

Final Draft Report Narrative

The Pennsylvania Bureau of Career and Technical Education have conducted a 5-year review of the Central Pennsylvania Institute of Science and Technology (CPI) regarding their re-accreditation by the Pennsylvania State Board of Career and Technical Education. This review has found no non-compliance issues with the institution in relation to the PPCTE Accreditation Guidelines. The review committee found the Central Pennsylvania Institute of Science and Technology to be functioning in all criteria with two areas being advanced:

C. Students

- Evidence provided shows reports on remediation and student plans. Partnerships with Intermediate Units to provide traditional and distance adult basic education for remediation is a recommended best practice.

D. Employers

- Evidence provided showed employer engagement with the school. Allowing employers to post jobs on the CPI website is an excellent idea and best practice.

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:
Re-Accreditation for five years.

CENTRAL PA INSTITUTE OF SCIENCE AND TECHNOLOGY FINAL DRAFT
REPORT

Name of Institution: Central PA Institute of Science and Technology
Date of On-Site Evaluation: May 25 & 26, 2022

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 Joint Operating Committee (JOC) is authorized by the School Code to be responsible for operating, administering, and managing CPI. The JOC may establish policies for the conduct of their own business and for the operations of school programs conducted at CPI. The JOC has three major functions: (1) to adopt the policies of the school, (2) to provide adequate means for executing them, and (3) to see that they are carried out. They meet monthly with the administrative team.

CPI's administrative team is comprised of the President, Vice President of Adult and Post-Secondary Education, Vice President of Secondary Education, and the Director of Business. There is consistent communication among the group, and the administrative team meets on a regular basis to review progress, as well as make necessary improvements for student success.

The president of CPI is responsible for the overall operations of the school, while the Vice President of Adult and Post-Secondary Education is in charge of post-secondary education, and the Vice President of Secondary Education oversees secondary education. The Curriculum Specialist focuses on post-secondary curriculum, programs, and accreditation. The Director of Business manages the school's budgets. Administration, faculty, and staff have positive, professional relationships and rapport. By working closely with faculty and staff and holding regular meetings, information is shared with all and open communication is facilitated. There is shared decision making at CPI to ensure that students' needs and accreditation standards are met.

In Binder: Qualifications and job descriptions of adult education administration team and organizational chart

On-Site: Additional job descriptions of Adult Education

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided job descriptions for all postsecondary personal showing job descriptions and qualifications.

2. Describe the vision/mission for adult education

Mission Statement:

CPI will produce highly competent individuals who are prepared and motivated to pursue the high skill careers of the 21st century.

School Vision:

Our vision at CPI is that every student will be provided with a highly-qualified education in a safe environment. Further, students will leave CPI with the skills necessary for post-secondary training, the workforce, or the military. By combining academics with technical training, industry recognized certifications, concurrent enrollment opportunities, and articulated credits, CPI is uniquely poised to prepare students for rapid employment and long-term career success.

CPI management and leadership are looking to significantly expand the business, industry, and adult student training opportunities available in Central Pennsylvania. Given our location off of the 1-99 corridor and over 40 years of technical training experience, CPI envisions the development of an expanded secondary and post-secondary certificate/degree offerings that will directly serve the Central Pennsylvania job market.

JOC Policy 125 defines the value of educational growth and advancement to adult members of the community and the need of both adults and minors for education programs not available to them in the regular program of the center.

In Binder: JOC 125, 1st portion of catalog, website, CTC Plan

On-Site: Additional literature with Vision Mission Statements

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows a comprehensive vision and mission statement which is clear to the direction of the institution. Marketing/promotional materials were given showing the vision and mission statement.

3. Describe the meetings held to discuss adult education

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CPI administrative team members participate in meetings, ongoing professional development and training activities that support their particular roles in the school.

Mr. Todd Taylor, Vice President, Post-Secondary Education attends all JOC meetings and is on the standing agenda for providing a Post-Secondary report at each meeting.

Other meetings held are Recruitment Meetings, Staff Meetings, Accreditation Meetings, Safety Meetings, Student Orientation Meetings, COVID Meetings, Occupational Advisory Committee Meetings (twice a year), Local Advisory Committee Meetings, Health Care Management Building Meetings, and Curriculum meetings.

The administrative team has open door policies and have regular meetings with each other and faculty. They support each other's initiatives, encourage team building, and value shared decision-making.

Binder: **Staff Meetings**(2/15/22, 2/14/22, 2/2/22,4/10/20 9/9/19,) **Curriculum** (1/27/20, 2/17/20, 8/5/20, 8/21/19 **JOC** (4/12/21, 9/14/20, 11/11/19, 1/8/18, 3/13/17, 5/9/16,11/9/15 **Safety** 4/21/21, 10/23/19, 3/1/18 **OAC** 3/23/21, 5/27/20 **LAC** 4/28/21, 9/30/20 **Accreditation Meeting** 11/4/21

On-Site: Additional Meeting Minutes

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows that various meetings are held with administration and staff in regard to postsecondary education at the institution.

