

Greater Johnstown Career and Technology Center – Final Report

Pennsylvania Department of Education

Bureau of Career and Technical Education
Public Postsecondary Vocational Education (PPPVE) institutions
Final Draft Report

Institution: Greater Johnstown Career and Technology Center

Dates of On-site Review: November 4-6, 2013

Date of Report: May 8, 2014

The following report was compiled based on the self-study and site review of Greater Johnstown Career and Technology Center on November 4-6, 2013.

After a thorough review, and based on the input from the Institutional Accreditation Advisory Group, The Pennsylvania Department of Education is recommending an accreditation status of: Re-Accreditation

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Name of Institution: Greater Johnstown Career and Technology Center

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Category A – Organizational Leadership

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, values and clear objectives: designs and implements specific action plans and performance expectations and tracks improvement towards the objectives.

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| a. | Provides direction to the overall organization: |
| 1. | <p>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)</p> <p>The Administrative team of the Greater Johnstown Career and Technology Center (GJCTC) develops and disseminates the values, direction and performance expectations for Adult Education students and staff through written policies and verbal and written communications. Administrative staff serves as an example for students and instructors by displaying the values and behaviors consistent with the philosophy of the school.</p> <p>Policies and guidelines for instructors that reflect the organizational philosophy are in the Adult Education Instructor Handbook and the Practical Nursing Faculty Handbook. Student handbooks are given to each student and are reviewed at an orientation session to ensure that students are apprised of school policies. All handbooks are reviewed annually and approved by the Joint Operating Committee (JOC).</p> <p>Communication is achieved through formal meetings and informal weekly discussions with program supervisors and course instructors. Information is presented and program progression and student performance is discussed. Each member of the administrative staff has a one-to-one meeting with the Administrative Director weekly, and administrative team meetings are held monthly.</p> <p>The Supervisor of Adult Education regularly visits program areas to meet with students and instructors. She also holds meetings at the beginning of each school year and throughout the year with instructors. The Practical Nursing Faculty Organization, which includes student representatives, meets formally regarding student and faculty performance.</p> <p>JOC meetings are held monthly. The Supervisor of Adult Education attends every meeting to obtain up-to-date information and give monthly reports on Adult Education matters to the JOC. Information on JOC meetings is distributed in monthly JOC Highlights sent via email to all GJCTC staff members.</p> |

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| | <p>Open channels of communication are ensured through advisory board meetings, student and instructor evaluations, student exit interviews, faculty meetings, participation in community organizations focusing on business and education needs, and frequent communication with employers and local businesses.</p> <p>The GJCTC Organizational Chart clearly defines the relationship of Adult Education to the overall organization of the school. The administrative team members that are responsible for the adult education programs are:</p> <p>John S. Augustine II Administrative Director Tricia Rummel Supervisor of Adult Education Tricia Monahan Practical Nursing Coordinator</p> <p>Exhibits:</p> <ul style="list-style-type: none"> Articles of Agreement Administrative Team Meeting Agenda Adult Education Exit Interview Form Beginning of School Instructor Meeting Letter Instructor Meeting Sign-In Sheet JOC Highlights and Attached Adult Education Monthly Newsletter GJCTC Organizational Chart <p>Exhibits at Site Visit:</p> <ul style="list-style-type: none"> Adult Education Instructor Handbook Practical Nursing Faculty Handbook Administrative Team Member list Cambria County Business and Education Consortia Meeting Minutes Cambria/Somerset County Manufacturing Consortia Meeting Minutes Adult Education PACTA Meeting Minutes Adult Education Monthly Reports <p>Comments: Documentation supports administration communication with staff regarding values, direction and performance expectations via administrative meeting agendas, policies and handbooks.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 2. | <p>What is the organization’s official vision and mission that clearly reflects its overall purpose of existence and implies/includes PPPVE in its scope?</p> <p>The mission statement of the GJCTC is “Ensure student achievement in career and technical education.” The vision statement is “Be a model for Career Pathways and Business Education Partnerships.” Both of</p> |

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| | <p>these statements clearly reflect the purpose and mission of the school and direct the overall operations of the secondary and postsecondary programs. The mission and vision of GJCTC address vocational instruction and community involvement for all school programs and includes the scope of PPVE.</p> <p>Exhibit: Mission Statement/Vision Statement from GJCTC Adult Education Program Catalog</p> <p>Exhibit at Site Visit: Mission Statement/Vision Statement from GJCTC Website</p> <p>Comments: Documentation supports that the vision and mission statement encompass both students and business in regards to PPPVE.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 3. | <p>Is the overall vision/mission and PPVE services communicated to key stakeholders such as employers, public/community organizations, faculty/staff and adult students?</p> <p>The mission and vision statements are communicated to stakeholders via program catalogs and brochures, faculty and student handbooks, discussion at occupational advisory committee meetings, open houses, and advertisements. The school website (gjctc.org) includes the mission statement for stakeholders to review. The mission and vision statements are included in PowerPoint presentations used in recruitment at open houses, career fairs, and the annual Showcase for Commerce. Mission and vision statements are reviewed at faculty meetings during the school year. The mission of the school is communicated to prospective students via conversations, interviews and program orientation sessions. The statements are also covered in orientation sessions with admitted students at the beginning of each program. The adult education department works closely with the CareerLink and the mission and vision of the GJCTC is familiar to that agency.</p> <p>The mission and vision statements are displayed in the Adult Education office and other locations in the building.</p> <p>Exhibits: Mission Statement/Vision Statement from GJCTC Website</p> <p>Exhibit at Site Visit: Adult Education Program Catalog Adult Education Student Handbook</p> |

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| | <p style="text-align: center;">Practical Nursing Program Student Handbook</p> <p>Comments: Documentation supports that the vision and mission statements are communicated to all invested and interested parties regarding PPPVE in the forms of student handbooks, program catalogs, website and flyers.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| b. | Establishes the future direction for PPPVE and implements the plan: |
| 1. | <p>Is the overall vision/mission and operations based on public/community needs and expectations of key customers and based on current data and information?</p> <p>Programs offered at GJCTC are geared to meet the needs of the community surrounding Johnstown and the satellite campuses. Input from the community is obtained through a Local Advisory Committee (LAC) which meets annually. At these meetings, business leaders, community agencies, and school representatives meet to discuss program offerings, community needs, employment trends, and educational practices. Additionally, each program area has an occupational advisory committee (OAC) that is comprised of members specific to that occupational area. The OACs meet two times per year and discuss educational and employment issues related to their respective programs.</p> <p>The Adult Education Career Counselor is a member of the Business and Education Consortium for Cambria County. This consortium is comprised of representatives from area businesses and schools who meet to discuss community needs, foster relationships, and encourage a collaborative approach to meeting employment and education needs.</p> <p>The Supervisor of Adult Education is an active member of the Cambria/Somerset Counties Manufacturing Consortium and the Cambria/Somerset Counties Safety Consortium. The consortia are directed by the Johnstown Area Regional Industries (JARI), the area economic development agency, and comprised of local manufacturing companies. This group meets bi-monthly to discuss topics related to manufacturing, employment needs, training needs, etc.</p> <p>The Practical Nursing Coordinator is a member of the Cambria/Somerset Counties Healthcare Consortium, also directed by JARI. This group meets regularly to discuss topics related to the needs of local healthcare agencies.</p> <p>All of the programs at GJCTC that prepare students for high priority occupations are registered on the Commonwealth Workforce Development System (CWDS) and are eligible for funding through the Workforce Investment Act and Trade Adjustment Act. These same programs are on the most current High Priority Occupations List developed by the Department of Labor. Annually, these programs must be registered and meet or exceed the thresholds set for completion and job placement rates to be re-approved for funding.</p> |

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| | <p>New program offerings are developed after a need from the community has been established and meetings are held to determine the feasibility of implementing a new program. For example, in 2008, representatives from JARI approached GJCTC about offering machinist training for local businesses. A needs assessment was completed and meetings were held to determine the need in the area and what was needed in terms of equipment, supplies, etc. Classes started operating in GJCTC’s machine shop in February 2009.</p> <p>Exhibits:</p> <ul style="list-style-type: none"> Local Occupational Advisory Committee Member List and Agenda Business and Education Consortia Meeting Minutes CWDS Approved Program List Employer Support Letter-Machinist Training Program <p>Exhibits at Site Visit:</p> <ul style="list-style-type: none"> High Priority Occupation List Needs Assessment Materials for Machinist Program Cambria/Somerset County Manufacturing Consortia Meeting Minutes Cambria/Somerset County Healthcare Consortia Meeting Minutes <p>Comments: Evidence provided: LAC meeting agendas and various consortia meeting minutes support the vision and mission statements of helping students achieve career and technical education with career business pathways.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 2. | <p>Does your strategic plan establish goals and objectives that include strategies for PPPVE? Are they timely and futuristic in scope?</p> <p>The goals and objectives in the Strategic Plan identify competencies for all vocational students. Adult Education is included in the scope of the Strategic Plan.</p> <p>Exhibits at Site Visit:</p> <ul style="list-style-type: none"> Strategic Plan <p>Comments: Documentation indicates a Strategic Plan from 2008 - 2013 encompassing goals and objectives for PPPVE which are both current and futuristic. The Comprehensive Planning Tool has not been finalized therefore was not in evidence. GJCTC needs to make sure that the new Comprehensive Planning Tool continues to include PPPVE.</p> <p>Strengths:</p> |

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| | <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 3. | <p>What are the PPPVE key strategic objectives, action plans, and timetables for accomplishing them?</p> <p>GJCTC’s goal is to continue to provide adult education students with Title IV funding. This goal is made possible through the school’s full accreditation for public postsecondary vocational education (PPVE) under the authority of the Pennsylvania State Board for Vocational Education (PSBVE). GJCTC was initially accredited in 2008. Prior to accreditation through PPVE, GJCTC was accredited through the Council on Occupational Education (COE).</p> <p>The goals and objectives in the Strategic Plan identify competencies for all vocational students. Adult Education is included in the scope of the Strategic Plan.</p> <p>Exhibits: PPVE Approval Letter (May 30, 2008) Copy of <i>Certificate of Accreditation</i></p> <p>Exhibits at Site Visit: Strategic Plan</p> <p>Comments: Documentation supports that goals are set each year by the Administrative Director in regards to the PPPVE in the strategic Plan and with the Supervisor of Adult Education.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Further develop key goals to include action plans.</p> <p>Corrective Action:</p> |
| 4. | <p>What are the key measurements and performance indicators/targets that will identify successful completion? How are they used to track the plan execution?</p> <p>Successful completion of the student performance and overall program success is tracked and evaluated using many different methods.</p> <p>Completion of theory components of the adult education programs are maintained through written and computerized grade records. Students are informed of theory progress at regular intervals during the</p> |

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programs. Laboratory activities are observed and graded by the program instructor.

Competence based student performance evaluations are used to record student progress in the program areas for industry training and in the clinical settings for practical nursing. For example, in the mobile equipment operations program, student competency is evaluated after training is completed on each piece of equipment.

Students in the Practical Nursing Program receive formative and summative clinical evaluation during and after completion of each level in the program. Verbal feedback is given to students by the clinical instructors on an ongoing basis.

Many programs at GJCTC have been using the National Center for Construction and Education Research (NCCER) curriculum. This curriculum includes both a core curriculum and a program-specific curriculum and provides a nationally recognized industry credential to all students who successfully complete each module.

Students in the Municipal Police Academy must successfully pass regular examinations written by the Municipal Police Officers Education and Training Commission as a MPOETC requirement.

All Adult Education Students are provided with either a trimester or semester based grade report during the school year.

Other performance indicators are completion and graduation rates, placement statistics, and licensure rates as applicable for all adult programs. These statistics are collected, compiled and recorded by the Adult Education Career Counselor.

All programs at GJCTC provide students the opportunity to attain a National Skill Standard and Credential.

All students in the Mobile Equipment Operations program are provided the opportunity to test for their Class A CDL license. Students, with few exceptions, are successful in obtaining CDL licensure.

Graduates of the Practical Nursing Program are qualified to take the NCLEX-PN licensure examination. The current pass rate for the Practical Nursing Program as listed on the Pennsylvania State Board of Nursing website is 89.33%.

Students in the Welding & Metal Fabrication Program are qualified to test for multiple American Welding Society (AWS) certifications. Students in the Heating and Air Conditioning Program are eligible to take the EPA certification test. The Machinist Technology Program is approved to offer the NIMS certification exams.

