

The Pennsylvania Bureau of Career and Technical Education have conducted an initial review of the Lebanon County Career and Technology Center regarding their application for accreditation by the Pennsylvania State Board of Career and Technical Education. This review has found two non-compliance issues with the institution in relation to the PPPCTE Accreditation Guidelines. The review committee found the Lebanon County Career and Technology Center to be “beginning” in the following criteria:

A6: Describe how the administration team discusses and reviews performance of adult education.

C10: Describe how adult student satisfaction/dissatisfaction is evaluated and acted upon.

The report was then given to the Institutional Accreditation Advisory Group (IAGG) for review. The IAAG has reviewed the report and has made the following recommendation: Probationary Accreditation with Stipulations for 1 year.

Per Accreditation Guidelines:

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

Category A - Leadership:**The Standard**

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

1. Describe the administrative leadership in regard to adult education

The LCCTC's administrative team consists of all school administrators, i.e. the school director, assistant director of programs, the assistant director of students, and the adult education program coordinator. Adult education is managed by the adult education program coordinator. The school director oversees the coordinator. Adult students also fall under the leadership of the assistant director of programs, as adult students are enrolled in several intergenerational programs within the school. The assistant director of students advises the adult coordinator, as he was formerly in the role. Also included are the director of nursing, as the largest number of adult education students are in the nursing program. Our school guidance counselors organize school events like graduation, Skills USA competitions, and NOCTI testing which adult students participate in. Our instructional coach and PIMS coordinator advises on reporting to PIMS, managing data in CSIU, and is available to support instructors who teach adult students with training in methodology and providing further instructional resources. Our business office manager oversees the management of the school's finances, under which fall adult student's accounts including their tuition charges and payments, school grants, staff pay and benefits, and the school budget. Our network administrator helps adult education staff and students with all technology access and support, as well as updating / managing the school website.

LCCTC Administrative Team:

Administrative Director, Glenn Meck
 Assistant Director of Programs, Andra Grolier
 Assistant Director of Students, Justin Weaber
 Adult Education Program Coordinator, Julia Ansel
 Practical Nursing Program Director, Bobby Jo Heintzelman
 Business Manager, Tina Geyer
 PIMS Coordinator & Instructional Coach, Marilyn Lathrop
 Network Administrator, Jason Nace
 Guidance Counselors, Theresa Tobias & Kelly Flowers

Evidence: Qualifications and job descriptions of adult education coordinator and others who work / have worked with adult education.

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Position descriptions for business administrator, PN Coordinator, Administrative Director were provided. These should be reviewed annually, signed, and provided for the compliance period.
- b. Provided Job posting for the Ault Education Coordinator that lists responsibilities.
- c. Provided teacher certifications for HVAC, Culinary, PN instructors, Adult Education Coordinator, Administrative Assistant to the PN Program Director, and maintenance and custodial position description.
- d. Five years of documentation to demonstrate compliance over the approval period was not provided.
- e. Completed evaluation forms with signatures were not provided. It is not evident that adult instructor evaluation occurs or adult program success is evaluated.
- f. Team appears to hold appropriate credentials/qualifications to provide quality education and systems improvement.

2. Describe the vision/mission for adult education

The Mission of the Lebanon County Career and Technology Center is to provide high school 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 gathers input from the community about the kind of trainings and courses needed to access gainful employment. We do this through invitations to join our Occupational Advisory boards, community interest surveys, hosting open houses and job fairs. We partner with other organizations to support students and provide skilled individuals for employment. We strive to have a close working relationship with the Chamber of Commerce, the IU13, Career Link, the Lebanon County Builder's Association, our sending school districts, HACC, WEPA, various companies, and other community resources who all help inform our decisions around adult education.

Evidence: Print out from the school website with vision/mission statements

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. The school's mission is inclusive of adult students. Brochure for Practical Nursing that includes the mission statement, multiple years (2017-2020) of Adult Student Handbook cover sheet which includes the mission statement, multiple years (2017-2022) of the Practical Nursing Program Student handbook provided that includes the mission statement.

