Periodic Review Report

Presented by: Pennsylvania Institute of Technology
June 1, 2011

Dr. William V. Larkin
President and Chief Executive Officer

Date of the most recent decennial evaluation team’s visit:
April 2-5, 2006
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EXECUTIVE SUMMARY

Institutional Overview

Pennsylvania Institute of Technology ("P.I.T." or "the College") is an independent, not-for-profit, coeducational, non-residential college comprised of one campus and one additional location, both in Southeastern Pennsylvania. A unique community resource serving the Greater Philadelphia region, P.I.T. is one of the few regionally-accredited, private, not-for-profit, two-year technology colleges in the United States.

The College was founded in April 1953 by business entrepreneur Walter R. Garrison, P.E. The first classes, with evening scheduling, were held in Upper Darby, Pennsylvania. The programs of study included Architectural and Mechanical Engineering Technology, which are still offered as associate degree programs today. As enrollment grew, day classes were added, and P.I.T. moved to several increasingly larger locations in Upper Darby.

Since 1982, the 14 acre, suburban Main Campus has been situated in a residential section of Media, Pennsylvania, the Delaware County seat. Since 2006, the College has leased space for its Center City Location at the Curtis Center across from Independence National Historical Park in Philadelphia. Travel time by car between the Media Campus and the Center City Location is approximately 40 minutes.


Mission Statement

The Mission of Pennsylvania Institute of Technology is student success. The College is committed to providing committed learners with a quality, collegiate and career-enhancing education in a supportive environment that promotes personal growth and prepares graduates for successful careers and/or college transfer opportunities. The College accomplishes its mission through technology-based programs of study, complemented with an array of personalized academic and student support services.

Educational Offerings

Programs of study, which are taught in the traditional semester mode, are organized into associate degree (A.A.S. and A.S.) and career certificate options. The associate degree option is for students who wish to develop skills for entry-level employment or pursue a bachelor's degree. The career certificate option, offered through the School of Professional Programs established in 2005, is designed for students who wish to develop skills for entry-level employment or pursue a related associate degree at the College or elsewhere.

Moreover, the College offers a total of five certificate programs in Practical Nursing, Medical Assistant with Externship, Medical Billing and Coding Specialist with Externship, Pharmacy Technician with Externship, and Computer-Aided Design Technology Specialist.

The programs of study which prepare graduates to qualify for nationwide certification examinations or licensure in their respective fields are listed in Appendix 1, and changes in educational offerings since the April 2006 site visit are listed in Appendix 2.

Practical Nursing and School of Professional Programs career certificate graduates may further their education at the College by completing additional required courses for the respective A.S. in Allied Health Technology track; Computer-Aided Design Technology Specialist career certificate graduates, by completing additional required courses for the A.A.S. in Computer-Aided Design Technology.

Since the 2006 Self-Study, the percentage of P.I.T. graduates choosing to continue their education has increased. In 2006-07, the percentage of School of Professional Programs career certificate graduates who transferred into a P.I.T. associate degree program was 13%, and in 2009-10, it was 40%. In 2006-07, the degree transfer rate was 15%, and in 2009-10, it was 89%. Accordingly, the Director of Degree Placement and Transfer has implemented College Transfer Fairs, which are held twice a year. The fairs enable P.I.T. associate degree students to meet with admissions representatives from local colleges and universities to discuss program availability and the process of transferring into their institutions.

In April 2011, P.I.T. developed a bachelor’s degree completion program with Peirce College. Effective September 2011, P.I.T. graduates with an A.S. in Allied Health Technology, an A.S. in Business Administration Technology, an A.S. in Medical Office Management Technology/Digital Health Records track, or an A.S. in Medical Office Management Technology/Health Services Administration track may choose to earn a bachelor’s degree in Business Administration taught one evening per week by Peirce College faculty on P.I.T.‘s Media Campus. An online program option is also available, as is the opportunity for a P.I.T. graduate to complete a degree on Peirce’s campus.

**Enrollment**

Fall 2010 full time equivalent (FTE) enrollment was 995, and Spring 2011 FTE, as of the end of March 2011, was 855. A slight majority of students at both the Media Campus and Center City Location are enrolled in the School of Professional Programs career certificate programs, but this enrollment varies from one given year to the next. Enrollment is further discussed in Section 3.

**Student Characteristics**

P.I.T. educates a very diverse student body that includes a majority of non-traditional students and first-generation collegians. The Media Campus primarily serves students from Delaware and neighboring Chester Counties, and the Center City Location primarily serves students from North, West, and Southwest Philadelphia.

**Academic Affairs Student Success Programs and Student Support Services**
A distinctive feature of the College is the extraordinary amount of personalized attention, from recruitment to commencement that both academic and non-teaching employees provide to students. The College is committed to maintaining these individualized services, which provide students with a supportive learning environment that fosters academic achievement and personal growth.

The Academic Affairs Department offers College Success Workshops, New Student Orientation, Academic Advising, and an OWL (Online Writing Lab) for associate degree students. Faculty members tutor Practical Nursing and School of Professional Programs students in the respective subject areas. The nationally-recognized Academic Developmental Program provides associate degree, Practical Nursing, and School of Professional Programs students with basic skills improvement at the same time they are enrolled in their credit-bearing courses.

The Student Services Department oversees the Student Resource Center, an open computer laboratory which provides professional and peer tutoring in subjects except Practical Nursing and School of Professional Programs subjects; the Pennsylvania Institute of Technology Library; a Jumpstart summer academic enrichment program for incoming associate degree students; Career Planning, Job Placement, and Transfer Services for associate degree students; and Externship and Job Placement Services for School of Professional Programs students.

On the Media Campus, students meet individually with one of four Academic Support/Financial Literacy Counselors to help resolve problems affecting their college performance. The College added one full-time Academic Support Counselor to the Center City Location in response to enrollment growth. To address the need for non-academic support, the two Center City Academic Support Counselors started and serve as the advisors for two student development groups, the Men’s Group and the Women’s Group. The groups are open to currently enrolled P.I.T. students and meet every other Tuesday, alternating by gender.

The College has chapters of Phi Theta Kappa International Honor Society and Chi Alpha Epsilon academic honor societies, a Student Ambassador Club, a Student Government Association, and a Student Activities Committee. Federal TRIO Student Support Services, Carl D. Perkins, and Pennsylvania ACT 101 grants partially fund the Student Services Department.

Tuition

The College continues to keep tuition very affordable for a private institution. Effective July 2010, the Board of Trustees established full-time tuition for most associate degree programs at $4,950 plus fees per semester. Part-time tuition is $330 per credit hour. Current tuition, program fees, and technology fees are listed in Pennsylvania Institute of Technology Catalog of Courses, 2011-2012, pp.18-20 (http://my.pit.edu/content/documents/coursecatalog.pdf).

