Thank you for your input.

**Evaluation of the  
Overall Accreditation System**

No.	Evaluation Item	Scoring Level
1.	The technical assistance and coaching provided to you prior to the actual site-evaluation... <b>Comments: strengths/opportunities to improve...</b>	5 4 3 2 1
2.	The qualifications and preparedness of the site-evaluation team... <b>Comments: strengths/opportunities to improve...</b>	5 4 3 2 1

3.	<p>The overall courtesy and professionalism of the site-evaluation team...</p> <p><b>Comments: strengths/opportunities to improve...</b></p>	<p>5 4 3 2 1</p>
4.	<p>Your overall level of satisfaction with the accreditation process...</p> <p><b>Comments: strengths/opportunities to improve...</b></p>	<p>5 4 3 2 1</p>
5.	<p>What key improvements and/or changes do you recommend when conducting future accreditation processes for other career and technology centers?</p>	
6.	<p>Please provide any comments you would like to share about the experience you had and/or suggestions that you think could improve the accreditation process...</p>	

**Please mail completed form to:**

**Department of Education  
State Accreditation Coordinator  
333 Market Street, 11<sup>th</sup> Floor  
Harrisburg, PA 17126**

Appendix, Exhibit P

THE PENNSYLVANIA DEPARTMENT OF EDUCATION

**POST SECONDARY ACCREDITATION  
ANNUAL OPERATIONAL REPORT**

The following is Annual Operational Report for Year 20\_\_\_\_ - 20\_\_\_\_

All Annual Reports are due in the Pennsylvania Department of Education Office by **August 31st** for each year you are accredited.

Name of Institution: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Position: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Fax Number: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Web Address: \_\_\_\_\_

For the current Academic Year 20 \_\_\_\_ / 20\_\_\_\_

Number of programs of 300 - 599 hours in length \_\_\_\_ Number of programs of 600 or more hours in length \_\_\_\_\_

Is the CTC's adult education program(s) currently accredited with another agency? \_\_Yes \_\_ No

If yes, with which accrediting agency \_\_\_\_\_

The information and data submitted herewith is correct and current to the best of my knowledge.

\_\_\_\_\_  
Signature/Chief Administrative Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
E-mail Address

\_\_\_\_\_  
Signature/Adult Education Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
E-Mail Address

Directions: Return one hardcopy and one electronic version of this report and support items listed below by **August 31st** to:

Pennsylvania Department of Education  
State Accreditation Coordinator  
333 Market Street, 11<sup>th</sup> Floor  
Harrisburg, PA 17126-0333

In accordance with the requirements specified in the Pennsylvania Public Postsecondary Vocational Education Accreditation Guidelines, please provide a narrative with each category to explain how the evidence is used to develop/maintain/grow your Pennsylvania Public Postsecondary Vocational Education institution.

**A. Organizational Leadership:**

Provide an answer for each of the Quality Initiatives and provide supporting documentation. Documentation includes but not limited to:

1. Provide two Joint Operating Committee meeting minutes, in past year, discussing Pennsylvania Public Postsecondary Vocational Education
2. Provide evidence of Pennsylvania Public Postsecondary Vocational Education included in the Comprehensive Planning Tool
3. Provide evidence of administrative review of Pennsylvania Public Postsecondary Vocational Education performance including budget and PPVE objectives
4. Provide copy of Vision, Mission and EEO statements in various Pennsylvania Public Postsecondary Vocational Education documentation

**B. Student, Stakeholder and Public/Community Focus**

Provide an answer for each of the Quality Initiatives and provide supporting documentation. Documentation includes but not limited to:

1. Provide copy of one Occupational Advisory Committee meeting minutes per program
2. Provide copy of complaint procedure
3. Provide copies of student and stakeholder satisfaction and analysis of survey results

**C. Administration, Staff, Faculty and Support Services**

Provide an answer for each of the Quality Initiatives and provide supporting documentation. Documentation includes but not limited to:

1. Provide copy of job duties of those persons (administration, instructor, support staff, maintenance) directly involved in Pennsylvania Public Postsecondary Vocational Education
2. Provide qualifications of instructors, union and nonunion, in Pennsylvania Public Postsecondary Vocational Education programs
3. Provide professional development opportunities available to Pennsylvania Public Postsecondary Vocational Education, union and nonunion, instructors
4. Provide copy of emergency plan and other documentation that ensures the school addresses employee and student well being

#### **D. Learning-Institutional Program Design and Delivery**

Provide an answer for each of the Quality Initiatives and provide supporting documentation.

Documentation includes but not limited to:

1. Provide evidence of program development including occupational analysis, objectives, assessment, program design, delivery and technology based on stakeholder input
2. Provide evidence of the opportunity for work-site learning
3. Provide data on monitoring and student tracking of student enrolled in PPPVE programs i.e. grades, pass rates, credentials earned, placement, etc.
4. Provide copy of adult education catalog and handbook showing the PPPVE course descriptions with tuition and fees, admission and recruitment policies and guidelines, expectations, grading system, remediation opportunities, certifications and end of the program certificate. Do not provide adult short term documentation
5. Provide copy of credit hour policy

#### **E. Learning-Institutional Facilities and Equipment**

Provide an answer for each of the Quality Initiatives and provide supporting documentation.