Exhibits:

Mobile Equipment Operations Program Performance Evaluations

Practical Nursing Program Clinical Evaluation - Level I

List of National Skill Standards for Each Program Area

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| | <p>Student Completion Rates</p> <p>Exhibits at Site Visit: NIMS On-Site Evaluation Agenda Student Follow up phone log List of Students who Received a National Skill Standard</p> <p>Comments: For programs resulting in state or industry certifications, GJCTC following the guidelines and policies aligned with those entities in regards to competencies and grades. Examples of these were provided. All other programs are tracked through tasks, competencies and completions by the Adult Education Career Counselor, also in evidence. Completion and placement rates are used to track execution.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Develop a more comprehensive list of enrollments, completion, credential earned.</p> <p>Corrective Action:</p> |
| c. | Reviews the organization’s performance: |
| 1. | <p>Do senior leaders ensure the school is meeting its fiscal budget and other accountabilities?</p> <p>Every fiscal year, a budget for each of the adult education programs is developed by the Supervisor of Adult Education, Practical Nursing Coordinator and the Director of the Policy Academy in correlation to the instructional/supportive and administrative needs of the programs. Budgets are reviewed with each supervisor by the Administrative Director for a final Workforce Development/Adult Education Projected Budget to be presented to the Joint Operating Committee for tentative adoption and forwarded to the seven participating districts for final adoption. The adopted General Fund Budget, which includes the Adult Education/Workforce Development Program Budget, is submitted to the PA Department of Education, as required. Monthly general ledger and financial reports are produced through a computerized accounting system, and reviewed by the Administrative Assistant of Fiscal Operations and areas of concern are reviewed with the Administrative Director and, if necessary, with senior leader of the program area.</p> <p>All reports are detailed according to the PA Department of Education Governmental and Financial Reporting Principles, to GAAP (Generally Accepted Accounting Principles) and to the adopted budget. Each program is assigned a specific account code to identify its revenues and expenditures. An Annual Financial Report is filed with the PA Department of Education. The Adult Education programs maintain a fund balance to be used in the continuation of future programs when needed. Annually, an independent audit is performed auditing all the fiscal operations of the Greater Johnstown Career and Technology Center.</p> |

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| | <p>Exhibits: Workforce Development/Adult Education Budget 2012-2013 Fiscal Year Statement of Revenues and Expenditures by Operational Unit Monthly Financial Report Summary of Auditor’s Results - Auditor’s Report for Fiscal Year Ending June 30, 2011</p> <p>Exhibits at Site Visit: Auditor’s Report for Fiscal Year Ending June 30, 2011</p> <p>Comments: Evidence provided shows monthly and yearly budgets showing accountability and growth in adult education.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 2. | <p>Do senior leaders regularly review the school’s progress to assure it is reaching its goals, objectives and PPPVE commitments, and to make revisions and take corrective action? Describe recent accomplishments?</p> <p>Senior leaders review the school’s progress frequently throughout each school year. Students regularly evaluate courses during the program and in exit interviews following program completion. Results are compiled and reviewed by the Supervisor of Adult Education, the Director of the Police Academy and the Practical Nursing Coordinator. Evaluations are reviewed by the Administrative Director as needed.</p> <p>Personal phone calls are made to graduates approximately six months after program completion to determine what progress the individual has made in obtaining employment. All of these phone calls are logged and the results are recorded.</p> <p>Evaluations are also sent to employers to ascertain the quality of GJCTCs programs, and provide an opportunity for local employers to give feedback and offer suggestions for improvement.</p> <p>Program instructors and supervisors read and discuss student evaluations on an ongoing basis at staff meetings. If changes or interventions need to occur immediately, the matter is discussed personally with appropriate individuals. Program evaluations are used to revise and improve curriculum and instructional delivery continually.</p> <p>Practical Nursing Graduates performance is measured by completion rates, job placement rates and licensure rates (NCLEX-PN) and are reported to approval and accrediting agencies annually as a means of monitoring the program success.</p> <p>Annual reports are completed for PPVE and the Pennsylvania State Board of Nursing.</p> <p>Program review has led to the following recent accomplishments:</p> |

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| | <p>Continued Approval of Programs on CWDS Veteran’s Administration Re-Approval of Programs Continuation of Customized Job Training Programs High Pass Rates for CDL Operators and NCLEX-PN Licensure Awarding of a \$200,000 Grant for Tuition Assistance for Adult Students in Practical Nursing and Machining Technology from the Pennsylvania Department of Labor and Industry Status as One of Only Three Approved Weatherization Training Centers in Pennsylvania Successful Accreditation through PPVE</p> <p>Exhibits: Adult Education Mid-Point Confidential Interview Survey Adult Education Exit Interview (Pre-Graduation) Form Commonwealth Workforce Development System Approved Program List Veterans Education Approval Letter PPVE Approval Letter (May 30, 2008) Copy of <i>Certificate of Accreditation</i> Student Completion Rates Employer Survey</p> <p>Exhibits at Site Visit: Summaries of Mid Point Interview Surveys – From Postsecondary Programs Award Letter for Pennsylvania Department of Labor & Industry Grant Tuition Assistance Grant Award Letter for Pennsylvania Department of Labor & Industry Grant Weatherization Program</p> <p>Comments: Evidence supports through mid and end of year reviews of the programs by data and surveys that it is reaching its PPPVE commitments to both students and stakeholders.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| d. | Meets its regulatory requirements and public responsibilities: |
| 1. | <p>Does the institution comply with Board policies and procedures to ensure the institution maintains the public’s trust in the integrity of the institution?</p> <p>All personnel are required to follow the GJCTC policies and procedures as approved by the Joint Operating Committee (JOC) and defined in the GJCTC Policy Handbook. The administrative team</p> |

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| | <p>regularly attends JOC monthly meetings and keeps abreast of any policy or procedure changes. JOC meetings are advertised and open to the public.</p> <p>All program brochures and handbooks are regularly reviewed by program supervisors and instructors for accuracy, consistency and clarity. The institution adheres to the information presented in the written publications and applies the policies and procedures in an equitable and nondiscriminatory manner.</p> <p>Exhibit: JOC Meeting Minutes JOC Highlights</p> <p>Exhibit at Site Visit: GJCTC Policy Handbook</p> <p>Comments: Joint Operating Committee and Occupational Advisory Committee minutes in regards to PPPVE were in evidence.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 2. | <p>Is the institution conducting its operations in a fair and ethical manner? Provide evidence of following the state’s ethical policies, practices, and civil rights compliance with particular attention to those factors affecting students and employees?</p> <p>The non-discrimination policy statement is in the GJCTC Policy Manual, program brochures and student handbooks. The policy is also on the School website. The policy is followed in recruiting, admitting and educating students in all programs. Complaints are directed to the Administrator Director.</p> <p>All staff members are required to attend on-site training sessions on unlawful harassment and its implications.</p> <p>A grievance policy is in place and published in all handbooks given to students and staff.</p> <p>Exhibits: Non-Discrimination Policy as Printed in GJCTC Program Catalogs and Student Handbooks Non-Discrimination Information – GJCTC Website Adult Education Grievance Policy Practical Nursing Program Grievance Policy</p> |

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| | <p>Exhibits at Site Visit:</p> <ul style="list-style-type: none"> GJCTC Policy Manual No. 103 – Non-Discrimination In School and Classroom Practices and Report form for Complaints of Discrimination GJCTC Policy Manual No. 104 - Non-Discrimination in Employment/Contract Practices and Report form Handouts from October 2011 Inservice Training Handouts from August 2010 Inservice Training <p>Comments: Evidence provided shows the EEO statement on all PPPVE documentation to staff, students and stakeholders. A formal grievance policy is in place and communicated to the student via the student handbook.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 3. | <p>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?</p> <p>The School is a member of PSBA which notifies the School on recent legislation and policy changes.</p> <p>Regular, formal review of policies, procedures, directives and practices is accomplished through the Strategic Plan, Student Handbook review and regular administrative team meetings. Program instructors have input into new policies that are adopted.</p> <p>Student handbooks are annually approved by the JOC. Major program revisions are taken to the JOC for input and approval.</p> <p>Exhibit: JOC Meeting Minutes – Adoption of Postsecondary Student Handbook</p> <p>Comments: Evidence provided shows program specific policies are reviewed and adopted annually by the Joint Operating Committee.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |

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

The organization determines requirements, expectations, and preferences of students, stakeholders, 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 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.

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| a. | Involves the Community. There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees: |
| 1. | <p>List the key advisory groups including their area of focus.</p> <p>GJCTC has several key advisory groups: the Local Advisory Committee (LAC), the Occupational Advisory Committees (OAC), the Municipal Police Officers Education & Training Commission (MPOETC), and the Professional Advisory Committee (PAC).</p> <p>The Local Advisory Committee (LAC) meets annually with the goal of obtaining input from the community. At these meetings, business leaders, community agencies, and school representatives meet to discuss program offerings, community needs, employment trends, and educational practices.</p> <p>All postsecondary programs and secondary programs with intergenerational students have Occupational Advisory Committees (OAC) that are comprised of business and industry representatives, administrators, former students, and instructors. These committees meet regularly to maintain communication between industry and education. Administrators, instructors, faculty and counselors remain current with the new practices in business and the area’s occupational needs. Educators provide industry members with program updates, curriculum development and equipment upgrades.</p> <p>The Municipal Police Academy meets quarterly with the MPOETC to discuss curriculum updates, current legislative issues, and program concerns. The Municipal Police Academy does not have an Occupational Advisory Committee as MPOETC acts in that capacity.</p> <p>The Professional Advisory Committee (PAC) is comprised of the seven sending school superintendents and the GJCTC Administrative Director. The PAC meets monthly to advise the JOC and GJCTC Administrative Director concerning the educational programming, operational details, and policies of the school.</p> <p>Exhibits: Local Occupational Advisory Committee Member List and Agenda Mobile Equipment Operations Program OAC Minutes</p> |

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| | <p>Health Assistant Program OAC Minutes PAC Minutes the Municipal Police Officers Education & Training Commission Quarterly Commission Meeting Minutes</p> <p>Exhibit at Site Visit: Additional Meeting Minutes</p> <p>Comments: Minutes of key advisory groups such as the Local Advisory Committee, Occupational Advisory Committees and Professional Advisory Committee were in evidence.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Suggest development of OAC Minute Template or Guidelines so that minutes are consistent throughout programs. Template should include member name with affiliation.</p> <p>Corrective Action:</p> |
| 2. | <p>Does the institution communicate and publicize the vision/mission, programs, and services available to adult students and the public?</p> <p>The school’s mission statement is published in the program brochures, flyers and catalogs. Advertisements in local newspapers, radio stations, and television stations focus on the quality career and technical education at GJCTC. A budget specifically for advertising and public relations is managed by the Supervisor of Adult Education and used to promote the adult education programs.</p> <p>The school’s website contains the mission and vision statements and addresses the services available for adult students. The school reaches out to the public via open houses (held twice per year) and has had live coverage from local radio stations. School personnel attend job and career fairs and maintain contact with local WIB boards and community agencies to promote the programs and services available to adult students. Personnel also participate in community activities, such as the Chamber of Commerce events, Business and Education Consortia meetings, etc.</p> <p>Exhibits: Mission Statement/Vision Statement from GJCTC Adult Education Program Catalog Newspaper Advertisement Newspaper Advertisement for Open House Television Advertising Proposal GJCTC Website Homepage</p> <p>Exhibits at Site Visit: Registrations for Career Fairs Showcase for Commerce Registration Radio commercial Script</p> |

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| | <p>Billboard Proof Newspaper Ads</p> <p>Comments: Evidence provided shows the vision and mission statement are well documented on publications such as catalogs, media items and the website.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 3. | <p>Does the institution ensure that printed materials and other media for communication to the public are presented in an accurate and ethical manner?</p> <p>The individual program instructors, the career counselor, the program supervisors, and the Administrative Director review all printed materials on a regular, ongoing basis for currency and accuracy. Revisions are made as necessary and program materials are printed with the date of the revision indicated. New student handbooks are printed at the beginning of every program year reflecting any program changes, policy additions, or changes in tuition and fees.</p> <p>Each program has a <i>Tuition, Fees, and Expenses Sheet</i> (TFES) which is updated annually. The TFES is given to prospective students at the time of the registration interview and outlines all of the costs that will be incurred when enrolling in a program.</p> <p>The Joint Operating Committee reviews and approves the postsecondary and Practical Nursing student handbook annually.</p> <p>Exhibits: Individual Program Advertising Flyer-Heating & Air Conditioning Technology TFES Sheet-Electrical Technology JOC Meeting Minutes – Approval of Student Handbook</p> <p>Comments: Evidence provided shows that publications such as the student handbook, TFES and individual program flyers are presented in an accurate and ethical manner.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 4. | <p>Are program advisory committees used to encourage innovative teaching methods and program objectives/content to meet the needs of individual students for the current and future labor market and to incorporate new technologies?</p> |

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| | <p>Occupational Advisory Committee members act in an advisory capacity in the review of curriculum, methods of instruction, and program equipment at each regularly scheduled meeting. A graduate or current student from each program is a member of most advisory committees and gives input from a student’s perspective. Equipment used in program instruction is reviewed and suggestions for additional equipment and supplies that would augment the curriculum are discussed. Feedback on graduate performance is obtained and the current labor needs of the community are addressed. Industry committee members provide information on new methods and technologies used in industry, current job openings and wages, and upcoming trends in the field.</p> <p>Exhibit: Construction Technology Program OAC Minutes</p> <p>Exhibits at Site Visit: OAC Minutes from all Programs</p> <p>Comments: Evidence provided through Occupational Advisory Committee minutes show that discussion is made as to the curriculum and equipment used in the adult programs and how to link students with business and industry.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 5. | <p>Does the institution ensure there is an advisory committee that is formally organized, and meets at least once annually for each program that includes PPPVE students?</p> <p>OAC Meetings are held regularly for secondary and postsecondary programs. Every year a dinner meeting is held for every program and its members. Additionally, each program instructor holds one meeting separately during the year. Rules and regulations for advisory committees are formulated and presented for review at committee meetings. Bylaws for the Practical Nursing Advisory Committee define purpose, membership and functions. The Municipal Police Academy is governed by Municipal Police Officers Education and Training Commission (MPOETC).</p> <p>Exhibits: OAC Invitation Letter Practical Nursing Program Advisory Committee Bylaws</p> <p>Exhibits at Site Visit: OAC Member Commendation Letter</p> <p>Comments: Advisory Committee Meeting minutes were in evidence. The minutes were formally organized and the committee meets annually. Occupational Advisory Committee minutes were also in</p> |