Financial Aid and Institutional Scholarships

Approximately 86% of the College’s students depend upon federal and state financial aid, as well as loans, to finance their education. In addition to federal and state grants and loans, P.I.T. provides full and partial institutional scholarships to many students who would otherwise not be financially able to pursue higher education. For example, the P.I.T. Opportunity Grant provides up to 100% funds for tuition and textbooks for first-time degree students, and the School of Professional Programs High School Senior Scholarship is a supplemental scholarship of $1,000 for one student per local high school per year. For
additional institutional scholarship information, see Pennsylvania Institute of Technology Catalog of Courses, 2011-2012, pp. 29-30.

Employees

The College employs a total of 215 employees, excluding work study positions. Of the 215 positions, 100 are full-time and 115 are part-time. Of the 89 faculty positions, 37 are full-time and 52 are part-time. The College does not use an academic rank system.

Major Changes and Developments

Leadership and Governance: The College is governed by a 12 member, self-perpetuating Board of Trustees, which includes the current President and CEO as a voting member. The Trustees perform the duties and responsibilities typical of a board at a private, not-for-profit college or university including, but not limited to, the approval and monitoring of the strategic plan, budget, and new programs. The Board hires, evaluates, and sets the compensation level for the President and CEO and holds fiduciary responsibility for the College.

The Chairman of the Board of Trustees of Pennsylvania Institute of Technology is the College’s Founder, Walter R. Garrison, P.E. The Board meets a minimum of four times per year, and the Executive and Nominating Committee of the Board is empowered to make interim decisions, as appropriate. The Executive and Nominating Committee is one of eleven standing Board committees. The Board Chair and the President and CEO stay in close communication and typically meet several times in any given month. Board membership has increased from 10 to 12 members during the last five years, and the Board engagement level is high. The current Board of Trustees list is presented in Appendix 3.

In October 2010, after a national search, William V. Larkin, Ed.D. began his duties as President and CEO of the College. His predecessors were John C. Strayer, M.B.A. (2006-2010) and Paul N. Smith, Ph.D. (2003-2006). Dr. Larkin has most recently served for five-and-one-half years as President of The Art Institute of Philadelphia. Immediately prior to that, Dr. Larkin served the Commonwealth of Pennsylvania as the Deputy Secretary of Education for Postsecondary and Higher Education, the state’s higher education executive officer. Accordingly, this Periodic Review Report is being filed less than eight months after the commencement of Dr. Larkin’s tenure.

The President and CEO provides leadership to and manages the College on behalf of the Board of Trustees. He is assisted by the Executive Leadership Team, the senior administrative and leadership body of the College. The Executive Leadership Team’s composition has varied over the years at the discretion of the President. Turnover has been minimal, and many current members were on the staff at the time of the College’s Middle States re-accreditation in 2006. One notable addition to the Executive Leadership Team is the creation of a Chief Compliance Officer and General Counsel position.

Moreover, the traditional collegiate structure of shared communications and governance has continued to develop. For example, the Dean of Academic Affairs meets regularly with faculty at both the Media Campus and Center City Location, and the Dean of Student Services actively works with the Student Government Association. President Larkin also meets with both constituencies on a regular basis. Observations and suggestions raised at these meetings are typically key agenda items at subsequent Executive Leadership Team meetings.
Strategic Plan: In November 2010, President Larkin initiated and led the development of the strategic plan approved by the Board of Trustees and contained in Appendix 4 of this document. The current plan draws from earlier iterations and serves as the College’s blueprint for the future.

The Strategic Plan Team, comprised of selected members of the Executive Leadership Team, the Assistant Dean of Academic Affairs for the School of Professional Programs, the Program Manager for Business Administration Technology, and the Special Assistant to the Executive Leadership Team, reviewed and made minor revisions to the mission statement to reflect more accurately the College’s current work. The Team also drafted a vision statement, established assessable goals and objectives, and developed an implementation matrix.

Technological Improvements: Since the April 1, 2009 progress letter, the My PIT internal web site (http://my.pit.edu/) has been expanded. My PIT contains general information such as the Academic Calendar, listings of Student Services including a web presence for the Pennsylvania Institute of Technology Library, how to access P.I.T. webmail, how to register for the P.I.T. Emergency Message System, as well as Student, Faculty, and Policy portals.

The Quick Links consist of the Class Schedule, Student Portal Help, Course Catalog, and the NHA (National Healthcareer Association) Exam Schedules. The Featured Links consist of the online P.I.T. Bookstore, the Khan Academy, the Community Performing Arts Center at P.I.T., and the external P.I.T. web site (www.pit.edu). My PIT also lists Special Announcements and Campus Events.

Furthermore, in 2010, the College published its first electronic Catalog of Courses available at its external web site (www.pit.edu) and at My PIT (http://my.pit.edu). Important additions to both web sites are the listing of the Consumer Disclosures as required by the federal government effective July 1, 2010 (http://my.pit.edu/content/page.aspx?p=consumer) and public access to textbook pricing as required by PA Act 104.

Periodic Review Report Approach

Throughout the changes in leadership and governance since the 2006 Self-Study, the Executive Leadership Team, faculty, and staff ensured that the College continued to fulfill its mission and to address Middle States accreditation requirements. Longstanding employees including the Dean of Academic Affairs, the Special Assistant to the Executive Leadership Team, and most Program Managers mentored new faculty and staff regarding the Middle States re-accreditation process, the operations of a Middle States accredited college, and student learning outcomes assessments not only for the preparation of the College’s Periodic Review Report, but also to develop employees to assume leadership positions for the 2016 Self-Study.

The Dean of Academic Affairs served as Chair of the Periodic Review Report Steering Committee. He appointed the Special Assistant to the Executive Leadership Team and the Special Assistant to the Dean of Academic Affairs as Co-Coordinators. The Chair and Co-Coordinators enlarged the Steering Committee based on employee expertise and also identified Periodic Review Report Resource Team members to assist with data collection and analysis. Among the 10 member Steering Committee, four staff members and one faculty member served in various capacities on the 2006 Self-Study. In addition, the Chief Information Officer created a portal to store materials for the current Periodic Review Report effort.

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5/23/11
The Chair and Co-Coordinators edited the work of the Steering Committee and Resource Team members and also drafted Periodic Review Report sections. The final draft was made available for comment to members of the College community.

Periodic Review Report Abstract

The College's Periodic Review Report presents the combined efforts of the Periodic Review Report Steering Committee and the Periodic Review Report Resource Team members regarding the continuation of work in support of the College's mission since the April 2006 Self-Study, as well as new programs and developments. The Periodic Review Report Steering Committee and Periodic Review Report Resource Team Members are listed on pp. iv-v.