3. Describe the meetings held to discuss adult education

The LCCTC's administrative leadership team meets weekly. This team consists of all school administrators, the director of nursing, school guidance counselors, instructional coach, business office manager, and network administrator. The adult ed coordinator gives updates on areas of focus for the week, where we stand on institutional reporting, progress toward goals, and any other topic pertinent to the other departments that involve adult students. The JOC (Joint Operating Committee) school board meets monthly. This board is comprised of elected representatives from each of the county's school districts, the superintendent of record, and the LCCTC's administrative team. The adult ed coordinator gives quarterly updates on enrollment, expenses and revenue, updated program information, community engagement, and any issues that may have arisen. An executive planning committee meets once a year and gets an update on adult education's changes, progress, finances, goals, and tasks.

Evidence: Quarterly review from Administration meetings

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Minutes from Leadership Committee Quarterly Adult Education Reviews and financial reports for 2017, 2018, 2019, 2020 and 2021 were provided.
- b. Review of financial reports, updates on culinary apprenticeship, practical nursing were provided.

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

Program tuition rates, annual budget, and reports are prepared by the administrative team and inform the finance office's work on the annual budget preparation. The team regularly meets and reviews expenses, revenue, and future projections which informs program planning. The business office manager manages, prepares, and presents the entire school's budget, of which Adult Education is a part, to the JOC for approval.

Evidence: Business Office Budget Yearly Timeline

Minutes from the past 5 years of JOC meetings including full budget and minutes from June meetings to approve budgets
Adult education updates

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Review budget, discussion of tuition and need to increase tuition, though only PN increased during this rating period. Administrative team is engaged in each of the discussions.

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

Each member of the administrative team has annual goals. The adult education coordinator submits goals yearly for administrative and board approval. These goals are worked on throughout the year. The coordinator reviews how these goals have progressed or were achieved at reviews of adult education and the executive planning committee meetings. They are revisited during the employee's annual evaluation for an update on progress / completion as well. For example, the PN program, as supported by adult education, has a pass rate of 80% minimum to maintain when program graduates take the N-Clex exam. In the past the school has been on probationary status. One of the adult ed goals at that time was to increase the school's pass rate, which was achieved by investing in new technologies, additional education for instructors, and improving department policies. Our school also has a comprehensive planning tool, which is a document that contains school information that provides a basis for operations and is a guide to employees.

Evidence: Minutes with the administrative team's goals, including those of adult education
Comprehensive Planning Tool

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Goals were provided for Adult Education Coordinator and PN Coordinator. Only 2021-2022 goals for instructors provided.
- b. Administrative team participates in discussion of goals.
- c. For consistency, recommend one set of goals for all PPPCTE including PN.

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

The adult education department evaluates its effectiveness through student and employer surveys, ongoing review of retention and completion, and monitoring pass rates (in our nursing program).

Overall performance of adult education is included in the discussion during weekly administrative, quarterly update, and executive planning committee meetings. Employee evaluations are completed by supervisors annually. Areas of strength and opportunities for

growth and improvement are identified in meetings following instructor observations.

Evidence: Evaluations of instructors Student transcripts
Student industry certificates and credential lists

- ☐ Not Met
- ☒ Beginning
- ☐ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Overall performance discussion of areas of strengths for growth and improvement for programs not provided.
- b. Grading sheets provided for PN students only.
- c. No evidence the school identified how they are evaluating intergenerational instructors related to adult education.
- d. Evaluation forms used by the CTC Director to evaluate teachers to meet secondary teacher requirements were provided. File folder A1 contains a Continuing Education Instructor evaluation form. However, teaching adults requires different instructional methods, andragogy versus pedagogy.
- e. List of industry credentials students could earn provided but does not satisfy monitoring pass rate and completion of programs.
- f. Employer evaluations were not provided.
- g. Recommend evidence of discussion of adult education programs, teacher, students.

