

Accreditation Review – Lebanon County Career and Technology Center

FINAL REPORT NARRATIVE

The Pennsylvania Bureau of Career and Technical Education have conducted a 5 year review of the Lebanon County Career and Technology Center 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 (IAAG) 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 B-a Involves the Community

Category D-c Uses Methods for Monitoring and Tracking Student Learning

In this year, the institution must make changes as noted in the Final Report. PDE is expected to monitor the institution during this year to ensure its compliance and provide technical assistance. At the end of the probationary period, a report will be submitted by the institution with documentation supporting the changes and implementation of those changes. The report will then be given to the IAAG for review and recommendation to the Bureau of Career and Technical Education as to the continuation of accreditation for 4 years or the denial of accreditation. This recommendation will then be given to the Pennsylvania State Board for Vocational Education for a final decision.

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Name of Institution: Lebanon County Career and Technology Center

Date of On-Site Evaluation: November 14-16, 2016

CATEGORY A- Organizational Leadership:

(a). Provides direction to the overall organization:

1. Does the administrative team set and disseminate values, direction, and performance expectation? Is two-way communication ensured on these items? (List the names and job titles of the administrative team for the applicant institute).

The public postsecondary vocational education (PPVE) administrative team in conjunction with the LCCTC's Joint Operating Committee collaborates with school's Leadership Team, instructors, adult students, employers and local community agencies, such as the IU-13 and the Workforce Investment Board, set and disseminate program requirements, values, directions and performance expectations for all programs offered to adult learners.

Student, staff, and employer evaluations, program advisory meetings, and participation in local business partnerships and committees ensure effective two-way communications at all levels.

The administrative team responsible for the Adult Education Program is comprised of:

George Custer	Administrative Director
Glenn K. Meck	Assistant Director
Justin Weaber	Adult Education Coordinator
Charlene Hornberger	Administrative Assistant
Jenny Neidigh	Licensed Practical Nursing Supervisor
Dawn VanWinkle	Administrative Assistant
Francis Sobotor	Business Office Administrator
Randy Stamm	Network Administrator

See Appendix A.a - Organizational Chart

Comments: Resources exist to adequately provide direction under the requirements of PPPVE.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. What is the organization's official vision and mission that clearly reflects its overall purpose of existence and implies/includes PPVE in its scope?

The Lebanon County Career and Technology Center's official vision and mission is documented in the school's Strategic Plan. The Mission of the Lebanon County Career and Technology Center is to provide high school

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and adult students with the skill, knowledge, and understanding necessary to obtain employment, advance in careers, pursue postsecondary education and enrich their lives.

The school also adheres to a set of shared values.

See Appendix A.a - Mission & Shared Values

Comments: Mission clearly identifies the commitment to adult student learners.

Strengths:

Opportunities for Improvement:

Non-Compliant:

3. Is the overall vision/mission and PPVE services communicated to key stakeholders such as employers, public/community organizations, faculty/staff and adult students?

Our overall vision/mission and services are communicated in various ways throughout the school and community. The Lebanon County Career & Technology Center's mission statement and shared values is posted on our website (www.lcctc.edu) and are strategically displayed in various areas of the school (i.e. hallways, board room, etc.) as well as included in Adult Education Student Handbook.

PPVE services are communicated through brochures and flyers available for pick-up at the school for interested potential students. Program information is also communicated to students requesting career guidance via e-mail, fax, phone, and in person.

Marketing materials are also shared with businesses, community and funding agencies (such as CareerLink, IU-13, Adult Probation, and the Chamber of Commerce, etc.).

Additionally, adult courses and program information are detailed on our website, www.lcctc.edu, as well as on the school's Facebook page (facebook.com/lcctc) and Twitter feed ([@lcctc](https://twitter.com/lcctc)).

Program information is shared with the public through newspaper press-releases, local newspaper advertising, and billboard advertising throughout the community.

See Appendix A.a - Methods of communicating to the public

Comments: Minimal reference relative to intergenerational programs with evidence only provided for LPN and short-term training programs.

Strengths:

Opportunities for Improvement:

Non-Compliant:

(b). Establishes the future direction for PPVE and implements the plan.

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1. Is your overall vision/mission and operations based on public/community needs and expectations of key customers and based on current data and information?

Our vision/mission statement stresses the importance of application-based training as well as life-long learning. These concepts encompass the adult students approach to securing and maintaining a good quality of life in Lebanon County. Our programs are based on vocational and technical skills needed and required by employers in a particular field of study. The majority of our programs have been approved for funding as “in demand” or “high-priority” occupations through the Workforce Investment Board.

The Adult Education Coordinator meets with local business leaders and serves on several community boards to assess workforce needs (Workforce Development Association, Re-entry Coalition, etc.).

See Appendix A.b - Labor market and economic study results

Comments: Evidence limited to LPN and short-term educational programs.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Does the strategic plan establish goals and objectives that include strategies for PPVE, are they timely and futuristic in scope?

Although our Strategic Plan provides primarily to Secondary students, many of the educational goals identified are universal in scope and applied equally to adult programs. Those associated with the adult learner include: proficiency in Mathematics and Reading, attendance at 90% or higher, participation in NOCTI exams, and utilizing technology that will improve communication between school, staff, students, families and communities and improves access to information.

Co-mingled (intergenerational) adults and Practical Nursing daytime students are eligible to attend Math and English to improve their skills. Co-mingled (intergenerational) adult students are also required to take the pre and post NOCTI exams.

The Adult Education Coordinator and LPN Program Coordinator are currently working on developing strategic plans with clearly defined goals to improve the program.

See Appendix A.b - Strategic plans

Comments: Evidence limited to same opportunities provided to secondary students. Evidence did not identify opportunity for advanced learning opportunities for adult learners.

Strengths:

Opportunities for Improvement:

Non-Compliant:

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Supporting Documentation: The institution provided copies of their Intergenerational Advanced Placement Policy and Advanced Placement for LPN stating credits that can be earned by adults coming from other educational institutions.

3. What are your PPVE key strategic objectives, action plan, and timetables for accomplishing them?

As part of an on-going process and our long-term goals, the CTC Adult Education Department seeks to incorporate the following objectives:

Objective 1

- Improve occupational competency of employed individuals.
- Improve volume of basic and advanced technical training for business and industry.
- Promote similar training packages for industrial needs with the ability to customize the training based on operations and equipment of the industry.

Objective 2

- Prepare individuals for occupational changes.
- Increase training options for under-skilled workers and dislocated workers who require new or additional training to re-enter the work force.
- Enroll students in programs that lead to in-demand occupations that will allow individuals to earn a wage that is comparable to their previous wage. This is accomplished through the development of continuing education and daytime vocational programs that promote high skill/high wage outcomes.

Action Plan – increase the opportunities for employed individuals to enroll in our continuing education courses by offering evening courses and coordinating flexible scheduling for trainings as requested by employers. We will continue to develop and offer varying levels of program training: basic, intermediate and advanced training in various industrial and trade-related programs, such as Welding and Pipefitting. We will continue to strengthen and build additional business partnerships to coordinate Customized Training Packages to meet their labor force needs.

Time Frame - ongoing

See Appendix A.b - Copies of contracts between the school & business/industry related to program offerings

Comments: Evidence within the strategic/comprehensive plan were focused on short-term training programs.

Strengths:

Opportunities for Improvement:

Non-Compliant:

4. What are your key measurements and performance indicators/targets that will identify successful completion, and are used to track the plan execution?

In a number of our programs national and state certification is used as a performance indicator (NOCTI). Requirements set forth by State licensing bodies dictate the degree of performance for a number of our PPVE programs. Currently, in our Practical Nursing program, approximately 82% of our students (of first-time test takers) achieve the necessary score to secure their professional license in the area of study.

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In other programs, trade-related certifications are offered to enhance the student's employability as well as his/her value within occupational areas (PA State Vehicle Safety and Emissions certifications). Additional certifications are offered to enhance current employment opportunities or maintain required levels of certification (OSHA, ServeSafe, etc.).

See Appendix A.b – Copies of NCLEX (PN licensure rates), and NOCTI scores & Certifications

Comments: Opportunities for adults are identical to those provided to secondary students.

Strengths:

Opportunities for Improvement:

Non-Compliant:

(c.) Reviews the organization's performance:

1. Do senior leaders ensure the school is meeting its fiscal budget and other accountabilities?

The Leadership Team meets weekly to review administrative items, such as the budget to ensure that the school is meeting its fiscal budget (Adult Education) on an on-going basis. Adult education budgets and financial reports are reviewed quarterly to ensure the Adult Education Department and programs are financially viable and on track. Minutes of these minutes haven't been recorded in the past but will be moving forward. The team includes: the Director, the Assistant Director, the Business Administrator, the Nursing Program Director, the IT Director, the Special Needs Coordinator, the two School Counselors, and the Adult Education Coordinator.

Any unforeseen expenses and revenues dealing with adult education are reviewed and approved by the Joint Operating Committee as necessary. To determine the feasibility for operating various adult education programs, revenues and expenses are tracked on a program-by-program basis.

Educational accountability is based on both the completion and placement rate and end-of-program NOCTI scores (for programs that offer NOCTI) in each program.

Information concerning licensure rate for the Practical Nursing Program is dispersed quarterly from the state of Pennsylvania. This information is used to determine credibility for the operation and approval for the program.

See Appendix A.c - Fiscal budgets and budgeting strategies

Comments: Evidence provided shows that senior leaders review the fiscal budget.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Do senior leaders regularly review the school's progress to assure it is reaching its goals, objectives and PPVE commitments, and make revisions and take corrective action? What are some recent accomplishments?

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The Leadership Team meets weekly to review administrative items, such as school/adult education programs progress. The team includes: the Director, the Assistant Director, the Business Administrator, the Nursing Program Director, the IT Director, the Special Needs Coordinator, the two School Counselors, and the Adult Education Coordinator.

Each year, adult as well as secondary programs that are infused with adult students are reviewed by various committees to ensure that each student is receiving the necessary training to enter a competitive job market. Revisions are made based on employer surveys, program advisory committee's recommendations and student input.

The Adult Education Coordinator and the Director of Nursing meet regularly to set goals, measure growth, identify & solve issues/problems, and make program revisions.

Recent accomplishments:

- Practical Nursing NCLEX (1st time state licensure pass rates) increased over the past three quarters (from 73.08 in 2014-15 to a current yearly average of 82%)
- Several new short-term adult education training programs were launched:
 - Basic Welding (60 hours)
 - Welding Level 1 (81 hours)
 - Pipefitting (40 hours)
 - Basic Culinary Skills (50 hours)
- We increased our Safety and Emissions Certification Course offerings (now offered quarterly). We also now offer both re-certification courses.
- Both enrollment & revenue for adult education has been trending upward.
- Focus groups consisting of area business and industry representatives have been held to give insight into the types of programs the Lebanon community would directly benefit from (Careersin2Years & Workforce Development Coalition).
- We have been approved by the State Board of Cosmetology to offer an adult, evening, part-time Cosmetology Program; we are currently advertising and accepting enrollments.
- We have been approved by the Department of Labor to offer both a Culinary and Pastry Apprenticeship Program; to begin Fall 2016.

See Appendix A.c.- Advisory committees that link to leadership decisions, Adult Ed Revenue yearly totals

Comments: Minimal evidence provided within OAC minutes regarding adult education program discussion, oversight and recommendations for enhancement.

Strengths:

Opportunities for Improvement:

Non-Compliant:

(d.) Meets its regulatory requirements and public responsibilities:

1. Do you comply with Board policies and procedures and ensure the institution maintains the public's trust in the integrity of the institution?

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By policy, all staffing and budgetary expenditures for Adult Education are approved through the Joint Operating Committee. The Joint Operating Committee is aware of all the activities and changes that occur in adult education on a monthly basis during the Director's Report portion of the board meeting.

See Appendix A.d - Ethical practices, Policies of the Governing Board, Non-Discrimination Policies

Comments: Joint Operating Committee minutes fail to provide evidence of the commitment and support of adult education programs under the PPPVE accreditation.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Is the institution conducting its operations in a fair and ethical manner and have evidence of following the state's ethical policies, practices, and civil rights compliance with particular attention to those factors affecting students and employees?

The Lebanon CTC in all its publications as well as Adult Education Student Handbooks include the most current Civil Rights Act. Currently, the Assistant Director of Students is the Human Rights Officer for both students and staff. All complaints concerning the violations of any individual's human rights are directed to him.

The Lebanon County CTC's overall operations are reviewed by the Joint Operating Committee and the six Superintendents from local school districts to ensure that we are meeting the standards set forth by both local and state policies.

See Appendix A.d - Civil Rights Compliance, Non-Discrimination & Grievance Procedures

Comments: Evidence provided shows that the institution is operating in a fair and ethical manner.