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| | <p>evidence and supports that the committee meets twice a year for each program.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Suggest development of OAC Minute Template or Guidelines so that minutes are consistent throughout programs. Template should include member name with affiliation. Need to work on maintaining a recent graduate on each OCA committee.</p> <p>Corrective Action:</p> |
| 6. | <p>Does the institution ensure there are adequate records of advisory committee meetings and track how they have been effective and where their input has been acted upon in sustaining and improving the quality of PPPVE?</p> <p>Minutes for advisory committee meetings are on file with the program supervisors and are reviewed by advisory committee members at the next meeting. Each program supervisor reviews the minutes and meets with his/her instructors to discuss and possibly implement suggested changes. Recommendations, actions, and any follow-ups from each meeting are noted at the next meeting or before as needed.</p> <p>Exhibit: Child Development & Education Program OAC Minutes Mobile Equipment Operations OAC Agenda</p> <p>Exhibit at Site Visit: Welding Program OAC Meeting Summary</p> <p>Comments: Evidence shows adequate records of advisory committee meetings. All meeting minutes are reviewed by the director and given a response and when appropriate acted upon.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| b. | <p>Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPPVE enrollment:</p> |
| 1. | <p>Does the institution collect, summarize, and analyze input from students and stakeholders as related to PPPVE?</p> <p>Input from both students and community members is both collected and reviewed regularly by GJCTC staff.</p> <p>Students in adult education programs complete evaluations after they complete the first half of their</p> |

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| | <p>respective training program. They also have an exit interview with the Education Career Counselor prior to graduation. During the exit interview, the student completes a written evaluation and also has the opportunity to offer comments and suggestions to the counselor. Both the mid-term evaluations and the exit interview evaluations are reviewed by the program supervisor and typed in a summary form for review by the instructors. Students are encouraged to bring any concerns or suggestions to the Career Counselor or program supervisor during their program.</p> <p>Exhibits: Practical Nursing Program Student Evaluation Form Adult Education Program Student Mid-Point Interview Summary Form Adult Education Exit Interview Summary Form</p> <p>Exhibit at Site Visit: Examples of the Summarized Student Evaluations</p> <p>Comments: Evidence supports the collection of student and stakeholder input. Surveys are analyzed and reviewed with the instructors for improvement.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 2. | <p>Are there easy access methods for students and stakeholders to contact and communicate to appropriate authorities?</p> <p>Enrolled or prospective students can contact the Adult Education Office from 7:30 AM to 8:00 PM Monday through Thursday and 7:30 AM – 4:00 PM on Friday throughout the academic year. Summer hours are 8:00 AM – 3:00 PM Monday through Friday. Several direct outside telephone lines are available for individuals who want to call the school. Contact can also be made via voice mail, email and fax to program supervisors, instructors and secretaries. Contact numbers and the school website are listed on program publications as appropriate.</p> <p>Interested individuals can also send an email request to staff members through the website. These requests are responded to immediately.</p> <p>A specific phone number has also been designated as the “advertisement line” and is printed on all newspaper ads and included on all radio commercials. An 800 number is available for individuals outside the local area code. These phone numbers ring directly to an individual who can answer any questions a person may have regarding the programs offered at GJCTC.</p> <p>Students have contact with program instructors and access to program supervisors during school hours. An open door policy exists for students to contact the Career Counselor and program supervisors.</p> |

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| | <p>Exhibits: Contact Information in the Adult Education Program Catalog Contact Information on the GJCTC Website Newspaper Advertisement</p> <p>Comments: Evidence supports adequate times and methods for communication of students and stakeholders.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 3. | <p>Does the institution ensure prompt feedback to students and stakeholders? What are the internal requirements for response time?</p> <p>Adult education staff (instructors, program supervisors, career counselor, and secretaries) address program inquiries and concerns daily. Current, former, and prospective students receive prompt, immediate attention to any questions, requests or concerns. Typical response time is less than 24 hours to most requests and questions.</p> <p>The secretarial staff mails program catalogs and flyers to interested students and responds to telephone or email inquiries in a timely fashion. Calls and walk-in inquiries are logged on the <i>Information Inquiry Request Sheet</i>.</p> <p>Exhibits: Information Inquiry Request Sheet Email Inquiries</p> <p>Exhibit at Site Visit: Binder of Email Inquiries</p> <p>Comments: Exhibits provided showed prompt feedback to students and stakeholders and validated stated response time.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 4. | <p>Does the institution collect and analyze complaints from students and stakeholders and take</p> |

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corrective action as appropriate? Is there a method to aggregate this information to determine the most frequent issues for actionable resolution?

Program evaluations are summarized and reviewed by each program supervisor, the career counselor, and the program instructors. Changes are implemented based on the evaluations.

When necessary, the program supervisor meets with students who have problems or complaints. However, most issues are quickly resolved at the instructor level. Although written complaints are infrequent, the Student Grievance Procedure, located in the Student Handbooks, provides students with a formal procedure for addressing grievances. Any grievances filed are kept in the appropriate program supervisor's office.

Exhibit:

Adult Education Student Grievance Procedure

Comments: Evidence shows a complaint procedure is in place. No complaints were in evidence during the review. A Positive Delta Form along with student and employer surveys provides a summary of negatives and positives which are reviewed by administration.

Strengths:

Opportunities for Improvement:

Corrective Action:

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

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

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.

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| a. | Enacts workforce practices that enable all employees to achieve high performance: |
| 1. | <p>Does the institution have a sufficient number of administrative, faculty, and support personnel to provide the necessary support for PPPVE?</p> <p>The Adult Education Department at GJCTC is comprised of the following staff: The Administrative Director (secondary and postsecondary programs), Supervisor of Adult Education, Practical Nursing Coordinator, Director of the Municipal Police Academy, Adult Education Career Counselor, secretarial staff, and both full-time and part-time instructors.</p> <p>Exhibit: Listing of Personnel</p> <p>Comments: Evidence supports sufficient administration, faculty and staff to support PPPVE offered at the institution.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 2. | <p>Are adequate custodial services made available to provide care and maintenance of buildings and grounds for the overall institution?</p> <p>Adequate custodial services are made available. The maintenance department of GJCTC consists of the Supervisor of Building and Grounds, the Grounds Keeper Supervisor and four full-time custodial staff and four part-time cleaners. Custodial coverage is provided from 6:30 AM to 11:00 PM Monday through Friday. Custodial staff is available for any scheduled activities outside of normal operating hours with advanced notice.</p> <p>One custodian is scheduled for 1st shift during the 187 day school year. All others are 2nd shift and work on assigned areas on a rotating schedule. During the summer months six workers are on 1st shift and 2 remain on 2nd shift.</p> <p>Comments: Evidence provided show that the facility is well provided and maintained.</p> |

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| | <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 3. | <p>Are the duties and responsibilities for each administrative, faculty and support staff employee clearly defined?</p> <p>The duties and responsibilities for each administrative, instructional, and support staff employee are included in their written position descriptions. Each position description includes the necessary qualifications, position classification, supervisor, and duties and responsibilities.</p> <p>Exhibits: Job Description – Supervisor of Adult Education Job Description – Postsecondary Instructor</p> <p>Exhibit at Site Visit: Additional Job Descriptions</p> <p>Comments: Job descriptions for administrative, faculty and support staff were in evidence and clearly defined.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| b. | Builds a quality workforce: |
| 1. | <p>Are the requirements and skills needed by potential faculty and staff to provide quality PPPVE identified?</p> <p>The duties and responsibilities for each administrative, instructional, and support staff employee are defined in the individual position descriptions. Each position description includes the necessary qualifications, position classification, supervisor, and duties and responsibilities. Certain adult programs, such as Practical Nursing and Nurse Aide, have position requirements specified by approving and accrediting bodies. MPOETC requires all Police Academy instructors to attend an instructor development program and an advanced instructor development. Instructors teaching the CDL courses must have a Class A license and a valid medical card.</p> <p>Qualifications for available positions are detailed in advertisements used in recruitment.</p> |

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| | <p>Exhibits: Job Description - Practical Nursing Instructor Help Wanted Advertisement –Instructor Position Openings</p> <p>Exhibit at Site Visit: Various Help Wanted Advertisements</p> <p>Comments: Evidence shows proper certification for administration. Programs mandated by PA State boards are taught by certified instructors as mandated by the respective board. Programs offering industry credential are taught by certified instructors as mandated by that industry.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 2. | <p>Does the institution ensure an effective system for recruiting, hiring, and retaining faculty and staff that are capable of delivering quality PPPVE?</p> <p>Applicants are recruited through advertisements in newspapers that serve the area. Recruitment is also done through internet postings and personal referrals.</p> <p>Applicants are interviewed using a team approach with the program supervisor, program instructor/s and/or the placement counselor conducting the initial interview. When a candidate is selected by the team, the Administrative Director conducts a second interview as appropriate. This practice allows the interviewing team and the Administrative Director to assess the candidate’s qualifications for the position. An interview summary form is used to rate the candidates. Selected applicants must be approved for hire by the JOC. Following approval, a criminal record check (PSP), child abuse clearance and FBI Federal Criminal History are required. Secondary instructional staff must also acquire Act 48 credits. Municipal Police Academy instructors who are veterans must present a DD-214 form prior to employment. Verification of licensure and liability insurance is required for Practical Nursing faculty. Instructors teaching the CDL courses must have a Class A license and a valid medical card.</p> <p>Orientation for new employees is done by program supervisors and instructors.</p> <p>Continuing education is encouraged and supported by the adult education budget. Notification of workshops and in-service education opportunities are made available to faculty through written and verbal methods. Many part-time instructors are currently working in industry and they receive continuing education at their current job.</p> <p>At the May 2012 JOC meeting, hourly rate increases were approved for adult education instructors. The increases will occur over 3 years and instructors will be earning \$20-\$23 per hour.</p> |

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| | <p>Exhibit: Interview Rating Sheet List of Interview Questions New Employee Checklist-Adult Education</p> <p>Exhibit at Site Visit: Continuing Education Registrations and Certificates of Completion Criminal Clearance Forms JOC Meeting Highlights</p> <p>Comments: Evidence provided shows that an effective system is in place for recruitment, hiring and retaining faculty and staff.</p> <p>Strengths: Good use of informing stakeholders of adult education initiatives through the Adult Education Monthly Newsletter. Recommend expanding audiences to other stakeholders, such as the CareerLink and posting on your school website.</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 3. | <p>Are procedures in place for regular performance evaluation and effectiveness of all administrative, faculty and support employees including a feedback process for each employee?</p> <p>Instructors are evaluated annually by program supervisors. Written performance evaluations are reviewed with instructors following evaluation. Each instructor then has the opportunity to respond to the review. Informal reviews are done regularly when the program supervisor visits the classroom or speaks to the students about their experiences with the program.</p> <p>Postsecondary students evaluate programs two times during their enrollment. Students evaluate faculty following each course in the Practical Nursing Program. Written student evaluations are compiled and results are given to the faculty. Peer evaluations are also utilized for evaluation and feedback for faculty in the Practical Nursing Program. MPOETC requires that the Director of the Police Academy evaluates and monitors classroom instruction regularly.</p> <p>Exhibits: Instructor Visitation/Evaluation Form Practical Nursing Program Peer Evaluation Form Student Program Mid-Point Confidential Interview Summary</p> <p>Exhibit at Site Visit: Exit Interview Form Instructor Visitation/Evaluation Form (completed)</p> |

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Comments: Documentation does not exist to support this standard for support staff and administrative staff. Adult coordinator is given goals at the beginning of each year, however; there is no evidence of feedback from the adult education coordinator or other staff.

Strengths:

Opportunities for Improvement:

Corrective Action: Establish a process to formally evaluate adult education administrative personnel and adult education support staff.

CTC Response to Corrective Action: Administrative personnel are currently using the *Framework for Leadership* tool for evaluation (attached). In July 2013, the administrative team met and reviewed the tool together. Each administrator was tasked with identifying areas in which they felt they needed to improve. The team then met again and discussed the findings of their self-evaluation.

The administrative director also evaluated each employee and identified the areas he felt the employee could improve upon. The findings were compared and discussed, and a plan was then created for each employee to work on the deficient areas.

During the year, each administrator meets regularly with the director to review progress towards improvement in addition to any other initiatives the employee is working on. These meetings are documented in Basecamp, a software system utilized by GJCTC. Many meetings are not formal, they are informal discussions and performance is discussed.

GJCTC recognizes that it needs to conduct more formal evaluations moving forward. To accomplish this, the *Framework for Leadership* tool for evaluation will be used and the results documented and reviewed.

In terms of support staff, GJCTC currently has the position of an adult education career coach. While this position is not new, a new staff member to fill it was hired in February. The career coach is a subcontracted position through the Learning Lamp, a non-profit educational support agency. The career coach will be evaluated directly by the supervisor of adult education at GJCTC, and this evaluation will be reviewed by the staff at the Learning Lamp.

Since the employee has just recently started, she has not yet been evaluated, but will be before the contract expires on June 30. A draft of the evaluation tool to be used is attached.

PDE Response: GJCTC has started utilizing the Framework for Leadership tool which identifies components with the following degrees: failing, needs improvement, proficient and distinguished. Administration will meet regularly with PPPVE personnel to discuss their progress with their individual leadership plan. GJCTC has developed an evaluation for support staff identifying degrees of performance for specific work standards. PDE will monitor the performance evaluations through the annual reports.