Updates July 2023

- Multiple PN improvement plans and PN director goals provided. 2020 PN director follow up and improvement plan related to State Board of Nursing notification of provisional status due to NCLEX scores below 80%.
- Included multiple year responses to PDE annual report analyses.
- JOC minutes indicate director's "report on adult education." No details or discussion.
- Leadership meeting minutes for adult education provided with PN separate from all other programs. PN 50+ students, all others 4 total students.
- Several 2016-2017 teacher surveys provided but no administrator follow up included.
- Multiple blank evaluation forms provided.
- Monthly PN staff meeting agendas provided.
- Flipped classroom training powerpoint for PN instructors provided, no sign-in sheet or other indication who attended or completed the training.
- PN and other program completer lists provided.
- PN employer surveys and aggregate data provided.
- Multiple spreadsheets for non-PN program employer survey and multiple different blank surveys provided. Data provided shows few returned surveys.
- Multiple instructor and adult education coordinator evaluations provided. Multiple PN instructor evaluations provided, form is unique from other adult education staff.
- Several disciplinary notices from PN director to PN instructors provided. No administrator feedback included.

- Multiple checked off task grids provided.
- Multiple grade reports from multiple programs over multiple years show attendance data does not align to policy and all of these examples show a final passing grade for the year. In addition, grade reports show that adult education allows minimum passing grade of only 60%. No administrator discussion of this issue or actions taken for improvement provided. For example:

N.Maldonado had 52 excused, 11 unexcused absences and 14 tardies

D.Wampler had 17 excused, 1 unexcused absences

A.Dolley had 12 excused and 30 unexcused absences, 16 tardies

D.McWilliams had 2 excused, 18 unexcused absences

C.Houck had 43 unexcused absences, 1 tardy

A.Barrera Rodriguez had 8 unexcused absences, 12 tardies

J.Collins had 9 unexcused absences

W.Nievis had 26 excused, 8 unexcused and 24 tardies.

Recommendation: adult education coordinator and administrator meet on a regular basis and maintain notes on specific topics. If informal meetings occur, follow up with an email summary.

Category B Program:

The Standard

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

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

Each program's OAC committee meets twice a year. These committees review the current program and make recommendations for additional equipment, changes to curriculum, offer updates on industry trends, and so on. All programs, except Practical Nursing, are intergenerational. Potential students are well informed of opportunities available, as all school programs can be viewed on the website and brochures can be picked up in the main office. There is information about the schedule, tuition cost, a fee and expense estimate, potential career tracks, and more available for every program offered.

Evidence: Labor Market data / High Priority Occupations Lists OAC meeting minutes
Program fact sheets

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. No item on meeting template to specifically discuss need for adult ed programs. 2016-17 documents provided, OAC minutes provided for 2017-18 and 2018-19, 2019-20, 2020-2021. OAC minutes from Plumbing/HVAC and PN indicate workstations are fewer than number of students which impacts secondary students but no follow up provided.
- b. Program fact sheets and HPO lists provided do not address standard to determine need for potential new program.
- c. One blank adult education survey dated Spring 2022 was provided.
- d. Job posting analytics dated February 2022 provided to show labor market need.

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

Adult education utilizes social media, community forums, the merchandiser, flyers, brochures, college and career fairs, on site recruitment, billboards, radio ads, email/text message blasts, and school events to promote adult education to the community. All brochures, flyers, and ads are made by the adult education program coordinator and supporting staff.

Evidence: Flyer/ Brochure Samples

Social Media & Website Page Printouts

Community Events & Recruitment Photos of Visits Merchandiser Ad Sample

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Provided brochures for various programs, job fairs, radio spots, web screen shots related to adult education programs. Short term (38 hour) industry training information provided not relevant to PPPCTE accreditation and should not be included in PPPCTE evidence.

