

Site Review – Central Pennsylvania Institute of Science and Technology

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 |
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| a. | Provides direction to the overall organization: |
| 1. | <p>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)</p> <p>A qualified leadership team continues to set and spread values, direction, and performance expectations for the Adult Education services of the Central Pennsylvania Institute for Science and Technology (CPI). The CPI Joint Operating Committee (JOC) develops and reviews progress toward achievement of CPI’s mission statement and strategic plan. The Vice President, Post-Secondary Education reports to the President, the JOC, and the Superintendent of Record monthly to ensure that the school’s Adult Education services are operated consistently with its mission:</p> <p style="padding-left: 40px;">To offer exceptional educational opportunities to all career oriented Central Pennsylvanians, and to provide our region’s employers with skilled and motivated employees who are fully prepared for the highly paid technical jobs of the 21st century.</p> <p>The Leadership Team and staff listing of CPI’s Post-Secondary Operation consists of the following:</p> <ul style="list-style-type: none"> • The Joint Operating Committee <ul style="list-style-type: none"> ○ Hank Yeagley, Chair – Penns Valley Area School District ○ Jeff Turner, Vice Chair – Bald Eagle Area School District ○ Chip Aikens – Bellefonte Area School District ○ Melissa Krum – Penns Valley Area School District ○ Maryann Hamilton – Bald Eagle Area School District • Dr. Cheryl Potteinger, Superintendent of Record, Bellefonte Area School District • Dr. Richard Makin, President • Todd Taylor, Vice President, Post-Secondary Education • Dr. Marianne Hazel, Post-Secondary Program Manager • Ron Benton, Chief Financial Aid Officer • Beth Vekkele, Administrative and Student Services Specialist • Nicole Dell’Antonio, Financial Aid and Adult Education Assistant <p>CPI has provided adult education services to Centre County residents for 45 years. For approximately the first 35 years, CPI adult education was limited primarily to evening continuing education courses, which included both occupational and hobby course content. Approximately 16 years ago, CPI</p> |

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leadership focused intently on career-based Adult Education to meet the needs of industry and citizens of a multi-county region in the central area of the Commonwealth (80 mile radius of the school Pleasant Gap facility). The new focus put in place nine adult education components, consistent with the CPI strategic objectives. Accreditation in 2005 allowed CPI to position itself as a bona fide provider of post-secondary technical education that prepares adult citizens for work in central Pennsylvania.

The CPI JOC continues to support expanding the school's Adult Education expanded operations. In that several million dollars flow through its Financial Aid Office and with a plan for continued expansion, CPI re-titled its lead position in the Aid Office to Chief Financial Aid Officer (Ron Benton) and added an Assistant Position (Nicole Dell'Antonio) to assist with the volume, flow, and customer service needs of Financial Aid. The JOC also supported the recent hire (Dec. 2013) of Dr. Marianne Hazel as Post-Secondary Program Manager. Prior to coming to CPI, Dr. Hazel previously worked at Lock Haven University in the roles of Assistant Director of Student Teaching, an Associate Provost, Interim Dean, and Associate Dean of Lock Haven's Clearfield Campus. Dr. Hazel's primary focus at CPI is expansion of its Diploma and recently approved Degree offerings.

The Vice President, Post-Secondary Education facilitates dynamic, flexible, and responsive two-way communication between the Adult Education students, instructors, and administration. He monitors progress toward strategic objectives through formal and informal communication with program instructors. He meets with program instructors informally on a weekly basis to discuss the status of progress toward program objectives. The Vice President, Post-Secondary Education communicates the data to the President through daily contact and formal reports, and the President keeps the Superintendent of Record apprised of Adult Education progress via frequent verbal and face-to-face communication. The JOC reviews progress at monthly public meetings where the Vice President, Post-Secondary Education is an active participant presenting progress toward strategic objectives and raise issues for future development.

Each CPI Adult Education program communicates the mission, vision, and Adult Education services to employers and community organizations through advisory committees. At meetings, which meet at least annually, the instructors present the progress toward strategic objectives and organizational mission, and seek stakeholder input about curriculum, equipment and other relevant program decisions.

Similarly, the AE Leadership team communicates with industry stakeholders to create Adult Education programs. For example, CPI recently formed a partnership with Case Corporation as 1 of 4 Case Emphasis schools in North America. This partnership was facilitated through regular meetings with industry and stakeholders.

Evidence on site:

1. Nine Components of Adult Education at CPI
2. Strategic Objectives, including references to Adult Education
3. Adult & Continuing Education website home page
4. Organizational Chart
5. JOC minutes documenting performance reports of Adult Education
6. Case Partnership Agreement
7. CPI Adult Education catalog, reference to mission of Adult Education

Comments: Senior Leaders meet monthly. Todd and Mary Ann meet weekly.

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| | <p>Strengths:</p> <p>Opportunities for Improvement: Need to have a formal documentation when meeting with instructors and President.</p> <p>Non-Compliant:</p> |
| 2. | <p>What is the organization’s official vision and mission that clearly reflects its overall purpose of existence and implies/includes Pennsylvania Public Postsecondary Vocational Education in its scope?</p> <p>CPI’s Official Mission and Vision Statements are as follows:</p> <p><u>Mission Statement:</u> CPI will produce highly competent individuals who are prepared and motivated to pursue the high skill careers of the 21st century.</p> <p><u>School Vision:</u> 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 postsecondary 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.</p> <p>CPI’s Mission and Vision statements clearly articulate its role in workforce and economic development, as well as its desire to serve students and the community.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Mission Statement • Vision Statement • Comprehensive Plan <p>Comments: The vision and mission are reflective of adult students.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 3. | <p>Is the overall vision/mission and Pennsylvania Public Postsecondary Vocational Education</p> |

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services communicated to key stakeholders such as employers, public/community organizations, faculty/staff and adult students?

The mission and vision of CPI is communicated to stakeholders such as employers, public/community organizations, faculty/staff and adult students through a multitude of ways. CPI allocates approximately \$90,000 annually to its marketing and advertising function. These functions include web, TV, radio, newspaper, social media, magazines, and others. CPI has a dedicated agency (Steve Clark Advertising) that it works with to create and release press releases on a regular basis. In addition to its marketing and advertising component, CPI has established a Foundation, a 501C3, had previously contracted with a Development firm (Goettler and Associates) and now has a Development Officer (Jean Gerber) working to spread awareness about CPI and its mission / vision. The “awareness campaign” has dedicated media and marketing – which primarily focus on the JOC’s vision to grow CPI’s post-secondary operation. One of Goettler’s initial capital campaign efforts was to create a community “SWOT Analysis” of CPI by bringing in key regional leaders and representatives and asking them about their involvement, knowledge, support, etc... of CPI. This completed study and document helped CPI leadership craft its future vision and direction.

CPI holds numerous internal meetings with staff and instructors to ensure all are on the same page. In addition to regular accreditation meetings, CPI holds recruitment meetings, monthly Adult Education meetings, bi-annual OAC meetings, secondary staff meetings, and adult student focus group meetings.

The Vice President, Post-Secondary Education serves on the following committees:

- Central Region Workforce Investment Board
- CBICC (local Chamber) Workforce Development Committee
- Centre County Marcellus Shale Task Force
- Centre County Public Safety Training Advisory Board

Evidence on site:

- Marketing materials and scripts
- Press Releases
- Capital Campaign materials
- Goettler SWOT document
- Comprehensive and Strategic Plan
- AE Catalog

Comments: Vision and mission statements are visible on all marking materials.

Strengths:

Opportunities for Improvement:

Non-Compliant:

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| b. | Establishes the future direction for Pennsylvania Public Postsecondary Vocational Education and implements the plan: |
| 1. | <p>Is your overall vision/mission and operations based on public/community needs and expectations of key customers and based on current data and information?</p> <p>The programs offered at CPI serve the needs of education, business and industry in central PA. CPI's Local Advisory Committee (LAC) consists of community leaders in industry and government, as well as other stakeholders and students - meets annually to provide two-way communication between the school and the community / stakeholders. The LAC discusses issues related to education and employment needs and provides input for future program development. CPI also has active Occupational Advisory Committees (OACs) that meet twice a year to focus on programmatic and institutional issues related to technical education.</p> <p>As part of a well-publicized 3 Phase Campus expansion plan - focusing largely on expanding post-secondary diploma and degree programs – CPI's Development contractor (Goettler Associates) conducted an extensive Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis related to CPI and community partners and stakeholders.</p> <p>Todd Taylor (VP, Post-Secondary Education) serves on the Central Region Workforce Investment Board and works very closely with the WIB and its related data operation. When looking at expanding into two-year degree programs, the Central WIB provided detailed data analysis related to occupational demand and technical training. This report was instrumental in the approval of CPI as a degree-granting institution. Mr. Taylor also works very closely with the region's CareerLinks related to program decisions, students, and services.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Goettler SWOT Analysis • LAC minutes • OAC minutes • WIB minutes • Data analysis, Central Region WIB – demand for 2 year technician programs <p>Comments: Local Advisory Committee meeting minutes discuss adult education.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 2. | <p>Does your strategic plan establish goals and objectives that include strategies for Pennsylvania Public Postsecondary Vocational Education are they timely and futuristic in scope?</p> <p>The strategic plan established goals and objectives as well as timelines for implementation related to our mission and to the furtherance of career and technical education in our region. Secondary and</p> |

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| | <p>Post-Secondary components are woven together to demonstrate the intrinsically close relationship between the two divisions at CPI. All goals are timely and are continually evaluated to ensure continued relevance over the life of the plan. Goals of the most recent strategic plans are included as exhibits in this section. The Strategic Plan has been updated and is current for PPVE review. All key administrative staff were involved in the document’s preparation, review, and distribution.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • CPI Comprehensive and Strategic Plan <p>Comments: Concerns and strategies mentioned.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Need to strengthen adult education goals in the strategic plan.</p> <p>Non-Compliant:</p> |
| 3. | <p>What are your Pennsylvania Public Postsecondary Vocational Education key strategic objectives, action plans, and timetables for accomplishing them?</p> <p>CPI’s key objectives – as outlined by the Strategic Plan, Foundation documents, Capital Campaign materials, and Campus Expansion documents – include the expansion of recently-approved two year technical Associate Degrees (AST) at CPI. CPI plans to create a public / private partnership in building a Health Sciences Building behind the main campus facility. This Building will house existing CPI medical programs in addition to planned 2-year degree programs, such as Medical Technician, Surgical Technician, Occupational Therapy Assistant, and others. CPI plans to start building this facility by Summer 2016. Prior to building the Health Sciences Building, CPI is working on a partnership with a medical provider to 1.) Lease space in the planned facility, and 2.) to provide a live clinical training area for CPI’s medical programs. Preliminary meetings in finding an appropriate medical partner have been positive and productive.</p> <p>CPI is also aggressively pursuing industry partnerships to help it rapidly grow training capability and meet the needs of industry within central Pennsylvania. The Case Corporation partnership – housed in CPI’s new Transportation Training Center – has been a model for post-secondary administration to replicate. CPI has an agreement in place with Cleveland Brothers (PA Caterpillar dealer), Caterpillar Corporation, and Ariel Corporation to introduce Natural Gas Compressor and Power Generation technician training to the Northeast United States through a training center located at CPI. CPI has sent an instructor to Ariel’s Corporate Headquarters in Mt. Vernon, OH to begin the partnership process. The timeline for rollout is Spring 2016.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Medical Assistant to Healthcare Management AST credit and articulation alignment document |

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- Campus Expansion materials
- Architect documents and timelines – planned Health Science Building
- CAT/Ariel Workforce partnership proposal

Comments: Goals are developed at the beginning of every year and reviewed with the administrative team. Those goals are then revisited at the end of the year to determine accomplishment.

Strengths:

Opportunities for Improvement:

Non-Compliant:

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

Data is collected and analyzed to track success; which include enrollment and completion by program, certifications earned, ancillary services provided, students' evaluations of programs and financial status of the department. Additionally, the program and student data collected for the Commonwealth Workforce Development System (CWDS)/PA Statewide Training Provider List and the PIMS report to the PA Department of Education details enrollment, completion, job placement and retention information. State mandated performance measures must be met for CWDS/ PA Training Provider program approval. This data is used to analyze both strengths and opportunities for improvement in program design and delivery and to implement changes to support improvement in the overall programs. CPI also tracks and reports performance to the US Department of Education through the IPEDS federal reporting and tracking system.

In addition all programs listed on the CWDS/PA Training Provider program approval website list data pertaining to enrollment, completion, job placement and retention. Data is also submitted to PA Department of Education each year for subsidy reimbursement. This data is used to make adjustments to programs, add new programs, improve customer service and evaluate progress on the strategic plan.

Collecting data is only one part of the equation. Utilizing the data to drive decisions and actions at the school is a critical and required component. An example of using program performance data to direct change would be in CPI's Medical Assistant Program. While this program annually produces high performance (evidence: statewide and national AAMA – CMA test comparisons) graduates, the measure retention rate was below acceptable locally, regionally, and nationally. Based upon data review, CPI's post-secondary administration launched a multi-pronged "retention initiative" in the program. This initiative resulted in a significantly reduced "loss rate" in Medical Assisting for the 2014/2015 Program Year.

Evidence on site:

- CWDS Approved Courses
- IPEDS reports

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| | <ul style="list-style-type: none"> • State Board of Nursing performance reports • AAMA/CAAHEP reporting materials • PIMS/CATS reports • Medical Assistant retention initiative • Medical Assistant graduation rate comparisons <p>Comments: CWDS completion rates were produced in evidence.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| c. | Reviews the organization’s performance: |
| 1. | <p>Do senior leaders ensure the school is meeting its fiscal budget and other accountabilities?</p> <p>CPI’s senior leadership meets regularly to discuss budget and financial related matters. The Vice President, Post-Secondary Education prepares an annual budget for Operations, which is submitted to the Director of Business and Development (Business Manager) for input and review. This budget is then presented to the President for review with the Superintendents and the JOC. The purpose of the budget is also to serve as a management tool for decision making and to provide a logical starting point from which to develop realistic goals. The VP, Post-Secondary Education, provides monthly post-secondary financial results to the JOC for their review.</p> <p>While the Administrative and Student Services Specialist prepares the base document and materials, The VP, Post-Secondary Education is responsible for the accurate submission of the annual PIMS report for state reimbursement and for the distribution of funds to the cost centers in the budget.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Post-Secondary budgets • Leadership team meeting notices • JOC reporting • Campaign document showing growth of CPI’s post-secondary operation • PIMS submission <p>Comments: Evidence shows that the JOC approves budget every year.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |

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

In addition to the annual measures & performances data report, the administrative team meets regularly to discuss all programs and initiatives. The VP, Post-Secondary Education consults with the President on a regular basis, typically several times during the week, to discuss topical items and ensure sound management. The VP, Post-Secondary Education also works closely with the JOC in reaching goals and objectives. An example of this relationship would be the VP and JOC Chair's recent trip to University of Northwest Ohio (UNOH) to review their High Performance Motorsports and look for ways to implement a similar program at CPI. CPI's administrative team attends a number of meetings, conferences and other events together providing opportunities for open dialog and planning.