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

The financial structure of CPI is sound, and resources are sufficient for the proper operation of the school and the discharge of obligations of its students. CPI is a public career and technical school owned by the school districts of Bellefonte, Penns Valley and Bald Eagle. Funds (revenues & expenses) are separated through a CSIU Accounting System that identifies Secondary (Code 13) and Adult (Code 16) income and expense items and sub-accounts. The post-secondary budget is managed by the Director of Adult Education and reviewed/submitted to the JOC by the Director of Business and Development. CPI's Adult Education Division is held to "profitability" and self-sustainability by its Professional Advisory Committee (PAC) and Joint Operating Committee (JOC). Based upon meeting federal revenue thresholds, CPI and its postsecondary division is subject to the annual Federal Single Audit requirement. Cash reserves and expenditures are reviewed regularly, and the Adult Director utilizes its "profits" to expand and grow training services. Annual budgets demonstrating financial strength are available for review. CPI has insurance to

provide adequate protection to the school, employees, and students.

CPI submits its preliminary annual budget for internal and Board review in December. The budget is taken back through the sending districts and finalized prior to the start of the Fiscal Year (July 1). The budget allocates working capital for expenditures required to ensure the proper operation of the school, discharge of its obligations to students, and institutional improvement and faculty development activities. Income and expenses are monitored regularly (monthly or greater). Strategic decisions are made regarding program operations by the Vice President of Adult Education and the President. Income and expenses (profitability) are reviewed on all program operations.

In Binder:

Minutes from the JOC review of the budget (06/14/21, 06/08/2020, 05/20/19, 06/27/18, Adult Education Budget Summary (2020-2021, 2019-2020, 2018-2019, 2017-2018, 2016-2017 Revenue Summary (2017 to 2018)

On Site: Audited Reports (2016, 2017, 2018, 2019, 2020)

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows that the postsecondary budget is reviewed and presented to the JOC board. Audits where also in evidence.

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

At the beginning of each school year, CPI sets educational goals. The goals that are established are discussed with faculty and staff and are monitored throughout the school year.

The goals that are focused upon throughout the different school years are as follows; Administrative, Program Based, Student Based, Future Programs, Fiscal, Recruitment, and Industry.

CPI has set a measurable goal for this year, which is the identification of at least one new, significant industry partner for CPI and new training programs where appropriate to position CPI for long-term training growth and stability. Along with new program growth, it is imperative that existing new programs must be stabilized and supported to contribute to the overall advancement of the CPI Post-Secondary Program. In addition to solidifying the new career programs recently launched, a *measurable goal in this category* is the startup of at least 3 new career programs for Surgical Technician, Occupational Therapist Assistant, Physical Therapist Assistant.

In Binder: 2018-2019 Goal of Revenue Operations, Measurable Goal for external funding support, Administrative Policies, Student Support Services, LRC Goal, Student Achievement Outcomes. Faculty (2020) Tech Goals, Content Goals, Instructional Goals, Recruitment Goals.

On Site: Additional documentation of goals and outcomes

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows that goals were set by administration for the adult education program as a whole and those who run/teach the program.

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

The Vice President of Adult Education completes the annual framework for each staff/faculty evaluation. A meeting is scheduled with each staff/faculty member and the Vice President conducts the formal evaluation with each individual. The Vice President evaluates all post-secondary staff and faculty members. Due to COVID, evaluations were also held via phone conference.

In Binder: Employee Evaluations (CDL and Natural Gas Compression)

On Site: Evaluations are protected personnel documentation and are available on site for accreditation review upon request.

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence shows that the administration reviews the programs and budgets of the adult education programs in addition to the faculty and staff.

Category B – Program:

The Standard

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

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

Our process for designing and developing appropriate programs begins with research. We contact the national and state level organizations for the subject at hand, ask for input for the best resources, and seek out experts in the field. After this research, we also look to other institutions who offer the same program and consider how we might provide a curriculum equivalent or better than other current programs. For example, we are currently designing a Surgical Technician AST program. We began by reaching out to the national Associations of Surgical Technologists and downloaded the Core Curriculum document on their website. We also looked at websites of other accredited schools offering Surgical Technician programs. We then sought out textbooks that would appropriately cover those topics, such as the Fuller *Surgical Technology Principles and Practice* textbook, which we will use for our foundational courses, and Gould's *Pathophysiology for the Health Professions*, which will be the main text for a course in the program.