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| c. | Builds knowledge and skills through career development for the administration, staff and faculty: |
| 1. | <p>Does the institution have appropriate procedures for performance evaluation that identifies the professional growth needs of all administration, faculty, staff and other key employees delivering or involved in PPVE?</p> <p>The Supervisor of Adult Education meets regularly with the postsecondary instructors to determine their individual training needs. These meetings, in addition to the annual performance evaluations and program evaluations done by the students are used to help determine areas for professional growth.</p> <p>Secondary program instructors who teach postsecondary students in the intergenerational programs must meet the Act 48 requirements for professional educators.</p> <p>The Supervisor of Adult Education is a member of PACTA and attends the adult education conference every year. She also maintains her Act 48 credits/hours through attendance at workshops, conferences, and trainings.</p> <p>Postsecondary Instructors who teach specific certification programs (OSHA, MSHA, etc.) maintain their credentials annually, or as needed.</p> <p>Practical Nursing instructors attend in-service education programs at the clinical facilities and attend conferences and continuing education programs as time and budget permits. A record of professional development is maintained for faculty in the Practical Nursing Program. A professional development policy for Practical Nursing faculty is in the Faculty Handbook.</p> <p>All instructors in the Municipal Police Academy who are certified police officers are required to attend a mandatory twelve hour in-service annually.</p> <p>Exhibits: Instructor Professional Development Certificates</p> <p>Exhibits at Site Visit: PACTA Agenda PA Partners Conference Registration Instructor Professional Development Certificates</p> <p>Comments: Evidence shows that procedures are in place for professional growth for administration, faculty and staff through workshops and opportunities to obtain industry certifications.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 2. | Are professional development opportunities made available to meet the goals and objectives of the programs taught by the respective teachers? |

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| | <p>Each program’s goals and objectives are determined by individual need, input from the occupational advisory groups, or other governing bodies (such as the Municipal Police Officers Education Training Commission). All staff is encouraged to attend professional educational activities and licensure and certification training. Staff is encouraged to take short term courses, such as Basic and Intermediate Computer Skills, Microsoft Word, and Microsoft Excel, offered by Adult Education free of charge. Staff receives notifications and advertisements for continuing education and training through the school as well as at home.</p> <p>In February 2009, GJCTC established a training partnership with Lockheed Martin Aeroparts (LMAP). LMAP sent all of its newly hired structural assemblers to GJCTC to be trained and certified on specific skills needed in the aircraft industry. One of GJCTC’s adult education instructors was trained and certified to offer this program.</p> <p>Exhibits: PA Partners Conference Registration Lockheed Martin Training Program Certification List</p> <p>Exhibits at Site Visit: Instructor Professional Development Certificates</p> <p>Comments: Professional development is available to instructors for educational activities and industry/board licensure.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 3. | <p>Are the institution’s employees informed about the Accreditation System of Institutions for Adult Education (ASIAE) and the process used by the accreditation site-evaluation team?</p> <p>All school personnel have been notified about the ASIAE process. At their annual instructor meeting, the evening postsecondary instructors and the intergenerational instructors were made aware of the process and their roles and responsibilities. The administrative director informed the Joint Operating Committee at its monthly meeting in April 2012 of GJCTC’s decision to pursue re-accreditation through the Pennsylvania Department of Education. Communication regarding this endeavor has been conducted regularly through email, meetings, and phone calls.</p> <p>Faculty and staff have been regularly apprised of the progress of the self-study report and the upcoming accreditation visit.</p> <p>Exhibits: Director’s Report – April 24, 2012</p> |

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| | <p>Exhibits at Site Visit: Memorandum to Adult Education Staff PDE Accreditation Meeting Agenda and Minutes Monthly Report-Adult Education Administrative Staff Meeting Agenda</p> <p>Comments: Evidence provided shows that employees were informed of the accreditation process through JOC meeting minutes and monthly Adult Education Newsletters.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 4. | <p>Are competent and knowledgeable administration, staff and faculty selected, licensed, and qualified in their specific field?</p> <p>All administrative staff are Master’s prepared and/or have appropriate administrative certification in their area of responsibility. Instructors in the Mobile Equipment Operations Program have a Class A commercial driver’s license and, in some cases, third party examiners certification. Adult education instructors in other areas also hold certifications such as a Home Technology Integrator Instructor, NFPA 70E certification, Master Plumber licenses, and American Welding Society certifications.</p> <p>All of the instructors in the Municipal Police Academy are certified police officers, retired officers, or in the law enforcement field.</p> <p>Secondary program instructors who teach postsecondary students in the intergenerational programs must meet the Act 48 requirements for professional educators.</p> <p>All faculty in the Practical Nursing Program have a BSN or MSN degrees. All are licensed registered nurses in Pennsylvania.</p> <p>As vacancies in staff and faculty occur, candidates are hired based on education, qualifications and experience.</p> <p>Exhibit: Adult Education Staff Listing</p> <p>Comments: Evidence shows proper certification for administration. Programs mandated by PA State boards are taught by certified instructors as mandated by the respective board. Programs offering industry credential are taught by certified instructors as mandated by that industry. All other programs are taught by individuals who have years of experience in their respective fields.</p> |

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| | <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 5. | <p>Are employees trained to participate as key individuals in PPPVE programs and to fully understand the prerequisites, objectives, competencies, duties/tasks, and standards of their job assignment?</p> <p>All postsecondary instructors and the Intergenerational program instructors attend an annual instructor meeting, the new student orientation, and numerous informal meetings throughout the program year. Instructors are also provided with an Instructor Handbook, which contains policies and procedures for the programs. New instructors are oriented to the classroom and program areas prior to assuming teaching responsibilities.</p> <p>All staff members are also given written job descriptions at the time of hire.</p> <p>The Practical Nursing Program has an Orientation checklist for orientation of new faculty. Newly hired faculty are given assistance in preparation for classroom teaching and are oriented to the clinical area by other faculty prior to teaching on the clinical area.</p> <p>Instructors hired in the Municipal Police Academy are given assistance in classroom preparation and expected to have attended the MPOETC Instructor Development Program prior to hire.</p> <p>Exhibits: Meeting Agendas Position Descriptions</p> <p>Exhibit at Site Visit: Adult Education Instructor Handbook New Instructor Induction Plan</p> <p>Comments: GJCTC utilizes an induction check list for all instructors hired to instruct PPPVE programs. A comprehensive adult education instructor handbook is also given and reviewed with the instructor.</p> <p>Strengths: The induction check and adult education instructor handbook.</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 6. | <p>Are adequate records available to identify the professional development experiences of employees? (Examples: conferences, conventions, college courses, professional organization</p> |

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| | <p>membership, in-services training, etc.)</p> <p>Individual instructors and staff maintain memberships, certifications, licenses, and certificates in their personal records. In some cases, copies of these items, along with professional development activities, are recorded in each individual’s personnel file.</p> <p>Staff members holding Pennsylvania instructional certificates complete Act 48 requirements.</p> <p>Practical Nursing maintains a Faculty Development record for faculty.</p> <p>Advanced instructor development from MPOETC is required for all instructors in the Municipal Police Academy to maintain their certification. All instructors are also required to teach in the basic Act 120 curriculum to maintain their MPOETC certification.</p> <p>The JOC approves requests for conference attendance as appropriate and written reports following approved conferences are reported in the JOC highlights and are on file with the JOC meeting minutes.</p> <p>Exhibits: JOC Highlights Act 48 Report Form</p> <p>Exhibits at Site Visit: Mobile Equipment Operations Instructor Class A License MPOETC Advanced Instructor Development Certificate Instructor Professional Development Certificates</p> <p>Comments: Evidence provided shows that records are kept of all PPPVE employees in regards to professional development i.e. Act 48 credits and CE courses for industry/board credentials.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| d. | Maintains a work environment conducive to the well-being of all employees and students: |
| 1. | <p>Does the institution maintain and improve workplace health, safety, security, and ergonomics that involve employees and students?</p> <p>An active safety committee is in place at GJCTC. This committee is comprised of individuals from the secondary, postsecondary, and maintenance departments. The committee meets monthly and has a formal annual training session.</p> <p>All instructors and administrators have an Emergency Procedure Manual either in their program area or office. Safety signage is posted in all postsecondary program areas, and each instructor completes a</p> |

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| | <p>Safety Checklist at the beginning of the program year. Instructors are also provided with first aid kits, eye wash stations, and blank copies of Accident Reports. During the school year, the high school nurse is available to handle any medical issues or emergencies.</p> <p>Information on emergency drills is included in the student handbooks and is covered in orientation sessions.</p> <p>The school nurse sends memos on health and wellness issues to staff and arranges various health screenings and related wellness activities.</p> <p>Exhibits: Safety Committee Meeting Agenda Completed Safety Checklist Accident Report Wellness Memo</p> <p>Exhibits at Site Visit: Safety and Health Committee Purpose and Operation Emergency Procedure Manual Additional Completed Safety Checklists Additional Wellness Memos Additional Safety Committee Information</p> <p>Comments: All programs were well maintained with no safety issues. Security is in place for students and staff at GJCTC. MSDS information was easily obtained in each program. Safety tasks are implemented in PPPVE program curriculums. A safety committee is in place and meets monthly to review and update safety issues/concerns.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 2. | <p>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 PPPVE?</p> <p>Student satisfaction is addressed through evaluations of course and clinical experiences and exit interviews. The results are collected and feedback is given to the instructor. Students are encouraged to bring concerns to the program supervisor or the Adult Education Career Counselor.</p> <p>The Occupational Advisory Committees meet on a regular basis and address student safety and program satisfaction as a part of the agendas.</p> |

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| | <p>The administrative staff walks through the program areas regularly when classes are in session. Any safety issues or program needs are addressed immediately.</p> <p>Proper equipment functioning is addressed on an ongoing basis. Need for repair or replacement of equipment is submitted to program supervisors.</p> <p>The Administrative Director conducts yearly staff surveys using a positive delta format.</p> <p>Exhibits: Adult Education Exit Interview Form Positive Delta Form</p> <p>Comments: Evidence supports employee and student well-being are being assessed through physical walk through of programs. Improvements are determined through a positive delta format given to employee and survey given to students. Results are reviewed and if determined, acted upon by administration.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 3. | <p>Is workplace preparedness ensured for emergencies or disasters?</p> <p>Workplace preparedness is addressed in the Emergency Procedure Manual. Regular fire drills, weather emergency drills and lockdowns are held throughout the school year. Weather alert radios are located in the Business Office and the Adult Education Office. Staff members are CPR/AED Certified. An AED is located on the first floor with simple instructions on operation.</p> <p>Exhibit: Lockdown Procedure</p> <p>Exhibit at Site Visit: Emergency Procedure Manual</p> <p>Comments: Evidence provided shows that GJCTC has an Emergency Procedure Manual. Emergency drills are held throughout the year.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> |

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| | <p>Corrective Action:</p> |
| <p>4.</p> | <p>Does the institution determine the factors that affect employee and student well-being and satisfaction and do they account for a diverse workforce?</p> <p>Employee and student input is considered in determining factors that affect employees and students. Efforts are made to recruit and admit students and employ faculty that represent diversity reflective of the geographical area. GJCTC is an Equal Opportunity Employer in the hiring practices for employees and the admission policies for students.</p> <p>Exhibit: Standard Application for Teaching Positions in Pennsylvania Public Schools Nondiscrimination Policy from the Adult Education Program Catalog</p> <p>Comments: Evidence provided shows through application process of employees and students a nondiscrimination policy providing for a diverse workforce.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| <p>5.</p> | <p>Does the institution adequately support the needs of its employees in the areas of services, benefits, and policies?</p> <p>The administrative staff, secondary instructors, and some adult education instructors hold full-time, salaried positions with medical benefits, vacation time, and paid sick leave. The secretarial staff are full-time, hourly personnel and are entitled to medical benefits, vacation time, and paid sick leave.</p> <p>Policies of employment are reflective of the collective bargaining union and are described in the contract.</p> <p>The Career Counselor and some of the adult education instructors are considered at-will, hourly employees. In addition, some Practical Nursing Program instructors are part-time hourly employees. They are paid an hourly wage and do not receive medical benefits, vacation time, or paid sick leave.</p> <p>At the May 2012 JOC meeting, hourly rate increases were approved for adult education instructors. The increases will occur over 3 years and instructors will be earning \$20-\$23 per hour.</p> <p>Exhibits: Administrative/Supervisory Benefits</p> |

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Exhibit at Site Visit:

Collective Bargaining Agreement
JOC Meeting Highlights

Comments: Bargaining employees are covered under the Collective Bargaining Agreement. Non-bargaining employees are given competitive pay and given opportunities to discuss their programs with administration.

Strengths:

Opportunities for Improvement:

Corrective Action:

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Category D – Learning-centered Program Design and Delivery:

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.