Recent accomplishments include:

- The establishment of a Case Corporation training partnership (2014), making CPI one of four Case training facilities in North America (other locations – Topeka, KS, Los Angeles, CA, and Toronto, Canada);
- Selection of CPI over other technical schools (including Penn College) as partner with Caterpillar and Ariel in a planned Natural Gas Compressor training initiative
- Received degree-granting status (2nd CTE in Pennsylvania) from PDE in 2014;
- CPI's Adult and Post-Secondary revenues / budget exceeded the Secondary budget for the 1st time in 2014. Twelve years ago, CPI's post-secondary budget was 11% of its overall budget;
- Introduction of the Emerging Energy and Infrastructure Training Center – featured by Hans Meeder in a CTE Best Practices report for PDE;
- The planning, development, building, and implementation of Phase I of CPI's 3 Phase growth plan – the building of the Transportation Training Center (TTC). Through grants, a Capital Campaign, and CPI's own cash, the TTC was built and completely paid for without utilizing sending school tax and funding support;
- Selected as one of fifty "M-List" schools in the United States by the National Association of Manufacturing (NAM); and
- Certified by the Industrial Maintenance Training Center of North America as an AM/IST-approved school.

Evidence on site:

- Leadership team meeting notices
- UNOH trip information – JOC and VP, Post-Secondary Education
- Case Partnership documents
- Caterpillar / Ariel information
- Hans Meeder Best Practices in CTE Report
- Transportation Training Center documents
- Campaign documents
- M-List

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| | <ul style="list-style-type: none"> • AM/IST recognition <p>Comments: Senior Leader meet monthly. Todd and Mary Ann meet weekly.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| d. | Meets its regulatory requirements and public responsibilities: |
| 1. | <p>Do you comply with Board policies and procedures and ensure the institution maintains the public’s trust in the integrity of the institution?</p> <p>CPI staff follow all JOC approved policies and procedures. The policy manual can be found on CPI’s website at www.cpi.edu and is provided to students and faculty annually. The VP, Post-Secondary Education and the President review documents to ensure compliance with the JOC’s directives and vision and regularly review all policies. All JOC meetings are advertised and open to the public.</p> <p>CPI is an equal opportunity educational institution and is in compliance with all federal and state laws and regulations. The non-discrimination statement is published as required to ensure public awareness. Administrative staff sign ethical disclosure statements each year and all federal and state labor, employment and ADA regulations are posted in both English and Spanish. All board meetings are open to the public and abide by the Sunshine Law. Grievance procedures are in place and procedures are posted for easy review. Instructors follow the Pennsylvania’s Code of Professional Practice and Conduct for Educators.</p> <p>Integrity is also ensured through pursuit of accreditations. CPI maintains institutional accreditation through the Bureau of Career and Technical Education and numerous program accreditations; listed under “About Us” on CPI’s website. The school complies with all accreditor requirements related to ethics, disclosures, and other items.</p> <p><u><i>Evidence on site:</i></u></p> <ul style="list-style-type: none"> • Faculty and Student Handbooks • Policy Manual • Faculty and Student Handbooks • Grievance procedure on CPI’s Disclosures application • Accreditors from About Us page <p>Comments: Board policies are reviewed every year and are updated in the student handbook as necessary.</p> <p>Strengths:</p> |

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| | <p>Opportunities for Improvement: Student handbook should be under the adult tab on the website.</p> <p>Non-Compliant:</p> |
| 2. | <p>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?</p> <p>CPI is compliant with all ethical policies and practices. All state policies and civil rights compliance statements are posted for employees throughout the building. Non-discrimination statements are published in all public materials and the grievance policy is outlined in our student handbook. PDE’s Civil Rights Office audited CPI in December of 2013 with recommendations but no major findings.</p> <p>CPI posts an Annual Public Notice of Special Education Services and Programs, Services for Gifted Students, and Services for Protected Handicapped Students in the newspaper annually. A Civil Rights statement is posted on applications for all incoming adult students. Our Title IX Coordinator handles all discrimination complaints. Other grievances are handled according to policy. Union members have a separate procedure outlined in their respective union contracts.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • 2013 PDE Civil Rights Audit Report • Civil Rights notices on various CPI publications and documents • Comprehensive Plan addressing Civil Rights • Student Policy manuals and handbooks • Annual Public Notice of Special Education Services and Programs, Services for Gifted Students, and Services for Protected Handicapped Students <p>Comments: Evidence shows civil rights reports and documentation supporting the their operation in an ethical manner.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 3. | <p>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?</p> <p>The President and the JOC review all polices to insure that they are up to date and meet the requirements of all the laws and regulations. The school’s solicitor and the Pennsylvania School Boards’ Association also give input to the JOC regarding laws and practices. CPI publishes an annual disabilities statement and follows the guidance of accreditors, PDE (noted Civil Rights audit at CPI in 2013) and it adheres to fair and ethical practices as expected of an education partner in a close nit</p> |

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community. We value our reputation in the community and our ethical practices demonstrate this commitment and value. CPI's administrative team belongs and is involved with the Pennsylvania Association of Career & Technical Administrators (PACTA) which disseminates valuable legislative information and provides reports from State Board of Education meetings.

Evidence on site:

- 2013 PDE Civil Rights Audit Report
- Civil Rights notices on various CPI publications and documents
- Annual disabilities statement, newspaper posting
- Comprehensive Plan
- CPI Non-discrimination statement
- JOC meeting notice
- Evidence of PACTA participation

Comments: Policies are reviewed every year during the JOC meeting.

Strengths:

Opportunities for Improvement:

Non-Compliant:

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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 |
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| 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. | <p>List your key advisory groups that are in place including their area of focus.</p> <p>CPI is served by a broad Local Advisory Committee (LAC); which is made up of a cross section of community leaders, students, and stakeholders providing the school with input on all topic areas (strategy, community need, programmatic issues, economic development, etc...). The President meets with a Professional Advisory Committee (PAC) consisting of the superintendents from each of CPI’s sending districts. Each CPI Program has an Occupational Advisory Committee (OAC) providing significant and relevant program guidance to CPI. The school also has capital campaign committee meetings and Foundation Board meetings – all of which cover a broad section of their respective business, industry, non-profit, or government group.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • PAC agendas/minutes • LAC minutes • OAC minutes • Capital Campaign agenda/minutes • Foundation agenda/minutes <p>Comments: Evidence did indicate multiple advisory groups that are active in every adult education program.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |

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| 2. | <p>Do you communicate and publicize your vision/mission, programs, and services available to adult students and the public?</p> <p>CPI’s mission is clearly visible to visitors throughout the school and is posted on the website at www.cpi.edu and other media publications. Advertising initiatives and publications represent CPI’s commitment to quality in education and preparation for the workforce, including radio, TV, magazine, newsprint, and online ads. CPI reaches out to the public with open house events, attendance at job and career fairs and membership in many community organizations relevant to career and technical education. CPI also houses a CareerLink staff person in its main campus building.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none">• Sample marketing materials• Sample press release documents• AE Catalog• Steve Clark Advertising – services document <p>Comments: Evidence indicates the vision/mission, programs, and services available to adult students and public are communicated and publicized through multiple venues.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 3. | <p>Do you ensure that printed materials and other media for communication to the public are presented in an accurate and ethical manner?</p> <p>As noted earlier, CPI had an audit review related to civil rights and non-discriminatory behavior in 2013. The school also participated in a rigorous review of ethical practices and services when applying for degree-granting status with the Private Licensed School Division of PDE in 2014. Documents and materials distributed by CPI were reviewed to ensure accurate and ethical behavior. CPI is committed to following the policies as set forth in our policy manual regarding non-discrimination, public relations and publications. We work with various printing companies as well as Steve Clark Advertising, our company that handles radio and TV advertising to ensure professional, accurate, and ethical communication with the public. All materials are reviewed and proofed by various staff members as well. Our non-discrimination statement is printed on all our printed materials.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none">• PDE degree granting approval letters• Sample marketing materials with disclosure statements• Civil rights documents |

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| | <ul style="list-style-type: none"> • Policy documents related to ethical behavior <p>Comments: Evidence provided indicated the published materials are reviewed and approved according to the institutions communications policies, are accurate by providing accurate information specific to enrollment, graduation, and career opportunities.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 4. | <p>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?</p> <p>Occupational Advisory Committees (OAC) are active and instrumental in advising on the overall program including curriculum, new technology, equipment, instructional materials and resources for programs. Curriculum is reviewed annually by the OAC; instructors must receive the approval of their OAC to enact any curricular changes and evidence in OAC minutes must be demonstrated in order to effect any programmatic changes. Instructors are required to maintain equipment plans approved by the OAC.</p> <p>OAC members provide current information on hiring practices and provide feedback on graduates who have been interviewed or hired for positions.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • OAC minutes <p>Comments: Evidence did show that OAC committees meet and discuss program related issues according to published agendas.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Standardization of OAC meeting minutes would improve the ability of accreditors to confirm the adult education curriculum and issues specific to adult education are addressed in intergenerational programs.</p> <p>Non-Compliant:</p> |
| 5. | <p>Do you ensure there is an advisory committee that is formally organized, and meets at least once annually for each program that includes Pennsylvania Public Postsecondary Vocational Education students?</p> <p>All OAC committees meet at least once a year. Most meet at least twice annually. Agendas and</p> |

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| | <p>minutes of meetings are kept. In programs where both high school and adult education provide training, the same OAC committee is shared. In programs sharing a common CIP Code (examples: Advanced Manufacturing and Control Systems Technician / Water and Wastewater Operator), Advisory groups are shared. Adult instructors and administrators attend all OAC meetings. In post-secondary only programs, CPI has stand-alone adult OACs that meet a minimum of once a year.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • OAC minutes <p>Comments: Evidence did show that OAC committees meet annually and discuss program related issues according to published agendas.</p> <p>Strengths:</p> <p>Opportunities for Improvement: See number Ba4 above.</p> <p>Non-Compliant:</p> |
| 6. | <p>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 Pennsylvania Public Postsecondary Vocational Education?</p> <p>Meeting minutes are kept and on file. They are reviewed periodically throughout the year to ensure that OAC recommendations are being implemented. The OAC minutes contain a section for administrative follow-up. While not all recommendations can be followed, CPI documents evidence of action and purchases taken from OAC recommendations and provides information on follow-up at subsequent OAC meetings.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • OAC agendas and minutes • Evidence of administrative action from OAC recommendations • Purchase evidence <p>Comments: Evidence was provided for adult programs in the form of OAC meeting minutes.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| b. | <p>Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase Pennsylvania Public Postsecondary Vocational Education enrollment:</p> |

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| 1. | <p>Do you collect, summarize, and analyze input from students and stakeholders as related to Pennsylvania Public Postsecondary Vocational Education?</p> <p>Evaluations from students and industry feedback (OAC meetings) is reviewed and analyzed for indicators of satisfaction and suggestions for improvement. CPI utilizes several methods for collecting data on student and stakeholder satisfaction, which include telephone follow-up, Survey Monkey, direct mailing of survey materials, and onsite surveying of existing CPI students.</p> <p>Course content, textbooks, instructor quality, equipment and facility, and administration. Classroom observations are also conducted to monitor effectiveness of instruction. Complaints from students are dealt with on a case-by-case basis to reach a resolution that satisfies the student and corrects any problem that may have developed.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none">• Survey instruments• Survey results spreadsheet (2012 – 2014)• Spreadsheet summary results of surveys• Draft 3rd Party Verifier spreadsheet – student performance <p>Comments: Evidence provided multiple forms of documented data and feedback.</p> <p>Strengths:</p> <p>Opportunities for Improvement: A process and procedure should be implemented to track the progress and “life-cycle” of data collected. Evidence showed the collection of data with little to no action or use of the data. Interviews with CPI staff indicated that some of the information and data was collected and acted upon without documenting the “life-cycle” because it was considered informal and appropriate to do so.</p> <p>Non-Compliant:</p> |
| 2. | <p>Are there easy access methods for students and stakeholders to contact and communicate to appropriate authorities?</p> <p>Students and stakeholders have several methods of contacting and communicating with the administrators of the school to gather information, provide input, or assist in setting the direction of our programs as well as for asking questions, requesting counseling or registering for courses. They include email, social media, voicemail, appointments, walk-ins, job fairs and school events, as well as open house events. The Financial Aid and the Adult & Continuing Education Office is staffed from 8 AM to 4:00 PM Monday through Friday and both offices are available in the evening by appointment. Students have the opportunity to fill out course evaluation forms at the end of each course. The VP, Post-Secondary Education also receives all correspondence sent through the schools Info System (info@cpi.edu) and disseminates it to the appropriate staff person for student and stakeholder follow-up.</p> |

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| | <p>Phone numbers, extensions and email addresses are posted on our website and in our brochure. CPI adult staff is available by phone, cell phone, email and are also available for walk-ins as they occur.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none">• CPI's Adult Education Brochure• Website (cpi.edu) <p>Comments: Evidence did show easy and accessible means to communicate with the appropriate personnel is provided in multiple locations and venues.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 3. | <p>Do you ensure prompt feedback to its students and stakeholders? What are your internal requirements for response time?</p> <p>CPI Adult Education Office staff checks and responds to phone and email requests multiple times throughout the day. Typical response time to inquiries is less than 24 hours. Ground mail inquiries are handled on the day they are received. Requests for information are generally mailed out on the day the request is received. Walk-ins are handled as they come into the office. CPI has a modern, integrated phone and digital communication system in which faculty and staff receive work voicemail messages through their email, can access their email and work servers through the cloud anywhere in the world, and can set multiple notices via email or phone advising students of the best way to get in touch with the right CPI staff member in the most prompt fashion. CPI post-secondary administrators are provided technology (laptops and iPads) and cell phones so that they can quickly and efficiently respond to students in a moment's notice. While a turnaround response time is not mandated for CPI employees, it is the culture of the organization to provide very prompt (within the business day) replies to all student inquiries.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none">• Adult Education phone log sheet• AE Catalog <p>Comments: Evidence showed appropriate lengths of time on feedback to communication received.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> |

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| | <p>Non-Compliant:</p> |
| 4. | <p>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?</p> <p>Complaints from students and stakeholders are addressed as received. The Vice President, Post-Secondary Education investigates and responds after consultation with any staff who may be involved in the issue. Corrective action is taken whenever needed. Students are aware of the formal grievance procedure process as outlined in the Student Handbook and may file a formal complaint through that process if they feel it is warranted. Complaints are filed to identify any reoccurring problems that may need to be addressed further. Fortunately, complaints and grievances from students and stakeholders are limited and rare – as such a more formal tracking and response mechanism has not been needed or required.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Disclosure form with Grievance Procedure • Redacted student expulsion letter with 1st step of Grievance procedure noted <p>Comments: Evidence showed the collection of complaints and the collection and analysis of formal grievances.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Documentation of the analysis and aggregation of complaints does not exist. Evidence showed identical complains were submitted by adult student over multiple years without any resolution. An example was provided by a student advisory group with multiple meetings indicating the same technological equipment issues exist in the classrooms over multiple years. The identical recorded resolution was to present the issue to the IT staff. The repeated issue and identical resolution with no results should have been recorded and acted upon so that a positive resolution would result or a detailed explanation as to why a positive resolution cannot be achieved should be provided.</p> <p>Non-Compliant:</p> |

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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 Pennsylvania Public Postsecondary Vocational Education.