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

All written documentation contains the school's equal opportunity statement and non-discrimination policies that evidence the school's dedication to ethical practices. They are on the school's website, under the LCCTC employment page. They can be found on the back page of every program's brochure. They are also in every student's handbook, no matter what program of adult education they are in. Ethical behavior is expected of and outlined for all students in their handbooks.

Evidence: Ethical statements in marketing material Policies regarding ethics

- ☐ Not Met
☐ Beginning
☒ Functioning
☐ Advanced

Evaluator Comments:

- a. Evidence of EEO statement included on multiple job posting documents, non-discrimination policy and student complaint process provided are not sufficient evidence of ensuring ethical practices are followed. No evidence of staff in-service training on ethical practices to ensure such practices are followed in adult education.
- b. Recommend providing Board policies and sign-in sheets and handouts for trainings related to ethics.

Updates July 2023

- 2018 in-service agenda shows 15 minute segment each on adult education for intergenerational programs with active shooter and trauma, 2019 in-service agenda shows 15 minute on adult education with various topics including LGBTQ, 2021 in-service related to equity, diversity, inclusion.
- Induction activities related to ethical practices.
- PSEA and PA Code of Ethics docs provided.
- Separate ethics training for PN instructors with no evidence other adult education instructors were included.
- Multiple Board policies on various topics provided.
Recommend providing evidence of any complaints related to ethical issues or provide evidence that there were no ethical concerns.

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

All student and financial aid handbooks are reviewed and updated annually to align school policies with state and federal regulations. In both the intergenerational programs and the PN department, instructors and staff meet annually to suggest improvements, revisions, and additions to the handbook. The administrators then meet and finalize the handbooks for the coming school year.

The school's financial aid handbook is provided by the Lancaster County Career & Technology Center's financial aid office, who the LCCTC contracts with to process financial aid for our campus. Financial aid information is also available on the school website and on paper in the main office.

Our school is approved to receive Pell Grants, Stafford Loans, and VA benefits.

Evidence: Financial Aid Handbook

- ☐ Not Met
☐ Beginning
☒ Functioning
☐ Advanced

Evaluator Comments:

- a. Annual financial aid handbooks, lists of program tuition and fees, and web screenshots of programs offered were provided. All programs' costs remained the same in 2017-2018 to 2020-2021 academic years except PN increased approximately \$4,000.
- b. Recommend maintaining notes as evidence of instructor, administrator or JOC discussion and vote on changes to the financial aid information.

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

The Lebanon CTC has a three year equipment plan. Included in that plan is potential equipment for adult stand alone programs (PN). All instructors complete an annual evaluation of their equipment, seek input from their OAC committees, and submit recommendations to the administrator, who considers their proposed purchases. Each program has an annual budget to spend. The school attempts to use grant funds to make high dollar purchases. Major equipment purchases may need to go through a bidding process, depending on the cost.

Evidence: Equipment plan

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Equipment plans for 2015-2022 provided. Two different plans provided for 2021-2022. OAC summary for JOC provided where administrator informed teachers to submit quotes and requisitions and that equipment would be purchased. Key on equipment plan states red text to indicates purchase but no invoices provided as evidence.
- b. Section B1 folder provided OAC minutes indicating instructional and storage space was inadequate/ unsatisfactory, equipment not comparable to industry standards for some programs; no follow up resolution provided.
- c. Recommend providing follow-up notes and invoices as evidence of equipment purchases.

Category C - Students:**The Standard**

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

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

Every year the intergenerational adult education and practical nursing handbooks are reviewed and revised by the Adult Education Program Coordinator and (if relevant) the director of Nursing with input from staff regarding updating or drafting policies. Handbooks are shared with administration and financial aid to review. Each new adult student is given a handbook during their enrollment and it is used as a resource during their orientation and will be referred to throughout their time in the program. Students sign that they received the handbook and agree to abide by school policies and exhibit ethical behavior.