The school determines the need and viability of the educational program by looking at the United States Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook. For example, for the program we are currently developing, Surgical Technologists, the job outlook for 2016-2026 is at 12% growth (faster than average). We then reach out to local places to see what positions they need to hire. We have a number of hospitals in our area, and they are looking to hire surgical technologists. I take a look at job openings over the course of a few months to ascertain that there are, indeed, jobs available in our area. We then hire a potential director for, the new program, and have that director reach out to people to ascertain that the program will be successful, and will have places for externships and will have no problem finding jobs as long as they have completed the program. We also make sure we have the capital to invest in a new program and all the equipment it would need to be run successfully.

We also determine the need and viability of the education program using external validation including OAC and LAC input. Local market data, WIB data, and input from employers are also utilized in making programming determination. CPI uses the following methodology and process when considering the introduction of a new program or offering.

In Binder: Advanced Manufacturing Information sheet
Healthcare Management Program Outline
Associates Advanced manufacturing Technology Outline
High Priority Occupations List

OAC Meeting Minutes – Dental 3/23/21, MA 4/21/21, HVAC 5/5/21

On Site: Additional Program Outlines

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided includes Market Assessment to include HPO and IDOL

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

CPI advertises through newspapers, radio, television, and the internet. Adult Education advertises only what they can deliver, as a matter of policy and integrity. As a matter of practice, they do not need to advertise just to fill seats because many programs have full enrollment and waiting lists. The Director of Adult Education works with a contracted PR consultant and a marketing group, Steve Clark Advertising, to provide a complete marketing and public relations campaign promoting CPI accurately. The Adult Education Office publishes a catalog of adult education courses annually. The course listings are sent to a mailing list of approximately 2500 people and hand-delivered in bulk to Careerlink offices, libraries, elected officials' offices, chambers of commerce and county welfare offices within a 50-mile radius of the school.

CPI recently contracted a website specialist and completely redesigned an interactive and useful web presence, which will be released soon. Currently, our website highlights adult education distinctly apart from the school's secondary education function. The website not only provides information about Adult Education course offerings, but allows potential students to register online. The site also provides a spectrum of services typically associated with Student Affairs at other postsecondary education institutions: Financial Aid, Career Services, Cooperative Education, and Job Placement. The Job Placement function allows employers to advertise their job openings on the CPI site. CPI students then have first and sometimes exclusive consideration for the available work in the fields they studied.

In Binder: Pamphlets, Website, Radio, Bill boards, Flyers, 30 Second Commercial

On Site: Additional Marketing Material

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence shows varies marketing strategies used to promote offerings at CPI.

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

CPI's faculty and administrative staff adhere to high standards and a code of ethics in our daily interactions with students. We intrinsically believe that what is good for the student is good for CPI. We consider the students' best interests at all times during the enrollment and registration process. As such, below are guiding principles regarding CPI's Code of Ethics as it relates to student enrollment:

CPII staff will act in the best interest of the student, where that interest does not go counter to the best interest of the student body or of the school.

CPI staff will act fairly with every student, student group, co-worker and member of my professional community, and the larger community, regardless of personal feelings and relationships.

CPI staff will act expeditiously on matters requiring prompt consideration and communicate the decision to those who need to know in a timely manner.

CPI staff will periodically review the practices and policies of functional areas for fairness, efficiency and effectiveness, and will strive to improve programs, services and results.

CPI staff will maintain awareness of current best professional practices and will incorporate those practices into the operations of programs and/or service areas.

CPI staff will accept responsibility for decisions and professional actions.

CPI staff will respect the letter and the spirit of confidentiality required by law, professional practice and institutional/departmental policy in dealings with all constituencies.

CPI staff will respect professional standards which guide us in relationships with students, faculty, staff and the general community.

CPI staff will advocate respect for individuality and promote an appreciation of human diversity by demonstrating the principles of inclusion of all persons in activities, programs and services.

In Binder: Brochure with ethical statement, Catalog, Staff handbook, Student Handbook, Website

On Site: Additional Ethics Documentation

Not Met

- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows that ethical policies are in place and can be found in the handbooks, catalogs, brochures, etc.

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

The information in reference to financial aid in the student catalog is derived from the regulations and policies in the Federal Student Aid Handbook and found on different student aid websites. Within CPI's catalog there is a section on paying for tuition and it gives the students a glance in reference to grants, loans, specific facts, and grant/loan limits. Also, CPI's Post-Secondary Education established a Tiered Enrollment Incentive Program. The program provides incentives for enrolling recent high school graduates from sending districts (Bald Eagle, Bellefonte, and Penns Valley) CPI's 2021-2022 Website includes information about Student Lending Code of Conduct, IRS Data Retrieval Tool, and Net Price Calculator.

In Binder: Catalog and Website information

On Site: Catalogs – Fall 2017, 2018-2019, 2020-2021 and Brochure 2021

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided included catalogs from the last 5 years to include Financial Aid information. Catalogs are updated and approved by the JOC every year.

