

# INDIANA COUNTY TECHNOLOGY CENTER ACCREDITATION FINAL REPORT

The Pennsylvania Bureau of Career and Technical Education has conducted an initial review of the Indiana County Technology Center regarding their reaccreditation by the Pennsylvania State Board of Career and Technical Education. This review has found no non-compliance issues with the Center in relation to the PPPCTE Accreditation Guidelines. The review committee found the Indiana County Technology Center to be “Advanced” in the following criteria:

## **Category B - Programs**

The Standard: The institution develops programs based on labor market data and utilizes various methods to market the information to the community ensuring ethical practices. Potential students are well informed of the institution's programs and costs.

2. Describe how the program is marketing adult education to the community.

## **Category D - Faculty/Staff/Facilities**

The Standard: The institution employs qualified faculty and staff and provides support to the faculty and staff through orientation, professional development, and evaluations with follow through. The institution ensures the maintenance of its buildings and the safety of those that enter.

3. Describe how the institution recruits faculty/staff for adult education.
7. Describe how facilities are maintained in regard to adult education.

### **Per Accreditation Guidelines:**

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

The Institutional Accreditation Advisory Group (IAAG) met on May 15, 2024, and voted to make a recommendation of Re-Accreditation to the State Board of Career and Technical Education.

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## Category A - Leadership

**The Standard: The institution has a strong leadership team which regularly reviews the vision/mission, budget, goals, and performance of the adult education program.**

### 1. Describe the administrative leadership in regard to adult education.

The ICTC is governed by a Joint Operating Committee (JOC), which is comprised of a representative from each of the seven (7) sending schools to the ICTC secondary programs. The JOC directs the operations of the ICTC, including the adult programs. The ICTC also receives guidance from a Professional Advisory Council (PAC), comprised of the superintendents of the seven districts, and has an appointed Superintendent of Record that works close with the Administrative Director. The Administrative Director coordinates with the administrative team and the JOC to ensure the activities of the ICTC are in line with its mission.

The ICTC administrative team is comprised of the Administrative Director, Business Manager, Principal, Adult Education and Financial Aid Coordinator, Practical Nursing Coordinator, and Maintenance Supervisor positions. The most recent full grouping of representatives to the administrative team during the accreditation period in 22/23 was:

Michael McDermott - Administrative Director

Rachel L. Hrabovsky - Business Manager

Kayla Fuller - Adult Education and Financial Aid Coordinator

Michael Worthington - Principal

Dr. Diana Rupert - Practical Nursing Coordinator

Ben Hollobaugh - Maintenance Supervisor

The members of the ICTC Administrative Team are well versed in their respective roles, bringing appropriate educational background and/or experience as we collectively work with the JOC to promote the valuable service of Career and Technical Education available at the ICTC. A sampling of resumes and job descriptions is provided in evidence.

**Evaluator Review:** Documents are provided that show adult education leadership and staffing across the last five years (2018-2023). A flowchart is also provided, which outlines the JOC, administrative roles, and other supporting staff. The flowchart is an informative addition to your narrative, as it provides a visual of how all roles connect and work together to direct operations. Job descriptions and various resumes are provided to further identify the skillsets of those in leadership roles.

- Not Met
- Beginning
- Functioning
- Advanced

### 2. Describe the vision/mission for adult education.

The mission of the Indiana County Technology Center, an innovative regional career development and technology center, in partnership with our member districts and the community, is to provide all

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learners an environment that includes the integration of a challenging technical and academic education with an emphasis on the development of skills which provide the pathways to further education and employment in an ever-changing world.

The ICTC's mission is inclusive of all learners, both adult and secondary, and is published on our website, in our catalogs, and documents that are distributed to and/or used by our students. A sampling of such publications is provided in evidence.

**Evaluator Review:** The mission statement is provided on each program brochure as well as in the course catalog. Specific information is found within program resources to address furthering education/ employment, which is a key component of the mission statement (example: “competitive edge” and “graduate of ICTC School of Practical Nursing will be able to...” in Practical Nursing brochure). Documentation of meetings is provided, as the mission statement encompasses current goals of the administrative team.

- Not Met
- Beginning
- Functioning
- Advanced

### **3. Describe the meetings held to discuss adult education.**

As noted above, the ICTC is guided by a Joint Operating Committee (JOC). The JOC provides guidance to the operations of the ICTC, including the adult programs, and reviews and approves items for the department at regular meetings. The JOC meets ten (10) months out of the calendar year, and holds special meetings as needed to address matters that are of a time-sensitive nature. Briefs of these meetings are sent out to all ICTC staff via email from the Joint Operating Committee (Board) Secretary.

As a small school and an even smaller department, communication happens on a constant basis with one-on-one conversations as needed, based on needs and staffing levels. The Adult Education and/or Practical Nursing Coordinator schedules formal meetings when topics involve multiple program areas and/or require collaborative approaches. Given varying staff schedules, email communication is an effective tool used to keep operation cohesive.

The Administrative Director initiates regular monthly “Admin Meetings” to direct the operations of the Center. These meetings ensure that programs in secondary education and adult education are in sync and continue to move toward satisfying the greater mission of the ICTC. Formal agendas and meeting minutes are kept for regular monthly “admin meetings”. A sampling of agendas and meeting minutes are provided in evidence.

**Evaluator Review:** Evidence includes agenda items for administrative team meetings and JOC meetings, showing a review of various components of adult education. Documentation is provided across the five-year span (2018-2023). Formal meetings are described in detail (JOC and administrative). Email exchange is also used on an informal basis to review topics in preparation for formal meetings.

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- Not Met
- Beginning
- Functioning
- Advanced

#### **4. Describe how the administration team reviews budget for adult education.**

Budgets for Adult Education are set using projected enrollment as a basis. Using the best information available at the time of the ICTC's full budget finalization, expenses and revenue lines are included. However, it is understood that the budget is a guide and subject to change based on factors such as new opportunities that arise during the year or enrollment numbers differing from the projections used to build the budget.

JOC and administrative support of Adult Education at the ICTC remains strong, as our department brings with it the opportunity to generate revenues that enhance the quality of training for all students at ICTC. The ICTC administrative team, including the JOC, regularly monitors financial health and programmatic performance. Understanding that fiscal self-sufficiency is critical to the long-term success of ICTC's post-secondary programs, these remain priorities of the school's leadership. Organizational structure is designed to allow frequent, direct communication between the Adult Education Coordinator, Practical Nursing Coordinator and Business Manager to ensure programs remain in good financial health. When issues do arise, these individuals evaluate strategies to restore financial health. The ICTC budget, which includes Adult Education, is reviewed and approved annually by the Joint Operating Committee.

Tuition is reviewed at least annually when adjustment based on the inflation index is applied. Independent adjustments are also applied to individual program tuition and/or fees when current charges are insufficient for costs incurred by the school, or to cover planned changes for that program. Due to COVID-19 price influxes for materials, increases and adjustments in tuition for the 2022-23 especially, and again in 2023-24, were necessary. All tuition adjustments are completed by the Adult Education Coordinator and the Practical Nursing Coordinator, in consultation with the ICTC Business office, and approved by the Director. Current tuition and fees are published in the ICTC Postsecondary Course Catalog and Enrollment Agreement, which is reviewed and approved by the JOC.

The ICTC is audited each year according to standard school audit requirements. Since 2019-20, the Business Office has been able to provide Adult Education financial budgets by year and separate it from the school budget as a whole, giving a much more precise view of Adult Ed's financial activity, and providing the administrative team with access to quality data to drive decision-making.

*Note: Two separate Audit Reports are provided as evidence in 4.3. The second Audit Report begins on Page 81.*

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Evaluator Review: Documentation of meetings for administrative reviews of the adult education budget are provided for the past five years. JOC meeting agendas are provided, with budget items highlighted. Breakdowns of tuition, revenue, and expenses are included to further exemplify how the team reviews and makes decisions regarding the budget. Audit reports for adult education are provided as another record of financial activity over the last five years.

- Not Met
- Beginning
- Functioning
- Advanced

### 5. Describe how the administration team discusses and reviews goals of adult education.

Six overarching goals have been identified for the ICTC and guide the operation of the school:

- Advocate the critical role of career and technical education for quality education and workforce development.
- Collaborate and partner with other education/community stakeholders to provide enhanced post-secondary opportunities for student success.
- Expand and develop quality adult education programs.
- Increase student achievement through the integration of academic and occupational standards.
- Integrate technology into the instruction practices and operations of the ICTC.
- Utilize all resources of the school in an artful manner.

One of these goals specifically addresses and supports the expansion and development of adult education programs, while the other five are integrated into all decisions and practices related to ICTC as a whole and the Adult Education Department.

