

Final Report – Schuylkill Technology Centers

Final Report Narrative

The Pennsylvania Bureau of Career and Technical Education have conducted a 5-year review of the Schuylkill Technology Centers in regards to their re-accreditation by the Pennsylvania State Board of Vocational Education. This review has found many non-compliance issues with the institution in relation to the PPPVE Accreditation Guidelines. The institution was given opportunity to submit additional documentation in evidence of the non-compliant issues.

Additional documentation was received and reviewed by the original evaluation team members. A report was then given to the Institutional Accreditation Advisory Group (IAGG) for review. The IAAG has reviewed the report and has made the following recommendation: Probationary Accreditation with Stipulations for one year. The two areas of concern are:

Category A Administration discussion/review of Adult Education Goals
Category A Administration review of Adult Education at the Center

Final Report – Schuylkill Technology Centers

Name of Institution: Schuylkill Technology Centers

Date of On-Site Evaluation: July 16-18, 2018

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 regarding adult education.

Administrative leadership for the Schuylkill Technology Center (STC) postsecondary programs consists of an executive director who reports to a board of directors. The Coordinator of Postsecondary programs provides oversight to all postsecondary programs and the individual site coordinators who manage daily operations.

Evidence: Qualifications and job descriptions of the Executive Director, Coordinator of Postsecondary and Community Based Education, PN Program Coordinator, and CDL/HEO Program Coordinator

Review: Current and past job descriptions provided. Job descriptions are thorough, although in various formats. Clear lines of authority/responsibility would be easier to establish with organizational chart.

Executive Director

Director of Postsecondary Program's and Community Based Education reports to Executive Director

Director of Vocational Education reports to Assistant Executive Director

Coordinator of Postsecondary and Community-Based Education reports to Director of Vocational Education

Practical Nursing Coordinator reports to Coordinator of Postsecondary Education

Site Manager—Airport Campus reports to Director of Vocational Education

Financial Aid Officer reports to the Business Manager

Who does the Business Manager report to and where is the position description. How does this align to the contract with Lancaster County CTC Financial Aid office?

Assistant Executive Director for Vocational and Technical Education does not indicate a direct report.

It is not clear how the administration works as a team and how they work together to establish a strategic direction for the adult programs.

Various organization charts were provided. It would be helpful to adjust the job descriptions to reflect the organization chart.

- Not Met
- Beginning
- Functioning
- Advanced

Final Report – Schuylkill Technology Centers

2. Describe the vision/mission for adult education.

The mission of Schuylkill Technology Center adult education programs reflects the commitment to provide opportunities for students to develop the attitude, knowledge, and skills necessary to gain employment and be an integral part of the economy. This mission is included in various informational sources for our programs.

Evidence: Vision/Mission statements included in a flyer, on the website, and in student handbooks

Review: The Mission Statement is clearly articulated on the materials provided (brochures, flyers, website, newspaper ads). Documentation is provided for several years during the period of accreditation.

- Not Met
- Beginning
- Functioning
- Advanced

3. Describe the meetings held to discuss adult education.

The board of the Schuylkill Technology Center meets monthly. Each accredited postsecondary program has an Occupational Advisory Committee (OAC) in place that meets two times per year. Meetings focus on the growth/development and sustainability of postsecondary programming at STC.

The PN program coordinator and instructors meet monthly to evaluate and discuss the program. Additionally, there are committee meetings that address enrollment, the student handbook, curriculum, resources, and faculty/student concerns. These committees are comprised of the program coordinator, instructors, and a student representative.

Evidence: Board Meeting minutes, Occupational Advisory Committee meeting minutes

Review: The OAC agendas and minutes are of various formats. It is observed that both formal and informal communication occurs between stakeholders. There is discussion of the adult programming by various groups—OACs of both program areas and Joint Operating Committee. What is lacking is evidence of the administrative team discussing adult programming in a strategic manner.