Evidence: Handbooks

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Student handbooks were provided for Intergenerational programs (2016-2022). PN program handbooks were provided for 2017-2022.
- b. No evidence of input from staff or student sign off that they received the handbook and agree to abide by the policies. No documented evidence that administration and financial aid staff review and provide input to policies.
- c. Recommend developing a single PPPCTE student handbook, not separate for PN.

2. Describe the adult education attendance policy

Practical nursing has strict attendance policies for classroom and clinical days that abide by professional nursing expectations. Students may miss only 5 days without consequence. This would not include absences for court dates, jury duty, mandatory employee training, military services, and the like. All intergenerational programs are also clock hour programs. PPVE Students are required to maintain an average of 80% attendance or better each marking period. All programs are aligned with financial aid / title IV requirements as well.

Evidence: Attendance Policies from intergenerational and nursing program handbooks.

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Self-study includes Practical Nursing program and Adult Student handbooks which include the attendance policies.
- b. Recommend one attendance policy for PPPCTE, including PN.

3. Describe the adult education grading policy

All adult programs have grading policies that utilize a grading scale. Intergenerational grading has three weighted components: competencies, career skills, and theory. Nursing grades feature both clinical and classroom scoring. All programs are aligned with financial aid / title IV requirements.

Evidence: Grading Policies from both intergenerational and nursing program handbooks.

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Grading policies for Intergenerational programs (2016-2021) and PN program (2019-2022) provided as evidence.
- b. Recommend one grading policy for all PPPCTE, including PN.

4. Describe how adult students become completers.

Students must meet minimum grade and attendance requirements as well as the number of required clock hours to earn a certificate and achieve completion status.

Evidence: Data on completers from both Adult Ed. and PN. Certificates indicating student progress / program outcomes

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Evidence included a list of student completers, placement forms and participation certificates. Lists should be formal on school print out from and adult education student information system. Excel sheet with student name, start date and completion data provided for each year.
- b. Recommend “certificate of participation” be changed to reflect “certificate of completion.”

5. Describe industry credentials offered to adult students

Intergenerational students may earn industry credentials by meeting standards predetermined by their program and by passing licensing exams or certification testing. These are measurements of student ability and knowledge and give students an advantage when applying for skilled employment. Some programs, like the Practical Nursing program, do not offer this testing during the program, but prepare students to take such exams after program completion.

Evidence: Data on industry credentials earned by program

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Aggregate data on industry credentials was not available. A few industry credentials earned by students were included in the self-study (ServSafe, American Lamb Board Curriculum from ACF, Completion of Apprenticeship).
- b. Samples of task lists are not industry credentials and should not be included as evidence.
- c. Fact sheets on the CTC website include a list of industry credentials the students might earn. These fact sheets could be included as documentation.
- d. Recommend data include program area, industry credentials available through the program, and number of students earning each credential.

6. Describe the curriculum of adult education programs

The curriculum of each CTC program differs, but each offers students a chance to develop their academic and hands on skills. Instructors prepare their students to join the workforce by delivering content designed to meet industry standards. Intergenerational programs are 910 hour programs, Cosmetology is 1250, and Practical Nursing is 1540.

Evidence: Copies of curriculum maps for two sample programs

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Curriculum maps presented were secondary task grids for each POS. Separate curriculum maps should be developed for each adult program. This section should include the student course guide as documentation.
- b. Recommend providing curriculum for PPPCTE programs.
- c. Recommend OAC minutes include discussion on how they are assisting in determining the curriculum delivery and performance levels of each adult education PPPCTE program (> 300 hours).

