

Erie County Technical School & Regional Career & Technical Center
Self-study Narrative and Scoring of Criteria A through F
August 2006

Category	Response for each Quality Initiative	Score
A - a	Provides direction to the overall organization. Narrative: The administrative team is composed of Aldo Jackson, Director; Paul Fritz, Business Manager; John Hansen, Principal; Mary Ellen Camp, RCTC Manager; Natalie Fatica, Coordinator for Human and Quality Resources; Steve Sceiford, Facilities Manager; Jeff Smith, Information Systems and Technology Manager; Jan Kennerknecht, Supervisor of Instructional Support Services; and, Pat Holland, Supervisor of Instructional Support Services. This team meets weekly to review performance and establish direction in all key process areas. The weekly meeting serves as a “quality management” meeting where customer feedback, vision, performance analysis and data analysis are reviewed. Individually, administrators meet every 90 days with the Director to confer on an action plan for the next 90 days and accomplishments from the previous 90 days. The “performance check-ups” are then compiled and shared with all administrators, the joint operating committee and faculty and staff as appropriate. The director and principal meet monthly with the federation officers to communicate on initiatives and issues that pertain to the faculty. The monthly “meet and discuss” sessions serve as a dialogue for both the faculty and administration. The administrative team also meets on a monthly basis with federation officers regarding support staff matters. This session, like the faculty meet and discuss serve as an excellent means for communicating and disseminating values and direction. The director also hosts monthly meetings with faculty and instructional support staff. The agendas for the faculty meetings focus on key operational or performance areas including curriculum, standardized testing, budgeting and other relevant issues. Similar meetings are held with each of the support staff groups (secretaries, maintenance staff and instructional assistants) to discuss concerns and share information on current initiatives. The technical school has a clear mission, vision, quality policy and principles that guide operations at all levels. These guiding statements are reviewed annually as part of our quality management initiative. The focus on public postsecondary vocational education (PPVE) is identified in our mission and vision. Two “best practices” in our quality action plan address PPVE. Best Practice D—Co-Enrollment of Adults includes a five-	3

Category	Response for each Quality Initiative	Score
	step action plan to include adults into our secondary program. Best Practice F—Regional Collaboration includes an action step for combining secondary and postsecondary technical education. This action step also encompasses a regional effort to create a technical community college for Northwest Pennsylvania. The mission, vision, quality policy and principles are reviewed annually with faculty at the start of the school year. They are also presented in our budget document each year. The information is also available on our web site. As expected, this information is also part of our strategic plan. <i>An opportunity for improvement</i> in this area is a distinct effort to create a strategic action plan for the Regional Career & Technical Center, our postsecondary technical education division.	
A – b	Establishes the future direction for PPVE and implements the plan. Narrative: Economic development and workforce development are decisive issues underlying the quality of life in Northwest Pennsylvania. Without question, the region as a whole faces great challenges to sustain and build upon its economic capabilities and its resulting quality of life. Time and again the technical training system in the region, both public and private, has been criticized for its inability to meet the needs of business and industry. A large part of this criticism lies in the absence of a public, postsecondary, technical education provider. This void in the region’s educational system has been noted by various agencies and reports. In 2001, the Erie Conference on Community Development initiated dialogue with the superintendents of Erie County school districts. The intent of the dialogue was to develop a secondary technical education system that fulfilled the needs of the local economy. The initiative between the Conference and the school districts was eventually folded into a broader agenda established by the Civic Coordinating Committee. In fact, the Civic Coordinating Committee set as its first goal to “create a globally competitive, technology-based workforce to attract and retain business.” An action step within this goal was to “align the career and technical education system with the needs of existing and potential employers.” This multi-faceted step is designed to enhance the secondary career and technical education system, align that system with a postsecondary technical education system, and ensure that both matched the needs of employers—both current and future.	3

Category	Response for each Quality Initiative	Score
	The most notable comment on the absence of public postsecondary technical education came from two reports issued by the Boston-based FutureWorks organization and its executive officer, Brian Bosworth. The City of Erie and County of Erie commissioned, as did the Northwest Pennsylvania Regional Planning and Development Commission, separate Bosworth Reports. In each report, Bosworth noted the absence of and the critical role a technical community college plays in economic development. As noted in Category A-a, our quality action plan contains strategies for the development of PPVE. Please see our Quality Action Plan (confirming document A.6) for details. Those details include action step, examples, responsible party, timeline and resources. In terms of goals, objectives and measurables for existing programming, our “scoreboard” includes several objectives and measures relative to PPVE. The scope of PPVE will expand in this area as our co-enrollment plans are realized. See confirming document A.7 for details. <i>An opportunity for improvement</i> in this area is to raise the priority of PPVE in the scope of operations. PPVE should be at the forefront of organizational development.	
A – c	Reviews the organization’s performance. Narrative: The organization’s budget performance is reviewed on a monthly basis through operating committee reports. Monthly revenue and expenditures are presented as a percentage of “planned or budgeted” revenues and expenditures. Budgetary and fiscal performance is also reviewed on an annual basis by our local auditors and a bi-annual basis by the auditor general’s office. Organizational performance for the school is guided by our key processes and the corresponding scorecard. All key processes are defined by services or operations. Each of the services has a performance objective, measure, criteria, schedule and manager. Historical data is in place for most items since 1999-2000. Data is reviewed at regular intervals. Appropriate adjustments in actions or criteria are made as performance merits. The school also uses various third-party assessments to monitor performance. The leading third-party assessment is our registration to ISO 9001:2000. This annual review (and a tri-annual re-registration review)	4