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

Maintaining state-of-the-art equipment for a career and technical school is an extremely difficult and challenging task. Making CPI's task more challenging in this area is that the school is limited to only 3 sending districts, each of which with their own tight budget constraints. To meet the challenge of purchasing and maintaining the technical equipment needed to be a leader in career and technical education, CPI's Joint Operating Committee tasked its administration to create a strategy and follow a path towards meeting and maintaining equipment needs for students and industry for the current and foreseeable future.

In Binder: Program Equipment Invoices

OAC Recommendations

On Site: Additional OAC Meeting Minutes and Invoices

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows that the OAC will make recommendations of new equipment, which is then reviewed by administration and if approved, then purchased for the program. Plan is in place to maintain equipment.

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

At CPI, the Student Handbook was created to provide students with program information, policies and procedures, and financial aid information. The Student Handbook is updated on an annual basis and is given to the students during their Orientation. The student is required to sign off stating that they have reviewed the policies and procedures of the school.

In Binder: Student Handbook which include policies
Signed Policies and Procedure Form
Practical Nursing Student Handbook
Signed Policies and procedures Form

On Site: Website for review of Catalog / Student Handbook
Full Catalog and Student Handbook
Signed Student Policies and Procedures Form

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows that the handbooks are updated and approved by the JOC every year. Handbooks are given and reviewed during student orientation.

2. Describe the adult education attendance policy

Attendance:

As a part of our mission to provide a well-rounded education, CPI acknowledges its responsibility to prepare you for future academic and professional endeavors. Therefore, you are encouraged to develop a professional ethic that reflects personal responsibility, personal initiative and teamwork. In context to that commitment, you are required to attend regularly scheduled classes. When you are absent from class, you not only miss a part of the subject matter of the course but also diminish the opportunities for contributing to the learning environment. Poor attendance in

class may cause you to lose your financial aid according to federal guidelines and irresponsibility will diminish your professional and academic progress.

In Binder: Attendance Policy (Student Handbook)

Attendance Policy (Practical Nursing Handbook) Practical Nursing Official Transcript, Power School Attendance, HEO/CDL Training Tracker Form, Cosmetology Attendance Form

On Site: Practical Nursing Transcripts, PIMS Reporting – Welding, Auto, Collision, Carpentry Heavy Equipment Spreadsheet

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows that the attendance policy is well written and is clear to the students.

3. Describe the adult education grading policy

CPI uses a number-letter grading system. The number grades are assigned to the individual components of a course and letter grades are assigned to completed courses. If a student withdraws from the program, the student will receive a "W" on their transcript. Student grade reports are issued for the students at mid-term and at the end of the term.

In Binder: Grading Policy Student handbook, Grading Policy Practical Nursing Handbook, Cosmetology Transcript, Dental transcript, CDL transcript, AST Natural Gas Compression Transcript

On Site: Heavy Equipment Transcript, Welding Grade Book, CDL Grade Book, Cosmetology Grade Book

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows that the grading policy is well written and is clear to the students.

4. Describe how adult students become completers

Completers in Post-Secondary Education must meet grade requirements to be considered a program completer. Some programs require a license or certification like the Practical Nursing Program.

In the Practical Nursing Program, the students complete a 1564-hour course and graduate with a diploma in Practical Nursing. After graduation, the students are eligible to take the National Council Licensure Examination (NCLEX) to become a Licensed Practical Nurse.

In Binder: 2020-2021 Completer Data, 2019-2020 Completer Data,
Practical Nursing Completer NCLEX Data (Jan 2021, Jan 20-21 Part-time)

On Site: 2018-2019, 2017-2018, 2016-2017, 2015-2016 Completer Data

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows that students are tracked throughout their program and must meet the established guidelines to be considered a completer.

5. Describe industry credentials offered to adult students

Adult students at CPI are able to earn various industry credentials, which are presented in the Industry Credential Data from 2020-2021 & 2019-2020 in the Self-Study, and 2018-2019 on-site. Examples include American Welding Society Welding Certification Test, MACS 609 Automotive Certification, Lethal Weapons Certification, license in practical nursing, among several others. When the programs are initially designed, they are developed to enable the students to specifically earn whatever credentials are available for their particular program. Information about industry credentials for various programs, can be found in a variety of documents available to students.

In Binder: Industry Credential Data 2020-2021, Industry Credential Data 2019-2020. CPI HVAC/R Program – Available Certifications

On Site: Industry Credential Data 2018-2019, MA/HCM Advisory Committee Agenda 3/21/19, OAC Meeting Agenda – Cooperative Education 3/21/19, Agenda – Performance Objectives recommended by OAC 3/28/1, OAC Meeting Minutes – Dental Assisting 3/21/19, OAC Meeting Minutes – Practical Nursing 3/21/19, OAC Meeting Minutes – Precision Machine 3/21/19, Appendix A11A – Program Requirements – General Requirements, Appendix A11A – Program Evaluation, Student Learning, Assessment, Progress, and Achievement

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows documentation of the certifications that are available to students. OAC minutes demonstrate discussion about certifications and certification attainment by program completers.