Updates July 2023—

- No OCA minutes provided to demonstrate discussion of existing programs, review of curriculum and performance levels.
- Multiple years of multiple program single page fact sheets that show purpose, potential careers, industry credentials, cost provided.
- PN course outline and syllabi provided.
- Intergenerational course outline includes secondary task list and secondary SOAR statewide articulation opportunities not available to adult students and should not be included, some items on task list begin with a weak verbs such as “identify” and “list,” document also lists NOCTI for 12th grade. Adult students are not 12th graders though they are eligible to take the NOCTI. Culinary and pastry apprenticeship task lists provided but are actually secondary POS task lists as noted in the headings “graduation years 2019, 2020,2021.”

Recommend changing headers of task grids to reflect adult education rather than secondary graduation years. Recommend specific adult education topics be added to OAC agenda/minutes to satisfy this standard.

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

Remediation is available to all adult students through their instructors in hopes that this assistance will help the learner to achieve the expected competencies of their program. The process is tailored for each student and is based off of their test scores, instructor evaluations, and areas that the student requests. This will be implemented either during class time or after school, and any involvement in the remediation plan is voluntary . Remediation is required for LPN students earning less than a 75% on an exam. Remediation is assigned to and completed by the student and must be returned to the instructor within an assigned period of time. The student revisits information missed on the exam by reviewing relevant textbook and course materials for improved outcomes specific to the lesson content.

Evidence: LPN and Adult Ed handbook policies on remediation

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Evidence provided that there is a remediation process in place (handbooks). However, there were no examples of student remediation plans. Students are permitted to retest but no evidence of instructor assistance in the areas the student is weak or assignments made to assist student to gain knowledge and skills in areas of weakness prior to retest.

8. Describe the complaint/grievance procedures for adult students

Students may bring their grievance to an instructor, if no satisfactory response is given, they will follow the chain of command. If they are a nursing student, they would bring their concern to the director of nursing who will attempt to resolve it informally and directly. After that, the student must submit it in writing to the adult coordinator or assistant director, and then the administrative director whose decision is final. The student will be afforded the opportunity to be heard personally.

Evidence: LPN and Adult Ed handbook policies on complaint/grievance

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Grievance/complaint procedure outlined in the student handbook and evidence was provided that past complaints had been addressed.
- b. Recommend the process of filing a complaint/grievance be outlined in terms of chain of command with a consolidated form developed and utilized that goes from one person to the next through the process and resolution.

9. Describe special awards given to adult students

Students are recognized in the director's report and in person at a ceremony for special awards that are presented at graduation; be they scholarships for further education, grants for workplace supplies, or recognition of outstanding achievement and for medaling in their programs. Adult students can also be nominated by the adult education coordinator for local scholarships as opportunities arise.

Evidence: Student awards list in Director's Reports Scholarship recommendation letter for a PN student

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Provided student newspaper that lists students who received an award for each of the years during the accreditation review period.

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

Adult students are asked to respond to a survey at the end of their program. The results are reviewed and other data like grade reports, clinical evaluations, competency task list scores, and employer surveys are also considered to account for the effectiveness of programs in preparing students for the workforce.

Evidence: Completed student surveys: course evaluation survey, clinical evaluation survey, employer survey, and competency list.

- ☐ Not Met
☒ Beginning
☐ Functioning
☐ Advanced

Evaluator Comments:

- a. Completed surveys provided for 2016-2017, 2017-2018 and 2018-2019. No surveys from the other years in this accreditation period. No documentation that surveys were reviewed or actions taken. No evidence of change made to ensure adult students are not treated like children as noted on some surveys.
- b. Recommend having complete set of documents by program area instead of some from co-mingled and some from PN.
- c. Recommend that surveys address each program's areas of strengths and limitations.