Category	Response for each Quality Initiative	Score
	prompts the organization to practice a “process-performance-based” approach in our performance. Another third-party evaluation practice is program accreditation to a national standard. Sixteen of our nineteen programs are accredited to a nationally recognized standard. The program accreditation process entails periodic review of curriculum and services to specified standards. The school also utilizes customer satisfaction data to measure our performance and implement corrective actions. Satisfaction surveys are conducted with high school students, RCTC students, faculty and staff, parents and employers. The feedback from this practice has led to several corrective actions. The operating committee has been working on providing PPVE recently. In April 2006 they passed a resolution supporting the development of a regional technical community college. Through our strategic action plan, the operating committee also endorsed the PPVE accreditation process. There are two <i>opportunities for improvement</i> in this area. One would be to include participating schools districts in the satisfaction surveys. While we meet with guidance counselors, principals and superintendents on a regular basis, we do not systematically assess their satisfaction. The second opportunity would be to improve our capability to take performance data and use it to implement process, service or product changes. We sometimes come to conclusions or solutions without carefully reviewing product or process data.	
A – d	Meets its regulatory requirements and public responsibilities. Narrative: One of the school’s guiding principles is “protecting the public trust.” This particular principle is reviewed with all employee candidates to reinforce the importance of ethical behavior. All five guiding principles are reviewed with faculty and staff on an annual basis and more frequently as appropriate. All new faculty members are given a copy of the PA Code of Professional Practice and Conduct for Educators as part of the induction process. Board policy and procedures are regularly incorporated into our decision-making process. Relevant board policies are in place to guide actions relative to civil and ethical rights. Training in sexual harassment is also conducted with all employees on an annual basis. Where required by mandate, the school conducts its operation in a regulatory conforming manner. The ethical and civil practices of the	2

Category	Response for each Quality Initiative	Score
	school are evidenced in periodic reviews from the Auditor General's office, our local fiscal auditor and other regulatory agencies. Civil rights are included in student handbooks and reviewed with students during the orientation process. Employees are also notified of their rights and responsibilities in terms of civil and ethical rights. <i>An opportunity for improvement</i> in this area would be to systematically review board policies and procedures. The school contracts for a policy review service. More could be done by the board and administration to regularly review all policies and procedures.	
B – a	Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees. Narrative: Our quality management system (QMS) dictates we have appropriate input from various partners in the development and provision of our products and services. In particular, Policy 7.1—Planning of Product Realization, Policy 7.2—Customer-Related Processes and Policy 7.3—Design and Development all call for input from stakeholders. This input is observed in our work with campus- and program-level advisory committees. Guidance counselors, principals, superintendents and board members constitute our key campus-level stakeholders. Input from these groups is received and documented on a quarterly or monthly basis. Occupational advisory committees are the key program-level stakeholders. Semi-annual meetings are held with the advisory committees. The school has also reorganized staff to create a Business Partnerships Coordinator position. As indicated in the position title, this individual is responsible for establishing and enhancing the school's relationship with business and industry and other appropriate stakeholders. This position has regular interaction with the business community through the development of field-based and cooperative education experiences for students. The coordinator, in cooperation with each faculty member, is also responsible for coordinating our occupational advisory committees. This effort includes establishing and expanding membership, scheduling meetings and providing feedback to committee members. A communication or marketing plan is conducted throughout the year to keep the public informed of programs and services available to the adult population.	2

Category	Response for each Quality Initiative	Score
	As the programming for adults expands into a “co-enrollment” model, additional efforts will become necessary to inform the public of this opportunity. Current communication practices are carefully monitored by administrative staff and our public relations consultant to ensure all communications, both internally and externally, are presented in an accurate and ethical manner. Occupational advisory committee meeting minutes will reveal that feedback from committee members is used to improve curriculum, materials and technologies/ equipment utilized in our programs. Quality management policy requires our occupational advisory committees to meet at least twice a year. This mandate is monitored by the principal. Corrective action is taken when performance is below expectations. <i>Opportunities for improvement</i> in this category include expanding the participation of community members in our occupational advisory committees and formalizing the input and feedback process between committees and the administration and board.	
B – b	Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment. Narrative: Student and stakeholder information is a priority process for ECTS and RCTC. Student satisfaction surveys are conducted at the end of each term for RCTC students. The data is reviewed by the instructors, RCTC manager, director, and facilities manager. As appropriate, the feedback is shared with other relevant parties like high school faculty, the information systems and technology manager and the principal. The survey data is used for corrective action in various aspects including curriculum, equipment, supplies and materials, support services and classroom/laboratory environment. Formal communication processes are in place for all students at all levels. These processes are guided by board policy and our QMS. Our QMS’s continuous improvement process calls for prompt responses from all stakeholders, including students, faculty and staff, and employers. Continuous improvement requests are reviewed at the weekly administrative staff meetings. At that time, a review team is assigned to the request. The first step for the review team is verification with the individual submitting the request. This typically occurs within one week of request.	3