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 |
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| a. | Enacts workforce practices that enable all employees to achieve high performance: |
| 1. | <p>Does the institution have a sufficient number of administrative, faculty, and support personnel to provide the necessary support for Pennsylvania Public Postsecondary Vocational Education?</p> <p>CPI has sufficient staff to handle post-secondary operations. The school has recently added a Post-Secondary Program Manager, added staff in Financial Aid, and hired several Post-Secondary Program Instructors to support the growth of its post-secondary operation. In that the JOC fully supports the growth of CPI's Post-Secondary Program, they have been very supportive and have encouraged administration to add staff where needed.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Staff listing from website • CPI staff phone extension listing • Organization Chart <p>Comments: CPI is well staffed to support adult education.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 2. | <p>Are adequate custodial services made available to provide care and maintenance of buildings and grounds for the overall institution?</p> <p>CPI applies great significance to the appearance of its facility - from overall campus maintenance, lawn care and landscaping, to the shine in the hallways, to thoroughly cleaned restrooms, and more. This commitment contributes to the overall positive climate and cultural emphasis on quality desired by the JOC and school administration. As such, CPI has an outstanding maintenance staff and provides the resources necessary for this division to maintain an image of excellence at CPI. We are</p> |

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| | <p>encouraged by, regularly receive, and share with staff positive comments about the positive appearance of CPI.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • JOC Agenda – August 2015 showing function changes in Maintenance • Overall appearance of facility during tour • Maintenance staff listing <p>Comments: Ample custodial services are available. Building looked well maintained.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 3. | <p>Are the duties and responsibilities for each administrative, faculty and support staff employee clearly defined?</p> <p>Written job descriptions define the duties and responsibilities of all staff members. Staff members receive a hard copy of their respective job description and all job descriptions are available for review. Job descriptions include the position title, necessary qualifications/certifications, responsibilities, supervisor, physical requirements, and equal opportunity employment statement. Clerical staff duties and assignments are also further defined within the Adult Education department.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Multiple job descriptions – Post-Secondary Education Department <p>Comments: Responsibilities are described on the job descriptions for various adult education positions.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| b. | <p>Builds a quality workforce:</p> |
| 1. | <p>Are the requirements and skills needed by potential faculty and staff to provide quality Pennsylvania Public Postsecondary Vocational Education identified?</p> <p>Written job descriptions identify requirements and skills needed for each staff member including</p> |

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| | <p>faculty and include the necessary certifications and trade specific knowledge and experience required. For example, a Nurse Aide Instructor must be an RN with a minimum of one year long-term care experience; nursing instructors must meet the qualifications defined by the State Board of Nursing; and a CDL instructor must have at least five years driving experience, a CDL Class A license with all endorsements, a clean Motor Vehicle Record, a DOT physical, and a negative drug and alcohol screen.</p> <p>All staff employed by the school must provide criminal history and child abuse clearances and the FBI fingerprinting clearance.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Job descriptions • Staff resumes • File clearances <p>Comments: Requirements and skills expected in the job descriptions will provide for quality PPPVE.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 2. | <p>Do you ensure an effective system for recruiting, hiring, and retaining faculty and staff that are capable of delivering quality Pennsylvania Public Postsecondary Vocational Education?</p> <p>Highly qualified instructors are essential to successful adult, workforce and industry programs and to the reputation of the program and school. CPI’s dedicated post-secondary instructors are not part of the bargaining unit and are not governed by entry wage scale limits. In that the instructor plays a critical role in delivering outstanding technical training programs, CPI pays “the going rate” for highly qualified post-secondary instructional staff. CPI has the JOC support and fiscal capability to hire staff as needed. CPI recruits and hires the most highly qualified individuals for open positions. Employment advertisements are posted on the school’s Employment section of its website, and are typically placed in several local newspapers (serving Centre, Mifflin, Clinton, and Blair Counties). CPI’s newspaper advertisements automatically post on careerbuilder.com; other newspapers may also be used to reach out to the regional area. Position openings may be posted through the CWDS/PA CareerLink Job Gateway and various trade magazines; positions may also be filled through professional and personal referrals. The President, the VP, Post-Secondary Education, the Post-Secondary Program Manager, a trade appropriate CPI instructor (if applicable), and/or a Subject Matter Expert (SME) conduct interviews of instructional staff.</p> <p>Professional candidates who are successful in first round interviews are invited to second round interviews. Candidates for teaching positions are required to develop and teach a pre-determined lesson to the interview team, followed by additional questions geared toward technical skills, learning and instruction. Secretarial staff candidates are required to demonstrate skills by completing a typing and Excel test followed by interview questions; second round interviews are conducted as needed.</p> |

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| | <p>Interview rating sheets (rubric) are used to score candidates. The interview team discusses the rubric, the candidate's qualifications/credentials, responses to questions and overall presentation abilities before making the job offer.</p> <p>Salaries and benefits are comparable to local wages; salary increases are awarded annually on July 1 and are comparable to other CPI employees. Continuing education opportunities are made available to staff and are supported by the budget.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none">• Job postings – newspaper• Website job postings• Rubric – applicants• Question form, CPI interviewers• Lesson sample – applicants• Sample skills test – clerical applicants <p>Comments: Good orientation into teaching adult education. Implemented a mentoring program for the adult instructors.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 3. | <p>Are procedures for regular performance evaluation and effectiveness of all administrative, faculty and support employees including a feedback process for each employee accomplished?</p> <p>Formal performance appraisals are conducted annually. A post-secondary observation tool has recently been created to assess classroom instructional performance – while taking into account the occasional differences between secondary and post-secondary education. Feedback on these observations and evaluations is discussed with each instructor, and instructor input is sought and incorporated into any improvement plans that may need to be developed. Any concerns regarding any particular staff member are addressed as they occur. Employees have the opportunity to comment on their annual evaluation. Professional development is officially covered during the annual review and where budget permits, employees are encouraged to grow through professional development each year at CPI.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none">• Employee annual evaluation forms• Post-secondary observation tool |

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| | <p>Comments: Regular evaluations are done of the administration, faculty and staff.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| c. | <p>Builds knowledge and skills, career development, for the administration, staff, and faculty:</p> |
| 1. | <p>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 Pennsylvania Public Postsecondary Vocational Education?</p> <p>Professional growth and staff development needs are identified during the evaluation process and in discussions with staff throughout the year. As professional development opportunities become available, staff are encouraged to share these opportunities with administrative staff. A formal method for discussing and conveying professional development for staff is covered during the annual evaluation.</p> <p>All employees of the school are eligible to take CPI training (full and part-time) at no charge providing there is sufficient space in the course to accommodate them. Staff are encouraged to attend CTE related training, conferences, and seminars offered by PACTA, PACTEC, PSBA, and other related organizations.</p> <p>CPI post-secondary instructors attend course-specific training as required – such as mandated CDL Third Party Examiner training and re-certification. CPI pays all costs related to these trainings. Staff provide documentation of attendance in and satisfactory completion of staff development activities. These records are kept in their personnel files.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Employee annual evaluation forms • Approved staff development training – various <p>Comments: Administration provides comments on the evaluations and the person evaluated is able to reply to the comments.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 2. | <p>Are development opportunities determined and made available to meet the goals and objectives of the programs taught by the respective teachers?</p> |

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| | <p>The local community and CPI students / programs benefit from having highly-qualified, certified instructors providing training through CPI programs; as such – CPI administration actively encourages its instructors and staff to develop their skills and certifications. For example, CPI sends its Welding instructor for AWS, ASME, and API training and certification- in turn, CPI's Welding instructor is able to offer AWS certification testing to its students and local industry, and works with Marcellus and relates companies to deliver ASME and API qualification training and testing. The Nursing Department regularly sends its instructors for continuing education in their field – as well as in new instructional technologies, such as BlackBoard. Instructors are encouraged to obtain national certifications in their areas of expertise. For example, Precision machining instructors hold NIMS credentials and Welding instructors have AWS Certified Welding Instructor and Inspector credentials. Where appropriate, post-secondary instructors attend secondary in-service training. Examples of secondary in-service valuable to post-secondary include sessions on Max Teaching, curriculum development, and students with special needs.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Approved staff development training – various • In-service agendas • Instructor certifications - various <p>Comments: There is professional development available for adult instructors.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 3. | <p>Are the institution's employees informed about Pennsylvania Public Postsecondary Vocational Education and the process used by the accreditation site-evaluation team, as well as how to conduct the self-study?</p> <p>Based upon CPI's recent approval to offer 2-year Degree based programs, the school has undertaken the process of applying for accreditation by an accreditor (ACCSC) able to offer accreditation and recognition of programs through the Associate Degree. This recognition will allow CPI to offer Title IV aid to degree students as well as its existing Diploma students. As such, the school has had numerous accreditation and preparatory sessions for all instructors and staff involved in either the PPVE or ACCSC pending accreditations. While this is the 1st review of Degree programs through ACCSC, this is CPI's 3rd review by PDE/PPVE related to accreditation. CPI staff have met regularly to prepare for the PPVE and ACCSC pending accreditations. The staff understands the process and involves appropriate parties as needed and required.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Accreditation meeting notices |

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| | <ul style="list-style-type: none">• Accreditation binder sample – CPI staff member• Staff accreditation assignment notices• JOC agendas covering accreditation <p>Comments: Faculty and staff were informed of the on-site visit and helped to gather documentation for the self-study.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 4. | <p>Are competent and knowledgeable administration, staff and faculty selected, licensed, and qualified in their specific field?</p> <p>CPI administrators, staff, and faculty are highly qualified. The President of CPI has a Ph.D., was a former State Education Director in Oklahoma, has many years as an Executive Director at a CTC, and has worked as a school superintendent for different school districts.</p> <p>The Vice President, Post-Secondary Education has multiple advanced degrees in Business and Education, 20 plus years of senior management experience in the business community, experience in government and quasi-government funding, grants, and planning, over 10 years as an educational administrator, and is certified as a Pennsylvania teacher and CTE Administrative Director.</p> <p>CPI's newest post-secondary administrative hire (Post-Secondary Program Manager, Dr. Marianne Hazel) has her Education Doctorate, has served as Assistant Director of Student Teaching, an Associate Provost, Interim Dean, and Associate Dean at Lock Haven University's Clearfield Campus.</p> <p>CPI Instructors meet or exceed industry standards and have necessary certifications and experience in their respective fields. They pursue continuing education as opportunities become available or new technologies are introduced into their field. All high school teachers who also teach adult programs also possess CTE teaching certification and meet all state certification requirements. New Adult Ed instructors must be interviewed and successfully complete a practical teaching demonstration in their respective field.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none">• Assorted staff and faculty resumes• Vocational certifications, degrees• CDL Third Party qualifications• Nursing licenses• Individual instructor credentials (CMA, AWS, others) |

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| | <p>Comments: All persons involved in PPPVE are well trained and competent.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 5. | <p>Are employees trained to participate as key individuals in Pennsylvania Public Postsecondary Vocational Education programs and to fully understand the prerequisites, objectives, competencies, duties/tasks, and standards of their job assignment?</p> <p>Regarding preparation for the accreditation process and visit, CPI administration, faculty, and staff understand the importance of accreditation with regard to the operation of their programs and service to students. This is the school’s second re-accreditation effort through PPVE. In addition to PPVE, CPI is in the middle of an institutional accreditation process with the Accrediting Commission of Career Schools and Colleges (ACCSC). ACCSC accreditation is required for CPI to offer Title IV aid for its two year AST (Degree) Programs. As such, the CPI accreditation teams of administration, faculty, and staff have been meeting regularly to plan accreditation efforts. The JOC is regularly updated on CPI’s progress towards accreditation efforts.</p> <p>Regarding understanding prerequisites for the standards of their job assignments, CPI administration considers the hiring function and hiring the most qualified candidate for positions an extremely critical function. Administration utilizes a team interview approach, involving several members of the administrative staff, and where applicable, a subject matter expert to assist in the process of identifying the most qualified, trained, certified, and capable candidate. Once hired, new instructors are paired with experienced instructors whenever possible to be trained. Objectives, competencies, outcomes and standards are reviewed with them prior to the start of the course. Orientation sessions are also held for all instructors each year and staff development is discussed with each instructor at least annually. Instructors are provided with Instructor Handbooks and all policies and procedures are reviewed with them upon hire. CPI’s post-secondary program utilizes a mentoring process similar to its secondary side. With mentoring, a senior instructor is selected and compensated to mentor the junior instructor. Post-secondary instructors also complete CTE required training, such as the Child Abuse and Reporting training.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • JOC agenda noting accreditation • Accreditation team schedule document • Sample team accreditation binder • Faculty Handbook • Mentoring correspondence (A. King – new hire, Diesel Technology) • Interview rubric examples • Child Abuse training certificates, samples <p>Comments: Good orientation into teaching adult education. Implemented a mentoring program for</p> |