Strengths:

Opportunities for Improvement:

Non-Compliant:

3. Does the school review its policies, directives and practices to ensure that they reflect the requirements of the applicable laws and regulations, and do not unfairly or negatively impact those constituents the institution serves?

Informal review of policies occurs as-needed on an on-going basis. Formal review of all policies concerning PPVE is done on an annual basis Administrative Team. All policy changes are presented to the JOC (Joint Operating Committee) for final approval.

See Appendix A.d – JOC Minutes

Comments: Evidence provided shows that the institution reviews its policies and practices.

Strengths:

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Opportunities for Improvement:

Non-Compliant:

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CATEGORY B- Student, Stakeholder, and Public/Community Focus:

(a). Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees:

1. List your key advisory groups that are in place including their area of focus.

The Lebanon County CTC has several key occupational advisory groups related to the operation of our adult education program. Some include:

Cosmetology
Culinary Arts
Commercial Art & Design
Computer Repair
Dental Assistant
Electrical Technology
Electromechanical
Industrial Machine Technology
Licensed Practical Nursing
Masonry
Media Communications
Pastry Arts
Plumbing, Heating, Air Conditioning
Executive Planning Committee
Perkins Participatory Committee

All of our instructors also have industry-experience and are a vital part in determining the direction of our programs. In addition, they maintain important trade connections, which provide insight to program development and enhancement as well as building networks for cooperative education opportunities and post-graduate employment.

An area of focus over the past few years is to build and maintain solid relationships with the business community and work with them to determine the needs of the workforce and how those needs translate into programs and curriculum. Business and industry representatives have been included in focus group studies to help the Adult Education Department determine the best plan of action in opening new adult programs.

Following a suggested improvement from the initial PPVE Accreditation team, a separate agenda item has been added to the OAC minute template to reflect adult education for each secondary program.

See Appendix B.a - Lists of advisory group members

Comments: Evidence provided show a line item for PPPVE in the OAC meeting minutes however of those, most were limited to just say that the program is open to adult student and no discussion on how to grow/improve the PPPVE program.

Strengths:

Opportunities for Improvement:

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Non-Compliant: No information on area of focus for 3 committees listed as related to PPPVE—various OACs, EPC, PPC.

Supporting Documentation: The institution provided 5 years of OAC minutes per program and Executive Planning Committee agendas.

PDE Response: Accepted to meet standard.

2. Do you communicate and publicize your vision/missions, programs, and services available to adult students and the public?

Adult learners and the public have access to our programs and services through our adult education brochure and program flyers. This information is also available on our website (www.lcctc.edu). Additional advertising is provided through the radio, newspaper, billboards and monthly Director's Reports (newsletters). The school's Facebook page and Twitter feed provide information that is pertinent to students at the CTC. We have also recently added a Cosmetology Facebook page for our P/T, evening program (<https://www.facebook.com/CosmetologyLCCTC>).

See Appendix B.a – Samples of Methods of Communication to the Public, Community Relations Policy, Public Relations Objectives, News Media Relations Policy

Comments: Institution was asked to provide brochures with vision/mission, radio script, newspaper clippings, email blasts, adult student handbook, photo of billboard, specific program website hits.

Strengths:

Opportunities for Improvement:

Non-Compliant: No exhibits provided except invoices for radio time, website hits but no detail on what websites were tracked.

Supporting Documentation: The institution provided sample adult education program brochures, website, picture of billboard advertisement, radio scripts and 2016 adult education handbook.

PDE Response: Accepted to meet standard.

3. Do you ensure that printed material and other media for communication to the public are presented in an accurate and ethical manner?

In previous years, copy for our printed materials and other forms of communication are handled by the Adult Education Department in conjunction with department supervisors and program instructors. This material is reviewed annually to guarantee the information disseminated is accurate and ethical.

Beginning in 2016, we have contracted with a marketing firm, who now handles all of our printed materials and media communications. The Leadership Team reviews and approves before publication.

The regulations from the United States Department of Education, through the new Gainful Employment Act, are useful guidelines that the Adult Education Department is under an obligation to follow. These guidelines

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state what information must be made available to adult students on the school's website, an outlet we find many of the school's potential students using to collect information.

See Appendix B.a – Gainful Employment Disclosures, Marketing Firm Contact Info

Comments: Institution was asked to provide documentation that leadership team, faculty and staff reviews info for publications over the past 5 years. Also, to provide correspondence to/from the marketing firm and provide docs with mission/vision/EEO and corrected discrimination statement.

Strengths:

Opportunities for Improvement:

Non-Compliant: Provided no evidence to ensure communications are reviewed for ethics/accuracy.

Supporting Documentation: The institution provided 2016 and 2017 email correspondence with media vendor. Provided sample adult ed brochures that included secondary information that does not apply to adult students. No emails provided to verify and ensure accuracy of communications or print materials i.e. brochures.

PDE Response: Adult Education brochures made statements that adult students were able to obtain Statewide Articulation credits to postsecondary institutions which are incorrect. The program in place by PDE is for secondary students only. This shows that the brochures were not reviewed for accuracy or ethics. Brochures must be taken out of circulation and reprinted without reference to the Statewide Articulation Agreement.

4. Are program advisory committees used to encourage innovative teaching methods and program objectives/content that meet the needs of individual students for the current and future labor market and to incorporate new technologies?

Our Occupational Advisory Committees are primarily comprised of local business employers and employees who have an excellent understanding of the labor market and employment trends. Our OACs meet bi-annually to discuss ways to continually refine our programs. One of their major responsibilities is to ensure that the program content, objectives, and system of delivery fulfill the current and projected future labor market needs. Through additional resources such as the Pennsylvania Department of Education, the Bureau of Labor and Industry and the Center for Workforce Information and Analysis, students and instructors also have access to occupational data, wage information and industry trends, which influence decisions about curriculum and technology.

See Appendix B.a - Minutes of advisory group meetings

Comments: Institution was asked to provide minutes of innovation discussions related to PPPVE topics and provide minutes from various programs from 5 years that address PPPVE topics.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence of innovation related to PPPVE programs.

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Supporting Documentation: The institution provided OAC minutes; only 2 show actual discussion of Adult Ed, others simply state that the program is open to adult students. No evidence of discussion of innovation or new technologies.

PDE Response: Of the 24 approved programs for accreditation, only 2 spoke in depth of adult education. The remaining minutes only mention that the program is open to adults, but no discussion on new innovations in adult education. Minutes need to have clear discussion on the focus of adult education and innovations within.

5. Do you ensure there is an advisory committee that is formally organized, and meets at least once annually for each program that includes PPVE students?

Based upon our Policies Manual, each instructional program is required to have an occupational advisory committee, with each advisory committee meeting a minimum of two times per year—once in the spring and once in the fall.

See Appendix B.a – Advisory Committee Guidelines

Comments: Institution was asked to provide agendas and minutes from each PPPVE program advisory committee meeting over 5 years.

Strengths:

Opportunities for Improvement:

Non-Compliant: No LCCTC evidence provided related to PPPVE discussion during advisory committee meetings. OAC Guidelines are not sufficient evidence that annual meetings related to PPPVE have taken place.

Supporting Documentation: The institution provided OAC minutes for each program, only 2 program's minutes show actual discussion of adult ed topics.

PDE Response: Of the 24 approved programs for accreditation, only 2 spoke in depth of adult education. The remaining minutes only mention that the program is open to adults, but no discussion on how to market for adult students. Minutes need to have clear discussion on the focus of adult education within the program and center.

6. Do you ensure there are adequate records of advisory committee meetings? Do you track how they have been effective and where their input has been acted upon in sustaining and improving the quality of PPVE?

The Director's Office is responsible for coordinating the operation of the advisory committee meetings. They are also responsible for collecting, disseminating and maintaining agendas and meeting minutes. Any issues or concerns that are documented in the meeting minutes which relate to PPVE are addressed by the Adult Education Administrator/Assistant Director. Copies of all OAC minutes are maintained by the Director's Office.

See Appendix B.a - Minutes of advisory group meetings

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Comments: Institution was asked to provide full circle of detail for the three programs in evidence: HVAC, Sports Therapy, Plumbing to include the OAC minutes recommending the program, Purchase Requisitions, quotes, copy of check, etc.

Strengths:

Opportunities for Improvement: For greater clarity, provide CIP codes and titles on OAC docs and administrator emails regarding OAC minutes.

Non-Compliant: No evidence of OAC input for improving PPPVE programs. Details were provided for only 3 of 24 PPPVE programs.

Supporting Documentation: The institution provided OAC minutes for 5 years. No follow up on adult ed program suggestions. No evidence of tracking. No evidence or discussion of sustaining or improving adult ed programs.

PDE Response: As stated above, OCA minutes were lacking mention of adult education therefore there is no evidence of actions taken by the institution to the committee's suggestions. Minutes need to have clear discussion on adult education and documentation of any actions taken by the institution to its suggestions.

(b). Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment:

1. Do you collect, summarize, and analyze input from students and stakeholders as related to PPVE?

The Adult Education Department distributes end of course surveys to each student. Adult education instructors also complete end of course surveys. Additionally, we regularly solicit surveys from employers. All evaluations are then reviewed by the Adult Education Coordinator (and the Practical Nursing Director for the PN program surveys). Suggests for improvement are considered and if applicable, corrections or program refinement is initiated. Copies of the evaluations are shared with instructors.

See Appendix B.b – Sample student, staff and employer surveys

Comments: Institution was asked to provide full circle of detail to include aggregated data, how negative comments and “disagree” and “strongly disagree” responses are being addressed.

Strengths:

Opportunities for Improvement: Consider developing a standard survey form for all PPPVE programs that identifies the program, number of hours, and person/category being surveyed in order to follow up.

Non-Compliant: There is no evidence of summarizing and analyzing the data collected in surveys or any follow up to improve PPPVE satisfaction and enrollment.

Supporting Documentation: The institution provided 5 years of surveys from multiple programs with summary sheet showing Strength, Weakness, Action Plan and Follow-up.

PDE Response: Accepted to meet standard.

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2. Are there easy access methods for students and stakeholders to contact and communicate to appropriate authorities?

Representatives from the Adult Education Department may be contacted in the office Monday through Friday from 7 a.m. to 3:30 p.m., with occasional or as needed evening office hours. Our Practical Nursing Program office hours are from 7:30 a.m.– 3:30 p.m. with additional resources Monday through Thursday evenings, 2 p.m. to 9:30 p.m. Our phone system also clearly explains how to access the Adult Education Department and request information. Our web site: www.lcctc.edu, also provides program information to students and offers a link for contacting or emailing our staff.

See Appendix B.b - Examples of website and e-mail contacts, Complaint/Grievance Procedure, sample website inquiry forms/communication

Comments: Evidence of website was not specific to adult ed.

Strengths:

Opportunities for Improvement: Build a template to be utilized for all forms of communication that includes an easy access method to contact and communicate as related to all PPPVE programs. Provide screenshot of contact information via website, printed publications for contact, social media tag lines, and advertisements. Consider revising grievance procedure to include steps and timeline for resolution.

Non-Compliant: Provided evidence of advisory committee meetings for only 3 of 24 programs which does not show how students can communicate to authorities.

Supporting Documentation: The institution provided 2014 adult student handbook and complaint process. Provided adult ed brochures that include adult ed coordinator's phone and email.

PDE Response: Accepted to meet standard.

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

Program inquiries, clarifications and concerns are addressed on a daily basis. Our phones are staffed Monday through Friday 7 a.m. to 4 p.m.; however, if the appropriate program coordinator or instructor is not available, he or she is asked to return calls or e-mails as soon as possible. Both the Adult Education Coordinator and the Nursing Program Director are available via cell phone after hours.

A Customer Service Protocol was recently introduced to streamline communications between potential students and members of the Adult Education Department. This Customer Service Protocol addresses the need to coordinate communications with potential students and visitors by friendly, prompt, and accurate details. This Protocol addresses person-to-person, telephone, and written communications.

See Appendix B.b - Customer Service Protocol for Potential Students

Comments: Institution was asked to provide dated/timed emails, log of calls in/out to provide evidence that Customer Service Protocol is being followed as related to PPPVE programs.

Strengths: The existence of a Customer Service Protocol is commended.

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Opportunities for Improvement:

Non-Compliant: No evidence that Customer Service Protocol is being followed as related to PPPVE programs.

Supporting Documentation: The institution provided emails showing prompt reply to students; Lebanon staff requested a meeting to discuss issues presented.

PDE Response: Accepted to meet standard.

4. Do you collect and analyze complaints from students and stakeholders and take corrective action as appropriate? Is there a method to aggregate this information to determine the most frequent issues for actionable resolution?