Documentation includes but not limited to:

1. Provide plan for purchase of equipment for Pennsylvania Public Postsecondary Vocational Education programs
2. Provide documentation that demonstrates adequate resources and training stations exist
3. Provide documentation that demonstrates the facilities include adequate training stations and are safe. This includes the noninstructional areas as well as storage.
4. Provide documentation that the facilities are adequate to meet the needs of students with disabilities and special needs

#### **F. Organizational Performance Results**

Provide an answer for each of the Quality Initiatives and provide supporting documentation.

Documentation includes but not limited to:

1. Provide copy of completed student satisfaction survey, one per program, and how data was utilized to update and improve programs
2. Provide student data that demonstrates student learning, special awards, attendance, dropout and certificates earned
3. Provide copy of completed employer evaluation, one per program, and how data was utilized to update and improve programs
4. Provide copy of budget to show overall growth and expansion in Pennsylvania Public Postsecondary Vocational Education programs including a breakdown of all revenues and expenditures. Show breakdown of students and their method of tuition and relate it to the overall budget and provide 3 year and 2 year default rates. Default rates can be found at: <http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr2yr.html>
5. Provide copy of completed staff satisfaction surveys and how data was utilized to update and improve programs

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Appendix, Exhibit Q  
Institutional Accreditation Advisory Group

**Background:**

The Code of Federal Regulations (CFR), Title 34, Part 603 requires that the State agency has an advisory body that provides counsel to the State agency and makes a meaningful contribution to the Pennsylvania Postsecondary Vocational Education Accreditation process.

Pennsylvania Department of Education uses such an advisory body named the “Institutional Accreditation Advisory Group.”

**Purpose:**

The main purpose of the “Institutional Accreditation Advisory Group” is to strengthen the Pennsylvania Public Postsecondary Vocational Education system. The group provides valuable advice to the Pennsylvania Department of Education, related to the development of standards, operating procedures and policy, and interprets the educational needs and support projections of the Pennsylvania Public Postsecondary Vocational Education system.

This group regularly reviews the *Pennsylvania Public Postsecondary Vocational Education Accreditation Guidelines* and the Pennsylvania Public Postsecondary Vocational Education self-study.

**Vision:**

- The Institutional Accreditation Advisory Group is a vital link between Pennsylvania’s Public Postsecondary Vocational Education, Pennsylvania State Board for Vocational Education, Pennsylvania Department of Education, and is providing valuable knowledge and perspectives related to the quality of the vocational education system.

**Mission:**

- Although the Institutional Accreditation Advisory Group has no legislative or administrative authority, it enhances the Pennsylvania Public Postsecondary Vocational Education system and provides opportunities for improving adult career and technical education and the Pennsylvania Public Postsecondary Vocational Education accreditation process.

**Key Goals:**

- Provide information to update, modify, expand, and improve the quality of career and technical education programs related to Pennsylvania Public Postsecondary Vocational Education.
- Support and strengthen the relationship between business, industry, the community and education.
- Make recommendations to strengthen and expand the curriculum and provide assistance in implementing these recommendations.

- Assist in identifying needs, determining priorities, and reviewing and evaluating programs and systems related to the Pennsylvania State Board for Vocational Education's Accreditation program.

**Qualifications:**

- Knowledge in field of adult education
- Knowledge in field of vocational education
- Experience in industry
- Experience in assessment and evaluation

**Representation of the Core Group:**

- The Institutional Accreditation Advisory Group consists of public employment services and employers, employees, Pennsylvania Public Postsecondary Vocational Education educators, students, and the general public to include minority groups



## Appendix, Exhibit R

Dear Institutional Director:

The Pennsylvania Department of Education conducted a Pennsylvania State Board for Vocational Education accreditation visit of your approved adult career and technical education programs on (DATE). The review has found that your programs are not compliant with the Higher Education Act of 2010 (HEA), section 34 CFR 600.2 or 668.4(e).

The HEA requires that all programs are eligible for federal Title IV funds. Institutions must meet the minimum standards in the definition of a credit hour in 600.2. Institutions demonstrate compliance by assigning an amount of Title IV credit hours for each course that corresponds to the quantity of work reasonably expected to be required in order to achieve learning outcomes and for documenting student achievement of those objectives.

The Pennsylvania Department of Education has notified the U.S. Department of Education's Secretary that (INSTITUTION) does not meet the required definition of a credit hour. The notification was sent (DATE).

The Pennsylvania Department of Education will work with you to reach compliance. In the meantime, however, students enrolled in the noncompliant programs are not eligible for Title IV funds.

Sincerely,

Lee Burket, Ed.D.  
Director

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## Appendix, Exhibit S

Dear US Secretary of Education:

The Pennsylvania Department of Education conducted a Pennsylvania State Board for Vocational Education accreditation visit of approved adult career and technical education programs on (DATE) at the (INSTITUTION). The review has found that (INSTITUTION) programs are not compliant with the Higher Education Act of 2010 (HEA), section 34 CFR 600.2 or 668.4(e).

The HEA requires that all programs eligible for federal Title IV funds. Institutions must meet the minimum standards in the definition of a credit hour in 600.2. Institutions demonstrate compliance by assigning an amount of Title IV credit hours for each course that corresponds to the quantity of work reasonably expected to be required in order to achieve learning outcomes and for documenting student achievement of those objectives.

The Pennsylvania Department of Education has notified (INSTITUTION) that they do not meet the required definition of a credit hour. The notification was sent (DATE).

The Pennsylvania Department of Education will work with the (INSTITUTION) to reach compliance. In the meantime, however, students enrolled in the noncompliant programs are not eligible for Title IV funds.

Sincerely,

Lee Burket, Ed.D.  
Director