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| | <p>the adult instructors.</p> <p>Strengths:</p> <p>Opportunities for Improvement: More in-depth information on bullets for mentoring.</p> <p>Non-Compliant:</p> |
| 6. | <p>Are adequate records available identifying the professional development experiences of its employees? (Examples: conferences, conventions, college courses, professional organization membership, in-services training, etc.)</p> <p>As noted earlier, staff and professional development is discussed at least annually with post-secondary administration and employees. Support staff, as well as faculty, helps in identifying key professional development for the upcoming year(s). Based on their area of employment and need, development activities differ. For example, CPI’s recently retired Adult Coordinator took coursework in accounting and bookkeeping, and attended specific customer service training, per her request. CPI’s new Administrative and Student Services Specialist recently attended PIMS training – as this is a key component of her job. The Coordinator of the Public Safety Training Center for CPI regularly attends the national fire service convention; as this event provides continuing education, networking, and vendor contacts that are important for him and the Center. Instructors attend their credentialing workshops (example: MA Coordinator attending the CAHEEP/AAMA conference, EE&I Coordinator attending and presenting at the PA Rural Water State Conference). Administrators attend career and technical education development, as well as post-secondary skills development and training opportunities.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Evidence of various professional development activities for: <ul style="list-style-type: none"> ○ Administration ○ Faculty ○ Staff • Annual evaluation tool, noting Professional Development <p>Comments: Professional development is documented for persons involved in PPPVE.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 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 |

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| | <p>that involve employees and students?</p> <p>CPI takes the health and safety of its employees and students very seriously. The school has been continuously upgrading its camera monitoring and archive systems, the electronic fob accessible entrances to the facility, and its safety procedures. The school has a partnership with Supelco (industry adjacent to the school) for evacuation purposes, has an active safety committee that meets regularly, and the school recently installed a full time School Resource Officer (SRO). CPI's SRO is a Spring Township Police Officer and has an office adjacent to the main lobby area. The post-secondary program produces an annual Security Report, which is posted on the school's website (www.cpi.edu).</p> <p>Related to oversight of health and safety, in addition to regular procedures, CPI's OACs conduct a safety overview at each meeting. The school has been through a PDE 339 visit and a Civil Rights review within the last three years and is in compliance with all regulatory agencies. CPI conducts regular fire drills for all staff and students. MSDS stations, eye wash stations, lock-out/tag-out procedures, safety equipment, fire extinguishers, first aid kits, AED machines, etc. are placed in the appropriate areas throughout the building. Students and instructors wear proper PPE (Personal Protective Equipment) at all times. There is a Safe Schools Plan in place and equipment is regularly maintained and repaired as needed.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none">• PDE 339 visit summary• CPI PDE Civil Rights visit summary• OAC minutes examples related to safety• Safety committee agenda/minutes• MSDS sheet examples <p>Comments: Documentation shows safety tasks completed by students at the beginning of the program. A safety committee is in place at the institute.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 2. | <p>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 Pennsylvania Public Postsecondary Vocational Education?</p> <p>CPI employs multiple processes for surveying, gathering, collecting, and analyzing data on student and employee wellbeing and satisfaction. The school utilizes traditional paper surveys, online tools (Survey Monkey), and focus groups to gather data to improve the student and staff experience at CPI.</p> |

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| | <p>In addition to maintaining an open door policy for non-formal conveyance of ideas to improve the academic and work environment, CPI holds monthly Adult Education meetings for all staff to convey all forms of information, including satisfaction and performance. The school has student focus groups that allow students to interact with administration related to their student experience at the school. CPI provides lunch for this group and the intent is to maintain an environment that encourages students to openly share their likes and dislikes. The Post-Secondary Program Manager regularly attends the focus group meetings and conveys results to the Vice President and President. As a result of previous feedback, CPI has expanded and improved post-secondary lounge facilities. CPI maintains lounges for post-secondary students that include leather couches and furniture, refrigerators, microwaves, dining facilities, computers, wifi, library access, high definition flat screen television, and other services. A lounge with these amenities was included in the recently built Transportation Training Center. Industry representatives while training at CPI also utilize these lounge facilities. The school also has regular ice cream socials, cookouts, breakfasts, and other events for all faculty and staff. These events are to encourage and maintain a positive work climate at the school.</p> <p>In that PDE requires PIMS reporting and surveying of students, CPI utilizes this instrument to collect and interpret performance data on students. CPI reports results to various agencies and entities, such as WIOA, Trade, IPEDs, and other accreditors.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Paper survey examples – students • Staff survey tool • Survey Monkey tool • Listing of events for staff and faculty • Survey result summary documentation • IPEDs reporting and results • Student focus group meeting evidence <p>Comments: Surveys are given and assessed for student well-being and satisfaction. Center. Adult student lounges were put in place.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 3. | <p>Does workplace preparedness ensured for emergencies or disasters?</p> <p>CPI has an emergency plan and partnership with a neighbor industry (Supelco) for evacuation and emergency situations. The school has a Safety Plan, a Safety Committee, and procedures for action in the event of an intruder or an emergency. Emergency procedures are in place and communicated to all staff and students. Plans are updated annually and fire drills, evacuation drills, and Code Red</p> |

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| | <p>drills are practiced on a regular basis.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Supelco safety partnership arrangement documentation • Emergency Procedures • Safety committee minutes, meeting evidence • Severe Weather Plan • Evidence of regular fire drills <p>Comments: Emergency plan is in place.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Need to revise campus security plan to reflect SRO now on campus.</p> <p>Non-Compliant:</p> |
| 4. | <p>Does the institution determine the factors that affect employee and student well-being and satisfaction and do they account for a diverse workforce?</p> <p>Steps and evidence for determining employee and student well-being are addressed in question 2. of this section above. CPI adheres to all requirements for civil rights and equal opportunity for education and employment. CPI is conscious of and applies measures to ensure that all of its relationships, whether with other schools and agencies, as well as employers affiliated with the school, are in compliance with nondiscrimination policies. All publications contain the appropriate nondiscrimination statement as well as nondiscriminatory representation and verbiage of program descriptions.</p> <p>CPI’s workforce reflects the overall demographics of its location. Efforts are made to recruit and employ a diverse workforce. Employment opportunities are advertised within an appropriate geographic area through several newspapers, careerbuilder.com, CWDS/PA CareerLink website and the school’s website.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Job advertisements • Employment application • IPEDs data regarding non-traditional enrollments • CPI Non-discrimination statement <p>Comments: Surveys are given and assessed for student well-being and satisfaction. Adult student lounges were put in place. School Resource Officer is on site.</p> <p>Strengths:</p> |

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| | <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 5. | <p>Does the institution adequately support the need of its employees in the areas of services, benefits, and policies?</p> <p>CPI post-secondary faculty and staff are not part of the Bargaining Unit. In that CPI's JOC knows that to attract and keep a high-quality workforce, CPI supports paying an appropriate wage and providing benefits so as to incentivize talented individuals to join CPI. For example, recent CPI hires include Lock Haven University's former Associate Provost and Dean to assist with growing the school's post-secondary operations and a former water plant superintendent was hired to lead CPI's Emerging Energy & Infrastructure division. Adequate compensation packages were required to attract and retain these individuals. CPI has other professionals on staff on the post-secondary side that require compensation commensurate with their position/education/experience (example: Dentist for CPI's Dental Van).</p> <p>All full time staff receive a benefits package similar to benefits negotiated and provided to members of the local bargaining unit. Adjunct and per diem instructors are paid at a rate competitive with the local environment (typically \$27.50/hour to start).</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Benefits package available to CPI employees • JOC minutes with salary of new hires • Email to payroll related to Dentist compensation for services. • Offer to new Administrative and Student Support Specialist • Offer to new Financial Aid / Adult Education Assistant <p>Comments: Needs are adequately supported for faculty and staff.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |

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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 |
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| a. | Establishes methods and opportunities for student learning: |
| 1. | <p>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?</p> <p>For new program development, CPI utilizes an assortment of tools to determine the need for a new program and its objectives and tasks. CPI's Vice President, Post-Secondary Education (Todd Taylor) is an active member of the Central PA Workforce Investment Board and works regularly with the board regarding demand and priority occupations. In addition, CPI administrators are members of the local chamber (CBICC) and serve on their workforce development committee. Mr. Taylor is also a member of neighboring counties Economic Development Organizations – including the Clinton County Economic Development Partnership. These groups focus on workforce and employee skill shortages and the tools to address these needs (including education and programs). OACs for the schools also discuss and target current and future program demand. Local occupational needs are also assessed using both the Regional and Statewide High Priority Lists, and O-Net is used to put local data into statewide and national context. Our Occupational Advisory Committees provide input for new program development and assist in formulating program objectives and curriculum and skills lists to meet those objectives. We also rely on our OAC members to help determine the equipment needed to meet program objectives. We rely on the similar local market data to inform our existing programs. Our OAC members review our current programs for relevance, and assist our on-going analysis of changing trends and new technologies.</p> <p>CPI has been recognized as a best practice model for conducting labor market analysis and utilizing data to start (...or not start) new programs. CPI's Vice President, Post-Secondary Education has presented at conferences, PDE, Directors Academy, and other venues related to these topics. PowerPoint handouts from these presentations are included as evidence.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Governor Corbett Critical Shortage document – Advanced Manufacturing • WIB customized data for CPI – regional technician openings |

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| | <ul style="list-style-type: none"> • Industry letters of support – position demand and need • Presentation on Starting New Programs – Todd Taylor • CBICC Workforce Development Committee meeting agendas • Utilizing Labor Market Data presentation handouts • Starting New Programs presentation handouts <p>Comments: Occupational Advisory Committee input is evident. OAC members determine program needs. Instructors should summarize OAC recommendations in the minutes. Industry letters of support demonstrate the demand and need for program training. It was felt in reviewing OAC Meeting minutes that all sections should be standardized and completed (dental program minutes), with a summarization of OAC recommendations and/or action items included.</p> <p>Strengths: Industry support from employers</p> <p>Opportunities for Improvement: All sections of OAC Meeting should be standardized and completed, with a summarization of OAC recommendations and/or action items included. Evidence at the sight examined – not all OAC minutes showed membership list of attendance.</p> <p>Non-Compliant:</p> |
| 2. | <p>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?</p> <p>Appropriate and clearly formulated objectives are developed by our instructors and staff using input from subject matter experts, students, employers, advisory groups and business and industry partnerships. These objectives are reviewed annually by OAC members, and during accreditation/re-accreditation/certification reviews of accrediting agencies.</p> <p>Through industry partnerships and consortia membership we develop programs whose objectives meet the expressed needs of the participating members. National and state certification organizations provide a framework for some of our programs within which local employers; instructors and students provide their input. As documented earlier, students have input on current and future programmatic direction at the school. CPI utilizes credentialing organizations input (example: NIMS, State Board of Nursing, others) when formulating curriculum and student objectives.</p> <p>CPI has extensive industry partnerships and customized training programs to meet specific company or market sector demand. To create components for these programs, CPI administrators and faculty meet directly with company representatives to tailor programs specific to their needs. As an example, a local mining company (Graymont of PA) has incorporated CPI custom training into their collective bargaining agreement such that when employees complete a CPI/Graymont custom training program, those bargaining unit members immediately receive a permanent 10% increase in their base pay.</p> <p>In addition, CPI has added a dedicated post-secondary curriculum specialist to its payroll with the</p> |

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| | <p>intent of standardizing and improving technical and academic curriculum in all adult program areas. This specialist works directly with industry, faculty, advisors, and other experts to align and improve CPI Programs with industry and credentialing agency requirements.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Program curricula examples • OAC minutes related to program review • First Quality Products employee assessment tool • Jersey Shore Steel assessment tool • Graymont Stationary Maintenance Technician Program at CPI <p>Comments: Instruction is directed toward appropriate and clearly formulated objectives. Customized training programs meet the needs of specific companies. Examples reviewed include First Quality Products, Jersey Shore Steel, and Graymont. Evidence was given at the site to show how student input is used for program improvement.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 3. | <p>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?</p> <p>CPI's health programs (Practical Nursing and Medical Assistant) assess students and make referrals to in-house remediation and tutoring services – provided by the Development Center for Adults. CPI has secondary and post-secondary support staff available in its Student Support room and it regularly refers students to in-house academic and remedial support when needed. The Centre County CareerLink maintains a desk at CPI to provide services to students. These services include remedial and career components. For all program areas, enrollment staff meets with students to discuss special requirements, fit, and other areas related to program enrollment. Staff cover attendance and academic requirements for each program and all incoming students are required to possess a minimum of high school diploma or GED, which are part of the student file.</p> <p>For its new two-year degree programs, CPI will utilize the AccuPlacer exam with minimum score standards for program admittance. The AccuPlacer is being considered for all programs (including Diploma) but a final decision regarding full implementation is pending based upon results of the 2 year population.</p> <p>The school has recently began to utilize a solicitor-approved ADA document that provides guidance to students and parents requesting information on IDEA, IEPs, or post-secondary ADA services. CPI</p> |

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| | <p>also follows a US Department of Education Satisfactory Academic Progress (SAP) monitoring program to aid in identifying students in need or intervention and counseling.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Secondary to Post-Secondary IEP/IDEA/ADA document • AccuPlacer component on enrollment agreement of two-year programs • SAP Policy • Sample letter to students not meeting SAP policy • Evidence of Counseling • Remediation courses (MA) <p>Comments: Adult students are given access to eLibrary resources and EBSCO Host. Remediation is individualized to the student in cooperation with the instructor. For the MA program there are pre-established remediation courses. The student can self-identify need for assistance or the instructor may identify the need and provide support. Interview with student validates that academic support is available as well as program area support.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 4. | <p>Does the program design support the state-approved duty/task list and/or guidelines for the instructional program?</p> <p>CPI programs are designed according to industry standards and prepare students to achieve national, state and industry certifications and/or licensure where applicable. The statewide program of study model may be used as a beginning point for developing industry-driven curriculum. Typically CPI post-secondary programs have additional components in addition to state-approved secondary task lists. OAC members and other subject matter experts contribute to overall program design to ensure relevant curriculum.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • MA Program curriculum, tasks • EE&I Program curriculum, tasks • Intergen Program curriculum (various), tasks <p>Comments: HVAC, Medical and EEI natural gas programs reviewed. Yes, CPI post-secondary programs have additional components in addition to state-approved secondary task lists.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> |