Through verbal and written communication with our Adult Education Administrative Assistant and our Assistant Director, complaints are collected and analyzed. They are most frequently addressed on an individual or class basis.

A detailed grievance process is outlined for all students in our Adult Education Student Handbook. This book can also be found on the school's website (www.lcctc.edu). Students complete annual surveys in which they can voice complaints and offer suggestions for program improvements.

Additionally, a customer service protocol has been developed for use by members of the Adult Education Department. This protocol will be used when fielding questions from prospective students, enrolled students, and general inquiries into the program. By establishing customer service best practices, the Lebanon County CTC will be better able to anticipate the needs of both students and instructors while remaining courteous and professional.

See Appendix B.b – Public Complaint Policy

Comments: Institution was asked to provide information on any formal complaints.

Strengths:

Opportunities for Improvement: Consider revising PPPVE grievance procedure to include three steps and timelines for resolution.

Non-Compliant: No evidence of whether or not there have been any formal complaints related to PPPVE programs or if any actionable resolution.

Supporting Documentation: The institution provided informal discussion/inquiry emails. No formal complaints provided or statement that there have been none. No evidence of aggregate data to establish trends or frequent issues to be addressed or any resolution to inquiries.

PDE Response: The institution needs to better tract both informal and formal complaints to analyze for trends which may require actionable resolution.

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CATEGORY C- Administration, Staff, Faculty and Support Services:

(a). Enacts workforce practices that enable all employees to achieve high performance:

1. Does the institute have a sufficient number of administrative, faculty, and support personnel to provide the necessary support for PPVE?

The Adult Education Department is comprised of an Assistant Director of Programs, the Adult Education Coordinator, a Practical Nursing Director, two Administrative Assistants, Business Office staff, a Financial Assistant Consulting Service (Lancaster County CTC) and several instructors who provide assistance and support to our PPVE clients in the following areas: career guidance, needs assessment/financial aid, continuing education counseling, and job placement services. Our adult education faculty is one of our greatest student resources, as they continue to work in industry and can provide current employment information and trends.

All staff is required to attend regularly scheduled professional development sessions and many instructors have additional continuing education credit requirements.

See Appendix C.a – Administration Listing, Adult Education, Staff Listing, Financial Assistance Contact Listing

Comments: Evidence provided shows that the institution has an adequate number of administrative, faculty and staff to support PPPVE.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Are adequate custodial services made available to provide care and maintenance of buildings and grounds for the overall institution?

Custodial services are available whenever classes are in session 7 a.m. – 9:30 p.m. (with modified summer hours), with the majority of work occurring during the evening hours, when many adult classes are in session. In case of an emergency or for immediate assistance, the custodial staff may be called or paged at any time.

See Appendix C.a - Custodial services

Comments: Evidence provided shows that there are adequate custodial services available to the institution.

Strengths:

Opportunities for Improvement:

Non-Compliant:

3. Are the duties and responsibilities for each administrative, faculty and support staff employees clearly defined?

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The duties and responsibilities for all administrators and staff are clearly defined in the Staff Job Descriptions, which are used as a template for annual reviews. PPVE faculty job descriptions are located in the Personnel section of our school-wide Policies and Procedures Manual. Job descriptions are routinely reviewed to assure specific responsibilities are tasked to the appropriate person.

See Appendix C.a - Job descriptions, sample Annual Evaluations

Comments: Evidence provided shows that the duties and responsibilities are clearly defined.

Strengths:

Opportunities for Improvement:

Non-Compliant:

(b). Builds a quality workforce:

1. Are the requirements and skills needed by potential faculty and staff to provide quality PPVE identified?

The qualifications for our potential continuing education faculty are detailed in our classified ad postings and explained in-depth during the interview process. All potential instructors must have adequate training and experience, and be considered subject matter experts (and in for some courses, appropriate licensure/certification). The requirements and skills needed by potential instructors are identified in job descriptions that are approved by our Joint Operating Committee. They are based upon guidelines for vocational instructors from the Pennsylvania Department of Education. All new vocational instructors are assessed to see if skill sets meet appropriate guidelines for necessary instruction.

See Appendix C.b – Samples of instructor qualifications & credentials

Comments: Evidence only provided relative to the requirements for recruiting and hiring secondary faculty where some teachers are providing intergenerational education.

Strengths:

Opportunities for Improvement:

Non-Compliant:

Supporting Documentation: The institution does not run stand-alone adult programs other than the LPN program. All other programs are intergenerational. Skills required are the same skills required for the secondary instructors to include work experience and Vocational teaching certification. LPN instructors are bound by the Pennsylvania State Board of Nursing.

PDE Response: Accepted to meet standard.

2. Do you ensure an effective system for recruiting, hiring and retaining faculty and staff that are capable of delivering quality PPVE?

When recruiting PPVE program instructors, we contact the PAVA organization as a source for referrals, as well as place classified ads in the local newspapers and post the available positions(s) on our website. Applicants

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are interviewed and asked to provide letters of reference and credentials. Our instructors are also required to review and update, if necessary, competency lists annually in order to continue to meet skill needs of students and employers. Our hourly wages are consistent with similar programs throughout the state.

See Appendix C.b - Employee performance reviews

Comments: Evidence only provided relative to the requirements for recruiting and hiring secondary intergenerational education.

Strengths:

Opportunities for Improvement:

Non-Compliant:

Supporting Documentation: The institution does not run stand-alone adult programs other than the LPN program. All other programs are intergenerational. Skills required are the same skills required for the secondary instructors to include work experience and Vocational teaching certification. LPN instructors are bound by the Pennsylvania State Board of Nursing.

PDE Response: Accepted to meet standard.

3. Are procedures for regular performance evaluation and effectiveness of all administrative, faculty and support employees including a feedback process for each employee accomplished?

The PPVE administrative team is evaluated by the LCCTC Administrative Director (or the applicable program Supervisor) on a yearly basis according to the established Act 93 Agreement. At the beginning of each school year, the administrative team submits goals to the Director, with mid-year and end-of-the-year reports submitted to evaluate the completion of the goals. The Administrative Director reviews the reports and in conjunction with the administrative team, discusses accomplishments, areas in need of improvement, job descriptions, and daily duties. Evaluations of the adult education staff are conducted in a similar fashion by the Assistant Director/Adult Education Administrator. PPVE faculty evaluations are primarily based on student evaluations and employer feedback; however, the continuing education supervisor periodically visits classes to meet with instructors and students to solicit feedback regarding programs.

See Appendix C.b – Sample annual goals

Comments: Evidence provided for effectiveness relative to the administration team, LPN teachers but no faculty and staff outside of these classifications.

Strengths:

Opportunities for Improvement:

Non-Compliant:

(c.) Builds knowledge and skills, career development, for the administration, staff and faculty:

1. Does the institution have appropriate procedures for performance evaluation that identifies professional growth needs of all administration, faculty, staff and other key employees delivering or involved with PPVE?

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Through our Professional Education Plan and Professional Education Committee, staff development needs are identified, and assistance is provided in obtaining or enhancing skills for job assignments, attaining certifications, and/or improving skill proficiency in job functions required by PDE and/or the JOC. Staff members are encouraged to participate in professional development courses, programs, workshops, etc. that lead to growth in their specific content areas. Our faculty is also required to meet the state-mandated Act 48 hours of continuing education/professional development. The Adult Education Department pays for instructors to take certification exams related to areas in which they are providing training. Annually a spreadsheet of all instructors PD is shared with the JOC.

See Appendix C.c –Professional Development Policy, Continuing Education for Nursing Instructors, RN-Continuing Education Log, Faculty Development Detail Report

Comments: Evidence provided for ACT 48 (secondary programs) only.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Are development opportunities determined and made available to meet the goals and objectives of the programs taught by the respective teachers?

Our Director and Assistant Director, in coordination with the Adult Education Coordinator and the Nursing Program Director are responsible for identifying professional development needs and for coordinating on-site training opportunities and in disseminating information about available workshops, conferences, meetings, seminars, and Act 48 providers. All new instructors are also required to complete a two-year induction program acquainting them with the policies and procedures of the school.

See Appendix C.c - Professional Development Policy, Continuing Education for Nursing Instructors, RN-Continuing Education Log, Faculty Development Detail Report

Comments: Evidence provided for ACT 48 (secondary programs) only.

Strengths:

Opportunities for Improvement:

Non-Compliant:

Supporting Documentation: The institution does not run stand-alone adult programs other than the LPN program. All other programs are intergenerational. Skills required are the same skills required for the secondary instructors to include work experience and Vocational teaching certification. LPN instructors are bound by the Pennsylvania State Board of Nursing.

PDE Response: Accepted to meet standard.

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3. Are the institution's employees informed about the Accreditation System of Institutions for Adult Education (ASIAE) and the process used by the accreditation site-evaluation team, as well as how to conduct the self-study?

All Adult Education Department employees have been notified about the ASIAE's process used by the site-evaluation team and the self-study guidelines.

Comments: Evidence provided is limited to one email sent on November 8, 2016.

Strengths:

Opportunities for Improvement:

Non-Compliant: No clear evidence that employees of the institution were informed about the ASIAE system or the accreditation process.

Supporting Documentation: Institution provided emails covering 10/13/16, 11/4/16 and 11/8/16

PDE Response: Institution needs to have better communication with its staff regarding the accreditation process and effects on the institution and programing.

4. Are competent and knowledgeable administration, staff and faculty selected, licensed, and qualified in their field?

Administration, staff and faculty are hired based upon requirements as defined by the Pennsylvania State Department of Education and our job descriptions. The LCCTC seeks individuals who have current licenses in the trade related to the training program. Instructors who teach programs that lead to state licenses are also required to meet the credentialing criteria as mandated by the state. In addition to appropriate credentials and employment in the trade area, the CTC looks for instructors with previous adult education teaching experience.

See Appendix C.c - Appropriate certifications, licenses, qualifications of faculty and professional staff

Comments: Evidence provided for administration, LPN and short-term programs only.

Strengths:

Opportunities for Improvement:

Non-Compliant:

Supporting Documentation: The institution does not run stand-alone adult programs other than the LPN program. All other programs are intergenerational. Skills required are the same skills required for the secondary instructors to include work experience and Vocational teaching certification. LPN instructors are bound by the Pennsylvania State Board of Nursing.

PDE Response: Accepted to meet standard.

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5. Are employees trained to participate as key individuals in PPVE programs and to fully understand the prerequisites, objectives, competencies, duties/tasks, and standards of their job assignments?

Instructors have a significant part in writing, revising and implementing course competencies, thus fully understanding that all programs are competency-based with approximately 70% hands-on instruction and 30% theory. Each year, a new staff handbook that addresses code of conduct, curriculum and teaching, safety, course cancellations, class attendance, emergency information, ordering of supplies, and personnel information is also uploaded to our server for staff review. The handbook is always available to staff, with updates made as necessary.

See Appendix C.c - Faculty handbook

Comments: No evidence of professional development unique for PPPVE programs provided.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence was provided to show that training is done with employees of accredited programs.

Supporting Documentation: The institution provided professional development documentation to show courses and workshops attended by PPPVE instructors in their field of instruction.

PDE Response: Accepted to meet standard.

6. Are adequate records available identifying the professional development experiences of its employees? (Examples: conferences, conventions, college courses, professional organization membership, in-services training, etc.)

Yes, records are maintained and stored in the Director's Office. Individual instructors may also maintain copies of certificates, memberships, etc.

See Appendix C.c -Plan for development professional growth, Sample of PD for all LCCTC employees

Comments: No evidence of professional development unique for PPPVE programs provided.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence was provided to support the professional development of employees of PPPVE.

Supporting Documentation: The institution provided professional development documentation to show courses and workshops attended by PPPVE instructors in their field of instruction.

PDE Response: Accepted to meet standard.

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(d.) Maintains a work environment conducive to the well-being of all employees and students:

1. Does the institution maintain and improve workplace health, safety, security, and ergonomics that involve employees and students?

Our Health Room Attendant is responsible for maintaining health care concerns for employees and students. CPR and First Aide trained employees are also available during evening program hours. For safety purposes, a receptionist is stationed in our main lobby to screen individuals entering the building. Those entering the building are also required to sign-in and wear appropriate badges labeling them as visitors. Security systems that have been previously installed substantially increase the safety of our employees and students; these measures include security cameras, located both in and outside the school. We have a school Safety Committee that meets monthly to continually assess and improve safety practices.

See Appendix C.d - Assigned Areas for Tornado/Thunderstorm Drills, Emergency Phone Numbers, Samples of Safety Meeting Minutes, Naloxone Policy

Comments: Evidence provided shows the institution strives to maintain the health, safety, security and ergonomics of employees and students.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Is the level of employee and student well-being and satisfaction assessed? How are necessary improvements determined and made that will improve the work environment and effectiveness of PPVE?