Standardize format on minutes and place administrative response column in the minutes. Do not see notation of what the admin did with the fall OAC meeting recommendations.

- Not Met
- Beginning
- Functioning
- Advanced

Final Report – Schuylkill Technology Centers

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

The budget for adult education is cooperatively developed by administration and the business office. When drafted, budgets are made available to superintendents from each of the districts in IU 29 for their review. Finally, budgets are presented to the STC board for their review and approval.

Evidence: Board meeting minutes, various tuition methods

Review: Detailed breakdowns of expenditures and revenue provided, as well as Board approval of the budget document. Process(es) used to arrive at final product are not clearly delineated in materials. Board policies were provided. Not evident that the Board or admin has connected the adult education budget to the Board's goals for the programs.

- Not Met
- Beginning
- Functioning
- Advanced

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

Goals for adult education are reviewed by administration at Occupational Advisory Committee meetings. This allows for industry representatives to provide input into the revision of existing goals and for recommendations on new goals. Program coordinators also discuss program goals on a more frequent basis at faculty meetings.

Because the CDL program is recognized by the Professional Truck Driver's Institute (PTDI), quarterly meetings are held to review course objectives, performance data, and staff/student/employer data to evaluate the program.

PN program staff also conduct quarterly meetings to discuss NCLEX scores published by state. Discussion at these meetings guides any necessary program changes for improving NCLEX pass rates. Finally, there is a monthly meeting to review the systematic evaluation plan for the PN program.

Evidence: Minutes discussing goals of CDL/HEO programs, Copies of student course evaluations, Excerpt of Systematic Evaluation Plan for PN program

Review: Artifacts provided demonstrate that AE goals are discussed routinely during OAC and periodic faculty/staff meetings. HE/CDL appear to support current goals. PN tends to identify additional goals or revisions to the current goals. Lacking is discussion of placement rate, certification pass rates, retention of students. Everything presented is teacher discussion. Evidence supporting the discussion of adult education goals by the administrative team is missing.

- Not Met
- Beginning
- Functioning
- Advanced

Final Report – Schuylkill Technology Centers

6. Describe how the administration team discusses and reviews performance of adult Education.

The performance of adult education is continually evaluated to assure that staff and students are performing at a high level. Instructors are evaluated on their performance annually. Surveys are administered to students to collect feedback on satisfaction of the program. There are two meetings each year with the Occupational Advisory Committee for each program. The OAC is updated on programming and their input is sought for program development.

Evidence: Adult Education staff evaluations, OAC minutes documenting industry representative input

Review: Various documents were provided. Not clear how faculty evaluations are used to inform program effectiveness. The OAC provides input into the program but not evident that action is taken on the minutes. The 13-18 strategic plan was provided but no evidence of implementation or discussion of an 18-22 plan was being developed. The PN evaluation plan is impressive. It covers all aspects of the program. It looks at faculty, scheduling, support services, student success, organization. Evidence of implementation was not provided. Combo program does not have an evaluation plan. Student surveys and employer surveys are found in the annual report binders. Each was positive, so placement rate and test pass rate are high.

Not clear that the admin team has discussed the performance of the programs.

- Not Met
- Beginning
- Functioning
- Advanced

Final Report – Schuylkill Technology Centers

Category B – Program:

The Standard

The institution develops programs based on labor market data and utilizes varies 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.

All postsecondary programs meet semi-annually with Occupational Advisory Committees composed of industry representatives. The feedback obtained from these meetings allows STC to enhance programming and meet current industry needs.

STC strives to keep open lines of communication with the local PA Career Link. Through regular conversations with management and caseworkers, we can stay apprised of current needs within the local economy. An integral part of these conversations includes the High Priority Occupations list (HPO) as a guide to what is needed.

Labor market data from Bureau of Labor Statistics is periodically reviewed for an additional perspective to enhance programming.