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| | Non-Compliant: |
| 5. | <p>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?</p> <p>In addition to OAC input regarding program content and duration, CPI adheres to all credentialing and accreditor guidelines related to program layout, content, and duration and the school will either meet or exceed all requirements. CPI programs are designed to meet industry standards and certification and licensure requirements. Programs have been developed and, where appropriate, follow certification guidelines that provide sufficient hours for students to learn content and master the skills and competencies required for successful program completion. In instances where CPI observes changes are needed to course duration or content to encourage student success, the school makes those changes (example: due to high failure rate in the Anatomy & Physiology component of Medical Assistant, CPI added an A&P lab to help students with more lab experiences).</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • ECAR, PCAR, US Department of Education Agreement with CPI • PHEAA, PA-TIP Approved hours/curriculum – CPI • MA Outline adding an Anatomy and Physiology lab • NA Guidelines regarding hours requirements <p>Comments: Instructional planning and certification is approved by the US Department of Education. Sufficient hours for students to learn the competencies are also approved by US. DOE. CPI has added an Anatomy and Physiology Lab in their Medical Assistant program. The lab practicum is 1 ½ hours twice weekly.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 6. | <p>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?</p> <p>The curricular design of all programs is focused toward student-centered learning and achieving the highest level of success possible for each individual. Ongoing assessment and evaluation provides students with both formal and informal feedback on their progress. Some programs (Examples: Practical Nursing, Advanced Manufacturing, Control Systems Technician, Water & Wastewater Operator) utilize supplemental online learning systems that provide immediate results to students and also monitor student progress. Problem solving techniques and critical thinking skills are embedded in all curricula and are an essential component of all programs.</p> |

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| | <p>CPI post-secondary students actively participate in Career and Technical Student Organizations (CTSOs) such as SkillsUSA. CPI has had several state champions and a national champion post-secondary Skills competitor over the last several years and student feedback on the experience has been very positive.</p> <p>As covered earlier, CPI has recently started (14/15 Program year) an organized CPI Student Focus Group.</p> <p>Customized training for companies often incorporates skill training with problem solving and critical thinking skills for continuing education and progression to higher-level positions. Industry recognizes the importance of building their workforce from within their company; positive feedback from industry validates CPI's approach to program development and content.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • PN Blackboard component • LAPs an eLearning guides – EE&I Programs • SkillsUSA adult participation and results • Student Focus Group meeting – agenda documentation • First Quality Products – Customized Assessment and Training Program <p>Comments: Students are able to join Skills USA, and have the opportunity to participate in Skills USA competition.</p> <p>Strengths: Site has started an Adult Education Student Focus group that addresses the positives of CPI programs, program concerns, ideas for quality improvement of the school. Example, one suggestion was to put a coffee machine in the lounge, another was to put benches out front for when waiting for a ride. Appears to meet twice a year at a lunch activity.</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 7. | <p>Is a planning and delivery system documented and in place that allows all students to be engaged in effective learning and doing?</p> <p>Students receive a syllabus, an outline of program content and hours, a student handbook, expected outcomes, training calendar, and log ins for computer access, CPI Library - Ebsco Host - where applicable, to facilitate the learning process. Instructors are provided with sufficient resources to deliver program instruction in the most efficient and timely manner. The competency-based curriculum allows students to progress at his/her own pace and to begin working on projects immediately upon arrival in the lab. CPI holds an orientation meeting for all incoming post-secondary students to assist with engagement in student services and effective learning practices.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Program syllabi |

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| | <ul style="list-style-type: none"> • Ebsco-host information: CPI's eLibrary system for students • EE&I Lap/hour breakdown <p>Comments: Commendable that the Site is integrating the EBSCO host eLibrary system for students into their program curriculum. Customized training example with First Quality Tissue references electromechanically/industrial maintenance training which shows a custom training plan to address and deliver a training system.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 8. | <p>Are the courses, as well as the faculty, harmoniously integrated with other instructional programs and/or subject areas?</p> <p>CPI's Adult Education office is strategically located in the main concourse area off the main entrance to the campus facility (540 N. Harrison Rd.) – where incoming student flow is at its highest. The Board and CPI leadership believe in the concept of "one CPI," as such, classes and facilities are fully integrated between secondary and post-secondary program areas. In areas that require like grouping and strategic proximity (example: Diesel Technology servicing CPI's heavy equipment and CDL equipment), the Transportation Training Center (TTC) was designed and built to logically integrate classrooms and to be highly functional academically, technically, and operationally.</p> <p>When deciding on a location for the new Centre County Public Safety Training Center (CCPSTC), the Centre County Commissioners met with CPI leadership to agree upon a location and outline a plan for CPI's long-term management facility that would seamlessly integrate public safety training (Fire / Police / EMT) into CPI's delivery structure. The CCPSTC's strategic and close proximity to CPI on Harrison Road demonstrates this vision of harmonious integration.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Building map • Campus plan • Centre County Public Safety Training Center map <p>Comments: Creation of Student Forum shows integration of various adult programs with the school. Use of EBSCO host and involvement in Skills USA also demonstrates this. Student lounge areas allow for students to interact from different program areas.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |

9. **Are resources other than school faculty, such as employers and community partners, used to support and/or teach knowledge and skills to the Pennsylvania Public Postsecondary Vocational Education students?**

CPI student populations – including our industry customers and partners - are diverse and include learners new to the trades, incumbent workers upgrading skills or learning new ones, students straight out of high school, and persons changing their careers. This mix of work and life experience in our classrooms and shops provides a breadth of knowledge and skills to enhance the educational experience. Many of our full time and part-time instructors currently work in business and industry, are owners of their own businesses, or have recently retired. Their real-world knowledge and expertise brings credibility to the students' classroom experience.

As noted earlier, CPI business and industry partners are an integral part of instructional practices. Guest speakers provide a real world perspective to students and recruiters visit classes to present employment opportunities. Industry representatives often conduct initial employment interviews with students and the trucking industry provides pre-hire opportunities to students. Industry partners also may assist with filling open instructional positions.

During industry training, the integration of adult learners and incumbent workers provides an unparalleled opportunity for interaction and connection to the workplace. Supervisory personnel from companies often observe classes and have an opportunity to interact with all students.

CPI also regularly holds job fairs at its facility for its students and graduates. Partners for CPI's job fairs include the CareerLink and local / regional employers. Employers directly engage our students and graduates about the expectations and requirements of the field.

Evidence on site:

- Goodco HVAC and Mechanicals Owner (Scott Goode) presenting to HVAC students
- Beckett Oil Burner certification courses for CPI students and industry
- Job fair examples at CPI
- Evidence of partnership with the CareerLink system

Comments: It would be good to develop a list of guest speakers, per program, who would be available to come in and give similar presentations that Scott Goode of Goodco. HVAC and Mechanicals presented to HVAC students.

Strengths: Business and industry partners are an integral part of the job fairs held at the facility, and at the Central PA CareerLINK office.

Opportunities for Improvement:

Non-Compliant:

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| 10. | <p>Does the institution incorporate current and new technology in the design and delivery of its programs in a timely manner?</p> <p>The school incorporates current and new technology into the design and delivery of its programs as information and funding become available. We rely on industry partners, OAC committees and organizations with nationally recognized standards and curricula to keep our programs current. Some examples of national standards upon which we base our curricula come from National Institute of Metalworking Skills (NIMS), American Welding Society (AWS), National League of Nursing Accreditation Commission (NLNAC), CAHEEP/AAMA – Medical Assisting, NCCER – Heavy Equipment Operations, Advanced Manufacturing / Integrated Systems Technology (AM/IST – Industrial Maintenance Training Center of North America), PMMI – Advanced Manufacturing, and others. As soon as these organizations identify the new technologies or tasks required in a certain field, CPI makes the appropriate changes to our courses to reflect them with OAC review and approval.</p> <p>School administration has been active in securing grants over the past several years (>\$7M over 8 years) allowing the school to build facilities, hire staff, and modernize our labs with the most up-to-date, state-of-the art equipment. This past year CPI received an Equipment Grant, which it matched with Adult Education cash – which it then utilized to purchase Caterpillar Heavy Equipment Simulators. These simulators were integrated into the current year’s curriculum. CPI staff and students utilize outstanding IT soft and hardware as well. The school has a Microsoft agreement that provides CPI with the latest server and desktop software, as well as current operating and security systems. CPI staff now have access to a “Remote Desktop” which provides continuous access to school servers and files.</p> <p>Students, staff, and faculty also make use of the campus wide wifi system – extending down to the Centre County Public Safety Training Center on Harrison Road</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • RACP Grant award notifications • HEO lesson plan with simulators • NCCER certifications • PMMI credentials earned in Advanced Manufacturing • Inclusion of CPI on NAM’s “M-List.” <p>Comments: OAC minutes reflected discussion of purchase of new equipment.</p> <p>Strengths: The Site has secured many grants over the past five years, including a 5 million dollar RCAP grant approved through Center County Industrial Development Authority to build facilities, hire staff and modernize labs.</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| b. | Provides opportunities for work-site learning: |

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| 1. | <p>Does each student have the opportunity to participate in work-site learning when appropriate to the program?</p> <p>CPI has an active adult Cooperative Education Program, supervised by CPI's Co-op Coordinator and under the overall supervision of the Vice President, Post-Secondary Education. CPI utilizes adult Co-op for both work-based education for students – and – as a tool to transition its students to full time employment immediately upon completion of training. CPI requires that students complete a minimum of 75% of their course prior to Co-op eligibility. This requirement – as well as instructor and administrative support – is to ensure that students are technically prepared to enter work-site learning in their field of study.</p> <p>Other programs within CPI have a “work based” component or clinical experience built into the course outline and program. These programs have dedicated program supervisors, instructors, or coordinators overseeing their work site learning experience.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none">• Co-op agreements – Adult Students• Clinical site rotations<ul style="list-style-type: none">○ PN○ Dental○ Medical Assistant <p>Comments: Evidence indicates that as applicable students have adequate opportunity to participate in work-site learning. Programs with externships have supervisors, instructors and/or coordinators that oversee the externship experience. “CPI requires that students complete a minimum of 75% of their course prior to Co-op eligibility” - consider raising the minimum percentage of coursework completed prior to co-op eligibility.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 2. | <p>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?</p> <p>Yes, all work-site training experiences for students have the appropriate signatures and agreements needed to protect the student, CPI, and its employer partners.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none">• Co-op agreements – Adult Students• Medical Assistant clinical rotations |

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| | <p>Comments: Documentation provided for MA program clinical forms did not consistently contain the signatures of student and/or CPI staff.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Submit assurance that all MA program clinical experience forms contain the required signatures to ensure program integrity.</p> <p>Non-Compliant:</p> |
| 3. | <p>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?</p> <p>All CPI programs are competency-based and the curriculum is developed with a task competency list according to approved job titles. Curriculum is validated, approved and reviewed annually by the OAC. Training plans are developed for work-based learning based on the approved curriculum and are updated as the student progresses through the work environment.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Co-op agreements • Cooperative Education Guidelines • Sample Training Station Evaluation Form <p>Comments: There is evidence of plans outlining learning objectives for work-site experiences that tie adequately to coursework that are approved by the site and the school. Training objectives for co-op students are defined.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Evidence presented at the site revealed that in the Dental Assisting program, weekly evaluation records were inconsistently completed. Submit assurance that evaluation records for externship/co-op are completed in full.</p> <p>Non-Compliant:</p> |
| 4. | <p>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?</p> <p>Yes, CPI follows appropriate site management and supervision protocols as defined by either its accrediting organization, the individual program credentialing organization, administration, and CPI's insurers. CPI instructors, coordinators, and site supervisors engage the employers and receive written evaluations on student performance.</p> <p>Program instructors and the Co-op Coordinator monitor all cooperative education students at the work</p> |

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| | <p>sites. Employers are required to complete an evaluation form to assess and document student performance at the workplace. Attendance is tracked on the work site attendance form and verified by the employer. Instructors receive copies of employer evaluations.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Co-op agreements • Employer evaluations – Co-op • Employer / CPI attendance validation documents • Employer evaluations of student work-site performance (various) <p>Comments: Evidence indicates that CPI staff is involved with work-site learning experiences, and written evaluations are completed.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Work-site learning documentation processes need to be completed in full by both student and instructor/supervisors as applicable.</p> <p>Non-Compliant:</p> |
| c. | <p>Uses methods for monitoring and tracking student learning:</p> |
| 1. | <p>Is an efficient and effective student learning tracking system for monitoring and documenting individual student progress in place? Does it accurately reflect student achievement during and at the end of the course?</p> <p>CPI programs are competency-based and the curriculum is developed with a task competency list according to approved job titles. Student progress is tracked in various ways, including electronically through online learning systems (example – Advanced Manufacturing: eLearning modules), traditional test grades, task lists and competency levels. Instructors utilize a combination of theoretical/written and project-based practical hands on assessments. CPI tracks students and submits information regarding status (e.g. graduation, non-completion, extension, others) to the Clearinghouse for the US Department of Education, IPEDs, and to other reports. CPI utilizes PIMS and has in-house software for student tracking, billing, financial aid, tax reporting, transcript reporting, and other mandated functions.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Clearinghouse documents • IPEDs reporting • Transcript samples (various) • Grade reporting, multiple programs <p>Comments: Evidence shows various methods are used to measure and track student progress and learning. “In House software” is a combination of use of Excel and LetterGrade system for intergen students.</p> |

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| | <p>Strengths:</p> <p>Opportunities for Improvement: Make official transcripts visually consistent across all programs. Consider implementing a student management system for adult programs.</p> <p>Non-Compliant:</p> |
| 2. | <p>Is a well-defined and written grading system in use and shared with each student at the initial startup of the course?</p> <p>In that CPI's program credentialing organizations (examples: State Board of Nursing, AAMA, PDE / Red Cross, others) have different grade and attendance requirements, grading practices may differ from program to program. As such, students receive grading and other policies in a student handbook at the start of their program at CPI. They also receive information on program grading in their course syllabus, which they receive at enrollment. CPI graduates receive Diplomas or Certificates upon completion of their training at the school.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Course syllabi with grading identified (various) • Student handbook <p>Comments: Well defined and written grading student is in use and shared with the student at the beginning of the course. Students sign off that they received the handbook.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 3. | <p>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?</p> <p>Theory grades are derived from quizzes, tests and/or projects; practical hands-on assessment grading is based on ability to complete common workplace tasks defined on the competency task list. CPI syllabi define task, objective, procedure, assignments and assessment for each competency. Competency task lists document student progress through the curriculum.</p> <p>Curriculum and assessment in the Emerging Energy & Infrastructure training area follow the Amatrol Learning Activity Packets (LAPs) that correlate to specific equipment. The LAPs serve as a learning guide for a blended learning approach combining instructor-led theory, computer-based virtual learning and hands on practice on actual equipment physically located adjacent to and integrated with the computer.</p> |