The ICTC uses a strategic planning process to lay out the long-term goals of the organization. The current Comprehensive Plan (effective July 1, 2020, through June of 2022 and extended to 2023) involves Adult Education in the planning process in hopes that more specific, itemized goals for PPPVE are included and articulated. However, after a review of ICTC's annual operational report for 2021-2022 it was recognized that the document lacked some desired specificity toward Adult Education programs. The school utilizes the comprehensive plan as the overarching goals, which address Adult Education, summarizing the overall purpose of the Department.

The Adult Education and Financial Aid Coordinator continues to work with Administration and staff to incorporate Adult Education goals into the 2024 Comprehensive Plan. The Adult Education Department continues to use the supplemental goals developed in September 2017 and updated in June 2020 and June 2021, which are provided in evidence. Also provided are purchase orders for equipment purchases or other documentation of achieving goals to improve the resources of both of our students and instructors. Other goals met and represented in the evidence are the incorporation of new short-term and industry courses, and new stakeholder partnerships.

Departmental goals coincide with the overarching goals of the ICTC Comprehensive Plan. The demonstrated outcomes - growth from offering primarily hobby courses to offering comprehensive

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Adult Career Training in many high priority occupations - were only possible with advocacy for adult training initiatives by ICTC Administration and our JOC.

Evaluator Review: Documentation is provided that includes adult education goals over the last five years. Meeting agendas, which highlight discussions and review of goals are included to show goals are revised often to address current needs. Documentation encompasses goals from the last five years as well as correspondence on identifying areas of need. Goals are being reviewed as administration is working to incorporate adult education goals into the 2024 Comprehensive Plan.

- Not Met
- Beginning
- Functioning
- Advanced

### **6. Describe how the administration team discusses and reviews performance of adult education to include strengths and limitations.**

The success of ICTC's post-secondary division is measured and quantified in various ways. First and foremost, Adult Education at the ICTC is expected to be self-sufficient. Administration believes strongly that the future success of ICTC Adult programs rests on the ability to remain self-sustaining. Financial health is assessed at the program level, department level, and as a whole. With the implementation of a new Business Manager and a new financial management software system in 2018, the Adult Education/Practical Nursing coordinators have been provided with annual financial updates. Departmental meetings including the Business Manager and Administrative Director occur annually and allow an effective review of departmental performance. Additionally, the Adult Education/Practical Nursing Coordinators continue to focus on controlling costs and diversifying revenue streams to enhance probability of financial success.

A second performance measure deals with student achievement. Adult Education providing positive outcomes for students, while being self-sufficient, ultimately meets the ICTC mission. Students are monitored for academic progress through their program, and those not meeting Academic Standards are supported for success when possible. Feedback from employers and industry regarding student preparedness is a key indicator of success in this area.

Formal evaluations of the Adult Education and Practical Nursing Coordinators resumed in the 2018/2019 year. These evaluations include a process of identifying goals for the upcoming year as well as a review of performance, with the goal of continuous improvement. Implemented in June 2023, the Adult Education and Practical Nursing Coordinators completed evaluations of instructors and support staff including identifying strengths and limitations of their program areas or Adult Education as a whole. Further, program area meetings were held to discuss the identified strengths and limitations and goals for the upcoming year. ICTC plans to continue with annual evaluations and program reviews.

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Evaluator Review: In-depth reviews of the adult education budget to determine financial success of programs is included in section A4. The on-site evaluation team, along with ICTC administration, reviewed and discussed steps to take in moving forward when a program is not successful in reference to the Connellsville LPN Program. Including feedback from employers in evidence would be helpful in seeing how it is used as a "key indicator". Evidence of formal evaluations over the last five years is included and provides opportunities for instructors to identify goals for the coming year as well as limitations they have experienced. This evaluation allows administration to review specific components of the adult education programs and make necessary changes.

- Not Met
- Beginning
- Functioning
- Advanced

### Category B - Programs

**The Standard: The institution develops programs based on labor market data and utilizes various methods to market the information to the community ensuring ethical practices.**

**Potential students are well informed of the institution's programs and costs.**

#### 1. Describe how the institution develops need for programs to offer to adults.

The ICTC works closely with local economic development agencies, government officials, and employers to ensure we are providing career training programs that meet local and regional workforce needs. Many of ICTC's programs prepare graduates for employment in fields that are listed as "today", "tomorrow", and "future" jobs on the Center for Workforce Information & Analysis Pennsylvania In-Demand Occupations List. We also review the region's high priority occupation list and submit all eligible programs for review to the Tri-County Workforce Investment Board (WIB) annually. Many of the programs ICTC offers are on the High Priority Occupation list consistently. The WIB requires submission of current occupational data for each program, which must meet specified performance criteria to be approved. In 2021, after the 2017 petitions were granted an extra year of eligibility, some of ICTC's eligible programs dropped from the Tri-County WIB Regional High Priority Occupations list. ICTC was actively involved in the petition process to resurrect programs to the HPO list. This effort was successful due to the support of our OAC members, and a collaborative effort with other regional CTCs. As of 2023, ICTC works with other Workforce Development Areas across the state to help find programs to match student interests, including Berks, Clearfield, Jefferson, Montgomery, and Westmoreland-Fayette counties.

The Adult Education Department is continuously evaluating opportunities to diversify funding streams. In establishing new programs, the ICTC analyzes the local, regional, and state labor market using the most current available data from sources including the U.S. Bureau of Labor Statistics and its Occupational Outlook Handbook, ICTC's occupational advisory committees, local/county labor market statistics from the Indiana County Chamber of Commerce, the Center for Economic

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Development, and the Tri-County WIB. Feedback from industry is also a significant factor in looking at new programs as well as maintaining current offerings. A sampling of OAC feedback regarding our programs' strengths and limitations and industry support is included in evidence.

Program tuition and fees are set using various factors when programs are initially instated. These include the cost of other similar programs in the region as well as the cost to operate the program in relation to enrollment minimums. For established programs, tuition adjustments are based on the annual inflation index. Independent adjustments are also applied to individual program tuition and fees when current charges are insufficient for costs incurred by the school, or to cover planned changes for that program.

The ICTC remains committed to the idea that we must be responsive to industry. As the region's needs change, we adapt current offerings and create new programs to address industry requirements.

In December 2019, the ICTC formed a new partnership with PA Pride to rebuild our CDL training program after new ownership dissolved a previous partnership. Since then, the program has consistently brought in classes of at least three or more students each month, and local transportation businesses have made ICTC a go-to facility for their recruitment needs. We continue to be Indiana County's top provider of CDL Class A training, with classroom sessions held a week prior to students moving to behind-the-wheel and over-the-road sessions.

In 2019-20, after a few years' hiatus, ICTC brought back the Esthetician Course to the Indiana Cosmetology Academy. Since then, we try to schedule two co-horts each year of the four-month program, allowing students to earn the hours needed to sit for their PA State Board of Cosmetology Esthetician exam.

As COVID-19 hit in 2020, ICTC Adult Education continued in a remote setting until face-to-face training could continue. ICTC Adult Education was able to obtain HEERF funding to help support students as we navigated through the epidemic in 2021. HEERF provided items for single use such as PPE, individual student grants to help them be able to continue their education during those unprecedented times, and an on-site clinical space at ICTC as our Practical Nursing students were not able to go into hospitals and nursing homes for their clinical hours. Welding simulators were purchased with the HEERF funds to support our adult Welders in a virtual setting. The Adult Cosmetology students were given a new digital curriculum, CIMA, developed by Milady that allowed them to better learn their content outside of the classroom.

The ultimate goal of the Adult Education Department during COVID-19 was to provide student support with as little disruption as possible. As things started to return to normal, an increase in enrollment in Adult Education programs occurred, and demand for non-career instruction led to the development of a short-term course in welding and basic first aid and CPR classes.

Outside of our career training programs accredited through PDE, we use these short-term courses to help meet the immediate needs of regional employers. ICTC Adult Ed has seen an uptick in enrollment in our online classes through ed2go, as well as the on-site training we provide to area auto mechanics in our State Vehicle Inspection classes.



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Although not resulting in *new* accredited programs, these responses to industry need illustrate a vigilant approach in working to address local workforce development.

**Evaluator Review:** Evidence includes information from the Bureau of Labor Statistics over the last five years. Administration reviews the High Priority Occupations list for the Tri-County Workforce Development Area to determine current areas of need for program offerings. The High Priority Occupations list is provided for all the years in which it was available. There were no new programs added to adult education. However, the “need” was to reopen some previously offered programs, which was done based on statistical data and industry recommendations.

- Not Met
- Beginning
- Functioning
- Advanced

### **2. Describe how the program is marketing adult education to the community.**

The ICTC had developed a full-color booklet outlining course offerings. This marketing tool is reviewed at least annually, updated as needed, and distributed to local CareerLink offices, OVR Representatives, and other community groups. These are also sent to prospective students when phone or email inquiries are received. Most programs have program-specific one-page flyers or brochures that are sent to students who express a specific interest.