Evidence: OAC meeting minutes with new program recommendations, Cost per program to include extra fees

Review: Policy on how the school determines which programs to offer/add would be beneficial. Provide various materials including the 2017 HPO list that is inclusive of PN and electromechanical. There is no local advisory committee discussion of program offerings for the adult community.

- Not Met
- Beginning
- Functioning
- Advanced

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

Each year, an open house is scheduled for secondary students. Representatives from the postsecondary programs attend the open house and promote our accredited programs. Local career fairs are held throughout the course of the year. Similarly, a representative(s) from the program participates to share information on programs.

The STC website is maintained with current programming and financial aid information. Brochures/pamphlets are available at the Intermediate Unit building as well as the CTCs. These same brochures are also available in school district guidance offices throughout our intermediate unit to attract graduating high school seniors. Whenever possible, programs are also advertised in the local newspaper.

Evidence: Newspaper ads, flyer for PN program, Pamphlets for postsecondary programs

Review: Various documents were provided. A plan for distributing the marketing materials is not provided. Is this to occur each quarter, in newspapers, direct mailing etc. There is a Goals page for 17-18 that notes

Final Report – Schuylkill Technology Centers

various activities would occur along with evidence of completion. Documents of evidence of completion were provided. This is one year and still lacks a plan for developing and distributing materials.

- Not Met
- Beginning
- Functioning
- Advanced

3. Describe how the institution ensures that ethical practices are followed regarding adult education

Ethical practices are maintained through all Schuylkill Technology Center postsecondary programs. Each program has a non-discrimination policy that is included in student handbooks. Various other policies included in the student handbook are in place with the intention of encouraging and guiding ethical practices (i.e. grievance, accommodations, civility). This information is provided to students no later than the first day of class via the handbook as well as being posted on the website.

Evidence: Non-Discrimination policy, Civility policy, Grievance policy

Review: Student policies were provided. Staff handbook was located in a different set of files. Policy for the Board's ethical practices was provided.

- Not Met
- Beginning
- Functioning
- Advanced

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

All course information is included in the student handbook for each program. The student handbook is reviewed annually by administration and the board of directors. A financial aid handbook is also available and is updated annually when the Pennsylvania Department of Education releases updated information for that school year (i.e. interest rates, Pell Grant info, etc.). All course and financial aid information is made available to the public on website as well.

Evidence: Board minutes with approval of postsecondary program handbooks, Financial Aid Information from postsecondary handbooks

Review: Student handbooks were provided, and financial aid information was included. Minutes note discussion of the financial aid.

- Not Met
- Beginning
- Functioning
- Advanced

Final Report – Schuylkill Technology Centers

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

The need to purchase or update equipment is based on the input from administration including program coordinators. Feedback from the Occupational Advisory Committee is also considered to evaluate the programs in terms of available equipment as well as equipment that may be needed to improve the quality of programming.

The purchase of any equipment may be funded through the annual budget. Schuylkill Technology Center actively seeks alternative means of funding such as grants.

Staff whenever possible maintain equipment however; periodically the need arises to have equipment serviced by an outside vendor.

Evidence: List of equipment for CDL program, Sample maintenance log for commercial vehicle, Board meeting minutes approving the purchase of Equipment for CDL program, Invoice for PN program SIMS lab purchase

Review: The evidence provided demonstrates that vehicles are/were owned by the CTC in 2015-16. Handwritten note that lists the mileage for truck #7.

November 2013 showed board minutes for the purchase of tractor trailer and dry van trailer.

There is an invoice for simpad purchase.
2018 invoice to install the vortex edge and video.

2017 and 2015 is a list of heavy equipment rentals.

What is lacking is the description (i.e., policy) of how equipment is purchased and maintained. There is a lack of consistency in the picture of equipment purchased and maintenance schedules for the full period of accreditation.