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| a. | Establishes methods and opportunities for student learning: |
| 1. | <p>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?</p> <p>Program need is determined by assessing occupational need on the High Priority Occupation (HPO) list for Pennsylvania. The HPO list is a critical tool in determining the viability of a training program for the Southern Alleghenies region and the state. Regular communication with the local Workforce Investment Board is a key factor in determining the type of programming offered at GJCTC, as well as each program's objectives. GJCTC also has a close relationship with the local economic development agency, Johnstown Area Regional Industries (JARI), who keeps the school abreast of local training and skill needs.</p> <p>In 2008, GJCTC began the process of reopening its machining program based on a request from JARI and local employers. After holding a meeting and gathering information for a needs assessment, the administrative staff decided to make an investment into revitalizing the vacant machine shop. Several short-term programs for adults were run, and in the 2010-2011 program year the program was open as a full-time option for both high school students and adults.</p> <p>Job placement is monitored to evaluate the number of graduates who are employed in the area of program study or an area related to the program focus to ensure the program is viable. Occupational Advisory Committees contribute feedback on employment status of program graduates, as well as the employment trends and needed training courses/programs in the area. Members of the Occupational Advisory Committees review program objectives and content to ensure currency with the employment settings. Equipment is reviewed at the meetings to ascertain that the program areas and laboratories use up-to-date materials to prepare graduates. Program competencies for each program are reviewed for accuracy and currency with the work settings.</p> |

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| | <p>MPOETC determines the number of Municipal Police Academies in Pennsylvania. This commission distributes the objectives, curriculum and competencies as defined in Act 120 for all police academies.</p> <p>Exhibit: High Priority Occupations for Southern Alleghenies Workforce Investment Area Lockheed Martin AeroParts Support Letters Aerofab, Inc. Support Letter</p> <p>Exhibits at Site Visit: Municipal Police Education and Training Law – Act 120 Machine Shop Needs Assessment Meeting Agenda Statewide High Priority Occupations Mobile Equipment Operations Program Syllabus</p> <p>Comments: OAC Meeting Minutes for machine tool technology surveys are given. Members of the Occupational Advisory Committees review program objectives and equipment needs. HVAC Task List course titles for clock hour/credit hours provided. HVAC and Cosmetology OAC minutes reflected updated equipment requests. HPO CIP TO SOC relationship is provided.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 2. | <p>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?</p> <p>Program objectives and instructional methods are formulated by faculty and program supervisors and are reviewed by the GJCTC employees and the Occupational Advisory Committees on a regular basis. Students in each program evaluate all aspects of the curriculum and the instructional staff at selected points during the course and at the end of the program. The evaluations are reviewed by the program supervisors and instructors and are used to make revisions and improvements in the programs. Employers are surveyed following graduation with graduate permission. Returned employer surveys give information on the strengths and weaknesses of the graduate and are used in evaluation of the program content, objectives, and teaching methods.</p> <p>Adult Education staff members are in regular attendance at all JARI sponsored consortia meetings to maintain abreast of programming needs.</p> <p>MPOETC distributes the objectives, curriculum and competencies as defined in Act 120 for all police academies.</p> <p>Exhibit:</p> |

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| | <p>GJCTC Adult Education Employer Survey Manufacturing Consortium Agenda</p> <p>Exhibits at Site Visit: Adult Education Mid-Point Evaluation and Exit Interview Form Completed Employer Surveys</p> <p>Comments: Student and employer surveys were submitted and were positive in nature. Employer surveys reflected that students were either advanced or proficient in shown in the workplace environment. HAVC OAC minutes reflect upgrading the roof top ventilation unit, cost 5,000 budgeted under the 751 budget section.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Show how data is analyzed and reflected in OAC minutes as validation.</p> <p>Corrective Action:</p> |
| 3. | <p>As a function of the specific program, are students assessed including the necessary core academic skills? Are students given appropriate support or remediation, if applicable, to assure their success in the program they select?</p> <p>Students are routinely assessed with written tests on theory following classroom instruction and laboratory practice as applicable. Performance evaluations are used to evaluate competencies in all programs.</p> <p>Students are informed of their progress and are counseled if their cumulative grade for the course is below average. Instructors are available for tutoring and remedial help for individual students or groups of students. Instructor availability for remedial help is announced at the beginning of the courses.</p> <p>Carl Perkins funds are available for instructional support for adult students. This option for occupational enhancement is made known to students at the beginning of the program. Instructors suggest remediation for “at risk” students and students attend this instructional support if needed.</p> <p>Instructors in the Mobile Equipment Operations Program complete an “Instructor’s Daily Activity Log” to track the daily activities and progress of their students.</p> <p>The Practical Nursing Program utilizes the Assessment Technologies Institute, LLC assessment and remediation program for nursing students. The program has a variety of instruction and remediation methods to augment the curriculum. Reports for each computer and written assessment identify areas of strength and areas of weakness for individual students and also for the group of students. Group reports provide feedback to faculty to identify and improve weaknesses in the curriculum.</p> |

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| | <p>Exhibits:</p> <ul style="list-style-type: none"> Mobile Equipment Operations Program Performance Evaluation Heating and Air Conditioning Technology Program Written Examination Instructional Support/Occupational Enhancement Attendance Sheet Performance Profile Sheet <p>Exhibits at Site Visit:</p> <ul style="list-style-type: none"> Electrical Technology Program Written Exams Assessment Technologies Institute Information Instructor’s Daily Activity Log <p>Comments: Student interviews and Counselor interview substantiate that appropriate remediation through the GED instructor and Program instructor is available for students. Classmate system is being used for tracking of competencies/task/grades in intergeneration programs.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 4. | <p>Does the program design support the state-approved duty/task list and/or guidelines for the instructional program?</p> <p>Adult Education programs prepare students to achieve state and industry licensure/certifications and enter the workforce quickly. The Practical Nursing Program prepares graduates to take the NCLEX-PN. The Mobile Equipment Operations Program prepares students for their Class A CDL license and additional credentials. Students in the Welding Program can earn several American Welding Society (AWS) certifications. The Electrical Technology Program prepares graduates for the Home Technology Integrator (HTI) certification, ARC Flash, and OSHA 10 certifications and the Heating & Air Conditioning Program includes the EPA refrigerant certification and OSHA 10 as well. Additionally, many postsecondary programs are using the National Center for Construction Education Research (NCCER) and receiving certification cards for the core curriculum and appropriate levels. The Municipal Police Academy prepares graduates to take the Commonwealth of Pennsylvania Municipal Police Officers’ Certification test.</p> <p>The Practical Nursing Program follows rules, regulations and recommendations from the Pennsylvania State Board of Nursing.</p> <p>Municipal Police Academy strictly follows the rules and guidelines as established by MPOETC.</p> <p>Intergenerational students are enrolled in secondary programs which are reviewed and approved by the PA Department of Education.</p> |

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| | <p>Exhibit: American Welding Society Certification NCCER Student Transcript GJCTC National Skills Certification List</p> <p>Exhibit at Site Visit: Various Program Certifications and Credentials Mobile Equipment Operations Program Design</p> <p>Comments: Program of Study task grids are modeled in the intergenerational programs. Where there is a state or industry credential, GJCTC follows the state/industry guidelines for those programs</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 5. | <p>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?</p> <p>The total hours for each program are adequate to allow students to master the content and competencies for that program.</p> <p>The programs have academic and clinical/technical content divided into courses and units that are designed from simple to complex and thereby foster progressive competencies. Since the classes are small, instructors can offer individualized attention for students to maximize their learning.</p> <p>The Adult Education Career Counselor is available to speak with students about student concerns regarding academic or technical performance.</p> <p>Planning for students with individual instructional needs is done on an individual basis. Students with identified learning needs are accommodated as much as possible.</p> <p>Exhibits: Electrical Technology Program Clock Hour Chart Practical Nursing Program Curriculum Plan</p> <p>Exhibits at Site Visit: Program Clock Hour Charts and Program Design Summaries</p> <p>Comments: Adequate time, equipment and a qualified instructor are provided to the student giving</p> |

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| | <p>them sufficient opportunity for vocational learning.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 6. | <p>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?</p> <p>Each program offers students opportunities to develop personally, vocationally and professionally throughout the course. The student receives feedback in the form of formal evaluation from the instructor on a regular basis. Informal feedback is also given as the course progresses. Students are encouraged to adopt positive work behaviors and ethics throughout the programs and are provided with good role models as instructors.</p> <p>Intergenerational students have participated in the Skills USA competition at the postsecondary level.</p> <p>Classes in the Practical Nursing Program have a Student Organization which provides students with opportunities to develop leadership and team building skills and to perform community service. Each class decides how their organization will function to meet the needs and desires of the class. Classes have organized and participated in blood drives, sending supplies to military units abroad, helping needy families at holiday times, etc.</p> <p>Mobile Equipment Operations students select a daily crew leader to serve as the student supervisor of the current project for the day.</p> <p>Employers frequently serve as guest speakers in programs and students attend field trips relative to their area of study. The speakers talk about company employment needs, appropriate work behaviors and ethics, and the application procedure.</p> <p>Exhibits: Practical Nursing Program Student Organization Bylaws</p> <p>Exhibit at Site Visit: Summary of Heating & Air Conditioning Program Field Trip Skills USA Postsecondary Awards</p> <p>Comments: Leadership concepts are built into each curriculum. Adult students also have the opportunity to get involved in student organizations. Evidence of Skills USA postsecondary awards.</p> <p>Strengths:</p> |

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| | <p>Opportunities for Improvement: Continue to encourage adult students to participate in CTSO's</p> <p>Corrective Action:</p> |
| 7. | <p>Is a planning and delivery system documented and in place that allows all students to be engaged in effective learning and doing?</p> <p>Curriculum plans and schedules are given to all students in the adult education programs. Grades for all courses are recorded on permanent records. Students are informed of their progress and counseled as needed. The Education Career Counselor is available to meet with students to discuss any problems they may be having.</p> <p>At the time of the registration interview, students are given all promotional information for their chosen area of study. Additionally, instructors provide students with a program outline.</p> <p>Students in the Practical Nursing Program are given the competencies that are expected at the beginning of the clinical rotation. Progress is written on student evaluations which are reviewed with the student. Evaluations are kept on file until the student completes the course or passes the licensing or certifying examination as applicable. Students in the Practical Nursing Program may be placed on a probationary plan for unsatisfactory progress in theory or clinical. The probationary plan contains a plan for performance improvement in the area identified as unsatisfactory.</p> <p>Exhibits:</p> <ul style="list-style-type: none"> Practical Nursing Program Nursing Fundamentals Syllabi Practical Nursing Program Level I Clinical Evaluation - Student Copy Mobile Equipment Operations Program Schedule <p>Exhibits at Site Visit:</p> <ul style="list-style-type: none"> Adult Education Program Descriptions Electrical Technology Curriculum Breakdown Program Clock Hour Charts <p>Comments: Student interviews revealed that curriculum plans and schedules are given to all students in the adult education programs. Grades for all courses are recorded on permanent records. Students are informed of their progress and counseled as needed.</p> <p>Strengths: Counselor Interviews showed documentation at the time of the registration interview, students are given all promotional information for their chosen area of study, additionally grading and acknowledgement of understanding is addressed.</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 8. | <p>Are the courses, as well as the faculty, integrated with other instructional programs and/or</p> |

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| | <p>subject areas?</p> <p>The programs are clustered with similar program areas providing an integrated environment for learning. The Practical Nursing Program is located in the health occupation wing of the school and is in close proximity to the Nursing Assistant Program and the Biotechnology Program. The construction related programs are located in the wing with all other building trades programs. All of the auto programs share the same wing of the building, as do the metals programs (welding and machining).</p> <p>Exhibit: GJCTC School Map</p> <p>Comments: Programs are clustered in close proximity with like programs.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 9. | <p>Are resources other than school faculty, such as employers and community partners, used to support and/or teach knowledge and skills to the PPPVE students?</p> <p>All of GJCTC’s programs utilize members of the community as a teaching resource. For example, representatives from DM Bowman, PA One Call, Schneider International, and the Operating Engineers speak to our Mobile Equipment Operations students. Students in the Electrical Technology program tour the Pepsi plant, and the students in the Heating & Air Conditioning Program visit Conemaugh Hospital to view their heating and cooling systems. American Heart Association members teach CPR to the Practical Nursing students. Guest speakers from businesses and clinical settings present information on specialty areas to students.</p> <p>Agents from the Federal Bureau of Investigation (FBI), the Bureau of Alcohol, Tobacco and Firearms (BATF), the National Drug Intelligence Center (NDIC), and the Cambria County Drug Task Force present information on their specialized areas of law enforcement to students in the Municipal Police Academy.</p> <p>Exhibits: Business Cards from Guest Speakers</p> <p>Exhibits at Site Visit: Schneider International Recruitment Materials</p> <p>Comments: Evidence shows that businesses are used to help support the program. Schneider Trucking, Synergistic driver recruiter, Coca-Cola, Operating Engineers Local 66 all provided recruitment materials. Student interviews revealed that past program graduates come back and talk to current students about employment and the educational value available in the program.</p> |

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| | <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 10. | <p>Does the institution incorporate current and new technology in the design and delivery of its programs in a timely manner?</p> <p>The adult education programs strive to offer state-of-the art technologies in their instruction of students. Approved adult education budgets include monies for supplies, books and equipment. Grants have enabled the programs to purchase new equipment to be used in program areas and laboratories.</p> <p>Equipment updates include Vital Sim units for mannequins for the Practical Nursing Program, new furnaces and air conditioning units in the Heating and Air Conditioning Program, new CNC and manual machines in the machining program, and new heavy equipment in the Mobile Equipment Operations Program. The Electrical Technology Program acquired a solar-wind trainer for use in its program.</p> <p>All adult education programs have full access to the equipment and supplies available in the secondary programs.</p> <p>Exhibits: 2011-2012 Workforce Development/Adult Education Budget Federal Equipment Inventory Forms</p> <p>Exhibits at Site Visit: Photographs of New Equipment Federal Equipment Inventory Form-Education Department General Administrative Regulations-EDGAR</p> <p>Comments: OAC committees address equipment and support materials during the OAC meetings which are reviewed by administration and when appropriate action is taken to obtain the requested items.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| b. | Provides opportunities for work-site learning: |
| 1. | Does each student have the opportunity to participate in work-site learning when appropriate to the program? |