Category	Response for each Quality Initiative	Score
	An <i>opportunity for improvement</i> in this area includes compiling RCTC survey data so it can be analyzed on a long-term and a class basis. Written complaints or comments could also be aggregated and analyzed.	
C – a	Enacts workforce practices that enable all employees to achieve high performance. Narrative: Staffing levels across all scopes of the operation (administrative, instructional and support) are adequate and appropriate. Staffing is directed through the Coordinator for Human and Quality Resources (CHQR). The CHQR works with administrative staff to maintain staffing levels. Maintenance and custodial services are provided over the entire operational schedule. Due to the nature of PPVE services offered during the second shift, a maintenance staff is also scheduled during this period. Staffing levels for this department include one custodian and two maintenance technicians on first shift, and four custodians and one maintenance technician on second shift. All administrative and support positions in the organization have a job description that defines the position requirements, talents, performance responsibilities and terms of employment. Job descriptions also serve as the basis for performance evaluation. Job descriptions are reviewed periodically or as job functions or responsibilities change. One <i>opportunity for improvement</i> in this category is expanding guidance services as adult enrollment in the secondary program grows. Another <i>opportunity for improvement</i> would be the development of a job description for faculty.	3
C – b	Builds a quality workforce. Narrative: Job descriptions for each position define the requirements, talents and skills necessary to fulfill the position. As operations change within the organization, job functions are reviewed and modified. The review and modification process includes input from individuals in the position, as well as the position's supervisor. Any proposed modifications are reviewed with the local union, as called for in the contract. The CHQR directs all aspects of personnel, including recruitment,	3

Category	Response for each Quality Initiative	Score
	employment and development. As required, all personnel actions are approved by the joint operating committee. Faculty, staff and administrators all play a role in the recruitment and orientation process. As noted in C-a, job descriptions serve as the basis for performance evaluation. Performance evaluations occur at least on an annual basis. Most performance evaluations include a self-review by the employee. Self-evaluations and supervisor evaluations are reviewed and reconciled between the employee and the supervisor. Supervisors are responsible for identifying staff development opportunities within their departments based on performance evaluations. <i>An opportunity for improvement</i> in the area is the establishment of a staff development system built on performance reviews that lead to personal goal setting, which is followed up with a performance-goal achievement evaluation.	
C – c	Builds knowledge and skills, career development, for the administration, staff, and faculty. Narrative: Professional growth within the organization is driven by performance evaluations, curriculum development and internal and external strategic initiatives. While still in the approval process, the faculty assessment instrument is designed to collect and provide information that supports faculty professional development. Curriculum development, particularly national accreditation standards, often identifies opportunities for faculty to expand their skills or knowledge. Faculty members are empowered to identify their own professional growth opportunities and secure the necessary campus resources. Internal and external strategic initiatives also promote professional development. National or state mandates often require faculty and staff to participate in development activities. Initiatives like the National Automotive Technicians Education Foundation, American Culinary Federation, National Association for the Education of Young Children, and the National Hotel and Lodging Association all require continuing professional development. Our own initiatives like integrating academics into the technical curriculum, supporting the special needs learner and using technology for instructional and management purposes have brought about professional development activities. As promoted in our QMS and Act 48, records of professional growth are maintained by the CHQR.	3

Category	Response for each Quality Initiative	Score
	The competency of all employees, especially professional staff members, is identified and utilized in the hiring process. Professional staff members are required to possess the necessary licensure and certification to work in the public schools of Pennsylvania. Staff members have been informed of the ASIAE process and their role in it. Faculty members play an important role in all of the schools accreditation and compliance reviews. Support and instructional staff alike actively participate in various self-studies and external reviews. <i>One opportunity for improvement</i> in this area is staff development in the area of adult learning theory. As the school incorporates a “dual enrollment” model, faculty will need to receive instruction in the unique learning modalities and characteristics of the adult learner. Another <i>opportunity for improvement</i> is the enhancement of the interaction between performance evaluation and professional development. The interaction could be more formal and systematic.	
C – d	Maintains a work environment conducive to the well-being of all employees and students. Narrative: One of the guiding principles for the institution is “ensuring the safety and well-being of our students.” Various initiatives are carried out to fulfill this principle. The leading effort is a constant emphasis on safety. Due to the nature of the instructional content, facilities and equipment, maintaining a safe learning environment is the first responsibility of all employees. Campus safety is the responsibility of facilities manager. The facilities manager works closely with a campus safety committee that meets regularly to review current conditions and practices. The committee also identifies continuous improvement opportunities. The campus also works closely with our property insurance underwriter, workers compensation insurance underwriter and the county health board to ensure the safety and well-being of students and employees. The campus also maintains other systems like lock-out, tag-out; material safety data sheets; and right to know to provide a safe working and learning environment. A work environment conducive to employee and student well-being goes beyond physical safety. As part of our QMS system, all stakeholders are regularly surveyed for their satisfaction with all aspects of the institution. Faculty and staff participate in a semi-annual “Leadership and Management Survey” that assesses their satisfaction with all processes and services. This information is reviewed by administrators with staff	3