The ICTC attends local college fairs and visits area high schools, when possible, to promote its post-secondary programs. Further, we participate in various forms of local advertising, ranging from newspaper and radio to Facebook and billboard ads.

In 2021, Adult Education enlisted the secondary Digital Communications class to create a 30-second commercial that was streamed both digitally on social media and on cable television. We also hold "open house" events to encourage students to visit the school, and many students tour our facility and meet with instructors to assure that the ICTC is the right fit for them prior to enrolling. With newly secured Perkins funding, ICTC was able to advertise specifically for the Welding and Practical Nursing programs geared toward non-traditional enrollment.

ICTC continues to utilize the school website to keep the community informed about Adult Education offerings. Our visibility has significantly improved with the website rebrand from 2016, with a search for Career Training in Indiana PA now displaying ICTC in the top 10 results. We receive inquiries through our website almost daily which are imported into our student management system for follow-up in the recruiting process. The website also allows current and potential students access to information through their mobile devices. New in 2022-23, prospective students could also apply through our student management system, SONIS, and a new payment system was incorporated allowing application fees and tuition payments to now be paid online.

**Evaluator Review:** Marketing materials are included for the last five years. Evidence includes a marketing budget, program specific handouts/ brochures, advertising correspondence (ads, radio, commercial, etc.), and information for career fairs and community events. Evidence provided showed their website's progression and how it has changed over the last five years to promote new programs.

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Evidence was included to exhibit strong marketing techniques for adult education.

- Not Met
- Beginning
- Functioning
- Advanced

### **3. Describe how the institution ensures that ethical practices are followed in regard to adult education.**

Extensive efforts have been taken to ensure ethical policies, practices, and civil rights compliance matters are addressed. Hiring practices are fair and provide equal opportunity to all applicants. For employees, applicable disclosures are made available in the faculty workroom/break area on a large bulletin board.

It is the philosophy of Adult Education to under-promote and over-deliver when it comes to our education programs. We work with students to ensure they understand the financial commitment of their program of study and clearly outline program costs in the Enrollment Agreement. Our Adult Education and Financial Aid Coordinator provides an Estimated Award Offer to each student and is available to meet with them to discuss their individual situation.

Admissions practices for students ensure equal opportunity following Title VI, Title IX and Section 504, and the Equal Opportunity School notation is included on advertising materials. Additionally, student handbooks reference ethical standards, codes and/or statements. The ICTC is committed to ensuring all students, including those with disabilities, have equal access to training opportunities at the ICTC, and remains compliant with ADA regulations. The ICTC facility underwent a major renovation in 2004 at which time many modifications were made to meet the standards of the Americans with Disabilities Act. A Disability Services Policy is included in the Post-Secondary Course Catalog, and handouts on the subject are available to students. Additionally, the AE Office works with the Office of Vocational Rehabilitation and the local Intermediate Unit to ensure accommodation for individual students is addressed as needed.

The ICTC also has a clearly defined grievance policy to ensure students' complaints regarding all matters, including those of an ethical nature, can be addressed quickly and effectively. Our policies include a specific policy for addressing any sexual harassment concerns. The secondary Principal serves as the school's Civil Rights Officer. Describe how the adult education catalog is developed and maintained to include financial aid information.

ICTC's administration and staff work together to ensure the organization is compliant with regulatory requirements. Through the JOC, policies are created, updated, and modified as needed to ensure compliance with regulatory or legislative changes. The ICTC's participation in Federal Financial Aid

programs and other student assistance programs require additional reporting and monitoring as per each entity's requirements. These requirements cover both fiscal and programmatic aspects of ICTC's post-secondary programs and provide good guidelines for best practices. ICTC's full-time Adult Education and Financial Aid Coordinator plays a key role in ensuring that the ICTC Post-

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Secondary Course Catalog follows Federal Financial Aid regulations.

Financial Aid regulations and guidelines are reviewed regularly by the Adult Education and Financial Aid Coordinator and Practical Nursing Coordinator to ensure they meet all financial aid regulations and uphold ICTC Board Policy. The updated Postsecondary Course Catalog, which contains all adult student policies and financial aid information, is submitted to the JOC annually for review and approval.

**Evaluator Review:** Equal opportunity institution statements are provided on each brochure and the student application, enrollment agreement, and student handbook. Improvements have been made to the building to comply with ADA guidelines. Information on Title VI, Title IX procedures, Section 504, Equal Opportunity, and nondiscrimination are outlined in the "Campus Safety and Security Report." Student complaints are documented and handled following the outlined process. The secondary principal has been appointed the Civil Rights Officer. Documentation for the last five years is included.

- Not Met
- Beginning
- Functioning
- Advanced

#### **4. Describe how the adult education catalog is developed and maintained to include financial aid information.**

ICTC's administration and staff work together to ensure the organization is compliant with regulatory requirements. Through the JOC, policies are created, updated, and modified as needed to ensure compliance with regulatory or legislative changes. The ICTC's participation in Federal Financial Aid programs and other student assistance programs requires additional reporting and monitoring as per each entity's requirements. These requirements cover both fiscal and programmatic aspects of ICTC's post-secondary programs and provide good guidelines for best practices. ICTC's full-time Adult Education and Financial Aid Coordinator plays a key role in ensuring that the ICTC Post-Secondary Course Catalog follows Federal Financial Aid regulations.

Financial Aid regulations and guidelines are reviewed regularly by the Adult Education and Financial Aid Coordinator and Practical Nursing Coordinator to ensure they meet all financial aid regulations and uphold ICTC Board Policy. The updated Postsecondary Course Catalog, which contains all adult student policies and financial aid information, is submitted to the JOC annually for review and approval.

**Evaluator Review:** Documentation of board approval for changes to the adult education catalog is included and shows specific changes made to the language of financial aid (changing "Estimated Financial Aid Letter" to "Estimated Financial Aid Offer", modified Veterans benefit statement, etc.). The course catalog is presented to the JOC yearly after the administration has met with the Financial Aid Coordinator to ensure all federal updates are included. Information from the past five years is provided.

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- Not Met
- Beginning
- Functioning
- Advanced

### **5. Describe how equipment is purchased and maintained by the institution for adult education.**

The ICTC prides itself on providing current equipment, tools, materials, and supplies for all of its program areas. A tour of our facilities will demonstrate that our program areas are well stocked and that the equipment in each area is maintained in good working order. Our administrative team relies heavily on recommendations made by each program area OAC. OAC members are connected to industry and provide valuable insight regarding equipment upgrade and use. A sample of OAC Minutes reflecting this involvement is provided in evidence. Faculty members are also encouraged to bring equipment and supply needs to the attention of administration as they may occur throughout the year.

Each year during the budget process, requested/recommended equipment and supply items are placed into the context of all of ICTC's needs. The AE and LPN Coordinators, Administrative Director, and Business Manager work together to prioritize requests and determine which requests will be fulfilled. Additional revenue provided to the ICTC by Adult Education programs has allowed for various equipment/supply purchases and upgrades over the years that ICTC has been accredited.

In Spring 2019, with the arrival of manufacturing titan URBN to Indiana County, ICTC purchased a battery-operated forklift for a heavy-equipment operating class that did not take off as anticipated, due to URBN doing most of its training in-house.

More recently as we experienced new challenges with changing industry landscapes and internal staffing changes, the Adult Education Department secured HEERF and Perkins funding to support program enhancements and equipment upgrades.

Using the HEERF funds, new air filtration systems were purchased for the Adult Cosmetology classroom to help mitigate fumes and contaminants, as well as renovation of the ventilation in the welding booths, which benefitted our adult welding students. Forklift and skid-steer simulators were another addition using HEERF funding, allowing for individual learning sessions and equipment that can easily be sanitized between uses. The administration worked diligently in 2021-22 to join in a consortium with Greater Altoona and Greater Johnstown CTEs to secure Perkins funding for the ICTC Welding and Practical Nursing programs. This funding was used in 2022-23 to purchase a coupon bender, helmets and basic supplies for Welding, and head walls and online material to aid in

NCLEX exam prep for the LPN students.

With the heightened health concerns that consumed much of 2020-2022, the increased focus on equipment and supplies to mitigate the spread of COVID was the ICTC focus to keep Adult Education classes in person and running. With that hopefully behind us, we look forward to

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continuing to provide quality education with the most up-to-date equipment that funding allows to meet industry demand for skills.

In June 2022, the ICTC secured services from Industrial Appraisals for an on-site inspection and appraisal of the buildings, site improvements (insurable and uninsurable), fixed equipment and movable equipment located at our main campus. This step was taken to ensure accuracy in our documentation and tracking of equipment and fixed other assets. A copy of the appraisal report is provided in evidence, as well as a copy of the JOC Capital Asset Policy. We are currently working with Industrial Appraisal to review the document, and make additions, deletions, corrections, and transfers as necessary to maintain an up-to-date listing moving forward.