The report follows the guidelines detailed in the Commission's *Handbook for Periodic Review Reports (11th ed.)*:

**EXECUTIVE SUMMARY** – presents an institutional overview, major changes and developments, the College’s Periodic Review Report approach, and its Periodic Review Report abstract.

**SECTION 1** – provides the College’s responses to each of the Visiting Team Recommendations. Because of the large number of institutional recommendations, the College selected eight for narrative development and arranged the remaining recommendations topically. The College’s responses to the topically arranged institutional recommendations are presented in Appendix 5.

**SECTION 2** - documents the College’s chief accomplishments and major changes since the 2006 Self-Study including a new mission and vision statement, changes in leadership and governance, and new programs of study. The section then discusses the major opportunities and challenges the College is currently facing including implementation of the new strategic plan, new program development, and budgetary constraints.

**SECTION 3** - presents the College’s overall financial status including its budget forecasting process. The section also presents information detailing enrollment trends and projections.

**SECTION 4** – summarizes the College’s organized and sustained assessment processes and how outcomes are used to inform changes and improvements to programs and services. The section includes institutional assessment and assessment of student learning practices and results.

**SECTION 5** – describes how the College links strategic planning to its modified, zero-based budgeting process, as well as how the capital budget has strengthened planning, budgeting, and assessment connections.

The Appendices, as well as the selected online links inserted throughout the narrative, provide evidence and supportive documentation.
Certification Statement:  
Compliance with MSCHE Requirements of Affiliation and  
Federal Title IV Requirements  
(Effective October 1, 2009)

An institution seeking initial accreditation or reaffirmation of accreditation must affirm by completing this certification statement that it meets or continues to meet established MSCHE requirements of affiliation and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit. This includes all HEOA-related regulations that became effective between August 2008 and December 31, 2010.

The signed statement must be attached to the executive summary of the institution’s self-study report.

If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

(Name of Institution)

PENN JILIANA INSTITUTE OF TECHNOLOGY

is seeking (Check one):  
___ Initial Accreditation  
✓ Reaffirmation of Accreditation

The undersigned hereby certify that the institution meets all established requirements of affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit, and that it has complied with the MSCHE policy, "Related Entities."

___ Exceptions are noted in the attached memorandum (Check if applicable)

______________________________  ____________________
(Chief Executive Officer)        (Date)  May  19, 2011

______________________________  ____________________
(Chair, Board of Trustees or Directors)        (Date)  May  30, 2011

J:\Procedures & Process\CertificationStatement\EffectiveOct09

5/23/11
Transfer of Credit Policy

Pennsylvania Institute of Technology (P.I.T.) will consider providing transfer credit in associate degree programs for individual courses (including distance education courses) that have been completed at a college or university fully accredited by Middle States Commission on Higher Education, New England Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and the Western Association of Schools and Colleges, or foreign colleges and universities with comparable accreditation.

The College will accept transfer credits for the School of Professional Programs in certain certificate courses provided that they have been completed at a college or post-secondary school accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) or a regional accreditor.

The Dean of Academic Affairs approves all transfer of credits. Students who have attended another institution of higher education and who wish to transfer to P.I.T. must submit an Application for Admission and official transcripts of all post-secondary education credits to the appropriate Admissions Representative. Transfer applicants are advised to submit catalogs, including course descriptions, prior to enrollment so credits may be evaluated and an appropriate schedule of courses developed.

Individual courses acceptable for transfer must meet the following conditions:

- Courses must be equivalent to courses in the appropriate program of study at P.I.T.,
- A final grade of "C" or higher must have been earned,
- Courses with a non-grade such as "P" or "S" are not accepted for transfer.

A minimum of 60% of the total semester credits in any program of study must be completed at P.I.T. Furthermore, P.I.T. is under no obligation to accept any course for transfer.

While the College does not have a statute of limitations regarding transfer credits, P.I.T. reserves the right to refuse to accept some courses for transfer in which the content is outmoded.

Students seeking advanced placement credit for military experience or work experience are referred to the College Credits for Prior Learning Policy.

The College currently does not have online courses and therefore no policy is included.
SECTION 1: SUMMARY OF INSTITUTION’S RESPONSE TO RECOMMENDATIONS FROM THE PREVIOUS TEAM REPORT AND INSTITUTIONAL SELF-STUDY

Recommendations from the Previous Team Report

In April 2006, the Visiting Team offered a total of 18 recommendations regarding Standards 1-5, 7, 9-12, and 14. The College numbered each recommendation for reference purposes, and progress toward satisfying each follows:

Standard 1: Mission, Goals, and Objectives

1. Institutional objectives should be articulated that are outcomes-based and capable of being evaluated.

During the 2010-2011 academic year, the College adopted a new strategic plan (see Appendix 4). For each of the objectives, the plan contains specific outcomes based actions that can be evaluated by either quantitative or qualitative measures. A separate Strategic Planning Matrix aligns the plan with the Characteristics of Excellence and specifies the fiscal year of implementation, the faculty and staff responsible, and the status of implementation (see Appendix 6). On March 25, 2011, the Board of Trustees approved the College’s Strategic Plan and a modified Mission Statement:

The Mission of Pennsylvania Institute of Technology is student success. The College is committed to providing committed learners with a quality, collegiate and career-enhancing education in a supportive environment that promotes personal growth and prepares graduates for successful careers and/or college transfer opportunities.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

2. The institution should develop a strategic plan that has clearly stated goals and objectives used for planning and resource allocation at the institutional and departmental levels.

At its session on June 26, 2008, the Commission acted to document receipt of the March 31, 2008 progress letter and noted that the report provided insufficient information. The Commission further requested a progress letter due April 1, 2009 documenting further progress on the implementation of a comprehensive institutional strategic plan which links long-range planning to decision-making and budgeting processes and to direct a staff visit to discuss the Commission’s expectation on reporting.

The staff visit by Vice President Dr. Luis G. Pedraja occurred on February 6, 2009. At its session on June 25, 2009, the Commission acted to thank the institution for receiving the Commission’s representative and to accept the April 1, 2009 progress letter that contained the institutional strategic plan.

Standard 3: Institutional Resources

3a. The College should develop comprehensive facility and information technology master plans linked to the operating budget.

Beginning in 2008, for the 2009-10 fiscal years, the Information Technology Department, led by the Chief Information Officer, has prepared and continuously updated an Information Technology Operational Plan.
The plan, which outlines projects that are being recommended for the following 18 month period, includes a description of each project, its benefits, its estimated cost, and its priority. The Chief Information Officer presents each plan to the President and CEO, who incorporates approved projects into the College’s annual operating and capital budgets.