Category	Response for each Quality Initiative	Score
	members and the operating committee to affect continuous improvement. Adult and secondary students are surveyed to measure their satisfaction with all services. Students have become regular contributors to the continuous improvement process. This data is shared with staff members and the operating committee to affect continuous improvement. The campus has an established emergency or disaster preparedness plan. Relationships have been established with the appropriate agencies to ensure an effective plan. Through the joint operating committee, various policies and procedures are in place to support employees. The operating committee, in cooperation with the local federation, provides a well-established set of benefits. Services and benefits provided to all employees are administered through the Coordinator for Human and Quality Resources. <i>An opportunity for improvement</i> in terms of the work environment is regularly scheduled training for all staff members in the many areas of workplace safety including ergonomics, fire safety and bodily fluids.	
D – a	Establishes methods and opportunities for student learning. Narrative: Significant campus resources have been invested into curriculum development in recent years. Curriculum content has been carefully aligned to a national skill standard where one is available. Program content is reviewed each year by the occupational advisory committee. Content is further reviewed and approved by the joint operating committee. Administrators monitor labor market information to ensure that student demand is balanced with labor market need. Recent program developments have undergone a DACUM analysis to ensure content aligns with the occupational area. Our curriculum design is modeled on the duty/task framework. Curriculum is divided into content areas, which are further defined by duties and tasks. Program content is then formulated into courses which are comprised of 15-hour blocks of instruction. Courses are then designed into 15-, 30- or 45-hour segments. A series of courses totaling 1,485 hours are then combined to create one year of training. Our programs are comprised of one- or three-year sequences that may be modified to meet the needs of the student. Our student information management system is designed to document each student's progress through their program.	3

Category	Response for each Quality Initiative	Score
	Course content is carefully aligned to a number of different standards. First and foremost, course content is aligned to a national skill standard. Each duty and task is numerically assigned to a corresponding competency from a national framework. Course content is also aligned with Pennsylvania academic standards in the areas of mathematics, reading, writing and career education and work. Faculty has also aligned the curricula with the NOCTI examination administered for the program. Assessment strategies are in place for prospective students. Students must complete an application where their interest, prior experience, academic achievement and academic aptitude are evaluated by admissions, support and instructional staff. Once enrolled, the mathematics aptitude of students is assessed for program delivery consideration. A team comprised of a support services supervisor, technical instructor, guidance counselor and instructional assistant review relevant information to determine the support services necessary for each student identified as needing special support. The individualized educational plan is then monitored by the supervisor. As noted earlier, the instructional year is based on 1,485 hours. In most cases, 70% or more of the time is spent in laboratory experiences. Faculty and administrators strive to maximize the time spent in an instructional environment. The program design does involve one pull-out class that each student participates in—Professional Skills. The three-year, 45-hour program provides students with three distinct learning opportunities. The first component of the program, titled Leadership Skills, is derived from Covey's <i>7-Habits of Highly Effective People</i>. The second component, titled Business Principles, provides students with a basic understanding of business concepts and practices. The final component, title Total Quality Principles, enables students to understand and utilize basic quality improvement practices. Students also have the opportunity to participate in SkillsUSA as a means to encourage leadership, social and civic development. Faculty members are encouraged to employ a variety of instructional methods including outside resources and technology. Most programs utilize guest speakers and field trips as a means to expose students to all aspects of an industry. Instructors also work closely with our Business Partnerships Coordinator to provide individualized field-based experiences for students. Occupational advisory committees often play a significant role in this area. Additionally, program content is required to incorporate	

Category	Response for each Quality Initiative	Score
	and integrate mathematics and reading instruction. A mathematics resource person is available to assist teachers and students with the integration of mathematics into the career and technical education content. Staff development has been provided to assist instructors with the integration of reading into their content areas. Where content areas align between programs, faculty members are permitted to work with other instructors in content delivery. Despite significant gains in curricula in recent years, there are still <i>opportunities for improvement</i>. One is the regular and periodic use of a DACUM or similar process for each program's curriculum review. This formal process would enhance program content. A second opportunity exists in expanding cooperative teaching, allowing students to experience the different levels of expertise that is available in our faculty. A limited amount of "student swapping" currently occurs, but the practice would improve the learning experience for students. We could also improve the quality of instruction by incorporating other assessments during a student's application process. Tools and technology are available that allow us to assess various aspects of a student's career interest and aptitude, as well as their academic aptitude. The expanded assessment would allow for better program design and delivery to meet the individualized needs of the student.	
D – b	Provides opportunities for work-site learning. Narrative: The Business Partnerships Coordinator is responsible for coordinating all aspects of our work-site learning program. Students are afforded the opportunity to participate in various levels of work-site-based experiences including job shadows, internships and cooperative education. All such experiences are arranged and documented between the school, student and work-based site. The instructor is often involved in the arrangements for job shadows and internships. Students that participate in the cooperative education program are also required to attend bi-weekly seminars instruction is provided in "all aspects of the industry" as well as personal development. All work-site experiences involve some form of learning objective. As the level of involvement of the experience grows, so does the level of objectives. Work-site experiences are designed to enrich or expand the curricula. Written evaluations of lower-level experiences are completed by the student and reviewed by the instructor. The Business Partnerships Coordinator seeks feedback from cooperating employers. A formal	3

Category	Response for each Quality Initiative	Score
	written survey of the cooperative education experience is conducted with the student, employer and instructor. Results from the surveys are used to enhance and improve work-site learning experiences. <i>An opportunity for improvement</i> exists in this area for expanding the number of experiences and number of students in job shadows and internships.	
D – c	Uses methods for monitoring and tracking student learning. Narrative: Student progress through the curriculum is the responsibility of the instructor. Instructors are charged with assessing and monitoring student progress on a competency basis. While competencies per se are not tracked, competencies are contained within each course. When a course is passed, it is assured that a majority of the competencies are acquired by the student. The delineated curriculum model allows for a sufficient level of monitoring. On average, students will receive between 12 and 20 separate grades, based on program content, during an instructional year. Competency level achievement is reflected in the assignments and assessments collected in the campus student information management system. All instructors use the same centralized grading system. Instructors are able to provide progress reports down to the daily level. Campus practice calls for progress reports to be issued at the mid-term. The school also requires all seniors to create and present a portfolio. The presentation includes a verbal report. Community members serve as portfolio reviewers. Other forms of monitoring student learning include NOCTI scores, Pennsylvania Skills Certificate and national certifications earned by the student. Grading policies and procedures are guided by board policy. The student handbook contains a section which explains grading standards and practices. Where appropriate, grading practices are modified to meet the individualized needs of students.	3
D – d	Maintains processes for providing student support. Narrative: Students can review course information including duty/task lists, course sequences and descriptions on our web site. Instructors are encouraged to review course content with students as courses begin.	2