**Evaluator Review:** Occupational Advisory Committee (OAC) minutes are included that highlight recommendations for equipment purchases and updates to current equipment/ supplies or needed maintenance. All equipment recommendations and available funds are reviewed by the administration to determine what equipment can be purchased and from what source. Eligible equipment is listed under the Perkins Grant documentation, highlighting that the information was taken from OAC recommendations. Evidence of student recommendations is included. These surveys have students rate various resources available in the program and provide insight on anything that could be improved. Documentation from the last five years is provided.

- Not Met
- Beginning
- Functioning
- Advanced

### Category C - Students

**The Standard:** The institution informs the students its policies include attendance, curriculum, grading, remediation, and completion. The institution also informs students of the complaint/grievance policy and possible earned awards to include industry credentials. The institution has in place a method to evaluate the students to include review and follow-up.

#### 1. Describe how the adult handbook is created and given to adult students.

Policies governing adult students enrolled at the ICTC are outlined in the ICTC Post-Secondary Course Catalog. This document is continually refined and enhanced with annual updates to ensure it comprehensively addresses all students. Student handbooks are maintained for a program or program cluster to provide clarification to ICTC policies as applied to specific programs. The handbook is also used to communicate any program-specific policies relevant to those students.

Throughout the year, AE staff and instructors keep a "working copy" of these documents to note any points that should be edited for the upcoming year. In preparation for each new academic year, these notes are reviewed collectively, and policy revisions, if needed, are implemented. Updates to the Catalog are reviewed by the JOC.

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The ICTC Post-Secondary Course Catalog is published on the ICTC website for both prospective and current students. Students are required to review the Catalog prior to signing their enrollment agreement with the school. Student Handbooks are reviewed with adult students at program orientation, which for most programs occurs on the first day of class. Instructors go through the handbook with students and are available to answer any questions. Excerpts from the ICTC Post-Secondary Course Catalog that directly interact with handbook content are also reviewed at orientation. It is important to note that Student Handbooks cannot be viewed in singularity, as they are an extension of the Course Catalog.

Students are required to sign an acknowledgement stating their understanding of their program-specific handbook and all ICTC policies that govern their enrollment at the school. All students are advised to get any questions answered prior to signing their Student Handbook Acknowledgement and are given twenty-four (24) hours after orientation to review.

A copy of the ICTC 2022-23 Post-Secondary Course Catalog is included in evidence along with examples of individual program handbooks. A sampling of student signoffs for student handbooks is also provided.

[Evaluator Review: Policies and Course Catalogs were provided for all Adult Education Programs from 2018 – 2024. They showed consistency throughout all 5 years and included attendance, curriculum, grading, remediation, completion requirements, complaint/grievance policy, and possible industry credentials. A sampling of sign-off sheets was provided for all 5 years.](#)

- Not Met
- Beginning
- Functioning
- Advanced

### **2. Describe the adult education attendance policy.**

This policy is defined in the ICTC Post-Secondary Course Catalog and expanded/clarified in the program-specific Student Handbooks. For most programs, permissible absent hours are outlined as a percentage of total program hours. Practical Nursing students have a defined number of cumulative absent hours permissible during the length of enrollment. Students in externship, clinical or co-op placement have additional guidelines regarding absenteeism, which are influenced by site rules and designed to protect the student's placement.

Attendance is tracked daily and reviewed by the Adult Education office on a weekly basis. ICTC policy places the responsibility of attendance on the student. It is not standard practice to contact a student each time they are not in attendance as scheduled. Instructors reach out to students regarding absenteeism at their discretion if they have concerns. Instructors are advised to notify the AE Office if a student has been absent for three consecutive days. The AE Office monitors student absences against allowable maximums to ensure students are within the boundaries of this policy.

Since our 2017-18 Accreditation Study, ICTC Adult Education (with the exception of Practical Nursing) implemented a monthly attendance letter system, making students more aware of their

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missed hours and how it affects their financial aid. We also have implemented an Attendance Advisory/Warning when students reach 50%/75% of their permissible hours, bringing them into the AE Office to go over their attendance and creating a makeup schedule if needed.

The ICTC Attendance Policy as well as attendance sections from program-specific handbooks are provided in evidence. A sampling of student attendance records is also provided.

*Evaluator Review: Attendance policies were defined in the Post-Secondary Course Catalog and detailed in the program-specific Student Handbooks. For most programs, permissible absent hours were outlined as a percentage of total program hours. Practical Nursing students have a defined number of cumulative absent hours permissible to be considered a completer. Attendance for students in externship, clinical or co-op placement were detailed in the student handbook. Course attendance and make-up hours were provided for Adult Education students from 2018 - 2024. Samples of attendance status letters were provided for adult students.*

- Not Met
- Beginning
- Functioning
- Advanced

### **3. Describe the adult education grading policy.**

Adult students enrolled at the ICTC are monitored throughout their training program to ensure the standards of academic progress are being met. A final grade of C (75%) is required in all academic courses as a standard measure of knowledge. Students are also required to successfully complete all competencies defined for a course (when applicable) as a demonstration of practical skill. This blended evaluation approach is designed to ensure graduates from the ICTC have both the knowledge and hands-on capability to be successful in their chosen field.

The ICTC has a defined grading scale for adult students that is clearly outlined in the ICTC Post-Secondary Course Catalog and program-specific student handbooks. Each student is provided with a printed copy of their student handbook for reference throughout the year. Many instructors reinforce this with inclusion of the grading scale in their course syllabi.

Programs are built on a competency-focused assessment structure to measure and track student learning and assess student abilities in their respective career area. Students also complete quizzes, tests, essays, and other such assignments to demonstrate their understanding of theoretical material. In many programs, successful attainment of industry certifications further demonstrates a student's competence by meeting a third-party industry standard. In areas such as Cosmetology and Practical Nursing, the program is designed to prepare students for success when taking a State Board examination upon completion that certifies their skill level.

Student transcripts provide a summary of student performance and are updated at the end of each term. Instructors also review grades with individual students throughout their program of study. Grades for intergenerational students are reported through the Skyward system, as instructors

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assign coursework to the adult student along with their blended classroom. Progress reports are reviewed quarterly by the Adult Education and Financial Aid Coordinator for any areas of concern. Intergenerational instructors communicate with the Adult Education office regarding any performance concerns that arise between formal reporting periods. Grades for students enrolled in adult-only programs are maintained by the instructor. At the completion of a course, final grades are submitted to the Adult Education office for review and marking as official. Instructors submit final grades within seven (7) days of the course end date.

The ICTC Standards of Academic Progress policy is applied to reviews of final course and/or term grades, and any appropriate actions are taken in accordance with this policy.

The ICTC Adult Education office continues to use its student portal through SONIS, the student management system adopted by ICTC for adult students. This portal provides students access to grades, attendance, unofficial transcripts, and their financial ledger, and new in 2022-23, the ability to pay their balance online. Instructors input attendance and grades directly into the system, and this information becomes available in real-time to the Administration. Once grades are marked final, students can view them immediately through their SONIS portal. An email notification is sent to students when Term grades have been posted.

A sampling of documents demonstrating the various evaluation methods used, as well as student transcripts is provided in evidence. ICTC's grading policy is also provided.

**Evaluator Review:** The grading policy was defined in the catalog and student handbook for all Adult Education courses. A final grade of C (75%) was required in all academic courses. Various assessments were provided across many Adult Education programs including remediation assistance. Transcripts were provided showing course title, course code, grades, attempted hours, completed hours, grade points, term GPA, and Cumulative GPA.

- Not Met
- Beginning
- Functioning
- Advanced

#### **4. Describe how adult students become completers.**

The expectations ICTC holds for its students are clearly noted during orientation. The Post-Secondary Course Catalog and program-specific student handbooks are robust information sources that provide students with easy access to the policies and procedures that impact them. In addition, our plain English enrollment agreement outlines tuition and fees to our students in a clear and concise way and highlights important policies/procedures. Students are required to review the ICTC Post-Secondary Course Catalog prior to enrollment and sign stating their understanding.

Adult students enrolled in programs at the ICTC become completers by meeting all program requirements. Students are made aware of these requirements at the beginning of their program, as they are discussed at orientation and outlined in student handbooks and the ICTC Post-Secondary Catalog. Students are required to meet the ICTC Standards of Academic Progress throughout their enrollment in order to remain enrolled and to successfully complete all required competencies in



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order to become a completer. Each program is designed to provide students with the skills necessary to practice (at minimum) at the entry-level for their intended occupation. Ultimately, if a student is successful in a program, s/he will have progressed in skill level to the point needed for employment in his/her chosen field.