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| | <p>Students in the postsecondary programs at GJCTC are provided with simulated work experiences in the program areas. This is accomplished through instructor designed projects that are emulative of what experiences students will have in the workforce. Students in the Construction Trades programs have built several homes through a partnership with a local realtor.</p> <p>Several of the local police departments provide ride-along opportunities for students in the Municipal Police Academy. Students make contact with the police departments to avail themselves of this learning experience.</p> <p>Students in the Practical Nursing Program have 832 hours of clinical instruction under the supervision of an instructor during the 1,603 hour program. Acute and long term care settings are utilized for clinical experiences. Students have progressive objectives for attainment of knowledge and skill during the clinical component of the program.</p> <p>There are no paid work experiences for adult students.</p> <p>Exhibits on Site: Photographs of Student Projects</p> <p>Comments: A list of intergenerational adult students who have participated Construction Trades Program in building homes was provided. PN work in a clinical rotation as per the PN guidelines.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Continue to develop any worksite learning experiences for adult students.</p> <p>Corrective Action:</p> |
| 2. | <p>Are there signed records indicating a student/employer relationship during the work-site learning experience including the student, teacher, employer and others as necessary?</p> <p>Written contractual agreements for clinical sites used in the Practical Nursing Program are reviewed yearly by the JOC and each clinical facility used for student experience. Following review by the school and the clinical facility, the contracts are signed by each party and are kept on file in the program supervisor's office.</p> <p>Exhibit: Practical Nursing Program Clinical Agency Contract – Conemaugh Health System</p> <p>Comments: PN Clinical experience evaluations from teacher, student and clinical site were in evidence.</p> <p>Strengths:</p> |

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| | <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 3. | <p>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?</p> <p>Practical Nursing clinical objectives for students are communicated to the administration and the staff of the clinical facility prior to each rotation. Clinical evaluation tools are compared with evaluations from other Practical Nursing programs when updating or revision is necessary to facilitate consistency with state-wide program practices. Evaluation of clinical competencies and evaluation forms is a component of the Systematic Plan for Evaluation and is regularly reviewed at Faculty Organization Meetings.</p> <p>Exhibit: Practical Nursing Program Clinical Agency Contract – Church of the Brethren Home</p> <p>Comments: PN Clinical is mandated by the State board of Nursing with specific tasks to be performed. Evidence provided shows signed clinical evaluations.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 4. | <p>Are the work-site learning process properly monitored by the instructor? Is there involvement of the instructor with the employer and are there written evaluations?</p> <p>Instructors in the Practical Nursing Program are on the clinical unit with the student at all times when care is directly provided to the client/patient. Supervision is given as needed. As student competency progresses, the instructor determines what activities the student can perform without supervision. The instructor is responsible to ensure that all care is done appropriately and safely. Communication among staff employed at the clinical facility, instructors and students is on-going throughout the experience.</p> <p>Clinical facility staff communicates frequently with instructors and students as the staff retains the primary responsibility for patient care.</p> <p>Written evaluations on clinical performance are done regularly, are reviewed and signed by the students, and kept in the student’s file according to the Records Management Policy.</p> <p>Exhibits: Practical Nursing Program Clinical Evaluation Form – Level II Practical Nursing Program Records Management Policy</p> |

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| | <p>Comments: Evidence of PN Clinical experience evaluations from teacher, student and clinical site were provided.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| c. | <p>Uses methods for monitoring and tracking student learning:</p> |
| 1. | <p>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 program?</p> <p>In the postsecondary programs, each student’s progress is evaluated on a semester basis. Students are given a grade report sheet upon completion of the semester. An official transcript is mailed to each student at the completion of the course and kept on file at GJCTC.</p> <p>Students are also provided feedback during the course through written examinations and performance evaluations.</p> <p>Exhibits: Heating & Air Conditioning Program Permanent Record Electrical Technology Permanent Record</p> <p>Exhibits at Site Visit: Health Assistant Program Grade Report Mobile Equipment Operations Performance Evaluation</p> <p>Comments: GJCTC utilizes Classmates to track student achievement in the programs. Numbers of completers and credentials earned were in evidence.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 2. | <p>Is a well-defined and written grading system in use and shared with each student at the initial startup of the program?</p> |

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| | <p>The grading system for both the classroom and clinical instruction is printed in the student handbooks that are given to the students at their initial interview and during the orientation session. The academic policies are covered in depth and each student signs that he/she has received the program publications and understands the policies and procedures of the program.</p> <p>Exhibits: Program Grading Policies Program Interview Summary and Acknowledgment of Understanding</p> <p>Comments: Evidence shows that program grading policies are in place and shared with the student</p> <p>Strengths: Program Interview Summary and Acknowledgment of Understanding by the adult counselor is a well-detailed and defined.</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 3. | <p>What measures or combination of measures such as grades, tasks completed, competencies reached, objectives met, occupational skills achieved, knowledge learned, etc. are used and do they accurately reflect student results?</p> <p>Theory grades are derived from written examinations and quizzes, as applicable, in each program. Students who are not making satisfactory progress in theory are counseled by the instructor. Options for remediation are discussed. Grades are recorded on each student’s permanent grade record and permanent transcript at the end of the trimester and upon program completion for all programs.</p> <p>Competencies and skills are assessed through instructor evaluation of student performance. Instructors observe student performance in program areas and labs to monitor progressive attainment of skills and competencies. Feedback is given to students on an ongoing basis. Performance checklists and written evaluations record the student’s progress. Mobile Equipment Operations Program instructors evaluate each student’s progress on each piece of mobile equipment using a performance evaluation. Practical Nursing students are evaluated on the clinical units using the clinical student evaluation forms.</p> <p>Exhibits: Practical Nursing Program Clinical Evaluation Form – Level III Mobile Equipment Operations Program Performance Evaluation – Basic Dozer Operation</p> <p>Comments: Evidence provided - grades, tasks completed and credentials earned reflect measures taken in each program.</p> <p>Strengths:</p> |

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| | <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 4. | <p>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?</p> <p>All postsecondary and intergenerational students are graded using theory grades and performance evaluations. Students need to pass both theory and competency performance with a satisfactory grade/rating to complete the program. All postsecondary programs use written examinations to assess theoretical knowledge. Mobile Equipment Operations performance evaluations take place outside of the school on various pieces of heavy equipment. All of the other program instructors evaluate students on specific work-related projects in the program areas.</p> <p>Practical Nursing evaluates students in clinical settings.</p> <p>Exhibits at Site Visit: Various Program Evaluations</p> <p>Comments: Evidence provided - grades, tasks completed and credentials earned reflect measures taken in each program. PN clinical evaluations were in evidence for work site performance.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 5. | <p>Are students effectively assessed using oral, written and other performance methods?</p> <p>Student knowledge is assessed using oral, written and competency-based performance evaluations. Verbal feedback is given to students in all venues of the educational process. Written evaluation utilizes quizzes, tests, and projects in the evaluation of students. Practical Nursing uses written Nursing Care Plans as part of clinical evaluation. Electrical Technology Program students are evaluated on work-related projects in the program area.</p> <p>Competency based standards as defined by the National Rifle Association, MPOETC, and PPCT Defensive Tactics are utilized as the measurement of student knowledge and performance in the Municipal Police Academy.</p> <p>Exhibit: Practical Nursing Program Nursing Care Plan Format</p> |

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| | <p>Exhibit at Site Visit: Heating and Air Conditioning Technology Written Evaluation</p> <p>Comments: Evidence in documentation and student interviews shows that students are effectively assessed using oral, written and other performance methods.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| d. | <p>Maintains processes for providing student support:</p> |
| 1. | <p>Are well-defined course descriptions reviewed with each student at the beginning of the program that reflect the overall objectives of the course and, is it explained how the course content relates to occupational skills?</p> <p>Course descriptions are available in the program catalogs and on the website. When a potential student inquires about one of the programs, he/she is provided with a catalog and asked to review the course descriptions. These descriptions are then reviewed with each student during their pre-entrance interview with a member of the adult education staff.</p> <p>The course descriptions are also reviewed at program orientation sessions held prior to the start of class in each program area.</p> <p>The instructional and administrative staff reviews the course descriptions regularly. MOPETC updates Municipal Police Academy course descriptions with input from the Academy Directors on an on-going basis.</p> <p>Exhibits: Adult Education Course Descriptions</p> <p>Exhibit at Site Visit: Adult Education Program Catalog</p> <p>Comments: GJCTC Adult Education Program Guide are available in the program catalogs and on the website Career Counselor covers program requirement in the student interview summary and acknowledgement of the understandings for the specific GJCTC program being reviewed.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |

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| 2. | <p>Do recruitment materials offer a broad range of career opportunities? Are students provided equal opportunities to participate in all activities regardless of race, color, national origin, age, gender, or disability?</p> <p>The postsecondary programs at GJCTC are designed to appeal to a wide range of students with different career aspirations. Students of all races, color, national origin, ages, and genders are welcome to take advantage of the training opportunities offered at GJCTC. Disabilities are evaluated on an individual basis according to program requirements and reasonable accommodations are made if possible.</p> <p>The Non-Discrimination Policy is printed in both the program catalog and student handbook.</p> <p>Exhibits: Adult Education Non-Discrimination Policy Promotional Materials</p> <p>Comments: GJCTC offers a wide range of programs that are in high demand in their region. The Non-Discrimination Policy is printed in the program catalog, student handbook, the GJCTC website and the GJCTC Practical Nursing Handbook .</p> <p>Strengths:</p> <p>Opportunities for Improvement: Add non-discrimination policy to the Financial aid handbook.</p> <p>Corrective Action:</p> |
| 3. | <p>Are admissions policies and guidelines clearly stated, published, and made available to all PPPVE students prior to enrollment that include items such 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 received, etc.</p> <p>Admission policies, pre-entrance requirements, testing requirements where applicable, refund policies, program outcomes, grading systems, student obligations, and the type of diploma or certificate awarded are published in a variety of printed documents given to the student prior to enrollment.</p> <p>Students sign that they have received the program information and understand the policies and procedures that apply to their specific program.</p> <p>Exhibits: Admission Policy Graduation Requirements</p> <p>Exhibit at Site Visit: Program Summary and Acknowledgment of Understanding</p> |

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| | <p style="text-align: center;">Adult Education Program Catalog</p> <p>Comments: Program Summary and Acknowledgment of Understanding meets requirements in the admissions process. Counselor interview verifies that admissions policies and guidelines clearly stated, published, and made available to all PPVE students prior to enrollment</p> <p>Strengths: Program Summary and Acknowledgment of Understanding sheet.</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 4. | <p>Where applicable, are enrollment and class sizes in compliance with state standards?</p> <p>The maximum number of students enrolled in most postsecondary programs is determined by the availability of work stations or equipment. Program enrollment is also governed by acceptable instructor to student ratio. For example, in the Mobile Equipment Operations Program, truck driving training is limited to four students per instructor. Safety is also considered when determining how many students to accept into a program.</p> <p>Availability of clinical facilities for student experience is a determining factor for enrollment in the Practical Nursing Program. The Practical Nursing Program complies with approval and accrediting body recommendations for student to instructor clinical ratios.</p> <p>Comments: Enrollment summary for the last five years showing that enrollment and class sizes are in compliance with state standards.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 5. | <p>Does the institution inform students of the cost of the program and of any required equipment and supplies?</p> <p>All students are informed of the cost of the tuition, lab fees, and related expenses upon inquiry and during their student interview and orientation session prior to admission.</p> <p>The <i>Net Price Calculator</i> tool is available on the GJCTC website under the Adult Education tab.</p> <p>Exhibits: Various Program Tuition, Fees and Expenses Sheets</p> <p>Exhibits at Site Visit:</p> |

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| | <p style="text-align: center;">Various Program Tuition, Fees and Expenses Sheets—for all Adult Programs</p> <p>Comments: Counselor interview and exhibits show that the institution does inform students of the cost of the program and of any required equipment and supplies. Catalog clearly states the costs and fees for the programs.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 6. | <p>If financial aid is available, is information provided to each individual?</p> <p>Financial aid is available in the form of Federal Pell Grants and Stafford Loans to students enrolled in all postsecondary programs. Students also receive tuition assistance through funding sources such as TAA (Trade Adjustment Act), WIA (Workforce Investment Act), OVR (Office of Vocational Rehabilitation), and Veteran’s Education Benefits.</p> <p>Information on financial aid is presented in the Adult Education Catalog and on the website. Each prospective student is provided financial aid information during their registration interview. The Financial Aid Officer is present at all program orientation sessions to give a presentation on financial aid and is available to answer questions. The phone number listed on all printed materials includes the menu option for individuals to speak directly with the Financial Aid Officer.</p> <p>Exhibits: Financial Aid Information - Adult Education Program Catalog Financial Aid Information – GJCTC Website</p> <p>Exhibits at Site Visit: Financial Aid Handbook</p> <p>Comments: Financial Aid is provided to adult students. Information is provided to the students by the Financial Aid Officer.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 7. | <p>Does the institution ensure that qualified advisers counsel PPPVE students on how and where to find jobs and assist in placement in occupations related to the students’ training and life experience?</p> |

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| | <p>A part-time Adult Education Career Counselor is on staff to advise students on various counseling matters and the job search process. The Career Counselor teaches a course to students on resume preparation and interviewing skills prior to graduation. The Career Counselor also works with local companies who are looking to hire program graduates. Employment opportunity memos or postings on student bulletin boards also make student aware of job availability. This information is also detailed for the students in a job posting binder that is kept in the Adult Education Office.</p> <p>Exhibits: Job Placement Activities Sheet Employment Opportunity Information</p> <p>Exhibits at Site Visit: Resume Writing, Interviewing, and Job Seeking Skills Manual Job Posting Binder Adult Education Career Counselor Position Description</p> <p>Comments: The Career Counselor teaches a course to students on resume preparation and interviewing skills prior to graduation.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| e. | Credit Hour Policies |
| 1. | <p>How does the institution define a credit hour based on the credit/hour conversion?</p> <p>The institution defines a credit hour as a sixty—minute, trade and/or technology--related unit of instruction, based on the SBVE conversion formula, relating to each course taken during the term of a fulltime program.</p> <p>Comments: Credit hour is defined as per PPPVE guidelines.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 2. | <p>How does the institution approximate the amount of work for a credit hour based on learning outcomes and verifiable achievement?</p> <p>Each fulltime program has a structured curriculum composed of a group courses which are, generally,</p> |

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| | <p>competency or task based. The courses are then divided into appropriate segments of theory (Classroom Lecture), lab (shop/lab), and/or internship/externship hours. Each segment has tasks to be completed during instructor-based timelines. The tasks composed of measurable projects, processes, tests, and other methods, many of which are required by certifying agencies which require performance/achievement standards for students in the program. The instructor verifies learning outcomes and student achievement based on standards imposed certifying agencies and/or the instructor.</p> <p>Effective for the 2012-2013 program year, all students are informed of GJCTC’s Clock Hour/Credit Hour Policy at the program orientation held before the start of each new program.</p> <p>Exhibits: Assorted Clock/Credit Hour Charts for Postsecondary Programs Clock Hour/Credit Hour Conversion Policy</p> <p>Comments: Credit hour work is defined as per PPPVE guidelines.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 3. | <p>How does the institution separate the number of hours for direct instruction, lab, and out-of class work?</p> <p>The instructor, with the assistance of institution administration, a local advisory committee and/or other educational resources, develops a structured program curriculum. These parties collaborate on what may work best to attain successful student achievement, relative to hours spent in the program. The total program hours are divided using the SBVE model of theory, lab, and internship/externship hours. It must be noted that in some cases, certifying agencies will require a specified number of theory, lab and internship/externship hours be applied to the program. The institution follows the SBVE clock hour to credit conversion model.</p> <p>Exhibits at Site Visit: Clock/Credit Hour charts for each Postsecondary Program Area</p> <p>Comments: Credit hour is defined as per PPPVE guidelines.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |

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Category E – Learning-centered Facilities and Equipment:

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.