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| | <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Course syllabi • EE&I, LAP learning modules <p>Comments: The evidences supports that clear assessment measures are used that accurate reflect student results in the program. Accurate records of each student’s attendance, grades, assignments, and projects are maintained by the program instructor and retained at the school.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 4. | <p>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?</p> <p>CPI programs have clear objectives and evaluation methodologies for classroom, clinical practice in the school clinical labs, and for off-site clinical experiences. Student attainment is measured in the classroom through written tests, class participation, projects and presentations. Practice and demonstration of skills in the clinical labs is monitored and assessed. Program curricula require clinical experience for work-site learning. Students are expected to perform consistently according to standards set forth in the clinical evaluation form and are assessed accordingly.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Co-op evaluation documents • Clinical site evaluations – health programs • PN assessment of objectives <p>Comments: The school demonstrated documentation that students are evaluated using both school based, and when applicable, clinical site evaluator feedback. Student feedback is collected in a face-to-face meeting regarding evaluations from clinical site. Co-op coordinator meets with students to discuss weekly feedback from co-op site.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Provide the opportunity for students to give written feedback via an anecdotal record or addendum to the weekly co-op evaluation forms if needed.</p> <p>Non-Compliant:</p> |
| 5. | <p>Are students effectively assessed using oral, written and other performance methods?</p> <p>In that each student has their own unique learning style, CPI instructors use a variety of methods of assessment appropriate to their program of study. Each of our programs is developed with clear, competency-based objectives and task lists appropriate to those objectives. The assessment of</p> |

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| | <p>student achievement designed to monitor competencies includes written quizzes and tests, class participation and feedback, presentations, skills and lab demonstrations, hands-on projects, and work site evaluation.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • HEO project assessments • MA skills checklist • Blooms Taxonomy, domain learning – Medical Assistant <p>Comments: Evidence indicates that students are effectively assessed using various methods.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| d. | Maintains processes for providing student support: |
| 1. | <p>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?</p> <p>CPI enrollment staff meet with all incoming career program students and go over program syllabi, objectives, tasks, career options, and course particulars such as the “cost of education” for each program. In addition to course literature and syllabi, CPI provides incoming students with a four page “Disclosures” form, which outlines the program cost, the duration, the credentials earned, refund policies, method of payments accepted, return of Title IV funds procedures, and student grievance procedures.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Disclosure forms – multiple programs • Course syllabi with grading • HCM and Adv Mfg Program career options <p>Comments: Evidence indicates that well-defined course descriptions are reviewed with students at the beginning of their training that reflect overall objectives of the course and course content relates to occupational skills. However, when looking at the CPI website, the PPVE Accreditation team found it difficult to locate specific program pages and/or syllabi. Consider moving program pages to a more easily accessible location visible from Adult Education home page without having to click on Register button. Also consider posting the course syllabi on the CPI website.</p> <p>Strengths:</p> |

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| | <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 2. | <p>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?</p> <p>CPI program literature and student documents contain statements outlining the school's policy on non-discrimination to offer equal educational opportunities to all applicants. All programs are represented in recruiting materials and on CPI's website. As per the school's recent Civil Rights audit, CPI's nondiscrimination statement appears on all media material. All inquiries are provided with the same information and all students are enrolled in the same manner. Non-traditional students are welcome and encouraged to enroll in his/her program of choice. Admission practices reflect disclosure, discussion and full awareness of both program and job requirements. Instructors are sensitive to and maintain awareness of non-bias instructional practices.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Civil Rights audit report – CPI • Sample marketing materials <p>Comments: Yes, the institution offers a broad range of career opportunities with equal opportunity which is reflected in recruitment materials. The team examined sample program pamphlets, announcement flyers, student handbook and website. Site is also in compliance with Civil Rights Audit Report from 1/9/14.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 3. | <p>Are admissions policies and guidelines clearly stated, published, and made available to all Pennsylvania Public Postsecondary Vocational Education 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.</p> <p>CPI publishes all policies regarding student enrollment and completion in recruiting materials distributed to the public. Admission and enrollment materials are available to students in their student handbook, and they also receive admission and enrollment information when they meet with intake staff through CPI's individual Program Disclosure documents. Students sign the Disclosure statement prior to receiving an acceptance letter to their individual program. Students also receive course materials, including a syllabus with grading information during enrollment. Admission applications and</p> |

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| | <p>information is also available at www.cpi.edu. Students have the option to enroll online.</p> <p>As a part of pre-enrollment interviews and counseling, potential students learn about prerequisites, test-out procedures, available certifications or licenses, grading and completion requirements, and other available student services. An Adult Education Orientation is held at the beginning of the marking period, and an Open House is held at least annually where potential students can meet instructors and staff, have questions answered, see educational materials and get a tour of the building and individual shop/lab areas, and learn about financial aid that may be available to them.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Student handbook • Disclosure forms – various • Open House marketing documents and materials • Course syllabus with grading – various • Web snapshot of course registration system – www.cpi.edu/courses <p>Comments: The site is in compliance with admissions policies and guidelines which are clearly stated and published and made available to students prior to enrollment. The PPVE team reviewing the CPI website found that the area concerning disclosing their admissions policies and guidelines was easily found. CPI should look at use of technology such as QR codes in marketing materials to link interested students directly to information.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 4. | <p>Where applicable, are enrollment and class sizes in compliance with state standards?</p> <p>Course sizes meet and are in compliance with state standards. CPI class size is determined by shop/lab size, availability of equipment, maintenance instructional integrity, and availability of instructors. The school follows program accreditors and state regulators (example – State Board of Nursing or PDE, Nurse Aid) that have class size and instructor to student ratio standards.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • PN faculty to student ratios – clinical vs. theory • NA class size documentation, instructor rotations • Adv. Mfg. student to equipment ratio from PLS application <p>Comments: Enrollment and class sizes are in compliance with state standards. During facility tour, organized and effective use of shop/classroom areas was observed.</p> <p>Strengths:</p> |

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| | <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 5. | <p>Does the institution inform students of the cost of the program and of any required equipment and supplies?</p> <p>Students at CPI receive information on the total cost of education prior to enrolling at the school. The Adult Education and Financial Aid office share an internal “X Drive” that has individual program cost sheets and individual program Disclosure documents. The cost sheets and Disclosures break down costs for each program. They include – where applicable - tuition, fees, supplies, tools and equipment, books, uniforms, certification costs, and other costs. Adult Education enrollment staff, student accounting, and financial aid staff then share common information when meeting with students. Students receive and sign a Disclosure statement at enrollment.</p> <p>Additionally, CPI submits program tuition and related costs/fees to the Workforce Investment Board annually for including the school’s technical training programs on the CWDS system.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Program cost sheets from the X Drive • Disclosure Statement forms – various programs • CWDS course information with program tuition and costs. <p>Comments: Across the program areas, the cost of the program and any required equipment and supplies are disclosed prior to the student enrolling at the school.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 6. | <p>If financial aid is available, is information about it provided to each individual?</p> <p>CPI has an active, fully staffed Financial aid office (Financial Aid Staff: Chief Aid Officer, Assistant, Financial Aid Consultant) that provides services to students day and evening, 12 months per year. The Office processes several million dollars of aid annually and is subject to federal single auditing requirements.</p> <p>CPI views its Financial Aid office as a customer service component. In that over 77% of all CPI students receive some form of gift aid (grants) and close to 90% of students utilized aid, most all incoming students have regular contact with financial aid. Information about financial aid is available throughout the school, on program literature, and it is part of the enrollment and tour process provided to students.</p> |

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| | <p>Information regarding agencies to contact for tuition assistance outside of CPI’s Financial Aid Office is also made available to students. These agencies include but are not limited to the Office of Vocational Rehabilitation, TAA, WIOA, and the Department of Veterans Affairs.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none">• Course literature noting financial aid• Marketing materials noting financial aid• Program application with other aid services (CareerLink, TAA, Veterans) <p>Comments: Evidence supports that Financial Aid information is available to each individual. Information regarding agencies to contact for tuition assistance outside of CPI’s Financial Aid Office is also made available to students. Evidence at the site examined included an HVAC program application listing methods of payment/payment responsibility information for tuition assistance.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 7. | <p>Does the institution ensure that qualified advisers counsel Pennsylvania Public Postsecondary Vocational Education students on how and where to find jobs and assist in placement in occupations related to the students’ training and life experience?</p> <p>In addition to a Cooperative Education office with a Co-op Coordinator that works with both the Adult and Secondary Programs, CPI has a career component for each career-training program. CPI utilizes in-house career staff as well as CareerLink staff (housed at CPI) to assist students with interview preparation, resume preparation, job search essentials – such as physical and online services available to students, and other career components – such as our “Career Closet” to help students with little means related to dress and interview preparation. CPI hosts numerous job fairs, some for individual program areas (example: PN Job Fair), some for career clusters (example: GOH, Inc. Construction cluster job fair), some directly for industry (example: First Quality Products job fair at CPI), and some for state job placement agencies (example: CareerLink job fairs held at CPI).</p> <p>In addition to the above services, CPI has a web-based proprietary job placement system for current and former students (alumni) called Career Connection. Career Connection directly connects the hundreds of employers that contact and directly recruit current and former CPI students. Career Connection is located on the homepage of CPI’s website (www.cpi.edu/jobs) and provides CPI students with lifetime placement assistance. CPI’s in-house career staff teach our students how to use the system prior to graduating. Career Connection provides a free service for employers looking to hire CPI’s skilled students and provides our students with direct contact with company officials that hire.</p> |

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| | <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • PN Job fair notice - CPI • GOH job fair notice - CPI • First Quality job fair notice – CPI • Career Connection handout for students – Career component of curriculum • Listing of employers utilizing Career Connection to recruit students <p>Comments: Evidence at the Site verifies that students are being counseled in finding jobs and job placement.</p> <p>Strengths: CPI’s Career Connection web portal – the listing of employers utilizing the Career Connection website is commendable.</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| e. | <p>Credit Hour Policies</p> |
| 1. | <p>How does the institution define a credit hour based on the credit/hour conversion?</p> <p>CPI follows the US Department of Education and PA Department of Education, Department of Private Licensed Schools guidance with regard to credit hours. In that the school utilizes a quarterly start process (terms), CPI utilizes quarter credits when comparing credits to clock hours. Below is CPI’s Credit Hour definition taken from a Faculty Handbook:</p> <p>CREDIT HOURS <i>CPI’s degree programs are based on quarter credit hours. Credit Hours are defined as a unit of curricular materials, which normally can be taught in a minimum of 10 clock hours of instruction. For laboratory instruction, a credit hour represents a minimum of 20 clock hours. For shop instruction and practicum experiences, including externship/internship experiences, a credit hour represents a minimum of 30 clock hours.</i></p> <p>CPI has a program chart it utilizes for Clock to Credit hour conversions. In addition, theory and lab hours are broken down on program syllabi for student and regulator review.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Faculty Handbook with Credit Hour definition (pg. 28) • Credit to Clock hour conversion document – CPI Programs • Program Syllabi – showing lab and theory hours - various <p>Comments: The team validated that CPI follows the US Department of Education and PA Department of Education, Department of Private Licensed Schools guidance with regard to credit hours. Credit Hours are defined as a unit of curricular materials, which normally can be taught in a minimum of 10 clock hours of instruction. For laboratory instruction, a credit hour represents a minimum of 20 clock</p> |

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| | <p>hours. For shop instruction and practicum experiences, including externship/internship experiences, a credit hour represents a minimum of 30 clock hours.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 2. | <p>How does the institution approximate the amount of work for a credit hour based on learning outcomes and verifiable achievement?</p> <p>In addition to guidance and direction from PA Department of Education, Department of Private Licensed Schools - instructors and administrative staff use several resources to estimate the amount of theory and lab work necessary to equate to a credit hour. Some textbooks and lab exercises estimate the time needed for lessons; additionally, instructors rely on experience in the workplace and in the educational setting to determine time on task. Subject matter experts and OAC members contribute to curricular dialog, planning and outcomes. Competency-based instruction verifies student learning by measurable outcomes.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Credit to Clock hour conversion document – CPI Programs • Program Syllabi – showing lab and theory hours – various • Approval submission to PDE, PLS related to credit hours for programs <p>Comments: Program Syllabi – showing lab and theory hours – was examined and used for verification by the team. In addition to guidance, some textbooks and labs give approximate time for lessons, additionally, instructors rely on experience in the workplace and in the educational setting to determine time on task. Subject matter experts and OAC members contribute to curricular dialog, planning and outcomes.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 3. | <p>How does the institution separate the number of hours for direct instruction, lab, and out-of-class work?</p> <p>In addition to what is described in the question above, programs are comprised of courses, which are essentially competency-based. Each course is differentiated by classroom/theory and lab hours. Instructor-led theory lessons are based on the time needed to effectively convey the material to students. Lab hours are comprised of a series of tasks or projects to be completed and they generally</p> |

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have a quantifiable time frame to each task. Out-of-class work accounts for a smaller portion of time and varies by program. Some programs have e-Learning components that track student time online (Examples: CPI EE&I Programs).

Evidence on site:

- Credit to Clock hour conversion document – CPI Programs
- Program Syllabi – showing lab and theory hours – various
- EE&I, LAP hour breakdown

Comments: Credit to Clock hour conversion document – CPI Programs was examined and math verified by the PPVE Team. Each course is differentiated by classroom/theory and lab hours. Instructor-led theory lessons are based on the time needed to effectively convey the material to students. Lab hours are comprised of a series of tasks or projects to be completed and they generally have a quantifiable time frame to each task.

Strengths:

Opportunities for Improvement:

Non-Compliant:

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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.