- Not Met
- Beginning
- Functioning
- Advanced

Final Report – Schuylkill Technology Centers

Category C – Students:

The Standard

The institution informs the students of its policies including attendance, curriculum, grading, remediation and completion. The institution also informs students of the credit hour policies, 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 the adult students.

The adult handbook is created by administration in conjunction with site coordinator and instructor input. It is reviewed on an annual basis and updated. Revised handbooks are presented to the Board of Directors for their review. If no additional feedback is provided from them, they approve the handbook at a regularly scheduled meeting.

The handbook is distributed to students no later than the first-class meeting. It is also available on the organization website.

Evidence: Handbook, Signature page, Email

Review: The present process for review of the program handbook is given to the Board of Directors for Review (JOC), if no additional feedback is provided from them, then handbook is approved at the regularly scheduled meeting. The STC Joint Operating Committee does approve the program handbook for each program (LPN, HEO/CDL, Combo) annually.

Evidence examined revealed that OAC minutes 2013-2018 showed no discussion of the handbook nor any revisions made for LPN and Heavy Equipment handbooks. The OAC CDL Program did review the program handbook in December 2013.

Discussion of the HEO/CDL Combo Program Handbook was discussed in the Heavy Equipment OAC meeting minutes in Dec 2013, May 2015, April 2016, May 2017, April 2018 and in the CDL Program for April 2016, April 2018 OAC meeting minutes.

Evidence of student signed signature pages were presented for 2014-2018 for LPN, student sign off pages for CDL/HEO for years 2013-2018 were also presented as proof that the student did receive the handbook.

- Not Met
- Beginning
- Functioning
- Advanced

2. Describe the adult education attendance policy.

The adult attendance policy requires regular student attendance for them to complete the program. For the Practical Nursing program, up to 24 hours of excused absences are permitted. If a student exceeds the 24 hours, they are mandated to make up the missed time to graduate. If a student exceeds 45 hours of unexcused absences, they are terminated from the program.

Final Report – Schuylkill Technology Centers

For the Commercial Driver and Heavy Equipment Operator courses, there is 93% attendance requirement. This equates to an allowance of 28 hours of excused absences. If students exceed the 28 hours permitted, they are required to complete additional hours to complete the program.

Evidence: Attendance policies, Attendance records of adult students

Review: Attendance policies were outlined in the student handbooks and followed with evidence of supporting letters informing the student of excessive absenteeism or letters explaining makeup hours needed for successful completion of the program across all programs. Attendance records for LPN program were presented 2014-2015 and HEO 2016-17, 2017-18 /CDL 2017/Combo programs 2017. Evidence also reviewed included LPN letters of absence and for all five years since last audit 2013-2018. A spreadsheet showing the number of hours attended before withdrawal was reviewed in the LPN Program.

- Not Met
- Beginning
- Functioning
- Advanced

3. Describe the adult education grading policy.

Practical Nursing students are awarded course grades for academic classes based on a 0-100 grading scale. Clinical experiences are based on rubrics assessing students' skills and performance in the clinical setting.

Students in the Commercial Driver Training and Heavy Equipment Operator programs are also awarded grades in the classroom portion of the course on a 0-100 grading scale. Rubrics are utilized to assess identified tasks related to proficient operations.

Evidence: Policy of grading system, Grades of students in adult education

Review: A grading policy is in place for all programs. Grading policies have been updated in LPN from 2014 to 2017-2018 academic year. CDL program grading policy is up-to-date. Samples of Progress Reports in LPN were presented. Sample of student withdrawal was presented in LPN program. Examples of student profiles including grades for CDL and Heavy Equipment were presented. Recommend STC need to develop rubrics used HEO programs. Program rubrics were unavailable for review in HEO programs and the committee was informed that instructor discretion was used as the assessment. Several formal assessments exist in the CDL program's lab (school yard test practices: alley, parallel park, serpentine), such as: pre-trip inspections, PTDIA (Professional Truck Driver Institute of America) Tractor-Trailer Road Test.