Category	Response for each Quality Initiative	Score
	Attention is given to all course information and recruitment materials to present them in an unbiased manner, one in which career opportunities are identified. The school strives to be an equal opportunity educational institution. The admissions process for post-secondary students is explained in the RCTC Student Handbook. Unique application requirements, in particular the criminal record check and child abuse clearance, are clearly spelled out. Course costs are established annually by the joint operating committee. As the “co-enrollment” programming begins, this information will be provided to prospective students. The completion of this accreditation process will enable the institution to provide financial aid. The RCTC has a qualified individual to provide career and academic guidance services. The high school program also has appropriate qualified individuals to provide similar services as they are needed. Most any support service currently provided to secondary students will be available for post-secondary students. These services include instructional support, work-site experiences and placement assistance. Several <i>opportunities for improvement</i> exist in this category. As the “co-enrollment” program unfolds, attention will be given to the application, admissions and enrollment processes, and the instructional environment to ensure post-secondary students attain the appropriate level of success.	
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. Narrative: The requirements for equipment, materials and supplies have been reviewed by various entities including the Pennsylvania Department of Education in a Chapter 339 compliance review and by national skill standard accrediting entities. These same categories are reviewed annually by the occupational advisory committees to ensure an appropriate level of technical training. Instructors build equipment and resource material purchase plans to coincide with their curriculum development efforts. Funds are made available on a planned basis to acquire the requisite equipment and instructional resources. All equipment is maintained in an asset management system. Reports are generated and reviewed by instructors on an annual basis. Laboratory reviews are conducted by the safety committee and our insurance	4

Category	Response for each Quality Initiative	Score
	underwriter to ensure the safe installation and use of equipment. Any equipment found not to be in compliance with safety standards undergoes an immediate lock-out, tag-out and is either repaired or replaced. Equipment purchase and replacement are based on safety, quantity and evolving technology trends. One <i>opportunity for improvement</i> in this area is the creation and use of a long-term equipment purchase plan.	
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. Narrative: A priority for the institution is to provide the facilities and environment that are conducive to a high level of learning. Continual efforts are made to provide clean, well-lit, organized and comfortable instructional and non-instructional areas. Appropriate occupancy levels in instructional, non-instructional and public areas were developed and implemented in the school's 1992 renovation. Restroom facilities are available in all laboratories. Locker rooms are available in laboratories that require them. Student lockers are available in hallways near students' laboratories or in the laboratory itself. Access for individuals with disabilities was also incorporated into the 1992 renovation. Extensive staff and resources are provided to maintain and improve the instructional infrastructure and learning environment. It should be noted that facilities and equipment are both items on student and parent satisfaction surveys. The availability and condition of equipment is closely monitored in these surveys. Student and staff comfort within the facility is also surveyed and monitored. An <i>opportunity for improvement</i> is noted in the culinary arts program where locker room space is barely adequate for the number of students.	4
F – a	Student learning and satisfaction results. Narrative: The institution monitors student learning from several perspectives. Various State measures and standards are reviewed on an annual basis as part of our Perkins grant. The historical Perkins data does not include postsecondary students, as now of the programming is underwritten with Perkins funding. We also monitor student achievement	3

Category	Response for each Quality Initiative	Score
	on the NOCTI assessment. Data is collected and reviewed on an annual basis. Administration and faculty review the information for achievement trends and curriculum development. Student recognition information is collected each year for use in our senior recognition program. Certifications, licenses and special awards are collected for each senior and shared at the ceremony. The RCTC collects enrollment and completion data on the part-time programming. The State adult affidavit is completed each year. <i>An opportunity for improvement</i> in this area is better data collection and analysis in terms of student achievement in the RCTC programming.	
F – b	Public, community and employer satisfaction results. Narrative: Significant information is collected regarding “customer” satisfaction. Students, parents, employees and employers are all surveyed annually. Administrators and faculty analyze the data on an annual and historical basis. Results from the surveys serve as a key “input” point for our continuous improvement process. The data also assist administrators establish goals and objectives for the succeeding year.	3
F – c	Budgetary and operational results. Narrative: The administration builds separate budgets for the RCTC and secondary program. Both are built based on past performance and anticipated revenue and expenses. The budgets are reviewed by the Professional Advisory Council (superintendents) and the Joint Operating Committee. The JOC has the sole authority and responsibility to approve the budgets. By and large, the RCTC is a self-sufficient operation. Budget performance is constantly monitored by the business manager. Reports are presented to the JOC on a monthly basis. The financial position and operation of the school is reviewed annually by our local auditor. The Auditor General’s office also conducts bi-annual reviews of our financial operations. The cost per pupil varies depending upon the program. The tuition rate for “co-enrolled” adults is set at \$9.80 per instructional hour. As a comparison, the cost for secondary tuition students is set at \$7.00 an instructional hour. Class costs for the RCTC are set based on the cost to	3