On the Media Campus, most of the facility planning revolves around current and deferred maintenance needs typically covered by the capital budget. Adequate classroom and administrative space currently exists, especially if the College better utilizes its facilities in the afternoon, evenings, and summer. Plans are currently being developed to do so. However, much of the College’s facility planning needs are at the Center City Location, where demand for space increases as new programs and tracks are initiated. Additional classroom space was acquired at the Curtis Center in 2008. In 2009, additional administrative space was acquired on the seventh floor of the Curtis Center improving the working conditions for Admissions, Financial Aid, and other administrative staff. Like the main campus in Media, the Curtis Center facility is underutilized in both the afternoon and evenings prompting efforts to improve the distribution of coursework during these times. Preliminary outreach has begun to locate other space at the Curtis Center if and when it is necessary to do so. As part of a more formal facilities plan, the College needs to better anticipate the number and timing of new programs, tracks, and modules. This process has begun and will be enhanced in the coming years.

3b. The College should develop a capital budget that includes the infrastructure requirements of the institution over a 3-5 year life cycle.

With a modified, zero-based budgeting process, departmental managers submit their respective short-term and long-term capital budget requests to their respective Executive Leadership Team members. The Chief Financial Officer prepares preliminary operating and capital budgets, which are evaluated and prioritized as part of the annual budget cycle. The College has improved its capacity to project capital budget needs beyond the current fiscal year cycle and has, oftentimes, extended major projects over several years, when feasible. Like many tuition driven institutions, P.I.T.’s legitimate capital requests can exceed projected available revenue in any given year. Consequently, items are deferred until a subsequent year or years, when they likely become a higher priority.

Standard 4: Leadership and Governance

The team endorses the recommendations made in the Self-Study and reiterates them below. In addition, the team adds a recommendation regarding the Executive Leadership Team.

4a. The College should continue to include in the decision-making process those who will be most affected by proposed changes.

The new President of Pennsylvania Institute of Technology has cited improved communication, especially as part of the decision-making process, as an important initiative. All-faculty/staff meetings, at which the President delivers a “State of the College” report and entertains questions, now minimally occur twice a year. The President also attends faculty meetings whenever his schedule allows and has begun a regular cycle of meetings with Student Government Association members. The Executive Leadership Team has been expanded to include additional key College officials directly involved in decision-making including the Chief Information Officer and the Director of Financial Aid. Executive Leadership Team members, including the President, now visit the Center City Location on a regularly scheduled basis. The Board of Trustees receives a monthly written update from the President on issues and developments. In addition, faculty and staff were included in the most recent strategic planning process.
College leadership now routinely asks the question, "Who else should be at the table to help make this decision?" Moreover, empowering administrators to make decisions within their purview rather than pushing all decisions to the Office of the President has been modeled and encouraged. Still, there are communications challenges in this area, especially with adjunct faculty and staff in the Center City Location. Accordingly, special efforts are being made to communicate more effectively with these populations.

4b. As policies and procedures are established, they should be communicated clearly and implemented effectively throughout the College.

The College recognizes that in the past, its policies were not well communicated and implemented throughout the College. To rectify that, policies now reach those affected promptly after their approval whether they are intended for students, faculty, or staff. Transmittal methods include email, handbooks, paper distribution, and web-site inclusion.

More specifically, policies affecting students, faculty, and staff are now placed online in Policy P.I.T., which is located on the College’s Policy Portal. The portal is easily accessed through a prominent button located at the top right of the College’s intranet. By placing the “Policy Portal” button on the intranet’s face page, all students, faculty, and staff are immediately reminded each time they go to the intranet that “policies” exist and that they can easily access them by simply clicking on the highly visible policy portal button.

4c. The College should develop a computer data warehouse system to distribute policies, procedures, and other information, replacing current intranet storage with one complete, searchable, easy-to-use system.

In 2009, the Executive Leadership Team initiated and completed a project to draft new and update existing P.I.T. policies and procedures. The Web Services Developer created a repository called Policy P.I.T. (http://policypit/index.aspx) on the College’s internal web site for approved policies, procedures, and forms.

4d. P.I.T. should continue to define the role of the Executive Leadership Team, led by the President, in the governance of the College.

At its session on June 26, 2008, the Commission acted to accept the portion of the March 31, 2008 progress letter which addressed the continued development of the Executive Leadership Team.

Standard 5: Administration

5. Develop adequate institutional research information and decision-making systems to support the work of administrative leaders.

The College decentralized assessment functions because of its small size. As part of the recent strategic planning process, the P.I.T. Performance Assessment Handbook (March 2003) was reevaluated. The College replaced it with an Institutional Assessment Plan (Appendix B). Members of the new Student Success Task Force, which held its initial meeting in May 2011, will submit recommendations to the
President based upon its collection and analysis of student persistence data. The Special Assistants to the Executive Leadership Team and to the Dean of Academic Affairs have also been assigned the responsibility of providing research assistance in support of Standards 7 and 14, respectively. The President and the Executive Leadership Team utilize the collected and analyzed data to inform program and service changes.

Standard 7: Institutional Assessment

6. The institution should provide sufficient resources to complete and implement its assessment plan.

The College’s new strategic plan specifies “promoting a culture of assessment” as its first strategic goal. The implementation of clearly defined assessment goals linked to appropriate assessment measures has yielded data critical to sound decision making in both planning and budgeting. The cycle, to be effective, must be continuous and interactive with clearly defined feedback mechanisms. Additionally, the changing regulatory climate, economic exigencies, and student expectations mandate enhanced public accountability. P.I.T. continues to refine this model of continuous quality assessment that documents its strengths and identifies its challenges in order to guarantee its future (see Figure 3, P.I.T. Planning Cycle, Page 44).

Based upon the revised College mission, the current strategic plan identifies five strategic goals, specific objectives supporting each strategic goal, and the means for their implementation (see Appendix 4: Pennsylvania Institute of Technology Strategic Plan, 2011-2015, pp.10-27).

Since the MSCHE team visit in 2006, the Institutional Assessment Plan and the Academic Assessment Plan (Appendix 10) have updated the Performance Assessment Handbook. Assessment processes have been correspondingly updated. The Institutional Assessment Plan incorporates the following administrative departments into its assessment cycle: Academic Affairs, Academic Records Office, Business Office, Enrollment Management, Facilities, Financial Aid, Information Technology Services, and Student Services. The Academic Assessment Plan complements the Institutional Assessment Plan and expands upon assessments specific to the Department of Academic Affairs.

The College also aligned its institutional strategic goals and objectives with MSCHE standards and specified the corresponding institutional assessment measures, outcomes, and implementation.

Standard 9: Student Support Services

7. A central office should be responsible for the implementation of FERPA regulations campus-wide to ensure proper training and compliance.