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| a. | <p>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:</p> |
| 1. | <p>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 Pennsylvania Public Postsecondary Vocational Education?</p> <p>CPI’s Post-Secondary program has an annual operating budget that now exceeds its Secondary program. Included in annual budgets, which are prepared by the Vice President, Post-Secondary Education – and submitted to the Director of Business and Development – to the President, then to the PAC and JOC – are individual program breakdown budgets with equipment purchase allocations for each program. These budgets are prepared based upon OAC feedback, instructor recommendation and guidance, and administrative vision.</p> <p>As noted earlier in the application, CPI also actively pursues grants to equip and staff its programs to a “state-of-the-practice” condition. CPI has been awarded > \$7M in grants over the last 8 years. These funds target equipment and programmatic need.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Annual post-secondary budgets – several years • OAC equipment purchase recommendation – OAC minutes • Recent grant award listing- CPI <p>Comments: Institution makes adequate funds available for purchasing and replacing needed equipment/supplies in all program areas.</p> <p>Strengths: Obtaining multi-million dollar grants to increase and improve instructional programs which meet the needs of not only students but also those of industry employers in the region.</p> <p>Opportunities for Improvement:</p> |

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| | <p>Non-Compliant:</p> |
| <p>2.</p> | <p>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).</p> <p>Equipment, tools, materials and supplies meet the curricular instructional needs for competency-based instruction. The OAC advises instructional staff on the current trends in industry to ensure labs and equipment meet or exceed industry standards. Sufficient funds are available and instructors have the autonomy to purchase materials and consumable supplies as needed throughout the year.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Medical Assistant equipment list (as a sample) • Advanced Manufacturing equipment list (as a sample) • POs related equipment (Diesel and HEO as a sample) <p>Comments: Equipment, tools, materials and supplies meet the needs of the program.</p> <p>Strengths: Addition of CAT simulator and emerging energy lab areas.</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| <p>3.</p> | <p>Are the quality and quantity of training stations appropriate for the number of students being served?</p> <p>CPI class size is determined by shop/lab size, availability of equipment, maintenance instructional integrity, and availability of instructors. The school follows program accreditors and state regulators (example – State Board of Nursing or PDE, Nurse Aid) that have class size and instructor to student ratio standards. CPI ensures enrollment does not exceed the number of training stations available. Adult programs maintain the appropriate ratio of student to equipment. An example of equipment (training station) to student to instructor ratio management would be CPI’s CDL Program. CPI employees numerous on-road instructors to provide training to CPI students in CDL, as well as programs that include a CDL component – such as Heavy Equipment Operations, Diesel Technology, and Natural Gas Compressor Technology. Large numbers of “on-road” instructors are required meet the standard student to instructor “in truck ratio” for the industry (3:1 – source: PTDI).</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • PN faculty to student ratios – clinical vs. theory • NA class size documentation, instructor rotations • Adv. Mfg. student to equipment ratio from PLS application • CDL Equipment to Instructor ratio |

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| | <p>Comments: Sufficient training stations evident in program areas. Class sizes are also appropriate. Student interview verified that sufficient training stations are provided in the Advanced Mfg. lab.</p> <p>Strengths: CAT simulator has five stations that allow for HEO simulated operations.</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 4. | <p>Is there an instructional equipment inventory management plan for maintaining equipment and replacing or disposing of obsolete equipment in place?</p> <p>Our various program areas – in conjunction with administration - develop Equipment Plans that are reviewed and approved by or OAC's and are used to maintain our shops/labs and provide an up-to-date learning environment for our students.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Comprehensive plan – CPI • OAC meeting template demonstrating Equipment planning and review <p>Comments: Yes, plan in place that is adequately detailed for maintaining and/or disposing of obsolete equipment.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 5. | <p>Does the institution acquire equipment, materials and supplies within a reasonable period of time to provide safe and quality education?</p> <p>CPI has streamlined the equipment, materials and supplies requisition process to improve the process tracking, budget alignment, and speed from instructor requisition, adult approval (Vice President, Post-Secondary Education), to business office approval of equipment/supplies purchases. This streamlining included the implementation and training related to CPI's IU automated purchasing system. The automated process starts with an instructor submitting a purchase request through the PO System. The Adult VP then reviews the purchase request and acts upon it (send back, deny, or approve). An approved PO is assigned a school code to identify program area, object, code, and function – and is electronically sent to the Business Office for approval. Once the Business Office approves the purchase – the Purchase Requisition is assigned a PO number – which the originator of the order uses to purchase the equipment or supplies. POs are then married up with invoices to ensure that all invoices to CPI were approved by administration. The PO requisition to approval process can often occur within one day – which helps provide a safe and quality education for</p> |

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| | <p>students and instructors at CPI.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Sample POs through CPI’s requisition system • AE budget showing equipment and other line items <p>Comments: Institution has implemented updated software used to submit and process equipment and other purchases. Evidence examined at the site revealed that PO approval process takes approximately 30 days from initial request to payment to the vendor. Business and Industry interview confirmed that CPI is willing to get needed equipment in a timely manner.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 6. | <p>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?</p> <p>All curricula include both general safety practices and safety procedures specific to the occupation, lab and equipment. Instructors are responsible to routinely inspect equipment to ensure its safe operation to protect the wellbeing of students and staff. New equipment purchases are reviewed with OAC members, installs are guided by the appropriate party (e.g. vendors, installers, CPI maintenance staff). CPI has a Safety Committee that reviews equipment and supplies to ensure safety features are in place and the respective program instructor follows through with safety instruction.</p> <p>All of our programs include curriculum units or learning guides covering general safety practices and those safety procedures that are specific to the shop, lab, equipment, or process. Appropriate MSDS forms are available in each shop area that require the maintaining of MSDS sheets. Instructors follow all safety guidelines for their shop/lab and monitor compliance by students and any visitors.</p> <p>CPI has participated in 339 and Civil Rights reviews related to safety for students and visitors and the school is in compliance with all state and federal regulator requirements.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Sample MSDS sheets – various programs • CPI Safety Committee meeting agenda and action items • 339 Audit documentation • Civil Rights Audit Compliance documentation <p>Comments: Facility tour provided assurance that equipment and supplies meet appropriate safety requirements and that safety features are in place. Safety instruction is part of program task lists. Programs, where applicable, are incorporating OSHA training. MSDS sheets in evidence on tour as</p> |

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| | <p>well. OAC meeting minutes reviewed which reflect review of equipment for safety compliance. Student interview verified that safety instruction occurs at the beginning of the program and on each piece of equipment prior to operation.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| b. | <p>Develops physical facilities, including instructional and non-instructional areas, that are adequate and provide for safe and quality instruction to meet the program objective:</p> |
| 1. | <p>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?</p> <p>CPI facilities meet ADA regulations, educational requirements and building code requirements. Instructors have sufficient classroom and lab space to facilitate sound instructional practices. Adequate storage is available in all labs.</p> <p>All facilities and labs have been reviewed by OAC members and are designed with adequate utilities, data lines and other necessary technology to accommodate instructional equipment and software. Manufacturer recommendations are followed for the installation of equipment to ensure safe working conditions.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • 339 Audit documentation • Civil Rights Audit Compliance documentation • Facility tour <p>Comments: Maintenance of facility is outstanding. Each program area well maintained. Facility meets ADA regulation, educational requirements of the program and building code.</p> <p>Strengths: Development of Transportation Training Center, the programs associated with it and industry partnerships formed. All labs are well equipped with modern technology/equipment.</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 2. | <p>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?</p> <p>CPI has adequate storage in shops, labs and office areas. Separate and special storage areas exist for hazardous materials and areas exist for long-term document storage. Each shop/lab has adequate</p> |

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| | <p>storage areas. Adequate restroom facilities exist in all office, planning and shop/lab areas.</p> <p>An example of CPI addressing adequate instructional and non-instructional areas would be the development, design, and building of CPI's Transportation Training Center (TTC). The school was finding that particularly in Diesel Technology, its growth and expansion of student and industry programs was limiting its ability to provide quality project training space. As such, CPI quadrupled the size of its diesel training capacity (secondary and post-secondary separated) by building the TTC in 2013.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Prints – Transportation Training Center • Facility tour <p>Comments: Adequate storage area is available in all areas. Horticulture storage area may need reorganization to avoid tripping hazard. Hazardous materials are stored correctly.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 3. | <p>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?</p> <p>CPI had a recent 339 review and recently participated in a Civil Rights compliance visit addressing students with special needs and disabilities. The school is in compliance with codes and inspections as required by law and is in compliance with all ADA requirements. Separate locker and restroom facilities are available for male and female students and visitors.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Facility tour • Building permit approval • Civil Rights Audit Compliance documentation <p>Comments: Institutional facilities do meet the needs of students with disabilities. Facility is ADA compliant. Van accessible signs have been placed in handicapped spaces.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |

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

The Director of the Physical Plant is responsible for the maintenance of the facility and grounds. Sufficient staff is employed to cover three shifts of maintenance and custodial care.

Evidence on site:

- CPI Maintenance staff listing
- Facility tour

Comments: Institution facilities are adequately maintained, providing a safe environment for quality instruction.

Strengths: Facility is well maintained, orderly, and clean.

Opportunities for Improvement:

Non-Compliant:

Final Draft Report

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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 Pennsylvania Public Postsecondary Vocational Education. The results show that the organization is successful in meeting its mission/vision, goals, and objectives.

| No | Quality Results |
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| a. | Student learning and satisfaction results: |
| 1. | <p>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 Pennsylvania Public Postsecondary Vocational Education students?</p> <p>Student data is compiled by Adult and Financial Aid staff and is kept and securely maintained in their corresponding offices (AE/Financial Aid). The data is used for program approval, PIMS submission and for internal analysis and evaluation of program delivery and success. Student demographics, enrollment, completion and licensure/certification are reported to the PA Department of Education through annual PIMS data submission and to the federal government through CODS, NSLDS, the Clearinghouse, and IPEDs. CPI receives regular data reports from these sources based upon required student data submissions. The Commonwealth Workforce Development System (CWDS)/PA Training Provider List for CareerLink approval requires data on student enrollment, completion, licensure/certification, employment and retention. CPI submits its programs through CWDS for WIOA, TAA, and OVR program approvals.</p> <p>Industry training is tracked through pre- and post-assessments to validate training and skills training for incumbent workers.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • PIMS data • Clearinghouse snapshot • IPEDs reporting data • NSLDS reporting data • Statewide training provider list – CPI Programs approved within CWDS • Industry assessment – Jersey Shore Steel <p>Comments: Evidence indicated current data for adult students in the form of grades, program completion, earned competencies, and overall knowledge improvement based on their programs of study.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |

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| 2. | <p>What is the institution’s current information about attendance, dropout, and completion for the Pennsylvania Public Postsecondary Vocational Education programs?</p> <p>As required by the US Department of Education, CPI submits dropout and completion information to the Department through the IPEDs reporting system twice per year. Dropouts and completers are reported through the federal Clearinghouse as required. Attendance information and requirements for students are included in their student handbook, the Fall and Spring Catalog, and are described on its website under Policies and Procedures. CPI follows a US Department of Education Satisfactory Attendance Policy (SAP) for students. Students receive a notice when they are out of compliance with SAP.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • IPEDs reporting information • Clearinghouse data – sample • SAP Policy from student handbook • Student warning letter related to attendance and SAP. <p>Comments: Evidence showed information about attendance and completion rates are well documented and the records are maintained for all the accreditation years.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 3. | <p>What is the institution’s current information on the number of diplomas, certificates, degrees, etc. issued to students?</p> <p>CPI utilizes several methods for tracking and reporting diplomas, certificates, and degrees. In that CPI receives over \$500K in annual federal revenues, we are required to conduct the federal single audit annually. As such, CPI generates a report for the single audit that lists total students by program and funding source.</p> <p>CPI is also required to report student information annually to its accreditors and to the US Department of Education. CPI also reports student information to the Central WIB annually for its Program re-approvals on the CWDS system for TAA and WIOA eligibility</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Single audit student report by funding source – multiple years • CATS / PIMS report of CPI students –multiple years • PSBVE annual accreditation report listing students – multiple years • IPEDs report – student enrollments |

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| | <ul style="list-style-type: none"> • CWDS program completers report – various sampling <p>Comments: Evidence showed information about diplomas, certificates, degrees, etc. issued to students; is well documented and the records are maintained for all the accreditation years.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 4. | <p>What is the institution’s current information on awards or recognition of special student achievement?</p> <p>CPI holds program graduations and awards students diplomas or certificates at the completion of their respective program, depending upon their program. Recognition of special student achievement varies by program.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Student completion report, CATS • MA Graduation Program • PN Graduation Program • Adult Education Graduation Program • PN Recognition – special student achievement <p>Comments: Evidence showed information about awards or recognition of special student achievement is well documented and the records are maintained for all the accreditation years.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 5. | <p>What are the institution’s results from tracking the Adult Affidavit Program Registration and CARs?</p> <p>CPI submits and tracks student information through CATS and the Adult Affidavit Program. Enrollments generally ebb and flow based upon numerous conditions (economy, local plant closures, new program offerings). Overall, CPI has shown steady growth in adult education enrollments and revenues.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Capital campaign document showing AE Program growth |

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| | <ul style="list-style-type: none"> • PDE data regarding tracking of students • PIMS subsidy reports from form 4049 <p>Comments: The evidence listed was provided.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| b. | Public, community and employer satisfaction results: |
| 1. | <p>What is the institution’s current data and information showing the levels of satisfaction or dissatisfaction?</p> <p>Obtaining data from current and former students, as well as all relevant stakeholders (employers, staff, others) is a challenge for schools – but it is also a critical component for collecting and measuring performance. CPI has greatly expanded the surveying component of its operation, and is currently negotiating with third party vendors to add another layer of credibility with regard to student performance, satisfaction, and results through 3rd party student information verification (required by ACCSC – CPI’s accreditor for degree based programs).</p> <p>Regarding in-house surveying of PPVE-approved programs – CPI utilizes a multipronged approach for capturing all exiting student input. For non-title IV programs, CPI utilizes a traditional survey tool with an Excel document summary for data-driven decision making for administrators. In that the PA Department of Education requires data collection from CATS/PIMS category students and schools are allowed to expand on the data requested, we have modified the survey letter and document that goes to all program completers (including all PPVE approved programs). We then collect, review, and follow up on data received from this instrument. To improve response rates and thereby make the data sample more statistically significant, CPI has directed its financial aid office to utilize a Survey Monkey® survey tool on all students completing their required financial aid exit counseling. In that students must do their exit counseling (law), we are able to gather survey data from them at this session.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • EE&I, CDL survey tool and summary samples • CATS/PIMS PDE Survey response data – multi year • Survey Monkey, questions and summary report of student feedback <p>Comments: Evidence provided by industry feedback in the form of a telephone survey indicated attempts with some success of obtaining information showing the levels of satisfaction or dissatisfaction by public, community and employers.</p> <p>Strengths:</p> |