Category	Response for each Quality Initiative	Score
	operate the class, including salary, supplies and overhead costs. The tuition for most classes is set with a breakeven point of three (3) students.	
F – d	Administration, faculty, and staff satisfaction results. Narrative: Discussions regarding customer satisfaction data and analysis are available in categories F-a and B-b. All stakeholders are provided with some opportunity to participate in the continuous improvement process. Safety and well-being information is gathered through third-party program accreditation efforts, department of health inspections, insurance underwriter inspections and reviews by the campus safety committee. Records are maintained on employee training and development. The Coordinator for Human and Quality Resources is responsible for the management of this data.	3
	Total Score (A perfect score would be 80)	60

Scoring Guidelines - Approaches:

Self-study Scoring Guidelines for Categories A through E

These scoring bands represent the approaches and processes used by your organization to accomplish its objectives.

Level of Achievement	Description	Score:
Not Met	No SYSTEMATIC <u>APPROACH</u> is evident; information is ANECDOTAL. (Critical approaches are Poor – not evident or not functioning)	0
Beginning	- The beginning of a SYSTEMATIC <u>APPROACH</u> to the BASIC PURPOSES of the Category is evident. - Major gaps exist in <u>DEPLOYMENT</u> that inhibit progress in achieving the BASIC PURPOSE of this Category. (Approaches are Fair – very basic & do not exist in most critical areas)	1
Functioning Well	- An EFFECTIVE, SYSTEMATIC <u>APPROACH</u>, responsive to the BASIC PURPOSES of the Category, is evident. - The APPROACH is <u>DEPLOYED</u>, although some areas or work units are in early stages of deployment. ((Approaches are Good – effective & are functioning in most critical areas)	2
Strength	- An EFFECTIVE, SYSTEMATIC <u>APPROACH</u>, responsive to the Overall Purpose of the Category and your key organizational requirements are evident. - The APPROACH is <u>WELL-DEPLOYED</u>, although DEPLOYMENT may vary in some areas or work units. (Approaches are Outstanding – very strong, effective & functioning in nearly all critical areas)	3
Leadership & Role Modeling	- An EFFECTIVE, SYSTEMATIC <u>APPROACH</u>, responsive to the MULTIPLE PURPOSES of the Category and your current and changing educational service needs, is evident. - The APPROACH is <u>WELL-DEPLOYED</u>, with no significant gaps - A fact-based, SYSTEMATIC evaluation and <u>IMPROVEMENT PROCESS</u>, and ORGANIZATIONAL LEARNING/SHARING are KEY MANAGEMENT TOOLS. There is clear evidence of refinement, INNOVATION, and improved INTEGRATION as a result of organizational-level ANALYSIS and sharing. (Approaches are Best in Class – several cycles or refinement are evident with clearly defined fact-based systems)	4

Scoring Guidelines - Results:

Self -study Scoring Guidelines

for

Category “F” only

These scoring bands represent the results and outcomes of your quality tracking system

Level	Description	Score
Not Met	There are <u>no</u> PERFORMANCE RESULTS or poor RESULTS in areas reported. (Results are Poor – do not exist & are unimportant)	0
Beginning	- There are <u>some</u> improvements <i>and/or</i> early good PERFORMANCE LEVELS in a few areas. - RESULTS are <u>not reported</u> for many to most AREAS OF IMPORTANCE to your organization’s KEY requirements. (Results are Fair – exist in a few critical areas & show a few improvements)	1
Basic Results Met	- IMPROVEMENTS <i>and/or</i> good PERFORMANCE LEVELS are <u>reported</u> in many areas of importance to your organization’s KEY requirements. - RESULTS are reported for <u>many to most</u> AREAS OF IMPORTANCE to your organization’s KEY requirements. (Results are Good – exist in many critical areas & show good improvement trends)	2
Strength	- Improvement TRENDS <i>and/or</i> good PERFORMANCE LEVELS are <u>reported for most areas of importance</u> to your organization’s KEY requirements. - No <u>pattern</u> of adverse TRENDS and no poor PERFORMANCE LEVELS are evident in AREAS OF IMPORTANCE to your organization’s KEY requirements. - Organizational PERFORMANCE RESULTS <u>address nearly all</u> STUDENT, STAKEHOLDER, and PROCESS requirements. (Results are Outstanding – exist in nearly all critical areas & show steady positive improvement trends)	3
Leadership & Role Modeling	- Current PERFORMANCE is good to excellent in AREAS OF IMPORTANCE to your organization’s KEY requirements. - Many to most trends <i>and/or</i> current performance levels - evaluated against relevant comparisons <i>and/or</i> benchmarks - show <u>areas of leadership</u> and very good relative performance levels. (Results are Best in Class – show areas of leadership as evaluated against relevant comparisons)	4

Self-study Narrative Template and Scoring of Criteria A through F in reference to the Standards: (Use up to 25 pages –Electronic copy is preferred)

Institution: _____ Date: _____

Standard/Category No. & Sub Category No.	Response - Your Institution's written narrative response to the questions asked for each Quality Initiative	Self-study score
A - a	Provides direction to the overall organization: Narrative: Strengths and Opportunities for improvement...	
A – b	Establishes the future direction for PPVE and implements the plan: Narrative: Strengths and Opportunities for Improvement...	
A – c	Reviews the organization's performance: Narrative: Strengths and Opportunities for Improvement...	
A – d	Meets its regulatory requirements and public responsibilities: Narrative: Strengths and Opportunities for Improvement...	
B – a	Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees: Narrative: Strengths and Opportunities for Improvement...	
B – b	Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment: Narrative: Strengths and Opportunities for Improvement...	
C – a	Enacts workforce practices that enable all employees to achieve high performance: Narrative: Strengths and Opportunities for Improvement...	
C – b	Builds a quality workforce: Narrative: Strengths and Opportunities for Improvement...	
C – c	Builds knowledge and skills, career development, for the administration, staff, and faculty: Narrative: Strengths and Opportunities for Improvement...	
C – d	Maintains a work environment conducive to the well-being of all employees and students: Narrative: Strengths and Opportunities for Improvement...	