A sampling of worksheets reflecting cohort pass rates and dropouts, as well as the Graduation Policy from the Post-Secondary Course Catalog, are provided in evidence.

**Evaluator Review:** The course catalog and student handbook described standards of academic progress. Adult Education courses had theory/written coursework as well as hands-on learning where competencies must be demonstrated successfully in order to complete the course. Commencement information and sample diplomas were provided. Reports showing completers and pass rates were provided for the past 5 years. Students who withdrew or were terminated were also included in those reports. Documentation provided showed graduation survey dates sent, completed, and returned as well as students employed with the employer's name.

- Not Met
- Beginning
- Functioning
- Advanced

### **5. Describe industry credentials offered to adult students.**

It is an intentional focus at the ICTC to provide graduates with the opportunity to earn industry recognized credentials through their program of study, as these are what will make them employable. Coursework is focused on knowledge and skills that are demanded by industry, and curriculum is guided by PDE POS and insight from Occupational Advisory Committees. All programs afford qualified students the opportunity to sit for an industry certification, from EPA 608 Refrigerant Recovery Certification in HVAC/R, to State Vehicle Inspection licensure in Automotive Technology, to CompTIA A+ Certification in Information Technology Services, or the Licensed Practical Nursing Exam in the Practical Nursing program. The selection of content-relevant credentials in each program area is based on the ability of students to earn the credential with entry-level knowledge acquired in their program and the feasibility of qualifying for the credential within program length.

A sampling of documents reflecting student attainment of industry credentials in various programs is provided in evidence, as well as an outline of credentials available to qualified students.

**Evaluator Review:** Various industry credentials provided for all adult education programs over the past 5 years. Listed below are a few that were provided:

#### Practical Nursing

PN license, Certificate of Completion for Phlebotomy and Medical Terminology, and CPR cards

#### Automotive Technology

Motor Oil 101 and S/P2 Automotive Service Safety Certificate of Completion

#### Information Technology Systems

CompTIA A+ Certification

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[Digital Communications](#)  
Adobe Certified Associate

[Welding](#)  
Certified Welder Certificate from America Welding Society, OSHA card (10-hour General Industry)

- Not Met
- Beginning
- Functioning
- Advanced

## 6. Describe the curriculum of adult education programs.

Each program at the ICTC has a clearly defined curriculum that follows the state-mandated program of study, industry protocol, or a combination of both. All program areas have an Occupational Advisory Committee that is comprised of faculty, staff, industry professionals, current and past students, and other interested parties. These advisory committees provide feedback on program objectives to ensure that the most current information is being delivered to our students.

Adult-only programs have a specified curriculum for the program of study and utilize course syllabi to communicate course-specific expectations to students. Intergenerational students follow the POS for Secondary, working through the competency list during their 720 hours of training. Instructors are responsible for developing lesson plans for their courses. Programs have defined competencies that students are required to demonstrate successfully as they move through the curriculum. This is to ensure that students are able to apply the knowledge learned in their program and are competent for entry into the workforce. Examples of program and curriculum outlines, syllabi, lesson plans, and competency lists are included as evidence.

Post-Secondary students are provided with ways to participate in work-site learning experiences as part of their educational program where it is feasible. All worksite learning opportunities are closely monitored by our ICTC instructors and/or staff. Written evaluations of the students by worksite staff become a graded component of the student's work-site experience whenever possible. ICTC Medical Assistant students have a mandatory externship experience that is an integral component of their

curriculum. All students who successfully progress into their fourth term and pass their final examination are placed into an externship. ICTC has established affiliations with several healthcare institutions, offering students a wide variety of environments in which to complete their externship. During this externship, Medical Assistant students spend 160 hours at a healthcare facility providing them with real-world experience utilizing the skills they obtain through their program of study. The student is monitored by both Externship site staff and ICTC Staff during their Externship, and their experience is graded upon its completion. An example of an Externship Handbook as completed by the student and staff members during their experience is included in evidence.

Our Practical Nursing students participate in clinical training at healthcare facilities during the second, third and fourth terms of their program. Instructors supervise students on-site in hospital settings and clinical site staff (facilitators) monitor students in other settings, such as long-term care.

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Facilitators report student performance to the instructor. Students are evaluated and receive a pass or fail grade for their clinical performance. A Clinical Rotation schedule and daily attendance sheet for clinical, as well as a completed evaluation for a PN student, are also provided in evidence.

Intergenerational students are provided the opportunity to participate in cooperative learning as work-site matches become available. However, co-op placement is not guaranteed, and most intergenerational students currently complete their full training on-site at ICTC. When students are placed in co-op site, they receive academic credit while performing work at a local business. Placement will be considered if the student has successfully progressed through their competencies, and work-site activities align with program content. Intergen co-op students are monitored by the ICTC Cooperative Education Coordinator, who works with the Adult Education and Financial Aid Coordinator. Students are only eligible for placement in the second half of their program.

In 2021-22, Adult Welding students were given the opportunity to participate in a work apprenticeship in the last month of their program with JWF Industries in Johnstown. This collaboration allowed students to earn credit hours while gaining on-the-job experience as well as the prospect of employment after graduation. This partnership with JWF has continued into the current year, and we hope to be able to offer it to our Adult Welding students in the future.

In some programs traditional worksite learning is not feasible due to program restrictions or prohibitory laws. For these programs, we work to expose students to the industry and work environment they will enter through in-class simulations, guest speakers, facility tours, and other such activities. A variety of task completion samples are provided as additional evidence, including Cosmetology grade and repetition sheets and student projects.

**Evaluator Review:** Each program had a clearly defined curriculum listed in the student handbook that follows the state-mandated program of study, industry protocol, or a combination of both. Evidence provided included discussion by OAC regarding changes/updates to curriculum, lesson plans and task lists completed by the adult students.

- Not Met
- Beginning
- Functioning
- Advanced

### **7. Describe the institution's remediation process for adult students.**

The ICTC has a clearly articulated policy regarding standards of academic progress and Academic Probation and/or Remediation that applies to students who do not meet those standards. Academic progress is evaluated as a student's complete terms in their program of study. Students who are not making satisfactory progress toward the completion of their program are subject to Academic Probation and Remediation as per ICTC Policy. When a student requires additional assistance and support to bring his/her academic performance to a satisfactory level, as permitted in ICTC policy, a student-specific remediation plan is developed and implemented if feasible for the program of study.

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Included as evidence are ICTC's remediation policies as printed in our catalog, as well as a Remediation Process that will be added to this year's catalog/handbooks. Also provided is an example of a successful academic remediation of a student from this past year.

**Evaluator Review:** Evidence provided included Standards of Academic Progress, policy for Academic Probation and Remediation, and the remediation process.

Sample evaluation forms included if the student was performing satisfactorily. Individual conference forms were included that showed the purpose of the conference, recommendations for improvement, and student comments. Forms regarding student probation and remediation requirements were defined with a timeline where the administrator and student sign. Reports showing students who withdrew or were terminated along with pass rates per program over the past 5 years were provided.

- Not Met
- Beginning
- Functioning
- Advanced

### **8. Describe the complaint/grievance procedures for adult students.**

Formal complaints are handled through a well-defined grievance procedure that is provided in the ICTC Post-Secondary Course Catalog. Students are required to follow this policy to address any issues. Students are encouraged to first address any concerns at the classroom level when possible, and then with the program supervisor (if applicable). Unresolved issues can be referred to the AE or PN Coordinators and then the Administrative Director. Students have historically been successful in getting their concerns addressed and resolved informally at the program area level.

There is no evidence to provide regarding formal complaints/grievances specific to the Adult Education Department as none have been filed, which we choose to see as a sign of overall student satisfaction. We have experienced the occasional student who does not follow the procedure to make appropriate ICTC staff aware of their concerns, then takes them to entities outside of the institution. These rare occurrences have concluded with the issue being resolved once brought to our attention or dismissed with evidence that there was no case.

**Evaluator Review:** Student complaint procedure was defined in the student handbook and outlined the complaint process. Students must start with the instructor and then move on to the Program Supervisor/Coordinator and finally the Administrative Director. No formal grievances were filed in the Adult Education program from 2018 – 2024.

- Not Met
- Beginning
- Functioning
- Advanced

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### 9. Describe special awards given to adult students.

Recognition of our students is an important component of cultivating student satisfaction. The ICTC Adult Education Department holds a post-secondary graduation ceremony annually in the fall. Students who do not have a departmental/program specific graduation ceremony who (a.) completed their program during the prior year or (b.) have an anticipated graduation date within three months of the ceremony are eligible to participate. Intergenerational students have the opportunity to participate in the ICTC Senior Ceremony in the Spring. This is to provide them with a more meaningful experience, along with the students and instructors they have attended class with throughout the year. The ICTC Practical Nursing program also holds a departmental graduation ceremony that highlights nursing values at the end of each cohort.