Employee well-being and satisfaction is assessed on an annual basis during the performance review and informally as needs arise during the year; additionally, end of course instructor surveys are analyzed to determine employee satisfaction. The level of student well-being and satisfaction is assessed by reviewing course evaluations and by talking with students. Improvements are based on the positive impact a change will have on the majority of students and on the feasibility of such an improvement.

See Appendix C.d – Student Surveys, Staff Surveys, Satisfaction Surveys Analysis

Comments: Survey should include safety-oriented questions along with satisfaction-oriented questions.

Strengths:

Opportunities for Improvement:

Non-Compliant:

3. Does the workplace preparedness ensure for emergencies or disasters?

Our Staff Handbook, which is available to all teachers, outlines procedures for emergencies including: bomb threats, suicide, intruders, fires, tornados, earthquakes, floods, injuries, utility emergencies, chemical emergencies and radiological emergencies. Additionally, all staff have and display our Emergency Guidelines

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flip chart, which was developed by our Crisis Response Team, and is periodically reviewed and revised. Should such an emergency arise, the Crisis Response Team also has certain responsibilities as described in the disaster plan.

See Appendix C.d – Emergency Preparedness Policy, Emergency Guidelines Flip Chart, Hazard Communication Program Policy

Comments: Handbook is in place for preparedness of emergencies and/or disasters.

Strengths:

Opportunities for Improvement:

Non-Compliant:

4. Does the institution determine the factors that affect employee and student well-being and satisfaction and do they account for a diverse workforce?

Again through reviews and evaluations, factors that affect employee and student well-being satisfaction are determined. Historically, factors have included: workplace ergonomics, the learning environment, adequacy of tools and equipment, and instructor knowledge and teaching methods.

See Appendix C.d – Staff surveys, Safety Committee Meeting Minutes

Comments: Surveys are in place to show student well-being.

Strengths:

Opportunities for Improvement:

Non-Compliant:

5. Does the institution adequately support the need of its employees in the areas of services, benefits, and policies?

The Adult Education Department does support the needs of its employees in the areas of services, benefits and policies. Instructors and staff receive pay and benefits based upon a contractual agreement between the LCCTC JOC and the LCCTC Education Association. Instructors hired on a course-by-course basis receive an hourly rate, but no benefits. The same hiring/firing and equal opportunity policies are in effect for all employees regardless of department. All non-union employees in the support and instructional staff are covered under the collective bargaining agreements.

See Appendix C.d – Employment Contract Policy, Non-Tenured Staff Members Policy, Salary Determination Policy, Non Discrimination in Employment/Contract Practices Policy, Copy of Board Meeting Agenda, Copy or Collective Bargaining Agreement

Comments: Institution provides adequate support of its employees.

Strengths:

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Opportunities for Improvement:

Non-Compliant:

FINAL REPORT

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SECTION D- Learning-Centered Program Design and Delivery:

(a.) Establishes methods and opportunities for student learning:

1. Is an occupational analysis done to determine the need for a program and to identify specific program objectives, content and duty/task list for each program?

The need for a program is primarily determined by the use of the WIB's (Workforce Investment Board) "high priority occupation" list, research/resources from PA WIOA, and guidance from local agencies (IU13, CareerLink, Office of Probation & Parole, etc.). Input by local business and industry to determine the relevance of a potential program is done via the use of surveys and Occupational Advisory Committee minutes.

Once the need for a new program has been determined, industry representatives, instructors, postsecondary representatives and administrators meet to develop the curriculum and program objectives.

See Appendix D.a – Lebanon County Profile 2016 (Center for Workforce Information & Analysis), Lebanon County Top 50 Employers (4th quarter, 2015), PA Workforce Innovation and Opportunity Act (WIOA) Combined State Plan

Comments: Specific feedback on program objectives and program content in evidence from OACs. OAC meeting minutes reviewed include Sports Technician 2013, Culinary Arts 2014, Cosmo Plumbing, Sports Therapy 2016. The OAC minutes reflect the Committees reviewing the task list as per program.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Is instruction directed towards appropriate and clearly formulated objectives with input from students, faculty, staff, public, community, employers, advisory groups and business and industry partnerships?

Program instruction is strongly influenced and directed by faculty and advisory committees, which meet bi-annually for each program. Under the supervision of the Assistant Director all teachers are encouraged to develop content and instructional methodologies that are best suited for learning the skills and knowledge of their respective field of study. Once the program is implemented student evaluations are used to gauge the success and/or failures of the program. Instructors are also surveyed and interviewed during the annual evaluations. Many improvements are made based on student, staff and employer evaluations.

Goals are determined by the Administrative Director and submitted and approved through the 3-year Comprehensive Plans. The 3-year Comprehensive Plan is a school-wide plan that applies to secondary, co-mingled and adult education programs. All goals (1-3) apply to adult education programs as well as secondary programs.

See Appendix D.a – Comprehensive Plan

Comments: Lebanon County CTC Plan 2019-2022 is lacking any address of Adult Education. We need to see input from *students and instructor surveys* of the programs (annual) of just the adult program completers. NCLEX pass rate below required level.

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Strengths:

Opportunities for Improvement: Retain students and instructor surveys of the programs (annual). There were no *instructor surveys* of the programs present in the data presented

Non-Compliant:

3. As a function of the specific program, are students assessed, including the necessary core academic skills? Are they given appropriate support or remediation, if applicable, to assure their success in the program they select?

Assessment techniques vary depending upon the length of the program. Short-term or adult continuing education classes are evaluated based on instructor observation or skill/knowledge performance. Each student completing a short-term or continuing education course receives a Certificate of Completion, signifying that the hours and course content has been met.

Long term daytime program assessment techniques include written and oral tests and quizzes, class presentations, project evaluation, and daily work ethic grades, as aligned with the Pennsylvania Department of Education's Math and English Anchors. Students who require remediation of support for skills are offered additional time with one-on-one instruction when available. Students who require remediation with core academic skills are referred to our English and Math instructors for additional assistance. Skills are also assessed through our pre-post NOCTI (industry exams).

PN students are offered regular tutoring as they need it and an improvement plan for NCLEX scores is in place emphasizing multiple initiatives to improve student grades, pass rates and retention.

See Appendix D.a – Completion Certificates, Industry Certifications earned, NOCTI awards, Student Skills Progression Tracking/Grading documentation

Comments: There is evidence that students are being assessed. Students are being referred and provided support by remediation as evidenced by the student interviews.

Strengths:

Opportunities for Improvement:

Non-Compliant:

4. Does the program design support the state-approved duty/task list and/or guidelines for the instructional program?

Most of our vocational programs are associated with a national or state professional certification. Listed below are the programs with such a certification:

- **Practical Nursing** – PA State Board of Nursing
- **Culinary & Pastry Arts** – American Culinary Federation, ServSafe
- **Health Careers Technology**- American Health Standardized Blood Pressure Management Program
- **Welding** – American Welding Society (AWS)

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- **Automotive Technology** – American Service Excellence (ASE)
- **Automotive Technology** – Automotive Youth Educational Systems
- **Cosmetology**- PA State Board of Cosmetology
- **Plumbing/HVAC** – Environmental Protection Agency Freon Recovery
- **Machine Technology** – National Institute for Metalworking Skills
- **Health Careers Technology**- Nurses Aide Training
- **Visual Broadcast Technology** – Photo Marketing Association International

As a result of these certifications each program is designed according to licensing/certification guidelines and standards. Additionally, all full-day technical program courses (for co-mingled [intergenerational] adults) follow a prescribed Program of Study (skills progression).

See Appendix D.a – Student Skills Progression Tracking/Grading documentation, PN Nursing Program Course Objectives/Curriculum Outline

Comments: Program design does support state approved duty task lists and guidelines. Evidence examined for CIP codes 51.3901, 50.0402, 48.0501, 46.0399 and 51.0801.

Strengths:

Opportunities for Improvement:

Non-Compliant:

5. Does instructional planning provide sufficient opportunity for students to experience vocational learning leading to knowledge, skills and competencies needed for employment and meeting pre-determined needs of individual students?

All of the Lebanon CTC's vocational programs are designed with the large portion of instruction focusing on skill training. The skill or performance based nature of vocational training allows the instructor the opportunity to evaluate each student on an individual basis. Cognitive learning is done to reinforce the theory or procedures necessary to complete the skill portions of the curriculum. All adult students are also offered the option of completing a cooperative-opportunity (co-op) to receive a varied hands-on approach and enhanced real-world experience. Additionally, all of our health related courses require students to complete off-site clinical experiences.

See Appendix D.a – Student Skills Progression Tracking/Grading documentation, PN Clinical Experience Guidelines, LCCTC Training Agreement (co-op)

Comments: The school does provide sufficient opportunities for students to experience vocational learning.

Strengths: The Lebanon County CTC training agreement for adults who are in cooperative education is well detailed, outlining responsibilities, the co-operative education task list, timesheets with supervisor and student signatures, and a weekly record of activities.

Opportunities for Improvement:

Non-Compliant:

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6. Is each student given the opportunity and encouragement to become actively involved in leadership, personal development, and positive concept of self and others, and to attain problem solving and communication skills as part of their learning experience?

It is the goal and mission that the LCCTC develop the whole student. Each instructor is encouraged to assist students in not only academic achievement, but personal growth. Instructors encourage students to communicate and to develop a sense of teamwork amongst their peers. Open communication amongst the students and instructors assist in solving many class problems and questions. All CTC programs are encouraged to align with a Career and Technical School Organization (CTSO) to further support the development of leadership and teamwork. Additionally, job search, interview skills and soft skills are taught in all full-day programs. Full-day programs also afford students the opportunity to participate in on-the-job-training through co-ops and clinical internships.

Additionally, full-day adult students are encouraged to participate in SkillsUSA competitions.

See Appendix D.a –PN Clinical Experience Guidelines, LCCTC Training Agreement (co-op), and SkillsUSA Award Announcement

Comments: Evidence was provided of adults being involved in leadership activities.

Strengths: The site is to be commended for having adult students enrolled in the skills USA program. Two adult students finished with silver medals in 2016 at the state level, one in commercial baking and one in masonry.

Opportunities for Improvement:

Non-Compliant:

7. Is a planning and delivery system documented and in place that allows all students to be engaged in effective learning and doing?

A competency list exists for each of our courses offerings. Instructors use the competencies as they plan for and develop an effective system of delivering course content. For many of our programs, enrollment numbers are limited in an effort to ensure that all students have access to learning experiences necessary to attain competency. Skills attained and grades earned are reflected on end-of-year Program of Study Task Lists. Additionally, students are encouraged to use the online Parent Portal through our student data management system, ClassMate, to be actively engaged in their learning by monitoring grades/attendance. Practical Nursing students are assessed regularly (daily), exams are reviewed in class to reinforce correct information, and grades/progress are regularly communicated; students are also encouraged to take advantage of after-class tutoring offered by the nursing instructors.

See Appendix D.a - Student Skills Progression Tracking/Grading documentation, Practical Nursing Grading Guidelines (from the Practical Nursing Student Handbook)

Comments: Practical nursing grading guidelines and handbook, and course syllabi were provided.

Strengths:

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Opportunities for Improvement:

Non-Compliant:

8. Are the courses, as well as the faculty, harmoniously integrated with other instructional programs and/or subject areas?

Examples of how our PPVE co-mingled (intergenerational) courses and faculty are integrated with other programs and subject areas include: offering Math and/or English courses/instruction during the full-day programs, and often times different shops/programs will work together on projects (such as remodeling the Fire School).

Several PPVE programs are sequenced (i.e. Basic Welding, Welding I, etc.) or have pre-requisites, providing an essential foundation for future coursework. Some of our programs have established path-ways and articulation agreements with local post-secondary education institutions.

All programs are scheduled for traditional academic and soft skill course integration in their normal technical or career training to strengthen math, English, and communication skills throughout their time at the CTC.

Multiple CTC programs come together throughout the year to work together on school events and events in the community. Examples include the Fireball Run, for which students from the Commercial Arts, Media Communications, Culinary and Pastry Arts programs came together to host a banquet for the participants of the event and the annual CTC fashion show, in which students from Cosmetology, Commercial Arts and Media Communications work together to plan and execute the event.

See Appendix D.a – LCCTC Articulation Agreements Chart, English & Math Instruction Schedules

Comments: Yes, remedial classes are scheduled and available in the student's program area. Evidence included schedules for English and math instruction (2013-14, 2015-16, and 2016-17).

Strengths:

Opportunities for Improvement:

Non-Compliant:

9. Are resources other than school faculty, such as employers and community partners, used to support and/or teach knowledge and skills to PPVE students?