One of the charges of the Chief Compliance Officer and General Counsel position is to ensure compliance with student privacy issues involving Family Educational Rights and Privacy Act (FERPA). One of the incumbent’s first acts was to update the FERPA statement directed to students in the Catalog of Courses and the Student Handbook. A “FERPA Privacy of Student Education Records” section directed to faculty and staff was added to the revised Executive, Administrative and Support Staff Employee Handbook, the Full-Time Faculty Handbook, and the Adjunct Faculty Handbook.

A “Privacy of Student Records-Family Educational Rights and Privacy Act (FERPA)” statement also appears in the “Consumer Disclosures” pages on the College’s external web site (www.pit.edu), which is
available to prospective and current students, and on the College’s internal web site
(http://my.pit.edu/content/page.aspx?p=consumer), which is available to current students.

In addition, the incumbent prepared and distributed to P.I.T. faculty and staff, via P.I.T. email, an October
25, 2010 memorandum outlining commonly accepted FERPA compliance strategies. Furthermore, all new
faculty receive FERPA training.

8. Develop a systematic assessment plan for student services which incorporates the examination of
student learning outcomes, student satisfaction outcomes, and administrative/operational outcomes and
utilize findings to implement improvements. Benchmark assessment outcomes for effectiveness.

The Student Services Assessment Plan is embedded in the Institutional Assessment Plan (see Appendix
8) and outlines Assessment Measures, their Schedule of Administration, Responsible Personnel, Site of
Data Archival, Data Summaries, and Feedback Mechanisms.

The P.I.T. Student Services Department maintains records on the usage and successes of the various
services offered to the student body and/or alumni. These records are maintained for each of the service
areas in a manner that is appropriate to that service while still maintaining student confidentiality in
accordance with the FERPA regulations.

The types of information maintained vary from service to service, but include such items as:

- Number of students using the service (Career Services, Academic Support/Financial Literacy
  Counseling, Externship Placement, Job Placement, Library, and Tutoring)
- Number of placements (Externship Placement and Job Placement)
- Number of graduates transferring to 4-year institutions
- Grade improvement due to use of service (Tutoring)
- Use of print and electronic resources available (Library)
- Completion of educational goals (Academic Support/Financial Literacy Counseling)

The Department has also incorporated new surveys to assist in determining student and faculty
satisfaction with the various services offered. These surveys have been developed for each service area,
and the staff in each area are responsible for the distribution and collection of the surveys. Each area
also compiles the results of the survey and reviews the feedback on the services offered to determine
what areas need further development to better meet the needs of students.

Standard 10: Faculty

9. P.I.T. should ensure that there are sufficient appropriately prepared and qualified faculty in each area
to fulfill their academic and College-wide responsibilities.

Academic supervisors responsible for hiring faculty follow clearly delineated policies specifying faculty
qualifications. These policies are accessible on the College’s intranet. The Dean of Academic Affairs
periodically reviews faculty hiring policies, which are then reviewed by the College’s Chief Compliance
Officer and General Counsel prior to submission to the President and the Board of Trustees. The
Executive Assistant to the Dean of Academic Affairs maintains faculty files and monitors credential
compliance. In Fall 2010, the College reviewed all faculty personnel files for I-9 compliance and confirmed that there were no exceptions.

The Academic Assessment Plan continues existing faculty assessment practices of classroom visitation, performance assessment, and professional development. As specified in the plan, multi-dimensional assessment and repeated measures characterize effective faculty assessment and development. These measures include Performance Appraisal, Evaluation of Instructional Effectiveness, and Evaluation of Instructional Competencies.

10. P.I.T. should create a structure for the purpose of ensuring that educational curricula are designed, maintained, and updated by faculty.

Programmatic and syllabic review has been continuous, with faculty playing key roles. For example, in Spring 2009, the Dean of Academic Affairs, academic supervisors, and the School of Professional Programs faculty met in Philadelphia for a series of workshops. School of Professional Programs faculty attended general sessions and then met by program and course to update syllabi and review curricula. Formal program reviews are currently scheduled on a three-year cycle. The Dean of Academic Affairs revised the format in June 2010 to guarantee that assessments and standardized programmatic review and reporting are current.

Program Managers play a vital role in the review process. The most salient example is that of the Business Administration Technology Program Manager. The culling of obsolete courses, the introduction of Business electives, the incorporation of additional developmental instruction, and the integration of digital media into all of the Business courses have revitalized the Business Administration Technology program in Media and Center City.

Formal Program Reviews are supplemented by continuous program assessments by program managers and faculty. The Allied Health Technology Program Manager undertook a number of initiatives, including collaboration with Program Managers in Business Administration Technology, Humanities and Social Sciences, and Biology and Chemistry. This collaboration resulted in Allied Health Technology curricular review and approval of the integration of two business courses into the proposed Medical Office Management Technology/Health Services Administration and Medical Office Management Technology/Digital Health Records programs. Plans are in place to offer new computer courses in the Medical Office Management Technology/Digital Health Records program: Allied Health Technology I and Allied Health Technology II.

11. P.I.T. should provide demonstrated institutional support, in time and funding, for the advancement and development of faculty.

Although appropriate progress and budgetary increases have occurred since the 2006 team visit, the new President and those involved in strategic planning have made the advancement and development of faculty a priority. In the College’s strategic plan, Goal #4, sections c-f specify the following: expansion of professional development; benchmarking employee benefits and undertaking salary studies; upgrading new orientation, training, and development and mentoring; and developing strategies to address morale and recognition. The plan includes an action plan, responsible personnel, time frames, budgets, and outcomes (see Appendix 4, Pennsylvania Institute of Technology Strategic Plan, 2011-2015, pp. 23-25).
Standard 11: Educational Offerings

12. Library services and staff are inadequate to support the institution’s educational programs; therefore, sufficient support staff should be allocated to the library.

Staffing has increased since the 2006 site visit. A half-time Reference and Information Literacy Librarian position was added, and technological advancements since 2006 have made it possible to provide expanded Library services with existing staff. A major responsibility of this position is providing consultation, learning, reference, and research assistance in navigating the physical and virtual aspects of the Pennsylvania Institute of Technology Library. The incumbent also enhances the Information Literacy program, creates instructional handouts, and schedules and delivers classes or workshops in the use of library resources, tools, and systems including information literacy and general competencies related to the research process. A volunteer from the Retired and Senior Volunteer Program of Delaware County also assists with processing materials for the shelves generally four hours a week. A work-study student is available from year-to-year.

Standard 12: General Education

13. The College should review the general education program in order to enhance and increase its breadth.

At its session on June 26, 2008, the Commission acted to accept the portion of the March 31, 2008 progress letter which addressed the College’s progress regarding the implementation of general education in all curricula.