Students are recognized for their achievements, including attendance and academic honors, during these ceremonies.

A sampling of honors awards and graduation programs is provided in evidence, as well as the appropriate section of the ICTC Post-Secondary Course Catalog.

*Evaluator Review: Various awards were defined in the course catalog. Samples included Academic Excellence, Class Valedictorian, Student Scholar Certificates, and Bedside Nurse Award for Adult Education over the past 5 years. These awards were dispersed during a graduation ceremony held every year in the fall.*

- Not Met
- Beginning
- Functioning
- Advanced

### 10. Describe how adult student satisfaction/dissatisfaction is evaluated and acted upon.

The ICTC utilizes a number of instruments to gather input from students regarding their training experience. These instruments are viewed as an important part of continuous improvement initiatives. The ICTC also emphasizes an open-door policy, encouraging students to communicate with Adult Education staff as the need arises via email, phone, or a visit to the office. The Adult Education office is located in the building's main lobby for easy access by students and is staffed for both day and evening students with office hours 9 a.m.-9 p.m. Monday through Thursday and 9 a.m. to 3:30 p.m. on Fridays. Every attempt is made to respond to student inquiries within forty-eight (48) working hours.

The ICTC also uses various surveys, including course evaluations, student resource surveys, externship surveys, and end-of-program evaluations, to formally garner information from students regarding their thoughts and input on their training experience. Course Evaluations are conducted at the conclusion of a specific instructor's course within a program to ensure student expectations are being met. If an instructor teaches multiple courses, only one evaluation on that instructor will be conducted for each grading period to avoid redundancy for students. These evaluations are

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conducted by someone other than the instructor and submitted to the AE Office for processing. Course Evaluation surveys are only utilized in programs where various instructors teach the content. Program Evaluations are used in programs with a cohesive instructor throughout and are administered in a similar fashion. Student Resource Surveys are administered at the end of each student's program.

Summaries of these various student surveys are created and provided to instructors, program supervisors, and administration for review to aid in future decisions. The instructor's immediate supervisor reviews the surveys and is responsible for following up with any questionable or negative responses. After grades have been issued, so as to ensure no impact, a summary sheet of responses is provided to the instructor. The individual surveys are not made available to the instructor. Suggestions for improvement are acted upon if they are determined to be financially feasible and academically beneficial.

Meaningful feedback has been received from students about program resources and instructor strengths/weaknesses over the years, which has been used to improve the student experience in subsequent cohorts. As a result of survey responses from students, modifications have been made in course length, attendance policies, shop procedures, etc. Examples of actions impacted by student feedback with OAC support include:

- Changed vendors for facial products from Rozelle to Dermalogica after student suggestions for cleaner ingredients and more "spa-like" quality.
- Purchased additional hand tools/equipment for Welding Technology based on feedback that there was a need for additional grinders and updates to items in the shop area.

As the ICTC continues to utilize these survey tools, these types of enhancements and modifications will continue to be made, as feasible, with the goal of increasing student satisfaction.

After a student has completed their program at ICTC, a Graduate Survey is sent for the purposes of ensuring that our programs prepare graduates for the workforce, and we gather feedback regarding graduates' employment status. These surveys are attempted up to three times. When a response is received from the graduate indicating s/he is employed in the field, a follow-up survey is sent to the employer requesting feedback on the student's training and preparedness for work in the field. If a survey response indicates that the graduate is not employed and did not change career direction, follow up with the graduate is conducted. This is typically done informally with a phone call to inquire how we can assist the graduate. Subsequent graduate surveys are sent to those individuals to gather an update on their employment status.

Obtaining responses from students to the Graduate Survey once they have left the ICTC facility has been an ongoing challenge. We continue to explore various approaches, including using email, phone calls or Facebook requests. These approaches have shown moderate success in increasing response rates on surveys where they have been tested in the secondary division, indicating that we have not identified a comprehensive solution. Ultimately, these additional methods of interaction with our graduates may be a tool to invigorate responses from our graduates as to their current employment status moving forward.

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Evaluator Review: Various surveys, including course evaluations, student resource surveys, externship surveys, and end-of-program evaluations were provided as evidence for Adult Education from 2018 - 2024. Graduate surveys were provided. A reviewer signature from Indiana County CTC administration was on each evaluation/survey.

Documentation provided showed graduation survey dates sent, completed, and returned as well as students employed in the field with the employer's name. Graduate surveys had a reviewer signature from Indiana County CTC administration.

The majority of students selected agreed and strongly agreed on the student resource surveys and graduate surveys. If there were valid recommendations on how to improve the program, Indiana County CTC showed purchasing invoices on replacement equipment or other modifications of how they made changes regarding the recommendations. They also provided documentation on hiring an assistant in the HVAC program after a graduate recommended it.

- Not Met
- Beginning
- Functioning
- Advanced

### Category D - Faculty/Staff/Facilities

**The Standard: The institution employs qualified facility and staff and provides support to the faculty and staff through orientation, professional development, and evaluations with follow through. The institution ensures the maintenance of its buildings and the safety of those that enter.**

#### 4. Describe the faculty/staff employed at the institution in regard to adult education.

It is important to note that the ICTC acts as one school. While there is a distinction between our adult and secondary programs and activities, there is a strong mentality that the ICTC is one school with a unified mission. The ICTC Administrative Team is collaboratively involved in monitoring and guiding Adult Education at the ICTC. From the business office to our secondary faculty members, all are vested in the success of the school as a whole.

The Adult Education and Financial Aid Coordinator and the Practical Nursing Coordinator manage all adult training programs at the ICTC. Coverage and clerical support are provided through two full-time secretaries. Coordinators are responsible for program development, evaluations, budgeting, interviewing, and other administrative duties. Maintenance also works to ensure the safety and health of our students.

Intergenerational programs utilize full-time faculty that also support Secondary. These individuals, although not reporting directly to the Adult Education and Financial Aid Coordinator, work closely with the AE Coordinator on curriculum, schedules, student performance, and other relevant matters. The Adult Education and Financial Aid Coordinator is also in contact with Intergenerational faculty's direct supervisor as the need arises. Smaller, fully adult programs may be staffed by part-time instructors that report directly to the AE Coordinator, while larger programs, such as medical

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assisting and cosmetology, may have full time supervisors if deemed necessary for efficiency. The Program Supervisor, or a Lead Instructor in programs with only part-time instructional staff, assumes responsibility for their respective area and instructors. These individuals report to the Adult Education and Financial Aid Coordinator.

The structure of instructional staff varies in program areas. Intergenerational programs are taught by full-time professional instructional staff who meet guidelines to provide CTE education to secondary

students as well as our adults. They are highly trained and have a background in the industry they teach. These program areas are also often staffed by Instructional Assistants who serve as support for the instructor in servicing all students in their classroom. Instructional Assistants are maintained in program areas where additional support is beneficial in ensuring student safety in the shop environment.

Adult-only programs have varying instructional staffing structures. For example, the adult Welding program is staffed with part-time instructors who report directly to the coordinator. The Practical Nursing program is staffed with both part-time and full-time instructors who report to the PN Coordinator. The Adult Cosmetology program has a Program Supervisor who coordinates any part-time instructors needed for the program as well as serves in an instructional capacity. The Program Supervisor then reports to the AE Coordinator. These structures are determined based on program needs and budgetary factors.

**Evaluator Review:** Based on the resumes and cover letters for the Director, Adult Ed / Financial Aid Coordinator, Cosmetology Program Supervisor, Welding Instructor, PN Secretary, PN Coordinator, Adult Ed Secretary, HVAC Instructor, & Medical Assistant instructor, there is a consistent dedication to employing qualified faculty and staff.

- Not Met
- Beginning
- Functioning
- Advanced

### **5. Describe how the institution recruits faculty/staff for adult education.**

The ICTC works hard to ensure that qualified faculty are hired, evaluated, and retained in all positions. When openings occur, various methods are used to ensure adequate response, including newspaper ads, hiring websites such as Indeed and/or Facebook postings, and listing with PACTA. For most positions, we receive an abundant quantity of qualified applicants. ICTC seeks to maintain the reputation for being a great place to work, with instructors passionately sharing our vision of empowering tomorrow's workforce.

Candidates who apply for open full-time positions are required to participate in a structured interview process, through which the most qualified individual is selected. Typically, the AE and/or PN Coordinator, Director, as well as JOC members are involved. In fields where specific credentials/experience are required, the ICTC ensures that all such requirements are met by the individual selected. Since the JOC is ultimately responsible for hiring decisions, the recommended



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candidate is presented for credential review and approval. Historically, the JOC has approved candidate recommendations.

Part-time and temporary staff are engaged to teach specialized subjects or provide routine service to the AE office. These employees are interviewed by the AE Coordinator and recommended to the Director and JOC for approval. A subject-matter expert is involved when needed.