The Lebanon CTC uses various employers, community groups and agencies to support our PPVE students. Whenever appropriate and possible, instructors arrange for guest speakers to talk to students about business and industry. Often times our OAC members will share/present information to classes. LCCTC also invites employers/business owners to attend/present current employment trends/needs to our Leadership Teams and the JOC. Field trips are regularly used to provide outside information and industry experiences to students.

The PN program holds an annual job fair and has local area employers come in to speak with PN students about continuing their nursing education or about the local employment environment, professionalism in the workplace and employment opportunities.

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See Appendix D.a – Careersin2Years press release, Careersin2Years collaborative meeting agenda

Comments: Standard met, various employers, community groups and agencies support the PPVE students.

Strengths:

Opportunities for Improvement:

Non-Compliant:

10. Does the institution incorporate current and new technology in the design and delivery of its programs in a timely manner?

Program coordinators and instructors regularly research program areas for new and emerging technologies that could be incorporated into teaching and learning. Recommendations from Occupational Advisory Committee members are also strongly encouraged and reviewed by the Administrative Director after each CAC meeting as well as feedback from the business community.

See Appendix D.a - Occupational Advisory Committee minutes

Comments: Institution incorporates current and new technology in the design and delivery of its programs.

Strengths:

Opportunities for Improvement:

Non-Compliant:

(b.) Provides opportunities for work-site learning:

1. Does each student have the opportunity to participate in work-site learning when appropriate to the program?

Students enrolled in programs that provide clinical, practicum or cooperative education experiences have the opportunity to learn in work-site settings under the supervision of an instructor/mentor. Students who participate in work-site learning opportunities are required to complete all necessary classroom/theory instruction prior to the start of the work experience. They are also required to maintain satisfactory grade and attendance to continue participation in School-to-Work opportunities.

See Appendix D.b - PN Clinical Expectations, Cooperative Education Policy and Procedures and Tracking Forms

Comments: Students have the opportunity to participate in work-site learning when appropriate or required (LPN).

Strengths:

Opportunities for Improvement:

Non-Compliant:

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2. Are there signed record indicating the condition of the student/employer relationship during the work-site learning experience including the student, teacher, employer and others as necessary?

In the practical nursing program, our PN supervisor is responsible for securing and maintaining work-site agreements between the school and the providing facility. For all other vocational programs, students who participate in work-site learning must complete and sign paperwork that explains the student-provider relationship. Questions regarding work-site learning may be addressed to our instructional staff or to our Cooperative Education Coordinator.

See Appendix D.b - PN Clinical Sites Information, PN Clinical Site agreement, Cooperative Education Policy and Procedures and Tracking Forms

Comments: Work-site affiliation agreements present. Lebanon County CTC has created a training agreement which outlines the training agency (employer), school, and student responsibilities. Additional documentation reviewed includes cooperative education student evaluation form, and a record of the student's hours (time card).

Strengths:

Opportunities for Improvement:

Non-Compliant:

3. Are the work-site learning objectives documented and a plan outlining the training activities maintained that is based on validated industry standards and approved/authorized by the provider and the school?

In work-site learning situations where instructional staff is not regularly present, the school reviews training objectives with the provider and distributes a formal teaching outline/evaluation, which is aligned with program competencies. As is possible, providers attempt to create work-site learning experiences that meet the individual needs and career goals of the students. For work-site learning situations where instructors are regularly present (such as Practical Nursing), training activities are reviewed in detail with students prior to starting.

See Appendix D.b - PN Clinical Site agreement, Cooperative Education Policy and Procedures and Tracking Forms

Comments: Document review included Practical Nursing Program clinical evaluation tool which includes professional appearance, conduct, attitude towards staff and patients, initiative, and punctuality. Work-site learning objects reviewed for PN are governed by PA State Board of Nursing regulations, curriculum delivery section.

Strengths:

Opportunities for Improvement:

Non-Compliant:

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4. Is the work-site learning process properly monitored by the instructor? Is there involvement of the instructor with the employer and are there written evaluations?

In all cases of work-site learning, program instructors or our cooperative education coordinator are regularly present or make scheduled visits to the work-site. For those students who work with instructors at the work-site (such as Practical Nursing), evaluation is performed as it would be in the classroom and documented on each student's competency list. For students who work with on-site mentors, mentors complete a student rating form that is correlated to the competencies for the particular program. The forms are stored in the student's file located in the guidance office.

See Appendix D.b - PN Clinical Site agreement, Cooperative Education Policy and Procedures and Tracking Forms, Medical Assistant Student Clinical Evaluation

Comments: Meets the standard. Work-site learning process is monitored by the instructor daily during the clinical portion. The daily clinical assessment tool is being used.

Strengths:

Opportunities for Improvement: In collecting evidence and documentation for this section the site should focus on adult students and their documentation only. Some of the documentation presented was secondary documentation which does not apply to adult education.

Non-Compliant:

(c.) Uses methods for monitoring and tracking student learning

1. Is an efficient and effective student learning tracking system for monitoring and documenting individual student progress in place? Does it accurately reflect student achievement during and at the end of the course?

For our co-mingled (intergenerational) adult students, program competencies are used as a guide for tracking student progress throughout a given course. Instructors monitor and evaluate performance based upon work ethic, knowledge, and skills (each equals 1/3 of the total grade.) All grades are documented in our grading program, ClassMate. Students receive end-of-marking period and end-of-year grades detailing their performance within the different competencies areas.

For adult students enrolled in our PN program, program competencies are again used to track progress. Instructors monitor and evaluate performance based upon tests/quizzes and the clinical work experience. For clinical competencies, instructors are required to sign and date that a student has satisfactorily completed a specific competency. Those assessments are filed in the clinical experience folder for each student.

For students enrolled in our adult evening continuing education programs, which are normally non-credit learning situations, letter grades are not typically awarded. Instead, success is measured according to competency attainment and attendance and certificates of completion are awarded. For those students who request letter grades for employer or agency tuition reimbursement, the competencies are converted to letter grades. All instructors use the competencies as a guideline for writing course syllabi which are distributed to each student at the start of the class.

See Appendix D.c – ClassMate Parent/Student Portal, Student Skills Progression Tracking/Grading documentation

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Comments: Program uses percentage grade, ClassMate grading software, and program competency task lists to document individual student progress.

Strengths:

Opportunities for Improvement:

Non-Compliant: See Below

PDE Response: Upon further review, PDE had found that the institution is not closely monitoring student progress in regards to attendance. Multiple programs show students with a gross amount of attendance issues yet were still able to complete the program in the allotted time frame. A clear attendance policy must be stated and followed up by the institution to ensure that the students are gaining the most skills/tasks in the timeframe of the program. Institution needs to reevaluate the program hours to ensure that all hours are needed to complete the program.

2. Is a well-defined and written grading system in use and shared with each student at the initial startup of the course?

At the beginning of every course or at Orientation, all students receive an Adult Student Handbook that provides an overview of the grading system. Practical Nursing Students also receive a program specific handbook, explaining their grading system.

As stated above: For our co-mingled (intergenerational) adult students, program competencies are used as a guide for tracking student progress throughout a given course. Instructors monitor and evaluate performance based upon work ethic, knowledge, and skills (each equals 1/3 of the total grade.) All grades are documented in our grading program, ClassMate. Students receive end-of-marking period and end-of-year grades detailing their performance within the different competencies areas.

For adult students enrolled in our PN program, program competencies are again used to track progress. Instructors monitor and evaluate performance based upon tests/quizzes and the clinical work experience. For clinical competencies, instructors are required to sign and date that a student has satisfactorily completed a specific competency. Those assessments are filed in the clinical experience folder for each student.

For students enrolled in our adult evening continuing education programs, which are normally non-credit learning situations, letter grades are not typically awarded. Instead, success is measured according to competency attainment and attendance and certificates of completion are awarded. For those students who request letter grades for employer or agency tuition reimbursement, the competencies are converted to letter grades. All instructors use the competencies as a guideline for writing course syllabi which are distributed to each student at the start of the class.

We utilize the ClassMate student data system for tracking grades and attendance. We have a separate module exclusive for our adult programming.

See Appendix D.c. - Sample Grade Report in ClassMate, Sample Attendance Report in Classmate

Comments: The classmate student data system available to adult students on-line is appropriate.

Strengths:

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Opportunities for Improvement: Grading scale being used for adults must be in the Adult Student handbook. It is important not to rely on secondary policy to cover adult students. Include the grading scale in the performance appraisal/grading section (currently page 9) of the Adult Student handbook.

Non-Compliant: See Below

PDE Response: Upon further review, PDE has found that the adult student handbook refers to grading as Competency/Skill-50%, Employability-25% and Tests/Quizzes-25% however there is no scale noted. The institution must create a scale to indicate pass/fail and what notifications will be given to the students if they are in chances of failing the program.

3. Are clear measures used such as grades, tasks completed, competencies reaching, objectives met, occupational skills achieved, knowledge learning etc. What measures or combination of measures are used and do they accurately reflect student results?

Students are provided with tasks lists in each program with which they are graded on their competency in each individual task. A key is provided on the bottom of the student skills progression task lists outlining how the grades are determined, ranging from a 1 (Incomplete, no understanding) to a 10 (Complete, no intervention necessary). NOCTI industry exams are used (both pre & post exams) to determine skill acquisition from a base level at the start of the program to their knowledge/skill level at the end of the program. Additionally, adults are encouraged to participate in SkillsUSA competitions. A combination of these measures are used to judge a student's competency and skills gained through instruction.

See Appendix D.c – NOCTI Adult Ed results, SkillsUSA award, SkillsUSA district award list

Comments: Evidence provided shows that measures are in place.

Strengths:

Opportunities for Improvement:

Non-Compliant:

4. Is there evidence that the students' attainment of objectives is measured by an evaluation system that includes both school based and, when appropriate, work-site based performance?

Assessment techniques vary depending upon the length of the program (as explained above). In all cases of work-site learning, program instructors or our cooperative education coordinator are regularly present or make scheduled visits to the work-site. For those students who work with instructors at the work-site, evaluation is performed as it would be in the classroom and documented on each student's competency list.

For adult students enrolled in our PN program, program competencies are again used to track progress. Instructors monitor and evaluate performance based upon tests/quizzes and the clinical work experience. For clinical competencies, instructors are required to sign and date that a student has satisfactorily completed a specific competency. Those assessments are filed in the clinical experience folder for each student.

In addition to tracking students' attainment of objectives with our course specific Skills Progression Charts, many of our PPVE full-day programs for our co-mingled (intergenerational) students utilize the NOCTI industry

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exams to measure skill acquisition. Post-NOCTI results are also used as a tool for program evaluation and improvement.

See Appendix D.c – Adult Student Clinical Evaluation, Adult Education Clinical Externship Agreement, Sample of Adult Student’s Cooperative Education Student Task Checklist

Comments: Standard is being met.

Strengths:

Opportunities for Improvement: Maintain in the binder examples of written tests from adult education students. Specifically, teacher made tests. Provide assurances that the adult programs will examples of written tests designed by instructors and included across several CTE programs.

Non-Compliant:

5. Are students effectively assessed using oral, written and other performance methods?

Students are assessed in multiple ways, including: teacher observation, quizzes, tests, and practical skill demonstration.

See Appendix D.c – Screen shot of ClassMate grading system (Practical Nursing) indicating various assessment methods: theory, lab, clinical; Screen shot of ClassMate (co-mingled/intergenerational) grading system indicating various assessment methods: skill, knowledge, and work ethic; Sample Report Card (co-mingled/intergenerational); Sample Report Card (PN)

Comments: The standard is being met.

Strengths:

Opportunities for Improvement:

Non-Compliant:

(d.) Maintains processes for providing student support:

1. Are well-defined course descriptions reviewed with each student at the beginning of the course that reflect the overall objectives of the course and, is it explained how the course content relates to occupational skills?

Administrators, coordinators and staff review course descriptions, pre-requisites and objectives. All course descriptions are available to the public in both on-line and printed materials.

See Appendix D.d – Course Descriptions, Recruiting Materials & Brochures

Comments: A well-defined course description is available on line via a program fact sheet showing program length, Description of the program, Career Opportunities after Graduation, Certificates available, financial information, and a contact information for additional information or to register for the program.

Strengths:

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Opportunities for Improvement: Provide on the adult daytime webpage hot links from the program name to the program fact sheet.

1. Provide evidence moving forward that the program course objectives and program guidelines are reviewed and accepted by the student. The school narrative in Dd.3 indicates that students do sign a statement that they have read and understand the contents of the handbook, but evidence was not provided by the site.
2. Develop marketing and recruiting materials specific to the adult education student, evidence provided by the site revealed that secondary and adult education is being blended into one marketing pamphlet per program.
3. Include the end-of-program credential earned in each program, this should be included on each program fact sheet.