6. Describe the Curriculum of the Adult Education Programs

When CPI's programs are developed according to industry and accreditation standards. In addition, available certifications are taken into account, as well as input from potential employers, which may be a part of a specific OAC. CPI also designs curriculum so it can be assured that all of our students are receiving a quality education, with all of the courses designed accordingly. The length of time of each program offered is determined through numerous factors, including OAC input, LAC input, individual and institutional accrediting agencies or credentialing entities (i.e., AWS, NIMS, NATEF, NLNAC, AAMA, ACCSC, etc.). If students pass credentialing exams at a high percentage, and/or find gainful employment, we also consider that as a sign of adequate length of the program. CPI uses administration, instructor, and OAC input to ensure that appropriate balance didactic, supervised lab, and externships to meet objectives and that the length of the program is adequate for learning the required skills. CPI employs a cooperative education coordinator to oversee job shadowing and school-to-work educational experiences for students and employers. In addition, programs with extensive clinical and didactic experiences have dedicated practicum coordinator or clinical faculty to supervise students in this part of their training and ensure an adequate balance is achieved.

The process of creating detailed and organized course outlines and syllabi begins with the governing body of the area of education. Each course syllabus focuses on the information students can adequately understand and learn during a term. CPI makes sure to vary the type of work students do in their courses, including group collaboration, individual research, and presentations in varied ways throughout the program. Scope and sequence is essential in the planning of curriculum. In the first term, AST students take a foundational course, Pathways to Success with Integrated Technology, which helps them with study skills, self-advocacy, identifying resources on campus, along with familiarizing them utilizing Microsoft Office products for school, including Word, PowerPoint, & Excel. Where applicable, students start with introductory courses, and cannot advance to the next level of courses unless they pass the introductory ones. Included in the self-study materials are some sample course outlines, course descriptions, schedules of courses, course listings, task lists, and course objectives.

In Binder: Curriculum Outline 2 2020-2021, Curriculum Outline 2 2019-2020, CDL Driver Training Lists, NGC-130 Student Task List, NGC-131 Student Task List, Motor Control Training Plan, Mechanical Drives 1 Training Plan 7-30-18, Intermediate Hydraulics Training Plan (Nov 18), MA Curriculum Overview 2020, NGE-123

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Student Task List, NGC-231 Student Task List, Externship Weekly Journal, OAC Recommendations regarding HVAC curriculum & space, Program Design and Development, Institution Assessment and Improvement, List of Programs with Research, Data, Validation

On Site: Industry Credential Data 2018-2019, ACDC Training Plan 10-13-16, Solar 160804_PV Curriculum, Esthetician Task List, MA/HCM Advisory Committee Agenda – 3/21/19, OAC Meeting Minutes Carpentry 3/21/19, OAC Meeting Minutes Adult Cosmetology 3/21/19, OAC Meeting Minutes E,E, & I 3/21/19, OAC Meeting Minutes Horticulture/Landscaping 3/28/19, OAC Meeting Minutes Collision Repair 3/21/19, OAC Meeting Minutes CDL 3/21/19, OAC Meeting Minutes Welding 3/21/19, OAC Meeting Minutes Auto Tech 3/21/19, OAC Meeting Minutes Adult Diesel/HDC 3/21/19, CPI Externship Site Selection Criteria – NGC – AST Degree, NGC-190 Syllabus, Faculty Qualifications & Training

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows post-secondary curriculum development, review by OAC members, and communication of curriculum through course catalogs.

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

The process for remediation starts with identifying students who are experience academic trouble, or who are struggling. After that, the Remediation Report is used to counsel the student and to help the student determine the issue(s) that may be causing or leading to the academic deficiencies, set goals for future success, and then arrange follow-up. The parties involved in the conversation will be the student, the program directors, and it is presented as an opportunity at improvement, instead of a punishment. Coping skills and learning strategies could be suggested, depending on the situation. The most important element is following up with the student. Students may have the opportunity to remediate individual courses with a remediation syllabus.

In Binder: Remediation Process 2020-2021, Remediation 2019-2020, Remediation 2018-2019, Remediation Policy, Student Remediation Report 2019

On Site: Remediation 2017-2018, BIO-100 Remediation Data 2017, Student Remediation Report 2016, Intro to Medical Assisting Remediation

- Not Met
- Beginning
- Functioning

Advanced

Comments: Evidence provided shows reports on remediation and student plans. Partnerships with Intermediate Units to provide traditional and distance adult basic education for remediation is a recommended best practice.