The ICTC identifies and outlines required skills and abilities for positions through well-defined job descriptions. These job descriptions provide clear direction to each employee when it comes to their job duties and responsibilities. Job advertisements also point to required certification and/or skills to be considered for a position. Direct supervisors serve to clarify and assign all relevant duties for employees. ICTC administration ensures that any required credentials are maintained by all faculty and staff throughout their term of employment at the ICTC.

*Evaluator Review: Documentation demonstrates that ICTC strives to recruit qualified faculty and staff through a variety of methods, including newspaper advertisements, postings on career websites (indeed.com), and external postings from the school's website. The evidence of internal job postings (via email) was impressive and showed that the school seeks to provide opportunities for advancement for existing employees.*

- Not Met
- Beginning
- Functioning
- Advanced

### **6. Describe how new instructors are oriented on adult education.**

The channels through which instructors are oriented to their role are dictated by the capacity in which they instruct. Full-time instructors that interact with Adult Education through Intergenerational enrollment are met with at the beginning of each school year. A "packet" of information has been developed that outline key items for these instructors. They are also provided with the ICTC Post-Secondary Course Catalog and the Adult Student Handbook for review and reference. The Adult Education office works with these instructors to clarify as needed, and throughout the year, works collaboratively with them to address any student issues that may arise.

Beyond the employee's job description, each program area has a program-specific handbook that aids faculty in becoming familiar with the program area's requirements. Additionally, the Adult Education Coordinator or Program Supervisor (when applicable) works with new instructors to assimilate them to their positions and our expectations. The Adult Education and Practical Nursing secretaries also provide essential support to all incoming instructional staff. Adult Education employees are advised of FERPA regulations and counseled on how to handle inquiries. A handout has also been developed to assist employees in protecting student information.

The ICTC has a Social Committee comprised of ICTC employees who volunteer their time and efforts to encourage interaction and support among colleagues. Involvement in the committee's activities, which are held both on-site and off-site of ICTC, provides opportunities for employees to

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build relationships with one another in more casual venues for various levels of employees to interact. Various employees have noted to Social Committee members that this type of engagement is something they find valuable and assists with orientation to the school.

The administration supports the committee's initiatives by allowing planning meetings and other events to occur during the scheduled workday and facilitates the processing of employee contributions to the Committee through payroll.

**Evaluator Review:** The handbooks, documentation, checklists, show that a good process is in place for the orientation of new instructors. Instructors are given the opportunity to work with administration and other instructors when facing any questions regarding policies and expectations.

- Not Met
- Beginning
- Functioning
- Advanced

### **7. Describe professional development opportunities given to adult education instructors.**

ICTC employees are frequently provided the opportunity to pursue professional development, with identification of development opportunities being a two-way street. Administration identifies broad opportunities that support the mission of the ICTC. These opportunities are designed to help reinforce the common goals of the ICTC. On a program level, the PN and AE Coordinators pass along relevant development opportunities to faculty and allow them to evaluate the merit of different trainings. Further, instructors are encouraged to bring opportunities of interest to the attention of the Administration. The use of professional memberships and attendance at regional and national conferences is encouraged in all program areas when feasible. Professional memberships often provide a consolidated source for current information and training on topics that are of interest to the specific employee and their specialty.

**Evaluator Review:** The documentation shows a wide and diverse array of professional development activities taken by adult education instructors. These activities include school wide and program specific activities/trainings.

- a. Not Met
- b. Beginning
- Functioning
- c. Advanced

### **8. Describe how adult education faculty/staff are evaluated.**

In the Adult Education Department, each employee's direct supervisor is responsible for monitoring performance. Informal one-on-one performance feedback has the opportunity to occur daily in a horizontal organization like ours. Typically, satisfactory instructor performance is observed in student outcomes, as student success speaks directly to an instructor's hard work and dedication in the classroom. The ICTC values recognizing these outcomes.

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Full-time instructional staff that are part of the Professional Staff union, which includes Intergenerational instructors, do have a formal evaluation process that is completed annually. The ICTC Principal works collaboratively with the Adult Education department to ensure adult students enrolled in a blended program format have a quality educational experience.

Our Practical Nursing Department is the only Adult Education program with more than one full-time instructor. In this area, we utilize a peer evaluation process, which invites feedback from fellow

instructors. In other program areas, we are staffed with part-time instructors who are supervised by the Adult Education Coordinator. These instructors do not always interact with each other, making a peer evaluation approach infeasible.

The ICTC also uses various surveys to collect feedback from students regarding different aspects of their program, including their instructor. This is a primary way we evaluate performance. For most

programs, including intergenerational programs, with a cohesive instructor throughout, a Program Evaluation is administered at the end of the student's program. For programs where, various instructors teach the content; Course Evaluations are conducted at the conclusion of a specific instructor's course within a program to ensure student expectations are being met. If an instructor teaches multiple courses, typically only one evaluation on that instructor will be conducted for each grading period to avoid redundancy for students. These evaluations are conducted by someone other than the instructor. The instructor's immediate supervisor reviews the surveys and is responsible for following up with any questionable or negative responses. The individual surveys are not made available to the instructor.

We experience issues with instructional staff infrequently. On the rare occasions that instructional issues are identified, either through student survey feedback or verbal reports of students/staff, the instructor's direct supervisor is responsible for following up. A meeting with the instructor is usually held to discuss feedback. Unannounced classroom observations can also be completed, if necessary, to identify areas for growth. Instructors are provided support to improve their skills and address performance issues through mentorship or professional development training opportunities.

ICTC Administration recognizes the importance of providing a work environment that meets employees' expectations. As a small school, we work hard to ensure that administration, faculty, and staff work harmoniously together toward common goals. Open communication is encouraged among all levels to foster a positive working environment.

**Evaluator Review:** Supporting documentation consists of student surveys of the programs. For the surveys that required feedback, follow-up was provided. ICTC takes any issues uncovered in student surveys seriously, and they work at finding an adequate resolution to issues that arise.

- Not Met
- Beginning
- Functioning
- Advanced

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### 9. Describe how facilities are maintained in regard to adult education.

The ICTC has one main building and an annex classroom that is primarily used for CDL through the Adult Education Department. The facility and grounds are maintained by a three-person crew, comprised of a full-time Maintenance Supervisor and two full-time custodial staff. Custodial staff are on-site during most instructional time for adult students. Custodial staff clean shop and classroom areas daily to ensure student health and safety. The Maintenance Supervisor is responsible for

ensuring all areas are maintained satisfactorily. An e-ticket system is used to submit any maintenance or IT concerns/needs to the respective department. All full-time ICTC employees have access to this system. The AE/PN Secretaries filter any needs or requests from part-time instructional staff into tickets as needed.

Historically, site evaluations conducted by a variety of entities have uncovered few if any deficiencies in ICTC's physical facilities. Several program areas have recently completed industry- specific accreditations and/or reviews. These reviews ensure our facilities and curriculum are meeting industry standards in those areas. In February of 2023, ICTC Construction programs (Carpentry, HVAC/R, and Masonry) were reviewed by the Pennsylvania Builders Association in order to maintain ICTC's affiliation with PBA. This affiliation allows students to obtain PBA industry certifications though training at ICTC. That review included a site visit where shop areas were evaluated to ensure they had proper equipment to provide high quality training. All programs were approved. Additionally, the Machining Technology program successfully completed NIMS reaccreditation in 2021-22. This accreditation allows the National Institute of Metalworking Skills testing, which is a national standard, to be conducted at the ICTC facility. Students in the Machining program can thus earn these credentials during training.

The Automotive Technology program has maintained its reaccreditation as a National Automotive Technicians Education Foundation (NATEF) program and was just reaccredited in 2023. In 17/18, the ICTC first engaged with the American Welding Society (AWS) to have our welding shop facilities accredited as a testing facility, and we have maintained that accreditation ever since, allowing for AWS certification testing to occur at the ICTC.

The ICTC facility underwent a major renovation in 2004 at which time many modifications were made to meet the standards of the Americans with Disabilities Act. Upon tour of our facility, we believe it will be evident that ICTC is well maintained and equipped to provide quality career and technical education to all students.

*Evaluator Review:* The documentation included maintenance schedules, maintenance employee resumes and cover letters, e-tickets and responses show that ICTC's facilities are cared for by well-qualified and hard-working maintenance personnel. The certificates of approval from accrediting bodies show continuous efforts to meet stringent requirements and shows in the thoroughness of both the maintenance staff and the program instructors.