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| | <p>Opportunities for Improvement: Provide consistent documentation spanning all programs and over multiple years showing that attempts are made to collect, aggregate, and analyze current data and information showing the levels of satisfaction or dissatisfaction by public, community and employers.</p> <p>Non-Compliant:</p> |
| 2. | <p>What is the institution’s current data and information on enrollment, retention, student placement, and employer feedback?</p> <p>CPI submits information on enrollments, retention, and placement to various state and federal regulatory authorities. These agencies / authorities include the PA Department of Education, the US Department of Education – through semiannual IPEDs reporting – and the Workforce Investment Board (WIB) for state approval of CPI career programs. These entities require that CPI track relevant data on retention, placement, enrollment, completion rates, and other information.</p> <p>Regarding employer surveys, CPI finds the best method for collecting and utilizing employer data and feedback is through an active and vibrant Program OAC and subsequent dissemination of minutes and administrative follow-up (OAC minutes attached as evidence in earlier section). In addition to OAC employer data, CPI surveys employers while attending “in house” job fairs in their related program areas. We also mail and compile employer survey data to employers directly working with CPI students (Medical Assistant survey tool for employers previously submitted to PDE as evidence). CPI also has and utilizes an active adult Cooperative Education program. The Co-op program has instruments to collect employer satisfaction (Co-op Ed Employer Survey tool and results attached). Lastly, CPI contacts employers recruiting and hiring CPI graduates either in writing or by phone to determine their level of satisfaction with CPI and its students. This is coordinated through our web-based Placement System (CPI Career Connection – viewable at www.cpi.edu/jobs).</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • IPEDs report related to enrollment and retention • WIOA Placement information – CPI Programs • Sample employer survey tool results attached, PN Job Fair in-house sampling • Career Connection employer contact list for in-house contacting <p>Comments: The evidence listed was provided.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 3. | <p>What is the institution’s current data and information on student, faculty, and staff satisfaction and dissatisfaction?</p> |

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| | <p>See section F.b.1 regarding student satisfaction and dissatisfaction data.</p> <p>To collect faculty and staff satisfaction, CPI’s recent hire of a Post-Secondary Program Manager has improved CPI’s process for data collection, tools, and follow-up. CPI circulates a Staff Satisfaction tool to gather important information related to environment, improvements, safety, and other key areas from staff and faculty. Appropriate measures are taken to ensure anonymity when required.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • EE&I, CDL survey tool and summary samples • CATS/PIMS PDE Survey response data – multi year • Survey Monkey, questions and summary report of student feedback • Staff Satisfaction tool <p>Comments: Evidence did show that improvements in collecting and analyzing data and information on student, faculty, and staff satisfaction and dissatisfaction have been implemented over the past two years. Collection of data from each group was sparse or limited beyond the past two years.</p> <p>Strengths:</p> <p>Opportunities for Improvement: See Ba4; The tracking of student, faculty, and staff satisfaction and dissatisfaction for the purposes of institutional improvement should be and academic leadership priority. Documenting the actions taken to facilitate improvements must be improved.</p> <p>Non-Compliant:</p> |
| <p>c.</p> | <p>Budgetary and operational results:</p> |
| <p>1.</p> | <p>What is the institution’s current data and information about funding to the organization and grants to students?</p> <p>Annual budgets are developed for each major school function area and reviewed on a regular basis. As noted earlier, CPI has a heavily utilized Financial Aid Office (>\$2M in student aid annually). In addition to traditional aid, such as Federal Direct Loans, Parent Plus Loans, and Pell Grants, CPI actively participates in the PHEAA Targeted Industry Program (TIP) Grant Program. TIP has a higher income threshold than Pell for students and grants are awarded to students in construction and gas-related training areas. CPI has distributed several hundred thousand dollars in TIP grants to its students over the last 3 years. CPI programs are approved by CareerLink, TAA, Veterans, OVR, and other agencies. CPI accepts credit card payments from students.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Federal single audit budget summary by funding source (WIA, Federal loan, etc...) • PA TIP approved programs list • US Department of Education approved programs list from ECAR • CareerLink approved programs – CWDS |

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| | <ul style="list-style-type: none"> • Adult Education Budget summary page - CPI <p>Comments: The evidence listed was provided.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 2. | <p>What is the institution’s current information about staying within budget and budget growth?</p> <p>CPI’s Post-Secondary budget is submitted, reviewed, and approved by the JOC annually. Budgets are adjusted accordingly based upon JOC and CPI vision and direction. CPI’s post-secondary program is a “profit generating enterprise” that is not subsidized by the secondary side of the school. The Adult side of CPI has invested millions of dollars back into school operations through day-to-day purchases and investments, as well as long-term capital utilization – such as land acquisition (20 acres behind CPI), campus renovation, equipment grant match, and building purchase and payoff (TTC).</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Adult Education budget summary information • Schematic showing land purchase behind CPI (Phase II & III of Campus Growth Plan) • Capital Campaign documents showing profitability and growth of CPI Adult operations • \$10M TTC “payoff” and zero balance – two years after construction. • P&L Statement, CPI Adult Education <p>Comments: The evidence listed was provided. Also, additional information was provided in multiple JOC and OAC meeting minutes where budget, budget growth, and institutional improvements were presented and approved.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 3. | <p>What is the institution’s current information about new programs and program improvement?</p> <p>Related to program improvement and development, each program is reviewed for content by instructors and CPI administrative staff. In addition, the Program’s OAC committee has a substantial role in curriculum review, development, and direction for the Program. Industry / OAC input is noted on numerous OAC minutes which have been submitted as evidence of program development and industry input.</p> <p>As for new program development, examples of recent activity (e.g. since the last PPVE re-</p> |

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| | <p>accreditation visit) include the development and program expansion of CPI’s Emerging Energy and Infrastructure training facility – which houses numerous related programs, such as Water and Wastewater Operator Technician, Advanced Manufacturing Technology, Controls Technician, Solar Photovoltaic Installer, and others. CPI has also developed, submitted, and has approved technical Associate Degree Programs (AST) based off of its core Diploma Programs (examples: Advanced Manufacturing and Healthcare Management AST Programs). The addition of CPI approved degree programs, which are not covered by PPVE accreditation, is discussed in the section because the programs are designed to strengthen and improve enrollment numbers on the “front end,” which includes CPI secondary programs and CPI post-secondary diploma programs. In addition to these approved Degree programs, CPI has partnered with Case Construction to be 1 of 4 Case Training Centers in North America. CPI is submitting a “Heavy Diesel Construction with Case Emphasis” Degree Program based off its existing PPVE-approved Diesel Technology Program. Program development and curriculum development examples are included as evidence for review.</p> <p>In that CPI has started several new programs on the post-secondary side in the last 10 years, CPI administrators have been asked to present a “Starting New CTE Programs” presentation at several statewide CTE-related conferences. A printout of CPI’s presentation is included as evidence of new program development for the reviewers. This presentation demonstrates the model, methodologies, and decision criteria utilized by CPI when considering the start of a new program.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • OAC minutes related to program improvement and development (various) • “Starting New CTE Programs” PowerPoint presentation • Core components, layout, and curriculum strategy for launching CPI’s Emerging Energy and Infrastructure Programs • Case Construction Diesel partnership agreement • Advanced Manufacturing course layout and components • Healthcare Management course layout and components <p>Comments: The evidence listed was provided. Also, additional information was provided in multiple JOC and OAC meeting minutes where budget, budget growth, and institutional improvements were presented and approved.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 4. | <p>What is the institution’s information on net cost per student?</p> <p>CPI has a methodology for setting tuition costs and program fees. As indicated earlier in this document, the post-secondary division of CPI is expected by the JOC to be a “profit center” for the school. Looking at our CTE programs, costs per program – and in direct relation – cost per student, vary significantly by program. CPI’s Heavy Equipment Operations Program, with its equipment, diesel fuel use, and maintenance and repair costs – is significantly more expensive to operate than its</p> |

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| | <p>intergenerational Landscape / Horticulture Program. When setting tuition for programs – the Vice President, Post-Secondary Education considers and utilizes many factors. One consideration with a new program or a key, core program, is that new programs will often generate a “loss” for up to two years prior to becoming “profitable.” This is due to the significant start-up expense of curriculum and program development, outfitting a program with appropriate equipment and supplies for start-up, heavy marketing expense for public awareness of the new program, and anticipated marginal enrollment numbers to start as the community slowly becomes aware of the new program offering. Anticipated start-up losses for programs make the administrative decisions on which programs to start and which programs not to start very critical for long-term success of the post-secondary operation. Profits from more established CPI programs help “carry” new programs until the new programs become profit centers themselves.</p> <p>Factors for setting tuition and program costs include but are not limited to base cost per program (including instructor salaries and benefits), market conditions and the competitive environment, student aid eligibility caps, potential industry and grant support specific to the program area, anticipated contributions back to the secondary operations and future growth initiatives, and profit / loss for CPI’s overall post-secondary operation.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Single audit student listing and revenues reported – various years • Program and overall Profit and Loss Report, CPI Post-Secondary Division <p>Comments: The evidence listed was provided. Also, additional information was provided in by Mr. Taylor in a spreadsheet that indicates all associated program expenses and the resulting enrolment budgets for one year of program operations.</p> <p>Strengths: The above mentioned spreadsheet is an item that PDE asks all institution to provide. CPI should be commended on actually creating and providing the evidence to meet this request. The process and development of the records should be shared among the other adult education institutions that PDE accredits so they may benefit from CPI doing it correctly.</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| d. | <p>Administration, faculty, and staff satisfaction results.</p> |
| 1. | <p>What is the institution’s data and information showing the levels of satisfaction or dissatisfaction?</p> <p>As previously noted, overall surveys and feedback indicate high levels of satisfaction with the overall operation of CPI. The administrative team supports and maintains open communication with faculty and staff to address concerns as they arise. CPI has developed a Staff Satisfaction tool to provide anonymous feedback to administrators on overall staff satisfaction. All faculty and staff also have an opportunity to discuss concerns with their supervisor during their annual evaluation and review.</p> |

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| | <p>The Adult Education department holds monthly staff meetings to ensure continuity of operations and sound management of programs. Meetings are concluded by affording all staff “the floor” to talk about whatever is important to them. Additionally, CPI regularly holds barbeques, staff luncheons, ice cream socials, staff breakfasts, and other events to help demonstrate appreciation for employee efforts. All staff (secondary and post-secondary) are invited to participate in staff celebrations.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Staff Satisfaction tool and returned responses • Adult Education monthly meeting agendas - various • Notices of CPI Staff Celebrations – various • Employee Evaluation tool with employee input area identified <p>Comments: The evidence listed was provided.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 2. | <p>What is the institution’s data and information related to safety and overall well-being?</p> <p>Along with staff feedback from survey tools, monthly open dialog meetings, and CPI Celebrations, regular institution wide safety meetings are held. At these meetings issues and concerns related to safety and wellbeing in the facility are discussed. School administrators meet regularly and discuss overall employee satisfaction, training and development, and wellness. For example, when CPI changed health plans with its most recent collective bargaining agreement, CPI’s Benefits Coordinator began sending regular “Wellness” emails to staff. These emails contain general and specific (e.g. benefits related) information on employee wellness.</p> <p>The school has improved its electronic access to the facility (key fobs assigned to all staff and students), improved camera at IT retention systems, and has a School Resource Officer (Spring Township Police Officer) based full time at CPI with an office just off the main lobby. His presence helps provide an atmosphere of safety and well-being for staff and students of CPI.</p> <p>As noted previously, CPI has been recently visited and reviewed by PDE staff and school administrators related to 339 and Civil Rights accessibility – which included review of school safety.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • D. Shultz Wellness emails • CPI Resource Officer agreement • Safety Committee meeting minutes • 339 Report • Civil Rights audit report |

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| | <ul style="list-style-type: none"> • Security enhancements, fobs, cameras <p>Comments: The evidence listed was provided.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |
| 3. | <p>What is the institution’s data on individual employee training and development?</p> <p>CPI encourages all employees to pursue training and professional development. CPI administration meets regularly to make sure the school is meeting its objectives and remains focused on its mission, which includes staff development. All employees are encouraged to continue their professional development and training. Administrators and instructors are eligible (budget and resources permitting) to receive tuition assistance with the pre-approval of the President or Vice-President. CPI is an Act 48 provider and utilizes the system to maintain records of all certified staff that are required to earn Act 48 credits each year. The system lists each conference, course, seminar, etc. that each staff member has attended. The Vice President, Post-Secondary Education approves training, conferences and other professional development activities for PPVE staff. Nurse Aide instructors are encouraged to attend the annual NA conference and CPI pays all related costs and fees for attendance. Attendance at PACTA events, conferences, seminars, workshops is encouraged for PPVE staff. Staff members requiring special skills may participate in CPI post-secondary programs at no charge.</p> <p><u>Evidence on site:</u></p> <ul style="list-style-type: none"> • Tuition reimbursement – PN instructors enrolled in Masters Program, various • Conference reimbursements, various staff • Examples of recent professional development opportunities <p>Comments: The evidence listed was provided.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Non-Compliant:</p> |

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Scoring in Reference to the Standards:

| Standard/Category No. & Sub Category No. | Please list any possible strengths or opportunities for improvement for each sub category. | Score |
|--|---|-------|
| A - a | Provides direction to the overall organization. | 2 |
| A - b | Establishes the future direction for PPVE and implements the plan. | 2 |
| A - c | Reviews the organization's performance. | 2 |
| A - d | Meets its regulatory requirements and public responsibilities. | 2 |
| B - a | Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees. | 2 |
| B - b | Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment. | 2 |
| C - a | Enacts workforce practices that enable all employees to achieve high performance. | 2 |
| C - b | Builds a quality workforce. | 2 |
| C - c | Builds knowledge and skills, career development, for the administration, staff, and faculty. | 2 |
| C - d | Maintains a work environment conducive to the well-being of all employees and students. | 2 |
| D - a | Establishes methods and opportunities for student learning. | 3 |
| D - b | Provides opportunities for work-site learning. | 3 |
| D - c | Uses methods for monitoring and tracking student learning. | 2 |
| D - d | Maintains processes for providing student support. | 3 |
| D - e | Credit Hours Policies. | 3 |
| E - a | Acquires proper equipment, materials and adequate supplies and makes them available to support the instructional program objectives and to meet the needs of individual students. | 3 |
| E - b | Develops physical facilities, including instructional and non-instructional areas, that are adequate and provide for safe and | 3 |

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| | quality instruction to meet the program objective. | |
| F – a | Student learning and satisfaction results. | 2 |
| F – b | Public, community and employer satisfaction results. | 2 |
| F – c | Budgetary and operational results. | 2 |
| F - d | Administration, faculty, and staff satisfaction results. | 2 |
| | Highest Score Possible | 67 |
| | Total Score | 48 |

Final Draft Report