D – a	Establishes methods and opportunities for student learning: Narrative: Strengths and Opportunities for Improvement...	
D – b	Provides opportunities for work-site learning: Narrative: Strengths and Opportunities for Improvement...	
D – c	Uses methods for monitoring and tracking student learning: Narrative: Strengths and Opportunities for Improvement...	
D – d	Maintains processes for providing student support: Narrative: Strengths and Opportunities for Improvement...	
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: Narrative: Strengths and Opportunities for Improvement...	
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: Narrative: Strengths and Opportunities for Improvement...	
F – a	Student learning and satisfaction results: Narrative: Strengths and Opportunities for Improvement...	
F – b	Public, community and employer satisfaction results: Narrative: Strengths and Opportunities for Improvement...	
F – c	Budgetary and operational results: Narrative: Strengths and Opportunities for Improvement...	
F – d	Administration, faculty, and staff satisfaction results: Narrative: Strengths and Opportunities for Improvement...	
	Total Score (A perfect score would be 80)	

Accreditation Self-study Categories

Name of Institution: _____

Completion Date of Evaluation: _____

Category A – Organizational Leadership:

The Standard...

The institution's leaders address the organization's values, purpose, focus, and performance expectations, as well as its focus on students and stakeholders, including student learning, faculty/staff, organizational learning, regulatory requirements, and public responsibilities.

The organization develops strategic plans including the vision, mission, and values, clear objectives, designs and implements specific action plans and performance expectations, and tracks improvement towards the objectives.

No.	Quality Initiatives
a.	Provides direction to the overall organization:
1.	Does the administrative team set and disseminate values, direction, and performance expectations? Is two-way communications ensured on these items? (List the names and job titles of the administrative team for the applicant institution)
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?
3.	Is the overall vision/mission and PPVE services communicated to key stakeholders such as employers, public/community organizations, faculty/staff and adult students?
b.	Establishes the future direction for PPVE and implements the plan:
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?
2.	Does your strategic plan establish goals and objectives that include strategies for PPVE, are they timely and futuristic in scope?
3.	What are your PPVE key strategic objectives, action plans, and timetables for accomplishing them?
4.	What are your key measurements and performance indicators/targets that will identify successful completion, and are used to track the plan execution?
c.	Reviews the organization's performance:
1.	Do senior leaders ensure the school is meeting its fiscal budget and other accountabilities?
2.	Do senior leaders regularly review the school's progress to assure it is reaching its goals, objectives and PPVE commitments, and to make revisions and take corrective action? What are some recent accomplishments?
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?
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?

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?
----	---

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

The Standard...

The organization determines requirements, expectations, and preferences of students, stakeholder, and markets. It builds relationships with students and community members and determines the key factors that attract students and partners to educational services and programs. It has formal methods for “listening and learning” from its constituents.

Each vocational program includes community involvement and promotes an understanding of the program’s needs and accomplishments to the community. Each program has an active program advisory committee that is broadly representative of the business and industrial community it serves.

The institution responds to questions and complaints in a timely and efficient manner.

No	Quality Initiatives
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.
2.	Do you communicate and publicize your vision/mission, programs, and services available to adult students and the public?
3.	Do you ensure that printed materials and other media for communication to the public are presented in an accurate and ethical manner?
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?
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?
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 ?
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?
2.	Are there easy access methods for students and stakeholders to contact and communicate to appropriate authorities?
3.	Do you ensure prompt feedback to its students and stakeholders? What are your internal requirements for response time?
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?

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

The Standard...

The organization has quality work systems, learning and motivation practices, and well-being procedures that support a climate conducive to performance excellence.

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

All personnel have the appropriate education along with recent work experience that enables them to relate their instructional or other responsibilities to service, business or industrial methodology.

No	Quality Initiatives
a.	Enacts workforce practices that enable all employees to achieve high performance:
1.	Does the institution have a sufficient number of administrative, faculty, and support personnel to provide the necessary support for PPVE?
2.	Are adequate custodial services made available to provide care and maintenance of buildings and grounds for the overall institution?
3.	Are the duties and responsibilities for each administrative, faculty and support staff employee clearly defined?
b.	Builds a quality workforce:
1.	Are the requirements and skills needed by potential faculty and staff to provide quality PPVE identified?
2.	Do you ensure an effective system for recruiting, hiring, and retaining faculty and staff that are capable of delivering quality PPVE?
3.	Are procedures for regular performance evaluation and effectiveness of all administrative, faculty and support employees including a feedback process for each employee accomplished?
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 in PPVE?
2.	Are development opportunities determined and made available to meet the goals and objectives of the programs taught by the respective teachers?
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?
4.	Are competent and knowledgeable administration, staff and faculty selected, licensed, and qualified in their specific field?
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 assignment?
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.)