- Not Met
- Beginning
- Functioning
- Advanced

## INDIANA COUNTY TECHNOLOGY CENTER ACCREDITATION FINAL DRAFT REPORT

### 10. Describe what steps are taken to ensure safety in the institution.

OAC members, ICTC staff, and instructors regularly monitor equipment safety features, ensuring they are functional and in use. Occupational Advisory Committees conduct Safety Audits of program areas on a regular basis. A sampling of OAC minutes reflecting these walkthroughs is

provided in evidence. Enrollment in each program area is governed by the number of working stations available and/or the appropriate student to instructor ratio. Proper enrollment levels in our programs allow instructors to maintain a safe environment that is conducive to student success. Safe use of shop equipment is a component of instruction in all programs, and safety policies are included in student handbooks. Students are trained in appropriate safety practices before utilizing any potentially hazardous equipment. Students who violate safety policies are provided additional training, and those found to frequently ignore safety precautions can be removed from their program.

The ICTC has a Safety Committee which meets monthly. This Committee, comprised of administrators, staff, and faculty members, serves as a venue for safety concerns to be identified and addressed with input from all employee levels. Historically, the Adult Education Coordinator serves on this Committee. Members serve as liaisons for all school employees to express any safety concerns that may occur throughout the year. The committee is trained annually, and its members serve as liaisons to all ICTC employees to express any safety concerns that may occur throughout the year. Annually, the Safety Committee conducts a safety walkthrough, as well. A sampling of Safety Committee minutes is included as evidence.

The ICTC has a detailed plan for responding to emergencies of various types, which is posted in each classroom along with an emergency evacuation plan. A video was also developed that reviews the plan in a visual fashion. This is distributed to all new employees upon hire. Drills on various scenarios are conducted throughout the year to enhance the probability that procedures will be successfully carried out in the event of an emergency. With the renewed threat of school shootings, many employees, including AE faculty and staff, completed active shooter training on 2/1/22, and engage in refresher training every year along with their students. New hires are included in these refresher sessions to address this dynamic issue. The ICTC facility is equipped with appropriate emergency exits, fire extinguishers, emergency alarms, lockout/tag out procedures and equipment, and other such measures to ensure employee and student safety.

Also included as evidence are samples of ICTC's Campus Safety and Security Report as well as the school's Safe Return to In-Person Instruction and Continuity of Services Plan that was required through the PDE in order for students to return to in-classroom instruction after the COVID-19 pandemic.

**Evaluator Review:** The extensive safety documentation included OAC Safety Audit Forms, Workplace Safety Committee Meeting minutes, safety training certificates, an Emergency Response Plan, the Active Shooter program, the Campus Safety Report, and ARP ESSER Safety. ICTC has a broad definition of safety, and for all types, have measures or plans in place and evaluate themselves regularly and consistently.

# INDIANA COUNTY TECHNOLOGY CENTER ACCREDITATION FINAL DRAFT REPORT

- Not Met
- Beginning
- Functioning
- Advanced

## Category E - Employers

**The Standard: The institution works with employers on their workforce needs, works with employers on the hiring of adult education students and surveys the employers who hire adult education students to ensure that needs have been met.**

### 1. Describe how the institution works with employers in regard to adult education.

The ICTC is a community-driven organization that practices being in contact with regional businesses, industry partners, and community agencies. At the core of our community engagement initiatives are our Occupational Advisory Committees (OAC).

Each program that enrolls post-secondary students is guided by an OAC. These committees are comprised of a mix of industry professionals, fellow educators, administrators, past and current students, and other pertinent individuals. Program instructors are responsible for keeping the OAC membership active and reflective of current industry and working to bring in new members. Most

committees meet twice per year to discuss matters relevant to the training and employment of ICTC students and graduates. Successful OACs are those that make an impact on the program at each meeting. Under-performing committees are analyzed, and new members are recruited to ensure the composition of the group remains diverse and supportive.

Most programs which consist solely of adult students have unique OACs. Welding Technology has an adult-only composition in terms of students but shares instructors with the secondary program as well as an OAC. Those programs that are Intergenerational are covered by OAC members/meetings with the Secondary program. When programs have adult enrollees during the year, time is taken at OAC meetings to address any issues specific to adult learners enrolled in that program. Minutes from these meetings are kept by the Adult Education office.

Agendas for each meeting are created by the school's program leaders in consultation with the committee chair and are reviewed by the administration. Typically, agendas will cover a number of standard items, including curriculum, equipment, and employment, while also addressing other issues that are current and relevant to the program. A review of program equipment is always encouraged, and recommendations for additional or upgraded equipment are noted. All OAC meeting minutes, with Committee recommendations for program enhancements, equipment and/or supplies, are reviewed by the Administrative Director. Those recommendations which are deemed financially feasible and academically beneficial are then prioritized for implementation. For OACs covering adult programs and students, minutes are also reviewed by the Adult Education Coordinator. A variety of OAC meeting minutes are provided as evidence.

## INDIANA COUNTY TECHNOLOGY CENTER ACCREDITATION FINAL DRAFT REPORT

Local employers seek out ICTC graduates, both at the secondary and post-secondary level. Employers contact us requesting qualified candidates for various positions in the disciplines that we provide training. When the Adult Education Office receives notice about open positions, these opportunities are pushed out via email blast to alumni from those respective programs. ICTC instructors also serve as guides and mentors to students in their career throughout training.

Provided in evidence is a sample of the tracking sheet we use for graduate follow-up, as well as samples of job notices to students.

**Evaluator Review:** OAC meeting minutes show that there are members of industry and business included on each committee. Correspondence with employers shows that they are in regular contact with ICTC for the employment of graduates and soon-to-be graduates.

- Not Met
- Beginning
- Functioning
- Advanced

### **2. Describe how employers are beneficial to the OAC in regard to adult education.**

ICTC's relationship with industry is fostered through OAC involvement. Relationships between the ICTC and local industry are typically built on a school-wide basis, which includes adult education programs, but is not exclusive to them. Program area instructors play a significant role in employer relationships, both through their collaboration with their OAC and their personal industry backgrounds. Instructors seek letters of support from local industry, as well as representatives to participate in their OAC meetings. Most program areas hold meetings twice annually with their OAC, which serves to enhance this network of support for the program area and ICTC students.

Employers play a significant role on the Occupational Advisory Committees by providing key insight regarding the skills graduates need to possess in order to successfully enter entry-level employment in their fields. Employers regularly communicate enhancements that would increase the value of an ICTC education for graduates as they seek employment. These recommendations are reviewed by Administration, and programmatic changes are collaboratively implemented between Administration, instructors, and OAC input. Equipment recommendations are included in the budget when feasible, or noted for grant opportunities as they arise.

Employers who are involved in ICTC OACs also support the educational process by serving as guest speakers, offering facility tours, and other such activities, which expose students to the industry and the work environment they will enter. Our OACs are often involved in student placement through their specific program area. OAC membership lists are provided in evidence.

**Evaluator Review:** Documentation includes correspondence with employers regarding job opening and list of employers on each OAC. It shows that employers are in regular and ongoing contact with ICTC, and there are relationships between ICTC and employers for each program area.

## INDIANA COUNTY TECHNOLOGY CENTER ACCREDITATION FINAL DRAFT REPORT

- Not Met
- Beginning
- Functioning
- Advanced

### 3. Describe how employers give feedback on adult education students they hire.

The ICTC utilizes an Employer Survey to collect data on student training and preparedness for work in their field. Employer Surveys are mailed along with an explanatory letter to those employers that graduates identify as providing them employment within their field.

Contact information for these employers is gathered from Alumni through the Graduate Survey process. Historically, the rate of response on Graduate Surveys, despite a multi-attempt approach and modifications to the process over the last several years, has been very low. This has resulted in fewer than desired formal Employer Survey responses. Although unfortunately the rate of student (and thus employer) responses to these surveys has historically been very low, the feedback we have received has been positive.

Employers also have the opportunity to provide feedback on our students and programs when they interact with our students as externship/clinical/cooperative educational sites. When feasible, employer feedback is incorporated into the student's grade. Care is taken to ensure that if there was a conflict with a particular supervisor this feedback would not disparately affect a student's academic performance unreasonably. In our Medical Assistant program, the Externship Supervisor's feedback is received by the school through a formal evaluation and is part of the grading rubric for that portion of the student's training.

Additional feedback is invited through our Occupational Advisory Committee members who attend meetings on a regular basis and are highly involved with the programs at ICTC. In evidence are five-year snapshots of the tracking sheet used for graduate follow-up for each program, which shows the low response rate (responses are highlighted in purple); as well as an Intergen co-op evaluation from an employer, a sampling of the survey letters sent to graduates, completed graduate and employer surveys, a letter from an employer confirming a student's Welding externship, and feedback from Medical Assistant student externship supervisors.

*Evaluator Review: The Outcome Tracking table is well-organized, and the information comes from the graduate surveys that the students get prior to graduation, and surveys that are mailed to the employers. Externship supervisor evaluations forms are included in the documentation and were reviewed by the instructor and administration.*

- Not Met
- Beginning
- Functioning
- Advanced