Updates July 2023

- Student surveys provided. 2017-2018 five responses, 2018-2019 two positive student responses, 2019-2020 student survey results show 0:4 students responded, 2020-2021 student survey results 0:3 students responded. Blank evaluation form provided.
- Two executive committee agenda provided with adult education item on one, and PN and short-term trainings listed on the other.
- One year 2017 JOC meeting agenda provided.
- Two years' adult education update lists maintain PN separate from PPPCTE, no indication of who participated in these updates or any administrator follow up. Grievance tracking log provided but only some indicate what program.
- Very thorough PN improvement plan, multiple PN only faculty meeting minutes, 2 PN OAC minutes, PN 2020-2021 improvement plan based on multiple 2019-2020 surveys from students and employers documentation provided. It is recommended this format be adopted for all PPPCTE programs.
- Enrollment vs completers of intergenerational (non-PN) students shows 2016-2017 15:16 completed, 2017-2018 4:8 completed, 2018-2019 5:8 completed, 2019-2020 5:6 completed, 2020-2021 3:7 completed. Completed data demonstrates student dissatisfaction.

- Multiple year financial aid report provided but no key to explain abbreviations. Since 2018, fewer than 5 non-PN students were getting financial aid.

Recommendation: Provide follow up comments directly on each student evaluation form as evidence or OAC minutes where aggregate survey information was discussed and acted upon.

Category D - Faculty/Staff/Facilities:

The Standard

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

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

The Lebanon CTC employs industry specialists and highly experienced individuals as staff, instructors, and administrators. Instructors, be they in the practical nursing or our intergenerational programs, have a wide variety of backgrounds, training, education, and certifications to meet the needs of our variety of programs.

Evidence: Sampling of qualifications of the adult education program coordinator & instructors.

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Evidence included job descriptions for Administrative Director Adult Education Program Coordinator, Adult Education Administrative Assistant, Practical Nursing Program Coordinator, LPN Administrative Assistant, Secondary Instructor, Building Maintenance Technician, secondary instructor certifications. Instructor position descriptions do not address andragogy skills or adult education responsibilities.
- b. Instructor files showed relevant work background as it pertains to field of study. All professional license/documents were presented.

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

The school utilizes Indeed, the Merchandiser, social media, radio ads, and the school's website to recruit new faculty and staff for open positions. After a period of time, applicants are reviewed carefully and candidates are selected to interview.

Evidence: Advertisements
Job descriptions

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Provided evidence of recruiting to include virtual recruiting using INDEED for LPN instructor, LPN Program Director. Postings are provided. Evidence of social media, radio ads and schools website postings were not provided.

3. Describe how new instructors are oriented on adult education

Intergenerational instructors go through our two-year teacher induction program and are assigned a mentor teacher to assist and guide new staff. In the PN department, the program director is responsible to orient and train new instructors in both the clinical and classroom settings.

Evidence: Orientation materials

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Self-study includes an Adult Education Teacher Induction Program that outlines the program and how to identify adult student needs, program timeline and evaluating the program. Practical Nursing Program Faculty Development Handbook was provided in the self study.
- b. On site documents included PN faculty development handbook for 2017-18 and 2018-19.
- c. Practical Nursing Program Clinical Experience provided in the self-study. This is not related to this question and should not be included as evidence.
- d. Recommend one induction program for all PPPCTE, including PN.

4. Describe professional development opportunities given to adult education instructors

Intergenerational staff attend school inservice trainings and abide by continuing education requirements. Staff are encouraged to participate in any conferences and trainings that are beneficial to their program area and will enhance their instruction. PN staff are required to keep a continuing education log to track all training, educational or medical. When renewing their license every two years, PN instructors use this as evidence of continued education.

Evidence: Data for professional development

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. PN faculty and other adult education faculty training is tracked separately.
- b. Individual Practical Nursing instructor professional development and Adult Education Coordinator's professional development provided. In-service hours for all instructors with adult students was provided.

5. Describe how adult education faculty/staff are evaluated

Staff evaluations are completed annually by administration and observation results are reviewed with the staff in individual meetings and then kept on file. Students are surveyed at the conclusion of each program to give feedback on staff performance.

Evidence: Staff evaluation forms

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Limited years of evaluation of adult instructors, copies of secondary mandated evaluation form for teachers who have adult students in their classes were provided.
- b. Recommend faculty evaluations provide some written feedback. Only one PN evaluation provided shows ample written feedback for the instructor.