- Not Met
- Beginning
- Functioning
- Advanced

4. Describe the adult education credit hour policy.

The adult education credit hour policy is included in the student handbook. It designates that 10 hours of classroom instruction (theory) is equal to 1 credit hour. For Lab/Field work, 20 hours of instructional time is equal to 1 credit hour. These ratios are uniform for all programs.

Final Report – Schuylkill Technology Centers

Evidence: Policy in handbooks/course catalog

Review: LPN program is accurate. The conversion of the clock hours to credit in the HEO and CDL, and Combo Programs are not correct in the conversion of the LAB hours for current year. Correction will be made and PDE will monitor the correction in the Annual Reports.

- Not Met
- Beginning
- Functioning
- Advanced

5. Describe how adult students become completers.

Graduation requirements are outlined in the student handbook. To complete, students must meet all requirements including academics, performance tasks, and attendance. Practical Nursing students must also complete an ATI proctored comprehensive predictor assessment to graduate. Additionally, all tuition obligations need to be paid in full.

Evidence: Program graduation requirements, Request for Accommodations policy

Review: Review of LPN Handbooks 2013-2018 showed that information regarding academics, program of study outline, and attendance requirements were included. ATI testing information was included in the 2017-2018 handbook. CDL/ HEO/ Combo Handbooks for 2013-2018 showed that information regarding academics, program of study outline, and attendance requirements were included. Requests for accommodations are included in each handbook. 2013-2018 Post-Secondary Retention rates were provided.

- Not Met
- Beginning
- Functioning
- Advanced

6. Describe industry credentials offered to adult students.

Students are encouraged to take advantage of any opportunity to earn an industry credential. In the Practical Nursing program, students possess the skills and knowledge at the end of the first term, which allows them to seek certification as a Certified Nursing Assistant.

Students in the Commercial Driver Training program can attain Professional Truck Driver Institute (PTDI) certification provided they meet prescribed requirements within the program.

Heavy Equipment Operator students can earn flagger certification offered through the Pennsylvania Department of Transportation. Additionally, they receive their Mine Safety and Health Administration new miner certification.

Evidence: Industry certificates, NCLEX pass rates, CPR certification

Review: Industry credentials offered meet the needs of the programs reviewed. Consider OSHA 10 Training for the HEO/Combo Programs.

- Not Met

Final Report – Schuylkill Technology Centers

- Beginning
- Functioning
- Advanced

7. Describe the curriculum of adult education programs.

Each course curriculum is outlined in the corresponding student handbook. Each curriculum contains academic work that provides content knowledge to students combined with opportunities for application of this knowledge in real world scenarios (i.e. PN clinical experiences, CDL driving practice, heavy equipment operations). This curriculum is evaluated on a regular basis and modified when necessary.

Evidence: Copies of curriculum/course topics, Performance task lists for postsecondary programs

Review: Course curriculum is outlined in the corresponding student handbook. Performance tasks listed in student transcript, evaluation of performance tasks verified in assessments for HEO/CDL/Combo programs and clinical LPN assessments. Lesson plans were available for review in CDL, HEO and LPN programs.

- Not Met
- Beginning
- Functioning
- Advanced

8. Describe the institution's remediation process for adult students.

Remediation guidelines are detailed in the student handbook. When an instructor has a concern with a student's academic progress, a meeting is scheduled with the student, instructor, and/or site coordinator to identify barriers to success. Together, they develop a remediation plan to assist the student. There are periodic follow up meetings to assess progress where revisions to the plan are made if necessary.

Evidence: Remediation policy from PN handbook, completion data for postsecondary programs, student remediation plan with recommendations (PN), revised remediation form (PN), remediation form (CDL/HEO)

Review: Policies for remediation are in place, actual student remediation plans were reviewed by and acceptable to the PPVE committee. A lifelong learning center is available for enhancement of adult literacy skills. Also, the ATI review and testing are also a commendation.