8. Describe the complaint/grievance procedures for adult students

Instructors, program directors, and CPI staff are receptive to student complaints and/or grievances, if they are presented to them, and they work to resolve any issues in a fair and efficient manner. After that, CPI has a step-by-step process of reporting up the chain of command going the program coordinator to the Vice-President of Post-Secondary Education to the Joint Operating Committee to CPI's institutional accreditors, the State Board of Private Licensed Schools and/or the Accrediting Commission of Career Schools & Colleges. At every step, a resolution of the issue will be sought and attempted. If a complaint gets escalated to ACCSC, then the ACCSC Complaint Form is utilized.

In Binder: Grievance Complaint Policy 2020-2021, Grievance Complaint Policy 2019-2020, Grievance Complaint Policy 2018-2019, Right to File a Complaint, "What if I Have a Complaint to File" FAQ from the CPI Course Catalog

On Site: Complaint Procedure 2017-2018, Complaint Procedure 2016-2017, Complaint Procedure 2015-2016, Student Grievance Procedure, Student Complaint Procedure, Handbook Discrimination Statement, Student Complaint Procedure from Handbook, Student Grievance Procedure and Complaint Form, ACCSC Complaint Form, Location of the student complaint procedure described

- Not Met
 Beginning
 Functioning
 Advanced

Comments: Evidence provided shows grievance complaint policy and forms which are well-documented and communicated to students via course catalogs and handbooks.

9. Describe special awards given to adult students

CPI adult students have the opportunity to earn special awards for scholastic achievement and academic excellence. Some of the awards given to adult students include: Academic Honors Award, High Academic Honors Award, Excellence in Long Term Care Award, Excellence in Acute Care Award, and the President's Award.

In Binder: Special Awards 2020-2021, Special Awards Adult Education 2019-2020

On Site: Special Awards 2018-2019

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows evidence of special awards earned by students.

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

Adult students at CPI are surveyed regularly about their programs and courses, including the content and delivery, and that feedback is shared with instructors and discussed with Vice-President of Post-Secondary Education and the Coordinator of Curriculum, Accreditation, and Student Services. If a survey shows areas of weakness of the program or course, they are addressed accordingly

In Binder: End of Program Surveys 2020-2021, End of Program Surveys 2019-2020, Practical Nursing Course Survey – Mr. Kinney

On Site: End of Program Surveys 2018-2019, MA/HCM Advisory Committee Agenda 3/21/19, OAC Meeting Minutes – Practical Nursing 3/21/19, Practical Nursing Instructor Evaluation – Mrs. Couturiaux, Practical Nursing Level IV Instructor Evaluation – Mrs. Couturiaux, Practical Nursing Instructor Evaluation, Practical Nursing Level I Fundamentals Course Evaluation

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows progression of survey tools over the years. Course evaluations results are also shared during OAC meetings.

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 faculty and staff are hired based on the qualifications of the particular for which they are applying. The qualifications are based on industry standards, accreditor requirements, and knowledge and skills determined to be required for a position. Staff personnel reports, which lists responsibilities, qualifications, education, experiences, licenses, certifications, continuing education and professional development of several members of the post-secondary education staff and faculty are included in the self-study.

In Binder: Job Descriptions Qualifications 2020-2021, Job Descriptions and Qualifications 2019-2020, Job Descriptions - Qualifications 2018-2019, Educational Administration and Faculty Qualifications 2019

On site: PDE Instructor Qualification 2017, Instructor Qualifications Form PDE-279, faculty qualifications chart 16, faculty qualifications chart 15, Educational Administration and Faculty Qualifications 2015, Faculty Qualifications Chart 2015, Educational Administration and Faculty Qualifications 2015, Qualifications 2015, Management and Administrative Operations

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows sufficient documentation of instructor's industry experience.

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

The recruitment process for faculty and staff begins with a job posting on the CPI website and in local newspapers. Sample faculty and job postings from newspapers and the company website are included in this self-study. After responding to a job posting, an applicant is asked to appear for at least two separate interviews with the Vice-President of Post-Secondary Education and the Executive Director of CPI, along with other CPI employees, depending on the position.

In Binder: Recruitment Material Hiring Instructor 2020-2021, Recruitment Material for Hiring Instructor 2019-2020, Job Descriptions 2020-2021, Job Descriptions 2019-2020

On Site: Recruitment Material for Hiring Instructor 2018-2019, Job Descriptions & Key Participants 2018-2019

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows radio, newspaper, and website locations. Recommend also using social media, as well as OAC employer connections.

3. Describe how new instructors are oriented on adult education

After beginning at CPI, a newly hired employees meet with various administrative and department heads that they will be working with, or reporting to, during their terms of employment at CPI. There are various forms that have filled out and trainings that have to be completed and an induction meeting, depending on the position. New instructors of the post-secondary department receive a Post-Secondary New Teacher Induction Manual, which outlines CPI's mission, goals, policies, procedures, and includes various forms and orientation material. An example of that manual is included in the Self-Study. A sample of the minutes of an induction meeting is also included.