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

The maintenance director and custodial staff maintain the school equipment, building, and grounds. All updates to the facilities are to be approved by the school board. The school's Capital Improvement Plan is a five-year view of potential building improvement/maintenance projects that will be need to be completed in the near future. Receipts showing invoices for past building projects evidence continued work being done to maintain the school building.

Evidence: Maintenance project receipts Capital Improvement Plan

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Facilities maintenance evidence provided for the entire school, including adult education. Budget is provided for capital projects to improve the building. Invoices supporting the purchase of facility equipment and updates.

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

The school's safety committee meets monthly to address safety concerns. Emergency plans are provided to all staff and copies can be found in each classroom and meeting space. The CTC conducts regular emergency preparedness drills throughout the school year. The school employs a full time security officer for the building as well. Visitors check into the building, cameras are used, and doors are kept locked. All staff and adult students are required to have three levels of clearances prior to attending.

Evidence: Safety Committee meeting minutes

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Safety committee minutes provided for 2017, 2018, 2019 and 2021. Safety Committee meets regularly and no specific issues were identified regarding adult education.

Category E - Employers:**The Standard**

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

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

Employers are involved in each intergenerational program and the PN program on their OAC committees. Instructors have many opportunities for employers to come in as guest speakers or for their class to go to companies on field trips. Local employers in the medical field are invited to participate in our biannual career days (Job fairs) on campus and occasionally visit programs to speak to students about nursing career opportunities. Local employers are also clinical sites for our LPN department. We seek further partnerships between local facilities and the nursing department to provide a path for CNAs to become LPNs. Occasional tours of the programs are available for employers to speak to intergenerational instructors about the potential use of classrooms and workshops for employee training.

Evidence: Employer Communication Evidence

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. Multiple employer emails provided regarding recruiting, career fairs, Workforce Alliance, Chamber of Commerce luncheon and tours, and open house. Employer letters of support provided with OAC minutes.

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

Adult education staff strives to foster positive connections with local employers by including them on our OAC committees. This membership is beneficial to the CTC as employers inform instructors of industry demands and keep them abreast of changes in the field. They can tell instructors what prerequisite skills are desired in a new employee, what updated equipment is being used in the field, and what demands customers (or patients) have for those potential employees. Some employers that our instructors have close relationships with will offer students opportunities to job shadow or visit the company. Members of OAC committees at times make donations to support the school and programs. OAC committees meet biannually and their recommendations are reviewed by instructors and administration.

to inform future decision making.

Evidence: OAC Minutes

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. OAC agendas include adult education as a discussion line item. The list of OAC members does not identify member affiliation or which have interned/hired adult students. Evidence of discussion of data on adult students' completion and placement not provided. Discussion of how the OAC supports the adult education program is not provided (career day, donate equipment, donate materials, etc.).
- b. Practical Nursing program OAC meeting minutes reflect a review of student data (completion, NCLEX pass rates, etc.). All adult education programs need to reflect a review of student data.
- c. Recommend OAC sign in sheet with name and affiliation, and included more specific agenda topics related to adult education.

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

The PN department surveys employers and intergenerational programs send out job placement surveys. These surveys give feedback on former students who are now employed and working in the community. These surveys address strengths and areas for growth as observed by the employer. Informal feedback is often received while out recruiting and during clinical experiences. The feedback from such surveys and conversations is discussed to determine any adjustments that could be made and are considered when reviewing the program and considering changes.

Evidence: Completed surveys

- ☐ Not Met
- ☐ Beginning
- ☒ Functioning
- ☐ Advanced

Evaluator Comments:

- a. PN and 2 other program employer emails provided to demonstrate employer feedback. Blank job placement forms provided for multiple programs where adult students are enrolled.
- b. Recommend providing intern and employer feedback on all PPPCTE program students.