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| a. | Acquires proper equipment, materials and adequate supplies and makes them available to support the instructional program objectives and to meet the needs of individual students: |
| 1. | <p>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 PPPVE?</p> <p>A yearly Workforce Development/Adult Education Budget is developed and submitted for approval to the JOC. There is a separate budget for each program within the Workforce Development/Adult Education budget. Line items in each budget include salaries, benefits, professional and technical services, equipment, supplies, books, etc.</p> <p>Equipment and services are purchased as per budgeted items. Additional purchases through grant funds supplement budgetary allotments. The Occupational Advisory Committees, as well as the Joint Operating Committee, discuss all large-scale equipment purchases. Consumable materials and supplies are ordered by the program instructor and approved by the program supervisor.</p> <p>Recently, the Mobile Equipment Operations program has acquired a backhoe, a skid loader, a mini excavator, and a dump truck for use by the students to support the curriculum.</p> <p>The Supervisor of Adult Education submits the Carl Perkins postsecondary budget annually. Equipment purchases for adult programs are included within the Perkins grant budget.</p> <p>Students in most postsecondary programs are required to purchase their own books and tools prior to starting class. A list of required books and tools is on the Tuition, Fees and Expenses sheet and is discussed at their student interview. Books and supplies are included in tuition for the Municipal Police Academy.</p> <p>Exhibits: 2012-2013 Workforce Development/Adult Education Budget Perkins Budget Electrical Technology Program Tuition, Fees and Expenses Sheet</p> |

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| | <p>Exhibits at Site Visit:</p> <ul style="list-style-type: none">Health Assistant Program Tuition, Fees and Expenses sheetPerkins BudgetEquipment Purchase OrdersEDGAR FormsPictures of Heavy Equipment <p>Comments: Tour of the facility and budget 2011-12 and 2012-13 verifies that proper equipment, materials and adequate supplies and makes them available to support the instructional program objectives and to meet the needs of individual students</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 2. | <p>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).</p> <p>The equipment, tools, materials, and supplies meet the competency based needs of the curriculum. Individual program instructors take the lead in determining what equipment and materials they will need to effectively and safely teach their classes. Equipment is routinely maintained to ensure proper functioning and safety. The instructors also select the textbooks and tools the students will use in the program with administrative input. There is adequate access to computers for student and instructor use and LCD projectors for instructional purposes. The Practical Nursing Program has library reference materials available for student use at all locations. The other postsecondary programs have reference materials located within their program areas.</p> <p>Exhibits:</p> <ul style="list-style-type: none">Heating and Air Conditioning Technology Tuition, Fees, and Expenses SheetProgram Purchase Orders <p>Comments: Equipment, tools, materials and supplies meet the competency based instructional needs of the curriculum CNA room well equipped, New desks and chairs in HVAC, 12 electrical stations in the adult only electrical technology program.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |

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| 3. | <p>Are the quality and quantity of training stations appropriate for the number of students being served?</p> <p>Enrollment in any course requiring training stations is based on the ability to provide ample training time for the students. For example, enrollment in the Welding & Metal Fabrication Program is limited to twelve students because there are twelve welding booths available. Program instructors work with the program supervisors to determine when training stations need upgraded or replaced. Program areas are routinely inspected and the need for upgrades is determined by the faculty and administration.</p> <p>All adult education programs have full access to the equipment and supplies available in the secondary programs.</p> <p>Comments: Tour of the facility shows that the quality and quantity of training stations appropriate for the number of students being served</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 4. | <p>Is there an instructional equipment inventory management plan for maintaining equipment and replacing or disposing of obsolete equipment?</p> <p>The Capital Asset Policy is found in the school's Policy Manual. This policy deals with maintaining equipment, replacing equipment, and disposing of equipment. Program instructors annually review and inspect equipment to determine repair or replacement needs. Program areas are on a rotation schedule for new equipment through Carl Perkins funding.</p> <p>Any training equipment used in the Municipal Police Academy provided by MPOETC is inventoried on an annual basis and reported to MPOETC.</p> <p>Exhibits: Fixed Asset Inventory Memo Capital Asset Policy Fixed Asset Inventory Form</p> <p>Exhibits at Site Visit: MPOETC Inventory</p> <p>Comments: Capital Asset Policy is provided that meets this requirement that there there is an instructional equipment inventory management plan for maintaining equipment and replacing or disposing of obsolete equipment in place.</p> <p>Strengths:</p> |

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| | <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 5. | <p>Does the institution acquire equipment, materials and supplies within a reasonable period of time to provide safe and quality education?</p> <p>All instructors are required to submit purchase order requisitions for any supplies and materials they need prior to or during the class. The instructor and/or maintenance staff immediately remove any unsafe equipment from the classroom/program area. Before any new equipment is ordered, the instructors and program supervisors discuss the importance and relevance of the equipment to the curriculum and if the purchase is within budgetary considerations.</p> <p>Exhibit: Purchase Order Requisition</p> <p>Comments: OAC minutes and documentation for discussion of and purchase of the Automotive Tech lift were examples provided that this requirement is being met.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 6. | <p>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?</p> <p>Program instructors routinely inspect all equipment to determine that it meets safety standards. All programs stress safety and include safety instruction in the beginning of the course. Safety is stressed throughout instruction and students are often tested on safety competencies. Students and instructors are required to wear appropriate safety apparel (hard hats, safety glasses, work boots) during laboratory and/or hands-on activities.</p> <p>Instructors are required to be present in the classroom or program areas any time students are using tools or operating equipment. Safety procedures are given to the instructors at the start of every program year and safety signs are displayed in all program areas.</p> <p>Safety in the clinical experiences for Practical Nursing students is stressed on a daily basis. Standard precautions are practiced with patients/clients in all settings, MSDS sheets are on all clinical units, and the instructor ensures that students have proper knowledge and operation of any equipment before use.</p> <p>Fire extinguishers and first aid kits are located in the program areas. Fire drills and severe weather drills</p> |

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| | <p>are held on a regular basis. Exit maps are on display in all program areas.</p> <p>Students in the Mobile Equipment Operations program are issued safety green t-shirts to be worn to class every day. These t-shirts are designed to keep the students visible while operating equipment. Students are also required to complete pre-trip inspections on every piece of equipment that is used daily.</p> <p>Accident report forms are available in the Adult Education office and the program areas. The accident rate for instructors and students is exceptionally low.</p> <p>Each OAC meeting begins with a safety inspection.</p> <p>Exhibits: Safety Checklist Heating & Air Conditioning Program Shop Rules and Student Expectations</p> <p>Capital Asset Policy Heating & Air Conditioning Program Shop “NO’s” Safety Signs Daily Operator’s Report for Mobile Equipment Command Post Range Rules and Regulations – Municipal Police Academy Safety Checklists for Various Program Areas OAC meeting agenda</p> <p>Comments: Evidence of OAC meeting minutes, safety tasks and visual inspection show that the safety of students and employees is met.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| <p>b.</p> | <p>Develops physical facilities, including instructional and non-instructional areas, that are adequate and provide for safe and quality instruction to meet the program objective:</p> |
| <p>1.</p> | <p>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?</p> <p>Each classroom and program area is designed to support the activities required of the program. Desks or workbenches are provided, as well as appropriate equipment and instructional aides (computers, LCD projectors, VCR/DVD players). Lighting, heating and ventilation are adequate in all areas.</p> <p>GJCTC complies with local building codes and all ADA regulations.</p> |

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| | <p>Comments: Visual inspection shows adequate space in the classroom and labs. Safety signage was properly displayed; red arrows indicate emergency shut off button.</p> <p>Strengths:</p> <p>Opportunities for Improvement: MSDS sheets should be centrally located in each lab area, for easy access. HVAC lab to ensure that there is no obstruction or partial obstruction to all emergency shut off valves in that lab.</p> <p>Corrective Action:</p> |
| 2. | <p>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?</p> <p>There are an adequate number of instructional and non-instructional areas for the number of programs and staff at GJCTC. All programs have their own classroom and program areas. Restroom availability and student lounge areas are adequate.</p> <p>Comments: Tour facility showed that that instructional and non-instructional areas, including storage areas, restrooms, and offices are adequate for the number of students and staff and space adequate for storing projects, student materials, cleanup, computers, telephones, and office equipment.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Restroom exit signage should be clearly displayed inside and outside upon entering and exiting a restroom.</p> <p>Corrective Action:</p> |
| 3. | <p>Does the institution ensure that facilities are adequate to meet the needs of students with disabilities?</p> <p>GJCTC complies with all ADA requirements to meet the needs of students with disabilities. The main doors are equipped with an automatic opener for handicapped students and an elevator provides access to the second floor. Restrooms are handicap accessible.</p> <p>The registration forms and student information sheets request students to identify any special needs they have that may require accommodations. Reasonable accommodations are implemented to meet individual needs when possible.</p> <p>The Civil Rights Checklist for the latest compliance review addresses building compliance with regulations.</p> <p>Exhibit:</p> |

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| | <p>Adult Education Registration</p> <p>Exhibit at Site Visit: Civil Rights Checklist for On-Site Compliance Review</p> <p>Comments: Evidence presented and tour of facility shows that all GJCTC sites are to be ADA compliance.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 4. | <p>Does the institution ensure that physical facilities are adequately maintained as required for providing safe and quality instruction?</p> <p>The maintenance staff maintains the building and grounds on a daily basis. Safety issues are reported to the Supervisor of Building and Grounds for action. Facilities renovation and improvements are typically done when school is not in session.</p> <p>Comments: Tour of the facility shows that maintenance is being completed to ensure that the physical facilities are adequately maintained as required for providing safe and quality instruction.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |

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Category F – Organizational Performance Results:

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

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| a. | Student learning and satisfaction results: |
| 1. | <p>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 PPPVE students?</p> <p>The Adult Education programs record each student’s grades and program completion status on his/her transcript, which is placed in his/her permanent record. Student biographical information, program completion information, and program start/end dates for all postsecondary programs are reported to the Pennsylvania Department of Education (PDE) on the PIMS report and in the school’s student database, ClassMate.</p> <p>Program enrollment, completer, graduate, licensure, and employment information is continually gathered for evaluation purposes and is reported to PDE in the annual accreditation report.</p> <p>Adult students are also prepared to earn additional national skill certifications in addition to their postsecondary diploma.</p> <p>Graduates of the Practical Nursing Program are qualified to take the NCLEX-PN licensure examination. The current pass rate for the Practical Nursing Program as listed on the Pennsylvania State Board of Nursing website is 89.33%.</p> <p>The Municipal Police Academy reports student data to MPOETC within ten days of program completion as per requirements.</p> <p>Exhibits: Student Completion Rates Student Transcript</p> <p>Exhibits at Site Visit: PAAPSA report PDE Accreditation Annual Report National List of Students who Received a National Skill Standard</p> <p>Comments: Student data is maintained on the Classmates software. Printouts were available on the site visit.</p> |

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| | <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 2. | <p>What is the institution’s current information about attendance, dropout, and completion for the PPPVE programs?</p> <p>Information regarding student attendance, dropout, and completion rates are maintained for each program area. The Career Counselor and program instructors counsel students who are frequently absent from classes. Aggregate data on attendance, dropout, and completion rates are recorded in the School’s student database, Classmate.</p> <p>Exhibits: Daily Attendance Sheet Student Attendance Report</p> <p>Exhibits at Site Visit: Program Enrollment Report Student Attendance Letter</p> <p>Comments: Student data is maintained on the Classmates software. Printouts were available on the site visit.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 3. | <p>What is the institution’s current information on the number of diplomas, certificates, degrees, etc. issued to students?</p> <p>GJCTC issues a postsecondary diploma to successful graduates. Students in short-term classes receive a certificate of completion. The number of graduates for each class is maintained by the program supervisors and is reported annually to PDE in the annual accreditation report.</p> <p>Exhibits: Program Enrollment Report</p> <p>Exhibits at Site Visit: Certificate of Completion – Basic Computers</p> |