- Not Met
- Beginning
- Functioning
- Advanced

9. Describe the complaint/grievance procedures for adult students.

Grievance procedures are included in the student handbook. If there is a situation that could result in a grievance, students are informed of their rights and must complete the forms included in the handbook. Administration reviews the grievance and provides a disposition and resolution. If students are unhappy with the resolution, they can move through a prescribed chain of command in an appeal process.

Final Report – Schuylkill Technology Centers

Evidence: Policy on complaint/grievance, grievance form, copies of completed grievance forms by students

Review: All programs have a policy in place addressing a process that the program follows in the student filing a complaint/grievance. Complaint/grievance forms are developed. A student grievance form submitted in 2017 was reviewed by the PPVE committee.

- Not Met
- Beginning
- Functioning
- Advanced

10. Describe special awards given to adult students.

Adult students in all programs are eligible for awards for perfect attendance and high academic achievement upon graduation. There are additional awards offered to Practical Nursing students at graduation that focus on character and attitude displayed during their time in the program.

Evidence: Student award certificates

Review: Additional awards are given. Suggestion to publish student success in the achievement of the outstanding awards

- Not Met
- Beginning
- Functioning
- Advanced

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

All courses within each term of the Practical Nursing program are evaluated by students. Clinical site evaluations are also completed. Monthly, students are given a student/faculty communication survey that allows them to share concerns regarding the program. All surveys are reviewed at faculty meetings as well Occupational Advisory Committee meetings.

Commercial Driver Training and Heavy Equipment Operator students are provided with a course survey at the end of the program. The survey data is collected and reviewed by faculty and the Occupational Advisory Committee.

Recently, all surveys have been regenerated in electronic format for ease of collection.

Evidence: Post graduate student survey report (PN), completed end of course surveys (CDL/HEO), OAC meeting minutes

Review: PPVE reviewed the 2014 to 2018 Post graduate student survey reports (PN), completed end of course surveys (CDL/HEO), OAC meeting minutes 2014-2018, and the program employer satisfaction surveys.

- Not Met
- Beginning

Final Report – Schuylkill Technology Centers

- Functioning
- Advanced

Final Report – Schuylkill Technology Centers

Category D – Facility/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.

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

All employees in the STC adult programs have experience in education, the area of industry in which they are teaching, or both. The Practical Nursing site coordinator and instructors have a valid RN license and have at least 2 years of experience in the nursing field.

The Commercial Driver Training and Heavy Equipment site coordinator and instructors have a minimum of 10 years of experience in the transportation and construction industries.

Evidence: Qualifications of adult education administration/instructional team

Review: Evidence included resumes of faculty, staff and administration which showed the qualifications of those individuals for the positions they serve at STC. The qualifications appear to be adequate to the position the person holds.

- Not Met
- Beginning
- Functioning
- Advanced

2. Describe how the institution recruits faculty/staff for adult education

When there is a staff vacancy for adult education, it is advertised on the Schuylkill Technology Center and Intermediate Unit 29 website. This includes a full job posting listing requirements for qualifications.

Evidence: Newspaper advertisement, job descriptions

Review: Evidence included newspaper advertisements for open adult education positions at the STC. All job requirements and qualifications were noted in the postings.

- Not Met
- Beginning
- Functioning
- Advanced

3. Describe how new instructors are oriented on adult education

New instructors are provided with a faculty handbook that contains policies and procedures for the Schuylkill Technology Center. These materials are reviewed with them in the orientation process. New instructors are also provided an opportunity to shadow a veteran employee whenever possible to acclimate them with the facility or facilities in which they will be working.

Final Report – Schuylkill Technology Centers

Evidence: Employee handbook, Safe Schools on-line orientation platform, PN program orientation packet

Review: Employees are given an employee handbook upon hiring which is reviewed with the employee by administration. In addition, the PN program has an on-line tutorial which helps the new employee with reporting and curriculum obligations through the PN program.