Standard 14: Assessment of Student Learning

14. The Academic Performance Assessment Plan should be implemented as soon as possible. Assessment results should be documented, analyzed, and used to improve student learning.

President William V. Larkin, Ed.D. restructured the College’s administration to meet the challenges of the current higher educational assessment environment. Expansion of the Executive Leadership Team and the redefinition of the duties of the Special Assistant to the Dean of Academic Affairs focused the College’s assessment initiatives as redefined by the College’s revised mission statement and new strategic plan. Goal One of the plan specifies the promotion of “a culture of continuous assessment.”

The Academic Assessment Plan evolved from previous assessments outlined in the Performance Assessment Handbook based upon the Worldwide Instructional Design System (WIDS). The Humanities and Social Sciences, Mechanical Engineering Technology, and the Business Administration Technology Program Managers collaborated with the Special Assistant to the Dean of Academic Affairs in the revisions. The new systems have facilitated the mining of existing data and the review of assessment processes, for example, ANOVA testing and regression and factor analysis of midterm and final grades dating back to 2006. Results documented midterm grades as strong predictors of final grades. Members of the Student Learning Outcomes Committee directed data archival, analysis, and reporting to document Standard 14 compliance. The Academic Standards Committee coordinated grade assessments across programs to study grade inflation and correlations between GPAs and credentialing examinations.
The Director of the Practical Nursing Program developed *The Systematic Plan of Program Evaluation: Assessment of Outcomes and Plan for Improvement* (see Appendix 10). This plan aligns assessment and planning for the Practical Nursing Program with the College’s strategic plan. Additionally, the Director chairs the Academic Standards Committee, and, in that capacity, has initiated a number of assessment initiatives across College programs.

**Recommendations from the Institutional Self-Study**

The 2006 Self-Study included 116 institutional recommendations, many of which covered the Visiting Team Recommendations or were repetitive. Nevertheless, it is important to address these, and the College has done so in two ways. First, eight important institutional recommendations have been chosen to be included in the narrative below. Second, the remaining recommendations have been grouped topically with short responses, which are located in Appendix 5.

1. The College should develop a formal Code of Ethics.

The College revised its *Conflict of Interest Policy*. Each Trustee and Executive Leadership Team member annually signs a *Conflict of Interest Form*. The Chief Compliance Officer and General Counsel revised the *Non-Discrimination and Anti-Harassment Policy* sections of the *Executive, Administrative and Support Staff Employee Handbook* and *The Faculty Handbook*. He also issued a revised *Computer Use Policy* and *Student Loan Code of Conduct*. Student conduct standards are detailed in the *Student Handbook*. Also, the Chief Compliance Officer and General Counsel periodically sends to all faculty and staff guidance on ethics and legal issues.

2. The College should have information and training available regarding procedures on how to conduct interviews to ensure the fair and impartial hiring, evaluation, and dismissal of employees.

*Performance Appraisal Guidelines and Instructions, Formal Performance Interview Planning Checklist, Executive Leadership Team Performance Evaluation, Non-Faculty Employee Performance Evaluation,* and *Supervisor’s Guide to Corrective Action* policies are available on the Policy Portal. Guidelines for conducting hiring interviews have also been shared with Executive Leadership Team members and key hiring employees.

The Executive Leadership Team has also been given advice by the Chief Compliance Officer and General Counsel on proper interview questions. Additionally, he now oversees employee discipline and dismissal to maintain legal compliance.

3. The policy on students’ classroom concerns including grade appeals should be better conveyed to students.

The Grade Appeals procedure is explained to incoming students at *New Student Orientation*. In addition, students may view and print the Grade Appeals procedure, which appears on p. 42 of the *Catalog of Courses*. Academic Support/Financial Literacy Counselors continue to meet individually with students to guide them through the Grade Appeals process.

If students have concerns about teaching methods, instructional quality, and student conduct experienced in the classroom, the student brings the matter to the attention of their Academic Support/Financial
4. **Advisory Boards are vital to academic program success and should continue to be active and to meet regularly for each program.**

All associate degree programs have functioning Advisory Boards that include College academic leaders, business representatives, and oftentimes alumni. These boards meet at least annually. The Academic Developmental Program’s Advisory Board membership, because of the program’s emphasis on basic skills, brings together peer coordinators from area colleges to facilitate program assessment and sharing of best practices. Such consultation precedes new program development and continues throughout program implementation and revision. Scheduled launches of the new associate degree programs in Allied Health Technology/Physical Therapist Assistant track, Computer and Communication Technology/Computer Security and Forensics Specialist track, Medical Office Management Technology/Digital Health Records track, and Medical Office Management Technology/Health Services Administration track exemplify the College’s responsiveness to expanding job markets.

The Practical Nursing Program Advisory Board meets bi-annually and provides for the exchange of viewpoints between employers of practical nurses, health care employees, members of the community, and nurse educators. The Board also promotes the teaching and service objectives of the nursing program by providing liaison between faculty and the community. Alumni representation assures the inclusion of the graduate perspective.

Advisory Boards offer assessments of core competencies, and the suggestions have impacted both the School of Professional Programs and associate degree programs. For example, revision of the Across-the-Curriculum student learning outcomes incorporated mathematics and professional competency as core student learning outcomes in response to Advisory Board input, faculty concerns, student assessments, and feedback from externship supervisors.

Academic and corporate leaders collaborate on Advisory Boards in program assessment. The Dean of Academic Affairs and the respective Program Managers incorporate these assessments in subsequent data analysis and Program Review. The Academic Affairs Committee of the Board of Trustees then reviews and approves curricular revisions.

5. **Continue to expand the student population and increase revenues in the existing programs and establish new programs.**

The College continues to increase its student population through new associate degree programs, enabling certificate graduates to transfer credits into existing associate degree programs, and adding majors to current degree programs. By virtue of program expansion, College revenues are increased.

Since the 2006 Self-Study, the College successfully launched the following associate degree programs:

- A.S. in Allied Health Technology/Medical Billing and Coding Specialist Track
- A.S. in Allied Health Technology/Pre-Nursing Track (Medical Assistant and Practical Nursing options)
- A.S. in Business Administration Technology/Accounting Track
- A.S. in Business Administration Technology/Construction Management Track

5/23/11
• Dual Degree Program in Architectural/Civil Engineering Technology (A.A.S.) and Business Administration Technology/Construction Management Track (A.S.)