Non-Compliant: No evidence was provided that course descriptions are being reviewed with each student at the beginning of the course

Supporting Documentation: The institution provided included signoffs of handbook to include the review of policies.

PDE Response: Accepted to meet standard.

2. Do recruitment materials offer a broad range of career opportunities and are students provided equal opportunities to participate in all activities regardless of race, color, national origin, age, gender, or disability?

Yes, our recruitment materials list career opportunities that are directly related to a specific field of study. Our website also provides students with links to the Department of Labor and Industry's Career Guide which details careers in a particular career cluster.

Our recruitment materials also include our non-discrimination policy as follows: "The LCCTC does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. For information regarding civil rights, grievance procedures or access, contact the Title IX Coordinator or the Section 504 Coordinator, Assistant Director of Students, Greg Williams, by mail: 833 Metro Drive, Lebanon, PA 17042 by email: gwilliam@lcctc.k12.pa.us or by phone: 717-273-8551 extension 2139.

See Appendix D.d – Course Descriptions, Recruiting Materials & Brochures with disclaimer printed at bottom

Comments:

Strengths:

Opportunities for Improvement: Revise all recruitment materials—including the program fact sheets for adult programs to show a standard and current non-discrimination policy statement.

Post the non-discrimination policy statement on the Lebanon County CTC website homepage.

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Non-Compliant:

3. Are admissions policies and guidelines clearly stated, published, and made available to all PPVE students prior to enrollment that include such items as: prerequisites for enrollment, expectations for successful completion of a course, the type of report/feedback or grading system used, individual help/coaching available during the course, ethical responsibilities of the student, and the type of certificate, certification, diploma, degree received, etc?

Potential students wishing to enroll in CTC programs are advised on admission policies, length of program, and expectations for successful completion of the program either in person or by phone or e-mail by the Adult Education Department staff (Adult Ed. Administrative Assistant and Adult Ed. Coordinator). Potential LPN students are provided similar advisement and information by the LPN Program Coordinator and LPN Administrative Assistant.

Adult students enrolled in any program at the CTC are provided an Adult Student Handbook. Each student is required to read the handbook and sign that he/she has read and understands the content of the handbook; a copy of the signature page is maintained in each student file. Adult students enrolled in the Practical Nursing Program also are given the Practical Nursing Student Handbook. These handbooks are in addition to the student handbook that is designed for secondary students but also given to adult students. Policies and guidelines including but not limited to enrollment, grading, supply purchase, loans, completion requirements and refund policies, are located in our secondary Student Handbook, which is distributed to each student at the beginning of class.

In compliance with the Gainful Employment Regulations from the United States Department of Education, all information dealing with admissions can be found on the school website, www.lcctc.edu. Additional paper copies are available and can be requested by contacting the Adult Education Department.

See Appendix D.d – Adult Student Handbook, Practical Nursing Student Handbook, Sample Gainful Employment Disclaimer

Comments: Evidence provided included student handbook which covered these areas.

Strengths:

Opportunities for Improvement: The LCCTC Adult Student Handbook requires revision in the following areas:

1. Include the grading scale used in the program
2. Include a section addressing individual help/coaching that is available during the program.
3. Policies and guidelines including but enrollment, grading, supply purchase, loans, completion requirements and refund policies should all be included in the Adult Student Handbook, do not rely on the Secondary Program Handbook to be given to the student as a supplement to the LCCTC Adult Policies Handbook.

Non-Compliant:

4. Where applicable, are enrollment and class size in compliance with state standards?

Per state standards, our PN program also caps clinical experience enrollment to fifteen students per instructor, although in many cases the ratio is much smaller.

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For other programs, the general standard is 25 students: 1 instructor, but the administrative team may limit enrollment, though not for compliance reasons, but rather in an effort to ensure that all students have access to learning experiences necessary to attain competency.

See Appendix D.d – Course rosters

Comments: Evidence provided by the site meets the standard for compliance.

Strengths:

Opportunities for Improvement:

Non-Compliant:

5. Does the institution inform students of the cost of the program and of any required equipment and supplies?

An Adult Continuing Education brochure, which is published and distributed twice a year, lists course descriptions, costs and required supplies. The brochure is also available on our website at www.lcctc.edu. Additional costs for vocational programs may be obtained by contacting the Adult Education Office at 717-273-8551 ext. 2180. With the introduction of the new Gainful Employment Regulations from the United States Department of Education, all information dealing with program costs can be found on the school website, www.lcctc.edu. Additional paper copies are available and can be requested by contacting the Adult Education Department.

See Appendix D.d – Tuition Costs Sheets

Comments: The LCCTC does inform adult students of the cost of the program and of any required equipment and supplies in program fact sheets, institution meets the standards.

Strengths:

Opportunities for Improvement:

Non-Compliant:

6. If financial aid is available, is information about it provided to each student?

Financial aid is available to our students to apply for and is provided through various means. During interviews for our PN or other vocational programs, students are given a packet of information concerning financial aid. Additional information is also posted on our website at www.lcctc.edu. Additionally, our Financial Aid Consultant, Lancaster County CTC, speaks to PN students at New Student Orientation.

In compliance with Gainful Employment Regulations from the United States Department of Education, all information dealing with financial aid can be found on the school website, www.lcctc.k12.pa.us. Additional paper copies are available and can be requested by contacting the Adult Education Department.

See Appendix D.d - Financial Handbooks

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Comments: The LCCTC provided Financial Aid Handbooks for 2013-2014 and 2016-2017.

Strengths:

Opportunities for Improvement: Recommend that LCCTC retain evidence that students are informed and understand the information contained in the Financial Aid Handbook.

Non-Compliant:

7. Does the institution ensure that qualified advisers counsel PVE students on how and where to find jobs and assist in placement in occupations related to the students' training and life experience?

Placement opportunities are posted on our school website. The Adult Education Coordinator and Nursing Program Director also assist with placement. All students are required to complete a Placement Form before the end of the course. Additional services include employment placement specialists or local employment agencies.

See Appendix D.d – Placement Form, Job Postings

Comments: Evidence examined showed placement opportunities posted from a school website. However when the committee visited the LCCTC external job opportunities web link, it was non-functional. Placement forms indicating employment do not reflect verification by staff.

Strengths:

Opportunities for Improvement: Correct the operating function of the LCCTC external job opportunities web link, and verify employment on the placement form.

Non-Compliant:

(e.) Credit Hour Policies:

1. How does the institution define a credit hour based on the credit/hour conversion?

The Lebanon County Career and Technology Center defines a credit hour based on the conversion chart provided by PPVE. For the complete PN class, students take 657 hours of theory which converts to 65.7 credits, and 883 hours of lab/clinical which converts to 44.1 credits. The total clock hours for the PN program is 1540, converting to 109.8 credits. Evening dental and daytime students are required to obtain between 1030 and 900 clock hours, depending on their program of study, which can be translated to credit hours.

See Appendix D.e - Credit Hour Policy

Comments: Lebanon County Career and Technology Center Credit Hour policy is acceptable.

Strengths:

Opportunities for Improvement:

Non-Compliant:

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2. How does the institution approximate the amount of work for a credit hour based on learning outcomes and verifiable achievement?

The LCCTC follows the guidelines from the USDE with regards to our ability to offer Title IV funding; within many of our programs the amount of work for a credit hour is based on the specifics outlined in each course per clock hours.

See Appendix D.e - Credit Hour Policy

Comments: Meets the standard

Strengths:

Opportunities for Improvement:

Non-Compliant:

3. How does the institution separate the number of hours for direct instruction, lab, and out-of-class work?

The number of hours for direct instruction, lab, and out-of-class work is separated at the discretion of each instructor based on what competencies and requirements students' need to complete in a program.

See Appendix D.e – PN Program Curriculum Plan

Comments:

Strengths:

Opportunities for Improvement:

Non-Compliant: The institution needs to have each program with a defined lab, classroom (theory) and clinical or internship hours defined per program of study.

Supporting Documentation: The institution provided Adult Ed Handbook with policy on Credit hour breakdown. The breakdown of theory and lab for all PPPVE programs was also provided.

PDE Response: Accepted to meet standard.

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SECTION E- Learning-Centered Facilities and Equipment:

(a.) Acquires proper equipment, materials and adequate supplies and makes them available to support the instructional program objectives and to meet the needs of individual students:

1. Are adequate funds made available for purchasing and replacing equipment, tools, materials and supplies in accordance with the institution's planning objectives and acceptable business and industry practices to ensure safe, quality and effective PPVE?

The LCCTC is a state-of-the-art facility with over 450 computers, eight computer labs, and two million dollars in equipment. Classroom and instructional equipment are purchased using funds from income generated through program offerings and from the general school budget, as well as through grants, donations, corporate gifts and local funds. All large-scale purchases are planned and approved through the schools' Strategic Planning Process and the JOC.

See Appendix E.a – Budgets

Comments: Adequate equipment and supplies available in all areas. Adequate funds seem to be available. School in 2013-2014 and 2014-2015. Spends 16% equipment, books, supplies, and software.

Strengths:

Opportunities for Improvement:

Non-Compliant:

2. Do the equipment, tools, materials and supplies meet the competency based instructional needs of the curriculum (e.g. hands tools, computer, computer software, audiovisual equipment, reference materials and consumable materials)?

All of our courses are competency-based, thus dictating inventory levels appropriate to service our students and instructors. Bi-annually our program OAC's meet to review such items as equipment, tools, materials, and supplies.

See Appendix E.a – OAC minutes, Tool and Equipment Inventories, Equipment/Facility/Resource Material Upgrade Plan

Comments: OAC's are requesting equipment. Equipment, tools, materials and supplies meet the competency based instructional needs of the curriculum.

Strengths: Sports Therapy lab very well equipped. Large mannequin lab.

Opportunities for Improvement:

Non-Compliant:

3. Are the quality and quantity of training stations appropriate for the number of students being served?

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Enrollment numbers for courses that require the use of training stations is limited so as to provide adequate hands-on time for all students. Computers are replaced and/or upgraded on an as needed basis, while mechanical-related training equipment is replaced during a five-year cycle.

Advisory committees meet twice annually and an item for review each time is the equipment/program assessment, which covers the quality and size of the shops and training stations.

See Appendix E.a – Plot Plan of the School/Classrooms/Training Stations

Comments: Quality and quantity of training stations seems appropriate. School has replaced lab volt training stations, in welding, is installing additional welding booths, LPN programs meets state regulations.

Strengths:

Opportunities for Improvement:

Non-Compliant:

4. Is there an instructional equipment inventory management plan for maintaining equipment and replacing or disposing of obsolete equipment in place?

Each year, our JOC reviews annual program budgets that include the acquisition of new equipment. The Technology Department maintains an inventory of all computers and auxiliary equipment used by both adult students and adult education instructors. All maintenance, replacement and disposal of equipment are based upon JOC approved policy.

See Appendix E.a – OAC minutes, Tool and Equipment Inventories, Equipment/Facility/Resource Material Upgrade Plan, Plan for disposal of obsolete equipment, Property Records Policy

Comments: School districts as a property records policy (#706) which provides for the disposal of equipment. Inventory was presented that shows in the plumbing and HVAC programs that shows the condition of equipment.

Strengths: Equipment/facility/resource material upgrade plan is very detailed. Three year plan allows them to budget in advance.

Opportunities for Improvement:

Non-Compliant:

5. Does the institution acquire equipment, materials and supplies within a reasonable period of time to provide safe and quality education?

For all PPVE programs that utilize materials and supplies, a requisition form for purchases is submitted before the start of each class. Our warehouse is also staffed from 7am to 3:30pm allowing staff to acquire necessary supplies; purchase requisitions for evening instructors are available on-line through our Staff Handbook. Any equipment that is determined to be unsafe is immediately removed from the shop for repair and/or replacement.

See Appendix E.a – Equipment/Facility/Resource Material Upgrade Plan, Copies of Purchase Orders

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Comments:

Strengths: There is a process in place. Bids are solicited. Once the bid is accepted invoices are filed in a timely manner. OAC's determine equipment that should be removed from the shop for either repair or replacement.

Opportunities for Improvement:

Non-Compliant:

6. Does the institution ensure that equipment and supplies meet appropriate safety requirements, that safety features are in place and that safety instruction is planned, presented, demonstrated and practiced by the instructor?

All programs involving the use of equipment have competencies that directly refer to safety, care and maintenance of that equipment. Students are required to read a safety handbook and sign and pass a safety skills test based upon the materials in the handbook. Students are not permitted to use equipment until instructors have presented and demonstrated safety procedures to the class and until they have successfully passed the safety exam.

Each shop also has MSDS books, which in regards to substances, solvents, chemicals, etc., explain composition, hazards and first aid measures. Copies of the MSDS books also stored with the school nurse. Finally, shops post general school safety regulations for all to students to view.