- Not Met
- Beginning
- Functioning
- Advanced

4. Describe professional development opportunities given to adult education instructors

All adult education instructors are encouraged to seek professional development in their area of industry. Workshops and conferences are encouraged and supported by the administration. Webinars are an additional, convenient source of professional development.

Evidence: Documentation of participation in professional development activities

Review: As part of retaining their RN license, the PN instructors are required to obtain continuing education courses which STC supports. Lisa S, PN instructor, presented at National conference. The instructors for the CDL, HEO and combo programs also attend professional development through webinars.

- Not Met
- Beginning
- Functioning
- Advanced

5. Describe how adult education faculty/staff are evaluated

Adult education faculty and staff are evaluated on an annual basis using an evaluation tool developed by the administration. The tool is shared with staff so that they clearly understand the criteria by which they will be evaluated. It includes a comprehensive list that includes job knowledge, work ethic, motivation, productivity, understanding of policies and guidelines, interpersonal skills, attendance, work skills related to document management, and professionalism.

At the conclusion of each course, course evaluations are administered to students. They allow for students to provide feedback on the course material as well as the performance of the instructor. Results from these surveys are shared with each instructor.

Evidence: Instructor evaluation, student course evaluation

Review: Evaluations were in evidence. Suggestions to have the evaluations provide more feedback and opportunities for improvement.

- Not Met
- Beginning

Final Report – Schuylkill Technology Centers

- Functioning
- Advanced

6. Describe how facilities are maintained in regards to adult education

All adult education facilities are managed and maintained under the supervision of the Director of Maintenance. Projected expenditures for repairs, maintenance, and upgrades are included in the maintenance budget. Maintenance/repairs are based on the recommendation of the Coordinator of Postsecondary Education.

The CDL/HEO and PN programs are located at different campuses. Each program area is cleaned on a daily basis and minor repairs are made as necessary.

Evidence: Maintenance staff timesheets, plant maintenance budget information, Board policy #704

Review: Tour of facilities showed well maintained buildings. Maintenance schedules were in evidence and repairs were taking place during the site visit.

- Not Met
- Beginning
- Functioning
- Advanced

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

Each of the program locations have safety measures in place to provide a single point of entry. The CDL/HEO programs have a gated entrance requiring a code to enter. The PN program is located within the CTC and requires a sign in/out process.

Evacuation procedures are in place for each program and they are reviewed regularly. Each location has fire alarm systems that are tested regularly as well as fire extinguishers that are tested annually.

Any safety hazards that are identified are reported to the site coordinator who ultimately passes the information to the program coordinator who in turn notifies the Director of Maintenance.

Evidence: Pictures illustrating safety measures, safety documents, course outlines that include safety instruction

Review: The CDL, HEO and Combo programs are located at a local airport which is gated and requires a code to open the gate. Parking is next to the building in which the classroom training takes place. The LPN program is located inside the CTC and requires the student to sign in and out. Both programs point of entry were observed by the review committee. Emergency evacuation procedures are in place for both locations. Safety committee is in place.

- Not Met
- Beginning
- Functioning
- Advanced

Final Report – Schuylkill Technology Centers

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 regards to adult education

Schuylkill Technology Center is always in search of opportunities to partner with local employers to fulfill their needs for and solicit input on current industry standards that will enhance adult programs.

With this in mind, STC is always accepting interested companies or individuals who desire to be member of the Occupational Advisory Committee for each program. OAC members serve as a valuable resource for current trends and needs in their industry and they provide important feedback that drives change within the programs.

STC works closely with the local PA Careerlink to stay apprised of local workforce needs. Through this partnership, STC can adjust programming to enhance the skills and employability of the local workforce.

Industry recruiters are always welcome to visit STC programs. These visits allow students and instructors to gain insight into present job vacancies within each program area.