In Binder: Orientation Material New Instructors 2020-2021, Orientation Material New Instructors 2019-2020

On site: Orientation Material New Instructors 2018-2019, Application for Initial Distance Education Approval

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows new teacher orientation and induction paperwork, including faculty handbook, is comprehensive and detailed.

4. Describe professional development opportunities given to adult education instructors

All members of the post-secondary education faculty and staff are provided the opportunity to participate in professional development. The nature of the professional development varies with position and job description, but all employees are expected to engage in professional

development in order to enhance their knowledge and skills and provide them with up-to-date with current education trends and technologies. Included in this part of the self-study is staff personnel reports, which lists ongoing development and training activities and the associated certificates. In addition, instructors are expected to earn Act 48 credits, and a log of them are also included in the self-study.

In Binder: Professional Development Adult Ed 2020-2021, Professional Development Instructors 2019-2020, Professional Development process

On Site: Professional Development Instructors 2018-2019, Learning Resources System, Description of administrative team & their ongoing professional development and training activities

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows documentation in personnel reports and copies of certificates for instructors' professional development. Professional development includes both industry-specific and general teaching and facility training.

5. Describe how adult education faculty/staff are evaluated

Faculty and staff are evaluated annually based on the duties and descriptions of their particular jobs. The Vice-President of Post-Secondary Education utilized the Faculty/Admin Evaluation Form whenever conducting an evaluation, and two samples of that form are included as evidence in the self-study. On the other hand, individual employees have an opportunity to evaluate their CPI by taking online or written surveys, including the CPI Staff Satisfaction Surveys. Examples of those are also included in this section.

In Binder: Faculty & Admin Evaluation AE template, Faculty & Admin Evaluation PN template, 4-26-19 Survey Letter, CPI Staff Satisfaction Survey 2017, CPI Staff Survey Data 2015, CPI Staff Survey Satisfaction 2015, CPI Staff Satisfaction Survey Utilization, Description of yearly staff evaluations, employee qualifications, professional development/training, and open-door policy of administrative team

On Site: support staff evaluation PY 18, CPI instructor evaluation process, Management and Administrative Operations

- Not Met
- Beginning
- Functioning

Advanced

Comments: Evidence provided shows that evaluations are done on a regular basis of faculty and staff showing strengths, improvements and goals.

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

CPI's own maintenance department maintain the facilities of CPI with both regular scheduled daily maintenance and repairs as needed. The maintenance department of CPI does a fine job in keeping the facilities in tip-top shape. CPI's maintenance schedule, list of repairs, and 5 year capital improvement plan are included as evidence in this part of the self-study.

In Binder: Maintenance Schedule 2020-2021, Maintenance Schedule 2019-2020, Institutional Name and Physical Facilities, CPI Main Building Map & Transportation Center Map

On Site: Maintenance Schedule 2018-2019, OAC Meeting Minutes HEO 2019, OAC Meeting Minutes Auto Tech 3/21/19, OAC Meeting Minutes Carpentry 3/21/19, Appendix D: Facilities Reporting Form – Precision Machining 3/21/19, OAC Meeting Minutes – Dental Assisting 3/21/19

Not Met

Beginning

Functioning

Advanced

Comments: Evidence provided shows ample documentation of the school having an overall plan for facilities maintenance and improvement, along with OAC recommendations.

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

Safety is a priority at CPI, and it is evaluated and ensured by holding regular safety meetings in which various safety-related issues are discussed, including traffic, security, guarding/policing, school shooting and fire drills and trainings, adverse conditions due to weather, the emergency response plan, and within the past few years, COVID-19 policies and procedures. A Risk Management Scorecard is used as a self-assessment tool.

In Binder: Safety Meeting Minutes 2020-2021, Safety Meeting Minutes 2019-2020, Safety 2018-2019, Safety Meeting Minutes 2017-2018, Safety 2016-2017, Safety Update 2017-2018, Admission AST Degree Program Requirements, Weekly Performance Evaluation, Institution Name and Physical Facilities (including fire, safety, and sanitation standards) w/description of safety issues checklist, Health & Safety Checklist

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On Site: Safety Comm meeting 1 18 19, Safety Comm meeting 9 13 16, SafetyMeetings 16-17, Safety information 2014-2015, Facilities' Safety 2015-2016, OAC Meeting Minutes – E,E, & I – 3/21/19, OAC Meeting Minutes – AMT – 3/21/19, OAC Meeting Minutes – Collision Repair – 3/21/19, Meeting Agenda – 3/28/19, OAC Meeting Minutes – Dental Assisting – 3/21/19

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows extensive evidence of the school's commitment to safety, including reviews, plans, training/communications, etc. Safety plans appear to be comprehensive and dynamic.