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| | <p>Diploma – Mobile Equipment Operations Program PDE Accreditation Annual Report</p> <p>Comments: Student data is maintained on the Classmates software. Printouts were available on the site visit.</p> <p>Strengths: Program Enrollment Report</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 4. | <p>What is the institution’s current information on awards or recognition of special student achievement?</p> <p>Eligible students are issued Exemplary Attendance Awards and/or Exemplary Performance Awards at the graduation ceremony. The Practical Nursing Program presents valedictorian and salutatorian awards for theory performance in addition to attendance awards. Municipal Police Academy presents awards for academic achievement, highest gun range average, and most improved shooter.</p> <p>Over the past two years, adult students in the Machining Technology program have attended the Skills USA competition and earned a second place award.</p> <p>Exhibits: Criteria for Exemplary Attendance Awards Criteria for Exemplary Performance Awards</p> <p>Exhibits at Site Visit: Exemplary Attendance Award Exemplary Performance Award</p> <p>Comments: Special awards are given during a graduation ceremony held for the postsecondary students.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 5. | <p>What are the institution’s results from tracking the Adult Affidavit Program Registration and CATs?</p> <p>Twenty-nine programs are registered on the Adult Affidavit report.</p> |

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| | <p>Enrollment in the current Adult Education programs has remained increased over the past five years due to the addition of the intergenerational programs and a major marketing campaign, including radio ads, television ads, and a jingle. Practical Nursing enrollment has increased mainly due to the establishment of a satellite campus in Monroeville.</p> <p>Exhibit: Adult Affidavit (CATS) Report Email</p> <p>Exhibit at Site Visit: Adult Affidavit (CATS) Report</p> <p>Comments: GJCTC has utilized the Adult Affidavit and CATs reporting to determine the need of the programs.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| <p>b.</p> | <p>Public, community and employer satisfaction results:</p> |
| <p>1.</p> | <p>What is the institution’s current data and information showing the levels of satisfaction or dissatisfaction?</p> <p>At the completion of each course and program, the student completes an evaluation of the instructor, curriculum, facility, equipment and clinical experience as applicable. The forms are collated and reviewed by the program supervisors. Program supervisors meet with instructors and review the composite summary of the student evaluations.</p> <p>The Supervisor of Adult Education, the Practical Nursing Coordinator and the Director of the Municipal Police Academy maintain frequent contact with employers of program graduates in the local area through personal discussions and the Employer Surveys sent out. The employers give feedback regarding the performance of graduates. Employers are invited to visit students in the classes to discuss employment opportunities. Many employers recruit at the school on a yearly basis.</p> <p>For the 2010-2011 program year, the overall completion rate for all postsecondary programs was 86%.</p> <p>Exhibits: Student Evaluation Summary Completed Employer Evaluation Student Completion Rates</p> <p>Exhibits at Site Visit:</p> |

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| | <p>Student Evaluation Summaries Employer Surveys Student Follow-up Phone Log</p> <p>Comments: Evidence provided shows that surveys are given to the students and instructors to indicate levels of satisfaction or dissatisfaction.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 2. | <p>What is the institution’s current data and information on enrollment, retention, student placement, and employer feedback?</p> <p>Student enrollment, retention, and placement are reported on the PDE annual accreditation report. This information is also required for re-approval of programs on the Statewide Eligible Training Provider’s List (through the Workforce Investment Board). The Career Counselor gathers all student placement information through phone calls, letters, personal inquiries, etc. and records this information for evaluation. Employer feedback is obtained via surveys, phone contact and personal contact with employers.</p> <p>GJCTC recently complied with PDE’s request to send follow-up letters to individuals who completed an adult education program.</p> <p>Exhibits: Program and Student Placement Report Program Enrollment Report CWDS Approved Program List</p> <p>Exhibits at Site Visit: Student Follow-up Phone Log</p> <p>Comments: Student data is maintained on the Classmates software. Printouts were available on the site visit. GJCTC sends out follow-up letters the employees of the completers of the programs to gauge the quality of the program.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 3. | <p>What is the institution’s current data and information on student, faculty, and staff satisfaction</p> |

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| | <p>and dissatisfaction?</p> <p>Information concerning student satisfaction is gathered from the evaluation forms and exit interviews. Instructors are given the opportunity to discuss issues, concerns, or program achievements at faculty meetings or by speaking to the program supervisor directly. The Administrative Director conducts yearly staff surveys using a positive delta format.</p> <p>Exhibit: Positive Delta Form</p> <p>Comments: Positive Delta/Summary of Responses provided evidence for students and faculty.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| c. | <p>Budgetary and operational results:</p> |
| 1. | <p>What is the institution’s current data and information about funding to the organization and grants to students?</p> <p>GJCTC is approved through the Pennsylvania Department of Education accreditation to offer financial aid in the form of Pell Grants and Stafford Student Loans. Students receiving funding through Veteran’s benefits, Office of Vocational Rehabilitation, Workforce Investment Board, or Trade Adjustment Act funding are also eligible to enroll in GJCTC programs. A report is generated annually that reflects the Title IV Aid that was received by eligible students and is audited by GJCTC local auditors. The Practical Nursing Program has received annual Pennsylvania Higher Education Foundations grants since 2001 for tuition assistance for students. Additionally, GJCTC was awarded a tuition assistance grant for Practical Nursing and the Machine Shop from the Pennsylvania Department of Labor and Industry.</p> <p>Exhibit: Letter from Pennsylvania Department of Labor and Industry</p> <p>Exhibits at Site Visit: Sample page - Title IV Aid Report PELL Sample page - Title IV Aid Report Loans</p> <p>Comments: Postsecondary Annual Operational Report Category E & P were provided for past five years.</p> <p>Strengths:</p> |

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| | <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 2. | <p>What is the institution’s current information about staying within budget and budget growth?</p> <p>Monthly financial reports are generated and reviewed by the Business Manager to insure programs are expending funds according to their line item budgets. Budget growth is determined by program needs and number of students enrolled. Budget transfers between programs are generated if needed to allow for budget growth by program. Annually, during the budget preparation process, program offerings are reviewed to determine the budget needs for adult education. A financial audit is completed at the end of the fiscal year.</p> <p>Exhibit: Statement of Revenues and Expenditures by Operational Unit Monthly Financial Report</p> <p>Exhibit at Site Visit: Auditor’s Report</p> <p>Comments: Adult/Workforce Development Budget Report and Auditor’s Report was provided for all five years.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 3. | <p>What is the institution’s current information about new programs and program improvement?</p> <p>The program supervisors and instructors meet formally during the annual instructor meeting and informally through weekly conversations to discuss program improvements or suggestions for new programs. Program improvement is also based on the results of the student evaluation surveys, Occupational Advisory Committee suggestions, and feedback from employers.</p> <p>The Supervisor of Adult Education attends the PACTA Adult Education Coordinator’s meeting every year. The Practical Nursing Coordinator attends the Pennsylvania Association of Practical Nursing Administrators (PAPNA) biannual meetings. These meetings provide current information regarding state-wide practices and trends in career and technical education.</p> <p>The Director of the Municipal Police Academy participates in the quarterly meetings of the MPOETC. These meetings provide information regarding police training and legislative issues.</p> |

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| | <p>Exhibit at Site Visit: PACTA Adult Education Coordinator’s Meeting Agenda</p> <p>Comments: Adequate information regarding development of new programs was provided through OAC meeting minutes and labor market data.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| 4. | <p>What is the institution’s information on net cost per student?</p> <p>Annually each program’s expenditures, less offsetting revenues, are calculated according to enrollments to produce a net cost per student to include overhead costs.</p> <p>Comments: Net cost per student is provided in the catalog.</p> <p>Strengths: Net price calculator link on website for students to determine their costs.</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |
| d. | <p>Administration, faculty, and staff satisfaction results.</p> |
| 1. | <p>What is the institution’s data and information showing the levels of satisfaction or dissatisfaction?</p> <p>Faculty members have the opportunity to discuss their feelings of satisfaction or dissatisfaction during instructor meetings or private meetings with the program supervisor. The Administrative Director conducts yearly staff surveys using a positive delta format.</p> <p>Comments: Positive Delta/Summary of Responses provided evidence that standard was met for faculty however did not see evidence for staff.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action: Establish a process to formally evaluate adult education administrative personnel and adult education support staff.</p> <p>CTC Response to Corrective Action: Administrative personnel are currently using the <i>Framework</i></p> |

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| | <p><i>for Leadership</i> tool for evaluation (attached). In July 2013, the administrative team met and reviewed the tool together. Each administrator was tasked with identifying areas in which they felt they needed to improve. The team then met again and discussed the findings of their self-evaluation. The administrative director also evaluated each employee and identified the areas he felt the employee could improve upon. The findings were compared and discussed, and a plan was then created for each employee to work on the deficient areas.</p> <p>During the year, each administrator meets regularly with the director to review progress towards improvement in addition to any other initiatives the employee is working on. These meetings are documented in Basecamp, a software system utilized by GJCTC. Many meetings are not formal, they are informal discussions and performance is discussed.</p> <p>GJCTC recognizes that it needs to conduct more formal evaluations moving forward. To accomplish this, the <i>Framework for Leadership</i> tool for evaluation will be used and the results documented and reviewed.</p> <p>In terms of support staff, GJCTC currently has the position of an adult education career coach. While this position is not new, a new staff member to fill it was hired in February. The career coach is a subcontracted position through the Learning Lamp, a non-profit educational support agency. The career coach will be evaluated directly by the supervisor of adult education at GJCTC, and this evaluation will be reviewed by the staff at the Learning Lamp. Since the employee has just recently started, she has not yet been evaluated, but will be before the contract expires on June 30. A draft of the evaluation tool to be used is attached.</p> <p>PDE Response: GJCTC has started utilizing the Framework for Leadership tool which identifies components with the following degrees: failing, needs improvement, proficient and distinguished. Administration will meet regularly with PPPVE personnel to discuss their progress with their individual leadership plan. GJCTC has developed an evaluation for support staff identifying degrees of performance for specific work standards. PDE will monitor the performance evaluations through the annual reports.</p> |
| 2. | <p>What is the institution’s data and information related to safety and overall well-being?</p> <p>GJCTC has a Safety Committee consisting of secondary and postsecondary instructors and staff. An Accident Report is completed for students and staff if an accident, even minor, occurs. Incidents that involve issues related to safety and inappropriate student conduct are reported to administration via a Student Incident Report. These are kept on file in the Adult Education office. Students are required to complete an Emergency Notification Form upon registration.</p> <p>Each OAC meeting begins with a safety inspection.</p> <p>Exhibits: Student Accident Report Student Incident Report</p> |

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| | <p>Emergency Notification Form OAC meeting agenda</p> <p>Comments: Safety is assessed through a safety committee and through tasks within each program.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Suggest template or guidelines for all minutes from meeting to include member name and affiliation. Suggest providing more information on general student safety outside of shop areas.</p> <p>Corrective Action:</p> |
| 3. | <p>What is the institution’s data on individual employee training and development?</p> <p>Training and development of instructors and staff are encouraged by administration and program supervisors. Records of individual employee training are either maintained by the employee (part-time postsecondary instructors) or are placed in their personnel file. Instructors who are required to have or maintain specific degrees, licenses, certifications, Act 48 credits, etc. must provide official evidence of those for their employee record.</p> <p>The Municipal Police Academy instructors are required to attend an Advanced Instructor Development two-day program and are encouraged to attend continuing education courses available through MPOETC and other law enforcement agencies.</p> <p>Professional development money has been budgeted in the 2012-2013 Perkins grant.</p> <p>Exhibits: Act 48 Record MPOETC Advanced Instructor Development Certificate</p> <p>Exhibit at Site Visit: Various Employee Training Records 2012-2013 Perkins Grant Budget</p> <p>Comments: Professional development is provided for employees.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p> |

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Scoring in Regards to the Standards

| Standard/Category | Sub Category Title | Score |
|-------------------|---|-------|
| A - a | Provides direction to the overall organization: | 3 |
| A – b | Establishes the future direction for PPVE and implements the plan: | 2 |
| A – c | Reviews the organization’s performance: | 2 |
| A – d | Meets its regulatory requirements and public responsibilities: | 2 |
| B – a | Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees: | 3 |
| B – b | Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment: | 2 |
| C – a | Enacts workforce practices that enable all employees to achieve high performance: | 2 |
| C – b | Builds a quality workforce: | 1 |
| C – c | Builds knowledge and skills, career development, for the administration, staff, and faculty: | 2 |
| C – d | Maintains a work environment conducive to the well-being of all employees and students: | 2 |
| D – a | Establishes methods and opportunities for student learning: | 2 |
| D – b | Provides opportunities for work-site learning: | 2 |
| D – c | Uses methods for monitoring and tracking student learning: | 3 |

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| Standard/Category | Sub Category Title | Score |
|-------------------|---|-----------|
| D – d | Maintains processes for providing student support | 3 |
| D – e | Credit Hour Policies | 3 |
| E – a | Acquires proper equipment, materials and adequate supplies and makes them available to support the instructional program objectives and to meet the needs of individual students: | 3 |
| E – b | Develops physical facilities, including instructional and non-instructional areas, that are adequate and provide for safe and quality instruction to meet the program objective: | 2 |
| F – a | Student learning and satisfaction results: | 3 |
| F – b | Public, community and employer satisfaction results: | 2 |
| F – c | Budgetary and operational results: | 4 |
| F – d | Administration, faculty, and staff satisfaction results: | 2 |
| | | |
| | <i>Highest Score Possible</i> | <i>67</i> |
| | Total Score | 50 |