See Appendix E.a – Safety Program Overview, Acceptable Use of Internet and Computers Policy, Hazard Communication Policy

Comments: Duty tasks list from medical assistant, electrical technology, auto body repair, bakery/pastry chef are in evidence and reflected that safety is part of the curriculum. Safety and acceptable use of internet policy is in place (policy #813). Hazard communication policy is in place (policy #815).

Strengths: A plan is in place for who is in charge of which parts of the safety process.

Opportunities for Improvement:

Non-Compliant:

(b.) Develops physical facilities, including instructional and non-instructional areas that are adequate and provide for safe and quality instruction to meet the program objective:

1. Are physical facilities established that include adequate space and utilities in classrooms and laboratories, and provide for safe and quality instruction to meet the program objectives?

Each lab area is designed to support the activities required for learning (i.e.: the Masonry shop includes mockup of block walls, tile demonstrations, and blueprint reading projects). Most classrooms are also equipped with "Quick Change" demountable partitions, energy efficient ceilings, upgraded lighting, accent lighting, white boards, TV/VCR/DVD equipment and ample instructor office space. Several years ago, shops/classrooms were also relocated to improve cross-training and equipment utilization and several programs were equipped with air purification and exhaust systems to improve air quality. A major building renovation took place in 2009-10, allowing for a more updated heating and cooling system within the school.

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See Appendix E.b – Plot Plan of the School/Classrooms/Training Stations

Comments:

Strengths:

Opportunities for Improvement: Many heavy items stored in culinary and baking programs on high shelves without stepstool or other way of getting them down present. Floor lines are not painted in all relevant areas. Ensure that appropriate PPE equipment (gloves in food preparation program) are present. Ensure that all programs have fire evacuation maps plainly posted.

Non-Compliant:

2. Does the institution ensure that instructional and non-instructional areas, including storage areas, restrooms, and offices are adequate for the number of students and staff? Is space adequate for storing projects student materials, cleanup, computers telephones and office equipment?

Yes, through a series of remodeling and expansion projects throughout the past five years, the LCCTC has maintained its position as a state-of-the-art facility housing twenty-two daytime programs, multiple short-term evening programs and one evening full-time program, and two LPN classes with over 700 students. Our campus covers over 166,000 square feet with adequate instructional labs and classrooms, staff offices, storage areas and restrooms.

See Appendix E.b – Plot Plan of the School/Classrooms/Training Stations

Comments: Committee felt that adequate instructional labs and classrooms are available. Safety equipment was adequately identified with property signage.

Strengths: Areas are very well maintained. Amount of storage is impressive.

Opportunities for Improvement: Many heavy items stored in culinary and baking programs are placed on high shelves without stepstool or other way of getting them down from the shelf.

Non-Compliant:

3. Does the institution ensure that facilities are adequate to meet the needs of students with disabilities as well as providing for the special needs of co-educational classes?

Through Title 504 and ADA, the LCCTC is in compliance with laws and codes that reference parking, entrances, hallways, restrooms, classrooms, etc., for students and staff with disabilities.

The most recent Civil Rights review was conducted on December 11th and 12th, 2007. All required remedies were completed and signed off on by PDE on 4/3/2008.

See Appendix E.b – Plot Plan of the School/Classrooms/Training Stations

Comments: Section 504 plan exists and is complaint. ADA guidelines are being met. Disabled parking exists. Hallways are wide enough.

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Strengths:

Opportunities for Improvement:

Non-Compliant:

4. Does the institution ensure that physical facilities are adequately maintained as required for providing safe and quality instruction?

The school's full-time maintenance/custodial department maintain grounds, buildings, and school systems on a daily basis. Major renovations, room changes and full-facility cleanings are performed from June to August when attendance has decreased. Requests for routine maintenance are handled in a timely manner and are managed through work requisitions. Emergency situations are addressed immediately by either school maintenance staff or contracted service companies.

Custodial services are available whenever classes are in session 7 a.m. – 9:30 p.m. (with modified summer hours), with the majority of work occurring during the evening hours, when many adult classes are in session. In case of an emergency or for immediate assistance, the custodial staff may be called or paged at any time.

See Appendix E.b - Custodial services

Comments: Evidence provided shows that the facility is adequately maintained.

Strengths: Upkeep and maintenance exceeds expectations.

Opportunities for Improvement:

Non-Compliant:

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CATEGORY F- Organizational Performance Results:

(a.) Student learning and satisfaction results:

1. What is the institution's current data that shows results in the areas of student learning such as grades, satisfactory completion, competencies completed, or improvement in knowledge and skill for PPVE students?

With the implementation of several new, adult education, short-term programs (and new instructors), survey results from both student and staff provide valuable insight to help establish new goals and objectives for these courses.

Virtually all of this year's students completed the end of program surveys. The Adult Education Department read through all of the results, and met to discuss how changes could be implemented throughout the programs. Suggestions included strengthening consistency & communication in the PM Practical Nursing program, as well as more/better equipment for the Evening Welding Program. The Adult Education Coordinator will continue to use this information to hire more competent staff, ensure better supervision/presence for the PM PN program, and add some equipment to the welding program.

In the 2015-2016 academic year, a total of 199 adult learners completed programs, receiving certification of completion. Of that number: 36 completed full-time, co-mingled (intergenerational) technical programs, 84 completed short-term training programs, and 79 completed the Practical Nursing program.

See Appendix F.a – Adult Education Programs Rosters 2015-2016

Comments: Institution was asked to provide grading policy with key, list of competencies, PN clinical evaluations, industry certifications earned, final transcripts, certificates of completion.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence provided to show individual student grades, completion, competencies for all PPPVE programs over 5 years.

Supporting Documentation: The institution provided copies of skills certificates, NOCTI completion certificates, honor roll certificates, task lists, and grades for programs.

PDE Response: Institution needs to work on aggregating the data to show the progress of the students in the programs.

2. What is the institution's current information about attendance, dropout, and completion for the PPVE programs?

Tracking regarding attendance, dropout and completion is tracked in Adult Class Mate.

Completion rates for the 2015-16 Practical Nursing program are as follows:

- Full-time program (15-16) = 70% (66 starts/46 completers – 1 deceased)
- Part-time program (14-16) = 70% (47 starts/33 completers)

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Licensure/Credentialing for the 2015-16 Practical Nursing program are as follows (testing is ongoing, and results are posted quarterly, so these rates are as of 8/15/15):

- Full-time program (15-16) = 14
- Part-time program (14-16) = 21

See Appendix F.a – Student Outcome Data Chart, PIMS CTE QC Report 16

Comments: Institution was asked to provide attendance policy for each specific PPPVE program. In one case 15 entered welding but only 3 completed, Why?

Strengths:

Opportunities for Improvement: Aggregate data and prepare action plan to resolve areas of weakness. Consider polling OACs to determine appropriate/realistic workplace attendance policies as some PPPVE students miss more than 15 days.

Non-Compliant: No evidence provided except 1 year for intergenerational and 1 year of PN.

Supporting Documentation: The institution provided completion and withdrawal numbers per program for 5 years. No rates or trends for programs except PN. Attendance records provided show multiple students with more than 35 unexcused absences who become completers.

PDE Response: Institution needs to update the attendance policy and insure that it is adhered to by the students.

3. What is the institution's current information on the number of diplomas, certificates, degrees, etc, issued to students?

The current NCLEX (Practical Nursing Licensure exam) for the current year (October 1, 2015 – September 30, 2016) = 82% (the 4th quarter results are not yet available)

Licensure/Credentialing for the 2015-16 Practical Nursing program are as follows (testing is ongoing, and results are posted quarterly, so these rates are as of 8/15/15):

- Full-time program (15-16) = 14
- Part-time program (14-16) = 21

The awards for program completions for the 2015-2016 comingled post-secondary students are as follows:

- 5 in Cosmetology
- 1 in Esthetician
- 3 in Nail Tech.
- 1 in Pastry Arts
- 3 in Computer Technology
- 1 in Masonry
- 1 in Carpentry
- 1 in Electrical Technology
- 4 in Plumbing/HVAC
- 1 in Machine Tool Technology
- 3 in Cinematography and Film
- 5 in Dental Assisting

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- 79 in LPN

See Appendix F.a – Student Outcome Data Chart, NCLEX results, PIMS CTE QC Report 16, PA Emissions Class Final Exam Summary Reports

Comments: Institution was asked to provide program data regarding diplomas, certifications earned for all PPPVE programs over 5 years.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence of diplomas or certificates was provided for PPPVE programs.

Supporting Documentation: The institution provided number completed per program for 5 years and copies of certificates of completion.

PDE Response: Accepted to meet standard.

4. What is the institution's current information on awards or recognition of special student achievement?

At least annually, we compile and print a list of all special awards and scholarships conferred upon students at the CTC in our monthly Director's Report paper, including Adult Education Students. We also include information SkillsUSA state winners annually after the competition is complete.

See Appendix F.a – NOCTI results, NCLEX results (3rd quarter)

Comments: Institution was asked to provide details on PPPVE student awards (not industry certifications or end of program assessments).

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence of awards or special recognition of PPPVE students.

Supporting Documentation: The institution provided Director's annual report listing special awards such as perfect attendance and honor roll by student name.

PDE Response: Accepted to meet standard.

5. What are the institution's results from tracking the Adult Affidavit Program Registration with CATs?

With the availability of more and more federal funds and subsidies (such as the IRE grant) to adults, we have had many inquiries about developing entry-level job training programs (such as Basic Welding and Basic Culinary Skills). Additionally, we've seen a greater surge in adults interested in our full-time, co-mingled

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(intergenerational) technical programs. Unfortunately, as we serve high school students first, we have had to turn away many eligible adult students as many popular programs are at capacity (Cosmetology, Welding, etc.). We are addressing this issue slowly by offering more evening programs in the evening as we see more adult students transition in their careers due to a growing economic technology shift. We recently added two levels of Welding courses to our evening offerings and are approved to begin an evening Cosmetology course (currently enrolling, expecting to begin Fall 2016).

The Practical Nursing program has seen a slight shift in enrollment. We have much more interest in the part-time evening program than in previous years. The full-time program continues to enroll to capacity.

Another area of growth has been with our Customized Training Programs. Several businesses throughout Lebanon County have partnered with LCCTC as we develop job-skill specific training packages for their employees to assist with providing the skills necessary for job advancement (such as Electromechanical, Electrical, and Pipefitting).

We will continue to offer technical training at a competitive price for high priority occupations that will lead to immediate employment for our adults in our community.

See Appendix F.a – Adult Education Programs Rosters 2015-2016

Comments: Institution was asked to provide PPPVE CATS printouts for 5 years.

Strengths:

Opportunities for Improvement: Consider deleting from CATS those programs that had no students in 3 consecutive years.

Non-Compliant: No evidence of CATS for yearly comparison or to show the demand for PPPVE programs.

Supporting Documentation: The institution provided CATS Adult Affidavit printouts for 5 years.

PDE Response: Accepted to meet standard.

(b.) Public, community and employer satisfaction results:

1. What is the institution's current data and information showing the levels of satisfaction or dissatisfaction?

Historically, feedback from employers occurs through our bi-annual OAC meetings as most of the committee members are local business owners, many of which employ our former students. Although this regular communication/feedback is ongoing and extremely insightful, it is difficult to track/document. Recently, the Adult Education Department has begun emailing Employer Surveys asking the business community for feedback regarding our programs and the quality of our students, but return rates are low. The most valuable information from employers occurs through informal and regular communications such as telephone calls and emails.

The Practical Nursing department also receives (informal) regular feedback from employers as they are regularly on-site for clinical rotations with students at many of the employers.

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The Adult Education Department uses Co-Op feedback forms in order to gauge the employer's satisfaction/dissatisfaction with our students' knowledge, skills and professionalism. Student surveys are used to gauge student satisfaction/dissatisfaction and allows them to make comments and recommendations for program improvements. Staff surveys are used to communicate and track instructors' comments and evaluations of courses and administrative support.

See Appendix F.b – Employer Surveys, Email Communication from Employers

Comments: Evidence provided was PN clinical evaluations, and student and staff evaluations; these do not show level of public, community or employer satisfaction.

Strengths:

Opportunities for Improvement: Consider redesigning survey and results/analysis to provide a complete picture of all PPPVE programs including revising questions to address each specific stakeholder group.

Non-Compliant: Provided evidence of 3 LPN employer evaluations. No other evidence of public, community or employer satisfaction or any aggregate results related to the other 23 PPPVE programs.

Supporting Documentation: The institution provided 5 years of employer surveys. No evidence of public or community polling.

PDE Response: Recommend using data to assess and improve PPPVE programs.