Category E – Employers:

The Standard

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

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

The Post-Secondary Education Office at CPI has a good relationship with employers, and it works with employers as much as possible, in a variety of ways. Many of the employer connections are made through OACs, and suggestions for program improvement are often conveyed to CPI during an OAC meeting or with a follow-up with a member of the OAC. CPI's Post-Secondary Education Department also works with potential employers, who are not part of an OAC, as often as possible. In fact, employers frequently reach out to CPI looking for graduates to hire. There is a place on CPI's website where employers can post jobs for CPI's graduates and soon-to-be graduates see jobs that are currently available. It is called Career Connections. In addition to a screen shot of the Career Connections webpage, additional evidence in this section of the self-study includes: meeting minutes with employers, email correspondences with employers, OAC meeting minutes, information about employment assistance, and the CPI Graduate Employment Information Form.

In Binder: Career Connections (employer job postings) from CPI's website, meeting minutes or emails with employers 2020-2022, Meeting Minutes or Emails of Employers 2019-2020, Emails with employers 2018-2019, OAC Agenda Post-Secondary 2020, OAC Sign-In Sheet Fall 2019, OAC Sign-In Sheet 2020, OAC Summary 2017, OAC Minutes 2019, OAC Minutes 2018, MA/HCM Advisory Committee Agenda 3/21/19, Appendix A 11 A, Employment Assistance, CPI Graduate Employment Information Form, Student Recruitment, Advertising, and Disclosures

On Site: Employers recruiting CPI grads Mar 2015 v3, Employers contact info 2015, OAC Meeting Minutes 2017, OAC Summary SP17, NGC OAC Dates 2017, NGC OAC 2017, OAC Minutes 02.17 signed, OAC NGC 2017, OAC NGC 12.2016, OAC NGC 08.2016, OAC Meeting – Dental Assisting 3/21/19, OAC Meeting - Cooperative Education 3/21/19, General Program Requirements 3/21/19, Non-Degree Programs, Degree Programs, and Program Structure & Development, Institutional Assessment and Improvement, List of CPI programs with Research, Data, Validation for offering the program

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided showed employer engagement with the school. Allowing employers to post jobs on the CPI website is an excellent idea and best practice.

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

Employers provide valuable information and guidance to the OAC, and by extension, to the Post-Secondary Education Office at CPI. They keep the OAC & CPI aware of current trends in their industries, as well as their own needs for employees. Programs, curriculum, and course content is affected by what employers are looking for, and employers that engage with the OAC, have the greatest impact on what adult students at CPI are learning. A description of the OAC is included in this section of the self-study, along with other pieces of evidence that demonstrate the influence of employers on the OAC and CPI. Those other pieces of evidence include: OAC meeting minutes, OAC Agendas, program evaluation information, an OAC member summary, and employment assistance information.

In Binder: Description of OAC, OAC Meeting – E,E, & I – March 21, 2019, OAC Input Employers 2020-2022, OAC Meeting Minutes 3.23.21, OAC Minutes Input from Employers 2019-2020, OAC Sign-In Sheet 2019-2020, OAC Agenda Post-Secondary 2019-2020, OAC Sign-In Sheet Fall 2019-2020, Program Evaluation, OAC Member Summary, Employment Assistance, Sample of School’s Consideration of Program Advisory Committee (Expansion of HVAC Curriculum & Space)

On Site: OAC Minutes 2018-2019, OAC Summary sp17, NGC OAC Dates 2015-2017, NGC OAC 4.18.2017, OAC minutes 02.17 signed, OAC NGC 2.27.17, OAC NGC 12.2016, OAC NGC 08.2016, HCM – OAC minutes 3.31.2016, OAC minutes 03.2016, OAC Members – 2016 list, OACLACJOC 2016, OAC minutes 2015-2016, Med asst OAC 01.2016, OAC crosswalk 01.2016, Diesel OAC minutes sp15, CPI OAC Meeting 04.15.15, Continuing Education Courses and Avocational Courses, Program Design and Development, Institutional Assessment and Improvement

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows abundant evidence of employers providing feedback on the continual improvement of programs including curriculum, equipment, facilities, etc.

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

CPI receives positive feedback, both verbally and in writing, in regard to the CPI graduates that employers hire. As proof of how pleased employers are with CPI’s graduates, CPI receives

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requests for more graduates and interns from places where other CPI alumni are employed. There are variety of ways in which an employer can provide feedback about the CPI graduates they have employed. Examples of which are included in this self-study.

In Binder: Evaluations and Analysis Employers 2020-2021, Evaluations from Employers students hired 2019-2020, Employer Evaluations 2018-2019, CPI Career Connection Placement System Employer 2016 Survey, CPI Career Connection Employer Telephone Survey and follow-up, CPI Cooperative Education Employer Survey 2015

On Site: Employer Evaluations 2017-2018, Letter from Pediatric Dental Care – November 7, 2018, Letter from Richard J. Miller, DMD – November 6, 2018

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows evidence of employer feedback includes both solicited and non-solicited responses. Letters about the Dental students were extremely detailed.