The College has also successfully launched the following certificate programs:

• Medical Billing and Coding Specialist with Externship career certificate program
• Practical Nursing Certificate Full-Time Day Program on the Media Campus
• Practical Nursing Certificate Evening/Weekend Program on the Media Campus

In 2011-2012, the College will launch the following programs at its Media Campus:

• A.S. in Allied Health Technology/Physical Therapist Assistant Track
• A.S. in Medical Office Management Technology/Digital Health Records Track
• A.S. in Medical Office Management Technology/Health Services Administration Track
• A.A.S. in Computer and Communication Technology/Computer Security and Forensics Track
• Computer Security and Forensics career certificate program

6. **Continue to expand number of articulation agreements with area colleges.**

The College has continued to expand articulation agreements with area colleges and universities. Currently, there are 15 agreements, an increase of 3 in the last several years.

The College finalized articulation agreements with Drexel University, Wilmington University, and Peirce College that will accept P.I.T.'s credits in particular programs as transferable and counted towards the completion of a baccalaureate degree. The College is in discussion with a number of other universities that will culminate in additional articulation agreements.

7. **With the addition of the Allied Health programs, P.I.T. has begun to recognize a new set of challenges in the needs of the socio-economically diverse student body. Creating mentoring programs that help with academic challenges and preparation for careers could make for a more welcoming campus for all students. Perhaps, the College should survey the students to determine what other needs they might have.**

On the Media Campus, students meet individually with one of four Academic Support/Financial Literacy Counselors to help resolve problems affecting their college performance. To accommodate enrollment growth, the College added one full-time Academic Support/Retention Specialist Counselor to the Center City Location.

To address the need for non-academic support, the two Center City Academic Support/Retention Specialist Counselors serve as the advisors for two student development groups, the **Men's Group** and the **Women's Group**. Each group developed its own mission statement available at [http://my.pit.edu/content/page.aspx?p=CCDevGrp](http://my.pit.edu/content/page.aspx?p=CCDevGrp). The groups are open to currently enrolled P.I.T. students and meet every other Tuesday, alternating by gender. Approximately 20-30 students attend each meeting. The student services professionals are also available for individual consultation.

Moreover, the College's Founder and a group of faculty and staff created the **Dr. Walton B. Hill Student Assistance Fund** to benefit students who experience unexpected financial needs during their attendance.
Prior to his retirement in December 2007, Walton B. Hill, Ed.D. provided 28 years of dedicated, caring service to P.I.T. students and graduates in the roles of tutor, instructor, Phi Theta Kappa Chapter Advisor, Special Assistant to the President, Dean Emeritus, and Director of Alumni Relations. The Dean of Student Services administers the Fund, which may be used for costs to help students stay in school such as food, transportation, and gas. Recipients whose circumstances have improved while attending P.I.T. pay back the fund.

8. P.I.T. should continue to conduct feasibility studies relative to new degree and certificate program offerings.

The College uses U.S. Department of Labor and Commonwealth of Pennsylvania Bureau of Labor Statistics forecasts in conducting feasibility studies relative to new and modified degree and certificate programs. Advisory Board and area employees validate the continual need for program upgrading. Additionally, student demand based on inquiries received by the Admissions Department can also influence new program decisions. The steady stream of new programs previously cited have been developed and implemented as the result of this research.
SECTION 2: NARRATIVE IDENTIFYING MAJOR CHALLENGES AND/OR OPPORTUNITIES

The College's chief accomplishments and major changes since the 2006 Self-Study are presented below. Moreover, as part of its recent strategic planning process, the President charged the Strategic Plan Team with identifying the strengths, weaknesses, opportunities, and threats (SWOT) that impact the College (see Appendix 11).

Standard 1: Mission and Goals

Chief Accomplishments and Major Changes

As part of the College's recent strategic planning process, a Strategic Plan Team, comprised of selected members of the Executive Leadership Team, the Assistant Dean of Academic Affairs for the School of Professional Programs, the Program Manager for Business Administration Technology, and the Special Assistant to the Executive Leadership Team, reviewed and made minor revisions to the mission statement to reflect more accurately the College's current work.

In March 2011, the Board of Trustees approved the revised mission statement:

The Mission of Pennsylvania Institute of Technology is student success. The College is committed to providing committed learners with a quality, collegiate and career-enhancing education in a supportive environment that promotes personal growth and prepares graduates for successful careers and/or college transfer opportunities.

Also in March 2011, the Trustees approved the College's first vision statement, which was drafted by the Strategic Plan Team:

Pennsylvania Institute of Technology aspires to be the region's premier, two-year, non-profit college that best exemplifies an environment where students can learn and grow, receive personal attention, and experience "hands-on" learning in a setting that utilizes technology to prepare students for the workplace. In addition to its current offerings, P.I.T. will identify and offer new and innovative associate degree and certificate programs that respond to the transfer and employment needs of its graduates as well as regional workforce demands. While pursuing these goals, the College will continue to balance its financial strength with a commitment to affordable tuition.

Challenges and Opportunities

A mission of "student success" coupled with a vision that embodies personal attention and "hands-on" learning are lofty aspirations. Achieving the vision while maintaining financial strength and a commitment to affordable tuition only increases the challenge. Nevertheless, the College is well on its way to accomplishing much of this vision. Assisted by federal and state grants, P.I.T. has been able to leverage its own resources to ensure academic support services and advising at both campus locations. Like most postsecondary institutions, the College could be challenged should sources of federal or state support be curtailed. Currently, our tuition structure is extremely reasonable for a private, not-for-profit institution, and the College's leadership is dedicated to maintaining tuition rates that are reachable even for students requiring significant need-based financial aid. Accordingly, potential decreases in Federal Pell Grant and Direct Loan eligibility during these difficult economic times could negatively impact the College's ability to serve its target population.
“Student success” is a broad term. Most would agree, however, that it partially embodies a quality classroom experience, robust retention rates, strong externship opportunities, and successful job placement and/or transfer assistance. All of these issues are current priorities at the College. A “Student Success” task force has been re-vitalized; additional career services staff are included in next year’s budget; additional academic programs, both new and existing, are providing externship opportunities; and our student learning assessment initiatives are gleaning continuous improvement approaches to enhance the classroom experience.

Our challenge, therefore, is to build on a successful foundation, make improvements and upgrades as necessary, and continue to focus the Board, faculty, and administration on the relevance and importance of both the College’s Mission and Vision.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Chief Accomplishments and Major Changes

The College’s prior strategic plan, A Comprehensive Plan for Our Future: Pennsylvania Institute of Technology Strategic Plan, 2009-2011, was the basis of the acceptance by the Commission of the progress letter dated April 1, 2009. Consequently, in November 2010, President Larkin led the development of a new strategic plan for years 2011-2015.

The Strategic Plan Team drafted a plan with assessable goals and objectives. In March 2011, the Board of Trustees approved the College’s new strategic plan (see Appendix 4). The Team also developed an implementation matrix (see Appendix 6).