2. What is the institution's current data and information on enrollment, retention, student placement, and employer feedback?

Enrollment and retention were discussed in F.a.2. Placement opportunities included: employment, the military, and continuing education. We collect Placement information from every adult learner before they exit the program. The Adult Education Department in conjunction with the Practical Nursing Department assists with job placement on an as-needed, one-on-one basis. Additionally, we collaborate with local employers and post open positions on our school website.

Retention rates for the 2015-16 Practical Nursing program are as follows:

- Full-time program (15-16) = 70% (66 starts/46 completers – 1 deceased)
- Part-time program (14-16) = 70% (47 starts/33 completers)

There were 25 adult intergenerational students for the 2015-2016 school year and 21 completed programs for a retention rate of 84%. There were 24 intergenerational students during the 2014-2015 school year and 18 completed programs for a 75% retention rate.

See Appendix F. b – Placement Forms, Job Postings from School Website

Comments: Institution was asked to provide consistent data for enrollment, retention, placement for all PPPVE programs over 5 years (not only LPN) and employer feedback and aggregated student data.

Strengths:

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Opportunities for Improvement: Consider hiring a career counselor to assist with PPPVE students finding job placement and develop a point of contact for employers.

Non-Compliant: No evidence provided regarding enrollment, retention, placement or employer feedback per PPPVE program for each of 5 years. Ads for job postings do not provide evidence of enrollment, retention, placement or employer feedback related to PPPVE programs.

Supporting Documentation: The institution provided 5 years of employer surveys. Provided individual student placement forms.

PDE Response: Need to aggregate information regarding enrollment, retention, placement of PPPVE students.

3. What is the institution's current data and information on student, faculty, and staff satisfaction and dissatisfaction?

During the last session of all courses, the Adult Education Department distributes instructor/course and facility evaluations to each instructor. After the evaluations have been completed, they are collected and reviewed by the Adult Education Coordinator and the Practical Nursing Director.

All adult education students also receive a Student Exit Survey regarding the quality of education received in an effort to continually improve program content. Results are analyzed and action plans formed based on feedback. Results are also shared with the course instructors.

See Appendix F. b – Staff Surveys

Comments: Institution was asked to provide aggregate data and follow up information and action plans related to PPPVE programs.

Strengths:

Opportunities for Improvement: Consider revising surveys to identify program CIP and hours to determine if it is PPPVE.

Non-Compliant: Provided only scant LPN information related to program improvements. No other data for other 23 PPPVE programs was provided. No aggregated evidence provided regarding PPPVE student, faculty and staff satisfaction over 5 years.

Supporting Documentation: The institution provided 5 years of faculty and student surveys.

PDE Response: Need to aggregate information to show how collected information is used to improve PPPVE programs.

(c.) Budgetary and operational results:

1. What is the institution's current data and information about funding to the organization and grants to students?

Each year, the Lebanon County Career and Technology Center receives several sources of funding, including TRA, OVR, SEC, Career Link, PHEF and PELL for adult education. New this past year, we were able to

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coordinate with the IU-13 to create and conduct two, short-term programs as a result of the IRE grant (to support the re-entry initiative). Historically, however, our greatest sources of funding (for our full-time programs) has been through Title IV funds.

See Appendix F. c – Rosters with pay types

Comments: Institution was asked to provide details on amount paid for each type of fees per PPPVE program per year. Data provided shows each student is sole source funded; were any combo funded and to provide information on organizational funding as related to PPPVE—Perkins, 688, WIOA, grants, etc.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence provided for funding to the organization as related to PPPVE. No evidence provided for detailed student funding amounts.

Supporting Documentation: The institution provided Provided 5 years of IPEDS reports. Provided individual student records showing their individual funding sources.

PDE Response: Need to summarize organizational funding or student grants related to PPPVE.

2. What is the institution's current information about staying within budget and budget growth?

The Administrative team, in conjunction with the JOC, reviews each program budget annually and meets monthly to review budget items. Budget increases may occur each year with the intention of keeping the increase within the county average of the Act 1 index. The goal concerning the budget is to always operate within the guidelines established and to operate adult programs at a break-even minimum.

The Administrative Director, Assistant Director, Business Manager, and Adult Education Coordinator meet on a yearly basis to review the Adult Education budget. The budget is part of the overall LCCTC budget. Throughout the year, the Business Manager provides the Adult Education Coordinator with updates regarding spending and revenue added.

The 2-15-16 budget demonstrates an increased allotment for Adult Education of \$26,593 over the previous year's budget.

Tuition rates (for all programs) increased slightly from previous year to cover costs.

The most current default cohort rates demonstrate a reduction in default rate (2012) and an increase of the number of students in repayment; with our financial aid presentation, pre-entrance counseling, and exit counseling, we expect this positive trend to continue

See Appendix F. c – Adult Education Budget (years 2012 – 2017), Tuition Cost Sheets, School Default Rates

Comments: Institution provided *estimated* adult (including short term?) expenditure and a summary revenue/expense sheets that did not align to expenditures discussed elsewhere in the narrative.

Strengths:

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Opportunities for Improvement:

Non-Compliant: No detailed PPPVE revenue information provided per year.

Supporting Documentation: The institution provided 5 years of audit reports. Provided JOC minutes approving the Adult Ed budget.

PDE Response: Institution needs to create a spreadsheet which shows the revenues and expenses of each program and it's relation to the adult education budget.

3. What is the institution's current information about new programs and program improvement?

Programs offered to our adult students directly correlate to high priority occupations (HPOs). The Pennsylvania Department of Labor and Industry prepares a baseline list of HPOs in demand by employers, which the Lebanon County CTC takes into account when opening a new program. Major areas are addressed in determining if programs match to HPOs: Importance to the Targeted Industry Cluster, Annual Job Openings, Job Quality.

As the Lebanon County Career & Technology Center strives to address HPO's in the PA workforce, adult classes are consistent in teaching what students will need to know as they leave school for the "real world." Oftentimes, adult students are already heavily into the "real world," so the training received at the CTC is instrumental in placing them at a job where their needs meet what the PA workforce needs.

Partnerships with the local WIB, the IU-13, and CareerLink also helps the Lebanon CTC prepare new and relevant programs.

Each year, the Adult Education Department reviews the course listing and adds and/or eliminates programs based upon previous years' success. We are also currently seeking additional input about programs from the business community via an industry survey. Feedback is reviewed, aggregated and implemented where deemed appropriate.

Based on a request from the IU-13, as part of the IRE grant (funding for job training for re-entry citizens), the LCCTC formed and conducted three new short-term programs this past year: Basic Welding (60 hours), Welding Level I (81 hours), and Basic Culinary Skills (50 hours).

In addition, in response to the community's need for, and interest in, Cosmetology, the LCCTC applied, and was approved to add a part-time, evening Cosmetology course. Since our full-time day program is normally filled to capacity from our high school population and because the only other Cosmetology School in the county no longer offers evening courses, the LCCTC decided to pursue this new program offering, which is a 1250-hour program over 80 months.

Another new program development includes a Culinary & Pastry Apprenticeship Program that is approved by the Department of Labor. This 4,000-hour apprentice program will launch in the Fall of 2016.

See Appendix F. c – Cosmetology Enrollment Agreement, Culinary/Pastry Apprentice Overview, New Program Flyers

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Comments: Institution provided blank cosmetology student agreement, culinary apprenticeship program and short term program information. Was asked to provide LAC, OAC, EPC, PPC evidence/minutes showing discussion of new and/or improved PPPVE programs.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence of new program or program improvement for PPPVE programs over 5 years.

Supporting Documentation: OCA minutes were provided showing recommended updates to programs. However, adult education was minimally mentioned.

PDE Response: Institution needs to document new initiatives in regards to adult education.

4. What is the institution's information on net cost per student?

Each program offers its own set of costs per student, including program duration, cost of materials, etc., thus making it difficult to assign a net cost per student.

Current tuition rates are as follows:

- Full-time PN program \$11,950, plus expenses
- Part-time PN Program \$12,225, plus expenses
- Co-mingled (intergenerational) adult students \$8,190, plus students may also incur additional expenses for books and supplies
- Short-Term programs and Customized Training Program costs vary depending on length of program and materials costs*

*For Continuing Education Classes (part-time evening) and Customized Training Program costs, the cost is determined by a number of factors such as: instructor cost, course prep time, materials, books and any incidentals. These are added up to give a total program cost. By dividing the number of students that the school needs to receive state subsidy (six) into the total program costs and add an administrative fee, a total cost is formulated. The school also, look at costs that other CTC's and community colleges charge and adjust accordingly to remain competitive while still allowing students to receive an excellent education for a rate consistent (and often lower) than other competitors.

Adult students may obtain costs by logging onto the Adult Programs page of our website, www.lcctc.edu or by calling the Adult Education Department.

See Appendix F. c – Tuition Charts

Comments: Evidence does not show break down per program.

Strengths:

Opportunities for Improvement:

Non-Compliant: No evidence of total tuition/costs per PPPVE program per student.

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Supporting Documentation: The institution provided individual PPPVE tuition, costs, fees to students and individual student invoices.

PDE Response: Institution needs to create a spreadsheet showing the total tuition/costs per student.

(d.) Administration, faculty, and staff satisfaction results:

1. What is the institution's data and information showing the levels of satisfaction or dissatisfaction?

During their annual reviews, administrators, faculty and staff have an opportunity to share feelings of satisfaction or areas of concern. In addition to annual reviews, a CTC Leadership Team comprised of our administrative team, PN supervisor, IT Director, guidance counselors, special populations coordinator meet weekly to discuss issues including, but not limited to, safety, work environment, and building facilities. Staff concerns may also be addressed and worked through via our Staff Forum, which meets monthly.

See Appendix F. d – Staff Satisfaction Surveys

Comments: Institution was asked to provide SREB survey related to HS and evidence of how faculty dissatisfaction is addressed.

Strengths:

Opportunities for Improvement: Suggest tweaking SREB survey to build a template for PPPVE survey.

Non-Compliant: No evidence of PPPVE administrator, faculty/staff surveys per 24 programs over 5 years.

Supporting Documentation: The institution provided faculty and staff surveys over past 5 years. No administration surveys.

PDE Response: Institution needs to re-evaluate how they collect data on satisfaction/dissatisfaction of student, staff and administration.

2. What is the institution's data and information related to safety and overall well-being?

Our Health and Safety Coordinator is responsible for maintaining health care concerns and safety-related information for employees and students. Our Safety Committee meets monthly to discuss issues of safety and well-being.

See Appendix F. d – Safety Committee Meeting Minutes

Comments: Provided safety committee meeting minutes, a list of safety webinars available to staff, and drill response time.

Strengths:

Opportunities for Improvement:

Non-Compliant:

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3. What is the institution's data on individual employee training and development?

Employee training is a key component to our program success. Staff members are encouraged to participate in professional development courses, programs, workshops, etc. that lead to growth in their specific content areas. Our full-time faculty is also required to meet the state-mandated Act 48 hours of continuing education/professional development. The Adult Education Department pays for instructors to take certification exams related to areas in which they are providing training. The Adult Education Department maintains all documentation related to professional development.

See Appendix F. d – Continuing Education Policy for PN, PN Continuing Education Logs, Staff Development Annual Log

Comments: Provided 5 years of professional development training logs with PPPVE teachers identified.

Strengths:

Opportunities for Improvement:

Non-Compliant:

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SCORING

Standard/Category	Directive	Score
A - a	Provides direction to the overall organization:	2
A - b	Establishes the future direction for PPPVE and implements the plan:	2
A - c	Reviews the organization's performance:	2
A - d	Meets its regulatory requirements and public responsibilities:	2
B - a	Involves the Community:	1
B - b	Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment:	2
C - a	Enacts workforce practices that enable all employees to achieve high performance:	2
C - b	Builds a quality workforce:	2
C - c	Builds knowledge and skills, career development, for the administration, staff, and faculty:	2
C - d	Maintains a work environment conducive to the well-being of all employees and students:	2
D - a	Establishes methods and opportunities for student learning:	2
D - b	Provides opportunities for work-site learning:	2
D - c	Uses methods for monitoring and tracking student learning:	1
D - d	Maintains processes for providing student support:	2
D - e	Credit Hours Policies	3

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E – a	Acquires proper equipment, materials and adequate supplies and makes them available to support the instructional program objectives and to meet the needs of individual students:	3
E – b	Develops physical facilities, including instructional and non-instructional areas, that are adequate and provide for safe and quality instruction to meet the program objective: Strengths:	3
F – a	Student learning and satisfaction results:	2
F – b	Public, community and employer satisfaction results:	2
F – c	Budgetary and operational results:	2
F – d	Administration, faculty, and staff satisfaction results:	2
	Highest Score Possible	67
	Total Score	43