Finally, following graduation, surveys are sent to students to determine if they have been employed. If so, employer surveys are immediately sent to the new employer to gather data on that particular student as an employee.

Evidence: OAC meeting minutes, email correspondence with a human resource coordinator regarding a recruiting visit

Review: Members of local businesses sit on the OCA Committees of all the programs. Minutes show they provide input to curriculum development, equipment, and direction the programs should be going in to comply with company demands. STC also reaches out to local companies to customize training for current and/or hiring needs to include starting an Electromechanical program.

- Not Met
- Beginning
- Functioning
- Advanced

2. Describe how employers are beneficial to the OAC in regards to adult education

As a member of the OAC, employers provide current insight into industry as well as the needs within that industry. OAC members also provide information that can be utilized to modify programming and improve the delivery of instruction to students. Additionally, they can serve as a resource for acquisition of equipment for adult education.

Evidence: OAC meeting sign in sheets, Copies of employer satisfaction surveys

Final Report – Schuylkill Technology Centers

Review: OCA minutes show that employers provide special insight to industry needs with in the PN and CDL, HEO and Combo programs. In an interview with one OCA member, the member commented how the school offers mine safety training which is necessary for employment with in his company.

- Not Met
- Beginning
- Functioning
- Advanced

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

Employers have the opportunity to provide feedback on adult education through surveys that are provided to them. Practical Nursing students receive surveys six months after graduation requesting an update on employment status. CDL and Heavy Equipment students receive a survey two months after graduation requesting employment status. When STC learns of a student's hiring by an employer, the employer survey is immediately sent.

Evidence: Completed employer satisfaction surveys

Review: Completed employer satisfaction surveys were in evidence and were positive towards the programs. STC is moving towards an online survey to help increase the number of responses they receive.

- Not Met
- Beginning
- Functioning
- Advanced

Final Report – Schuylkill Technology Centers

SCORING

CATEGORY A

1.	Describe the administrative leadership in regard to adult education	2
2.	Describe vision/mission statements	2
3.	Describe the meeting held to discuss adult education	2
4.	Describe how the administration team reviews budget for adult education	2
5.	Describe how the administration team discusses and reviews goals of adult education	1
6.	Describe how the administration team discusses and reviews the performance of adult education	1

CATEGORY B

1.	Describe how the institution develops need for programs to offer to adults	2
2.	Describe how the program is marketing adult education to the community	2
3.	Describe how the institution ensures that ethical practices are followed in regard to adult education	2
4.	Describe how the adult education catalog is developed and maintained to include financial aid information	2
5.	Describe how equipment is purchased and maintained by the institution for adult education	2

CATEGORY C

1.	Describe how the adult handbook is created and given to the adult students	2
2.	Describe the adult education attendance policy	2
3.	Describe the adult education grading policy	2
4.	Describe the adult education credit hour policy	2
5.	Describe how adult education student become completers	2
6.	Describe industry credentials earned by students	2
7.	Describe the curriculum of adult education programs	2
8.	Describe the institution's remediation process for adult students	3
9.	Describe the complaint/grievance procedures for adult students	2
10.	Describe special awards given to adult students	2
11.	Describe how adult student's satisfaction/dissatisfaction is evaluated and acted upon	2

CATEGORY D

1.	Describe the faculty/staff employed at the institution in regard to adult education	2
2.	Describe how the institution recruits faculty/staff for adult education	2
3.	Describe how new instructors are oriented on adult education	2
4.	Describe professional development opportunities given to adult education instructors	2
5.	Describe how adult education faculty/staff are evaluated	2
6.	Describe how facilities are maintained in regard to adult education	2
7.	Describe what steps are taken to ensure safety in the institution	2

CATEGORY E

1.	Describe how the institution works with employers in regard to adult education	2
2.	Describe how employers are beneficial to the OAC in regard to adult education	2
3.	Describe how employers give feedback on adult education students they hire	2