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?
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?
3.	Does workplace preparedness ensured for emergencies or disasters?
4.	Does the institution determine the factors that affect employee and student well-being and satisfaction and do they account for a diverse workforce?
5.	Does the institution adequately support the need of its employees in the areas of services, benefits, and policies?

Category D – Learning-centered Program Design and Delivery:

The Standard...

The institution has defined programs that impart knowledge and develop skills that are essential for success in meeting the students' pre-determined learning objectives and relate to vocational knowledge and skill requirements. Each program is properly planned and structured and is being implemented in an effective manner.

When needed work-site learning and employability skills training are made available to students. All programs are appropriately supervised, aligned with regular classroom instruction, have a plan outlining the training activities, and meet the legal requirements. In addition, each program has a monitoring system that is fair and based upon identified criteria.

The teaching load varies with the program and is based upon the number and kinds of students, the specific skills to be taught, the size of the facility, and the method of instruction used. Reasonable enrollment limits are maintained in order to ensure that program objectives are met in an efficient and effective manner.

No	Quality Initiatives
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 lists for each program?
2.	Is instruction directed toward appropriate and clearly formulated objectives with input from students, faculty, staff, public, community, employers, advisory groups and business and industry partnerships?
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?
4.	Does the program design support the state-approved duty/task list and/or guidelines for the instructional program?
5.	Does instructional planning provide sufficient opportunity for students to experience vocational learning leading to knowledge, skills and competencies needed for employment and meeting the pre-determined needs of individual students?

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?
7.	Is a planning and delivery system documented and in place that allows all students to be engaged in effective learning and doing?
8.	Are the courses, as well as the faculty, harmoniously integrated with other instructional programs and/or subject areas?
9.	Are resources other than school faculty, such as employers and community partners, used to support and/or teach knowledge and skills to the PPVE students?
10.	Does the institution incorporate current and new technology in the design and delivery of its programs in a timely manner?
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?
2.	Are there signed records indicating the condition of the student/employer relationship during the work-site learning experience including the student, teacher, employer and others as necessary?
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?
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?
c.	Uses methods for monitoring and tracking student learning:
1.	Is an efficient and effective <u>student learning tracking system</u> for monitoring and documenting individual student progress in place? Does it accurately reflect student achievement during and at the end of the course?
2.	Is a well-defined and written grading system in use and shared with each student at the initial start up of the course?
3.	Are clear measures used such as grades, tasks completed, competencies reached, objectives met, occupational skills achieved, knowledge learned, etc. What measures or combination of measures are used and do they accurately reflect student results?
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?
5.	Are students effectively assessed using oral, written and other performance methods?
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?
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?
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.

4.	Where applicable, are enrollment and class sizes in compliance with state standards?
5.	Does the institution inform students of the cost of the program and of any required equipment and supplies?
6.	If financial aid is available, is information about it provided to each individual?
7.	Does the institution ensure that qualified advisers counsel PPVE students on how and where to find jobs and assist in placement in occupations related to the students' training and life experience?

Category E – Learning-centered Facilities and Equipment:

The Standard...

The availability and proper use of instructional equipment is evident in conducting quality occupational training. Adequate equipment, materials, supplies, reference texts, teaching resources, audiovisual aids, automation, etc. are made available for instructional purposes. Teachers use a variety of instructional materials and methods in accordance with student needs and the objectives of the program.

Physical facilities provide adequate space and utilities in classroom and laboratory areas that are safe and promote quality instruction as related to the program's objectives. Both instructional and non-instructional areas such as storage, restrooms, and offices are adequate for the number of students and staff. Special consideration is given to meeting the needs of students with disabilities as well as providing for the special needs of co-educational classes.

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?
2.	Do the equipment, tools, materials and supplies meet the competency based instructional needs of the curriculum (e.g. hand tools, computers, computer software, audiovisual equipment, reference materials, and consumable materials).
3.	Are the quality and quantity of training stations appropriate for the number of students being served?
4.	Is there an instructional equipment inventory management plan for maintaining equipment and replacing or disposing of obsolete equipment in place?
5.	Does the institution acquire equipment, materials and supplies within a reasonable period of time to provide safe and quality education?
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?
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?

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

Category F – Organizational Performance Results:

The Standard...

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

No	Quality 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?
2.	What is the institution's current information about attendance, dropout, and completion for the PPVE programs?
3.	What is the institution's current information on the number of diplomas, certificates, degrees, etc. issued to students?
4.	What is the institution's current information on awards or recognition of special student achievement?
5.	What are the institution's results from tracking the Adult Affidavit Program Registration and CARs?
b.	Public, community and employer satisfaction results:
1.	What is the institution's current data and information showing the levels of satisfaction or dissatisfaction?
2.	What is the institution's current data and information on enrollment, retention, student placement, and employer feedback?
3.	What is the institution's current data and information on student, faculty, and staff satisfaction and dissatisfaction?
c.	Budgetary and operational results:
1.	What is the institution's current data and information about funding to the organization and grants to students?
2.	What is the institution's current information about staying within budget and budget growth?
3.	What is the institution's current information about new programs and program improvement?
4.	What is the institution's information on net cost 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?

2.	What is the institution's data and information related to safety and overall well-being?
3.	What is the institution's data on individual employee training and development?

Questions for BCTE to address:

List your Questions and Concerns that need to be discussed with BCTE to ensure a successful site visit-evaluation, and that will ultimately lead to PPVE accreditation. (Please number each question/concern according to the correct Prefix)

1.

2.

3.

Etc.