Since the April 1, 2009 progress letter and prior to the adoption of its new strategic plan, the College completed the following items from its former strategic plan (Strategic Plan references are in parentheses):

- Revisit and restate the mission of the College. Investigate ways to accomplish the mission. How do we currently accomplish the mission? What ways might we better accomplish the mission? (5.1.2)
- Develop and implement process to identify internal candidates for vacant positions. (3.5)
- Collect and consolidate current policies and procedures. (1.2)
- Analyze current and create additional policies and procedures as appropriate. (1.3)
- Store current policies and procedures on portal and at two central locations in Media and Center City. (1.4)
- Complete update of Academic Affairs Policies and Procedures. (1.7)
- Complete revised Full-Time Faculty Handbook. Complete revised Adjunct Faculty Handbook. (1.8)
• Design and implement new certificate and associate degree programs that are financially viable and provide students with high demand knowledge and skills for the workplace. (7.1.1)

• Explore the changing information technology field to determine what current and future skills will be in high demand and design academic programs accordingly. (7.1.6)

• Develop and begin to implement faculty development program. (2.5)

Moreover, the College has completed or is currently addressing the following items from its current strategic plan (Strategic Plan references are in parentheses):

• Promoting the accomplishments of faculty and staff. (4.f.) (see Appendix 12)

• Develop new academic programs. (2.a.)

• Form a task force to evaluate the hardware, software, infrastructure and facilities required to support the institution’s growth. (3.a.)

• Initiate interdepartmental retention dialogue. (4.a.)

• Increase number of articulation and dual enrollment agreements. (5.i.)

• Expand full-time and adjunct faculty integration program. (1.e.)

• Develop and implement a plan to provide training on the use of current and new instructional technology. (1.e.)

• Identify the workplace skills required of graduates by employers. (1.g.)

In addition, the College has made significant strides in linking assessment with the annual review of the strategic plan followed by appropriate budgeting for items that contribute to continuous improvement. For instance, student focus groups revealed that inadequate staffing existed in Center City to serve graduating School of Professional Programs students who were seeking employment. This information was discussed and considered during the strategic planning process where a general upgrading and redistribution of staff was discussed and included in the new plan. Accordingly, funds were identified and approved for an additional full-time career services staff member located in Center City beginning in the 2011-2012 fiscal year.

Challenges and Opportunities

The College’s Strategic Plan for the fiscal years 2011–2015 acknowledges that a significant number of tasks are to be accomplished in light of unprecedented changes in the higher education landscape. The Strategic Plan allocates funds to the completion of the identified tasks, but in an uncertain economy, a number of these tasks may have to be deferred.

Proposed changes in federal and state financial aid may limit the amount of assistance our students receive for tuition and fees. As a result, students may decide to forego a college education or seek less expensive educational alternatives. While the College has managed to limit tuition and fee increases, the cost of operating the College continues to escalate. The strategic balancing for P.I.T. will require maintaining tuition affordability with the quality of a collegiate, technical education.
The College utilizes the skills and experience of a number of employers to ensure the relevancy of academic programs. Through advisory boards, meetings with externship site coordinators, and other employers, the College is constantly renewing programs of study. Further, College renewal continues as P.I.T. benchmarks its operations with those of peer institutions. As an example, participation in the League of Innovation's faculty development series, Getting Results, has enabled the faculty to gain insight as to instructional techniques used by a number of two-year colleges that share the same pedagogical challenges.

Planning and the assessment of planning outcomes has become an integral part of the College's operations. Guided by the Strategic Plan, the College's Annual Plan, and Departments' Annual Plans, faculty and staff align projects and tasks appropriately. As outlined with greater detail in Section 5, there is a complete "life cycle" of linkages between assessment leading into strategic planning then influencing the budget process, followed by another round of assessment for the next annual cycle. The end result is continuous improvement for the College. As is the case on many campuses, some departments have become more adept at perfecting this process and using it to their advantage. The ongoing challenge is greater consistency and parity among departments and a better job at prioritizing key issues that arise from assessment and strategic planning. Progress to date has been encouraging, but the College recognizes that further refinement is necessary.

Standard 3: Institutional Resources

Chief Accomplishments and Major Changes

Since the April 1, 2009 progress letter, the College was awarded continued funding of the following grants:

- A $325,218 Federal Student Support Services TRIO grant for five years (August 2010)
- A $560,686 Carl D. Perkins grant, the largest Perkins award in the College's history (July 2010)
- A $43,000 Commonwealth of Pennsylvania ACT 101 grant (August 2010)
- New funding in the amount of a $100,000 Pennsylvania Higher Education Foundation Nurse Faculty Lines grant, one of six awarded in the Commonwealth, the only award in Delaware County, and one of the first two Practical Nursing programs in the Commonwealth to be awarded this grant (December 2009)
- Various nursing education grants in 2010-2011 totaling approximately $30,000.

The College also continued to make capital and technological improvements in support of its teaching and learning environment. Since the April 1, 2009 progress letter, on the Media Campus, a new South Parking Lot (312 spaces, 6 of which are handicap access) was constructed (June 2009), additional student lockers were installed and an adjacent Student Sitting Area was created (August 2009), an underutilized Admissions space was converted into a Financial Aid Suite (January 2010), and Courtyard masonry restoration work was completed (December 2010).

Also since the April 1, 2009 progress letter, the My PIT internal web site (http://my.pit.edu/) has been expanded. My PIT contains general information such as the Academic Calendar, listings of Student Services, access to P.I.T. webmail, and registration for the P.I.T. Emergency Message System. The Quick Links consist of the Class Schedule, Student Portal Help, Course Catalog, and the NHA (National Healthcareer Association) Exam Schedules. The Featured Links consist of the online P.I.T. Bookstore, the Khan Academy, the Community Performing Arts Center at P.I.T., and the external P.I.T. web site (www.pit.edu). My PIT also lists Special Announcements and Campus Events.
My PIT has three portals. First, the Student Portal is an application in which students can register online, view their course schedules, attendance records, and unofficial transcripts; access their financial aid information; make online payments; and access selected career web sites. The Faculty Portal is an application in which faculty can input attendance, assignments, and grades. The Policy Portal is discussed in the College’s response to the Visiting Team Recommendations for Standards 4b and 4c.

Important additions to both web sites are the listing of the Consumer Disclosures as required by the federal government effective July 1, 2010 as well as public access to textbook pricing as required by PA Act 104.

In 2010, the College published its first electronic Catalog of Courses available at its external web site (www.pit.edu) and at My PIT (http://my.pit.edu). This version of the Catalog, updated at regular intervals, now constitutes the official Catalog for Pennsylvania Institute of Technology.

**Challenges and Opportunities**

Higher education is at a crossroads. Recent legislation at both the federal and state levels has begun to erode some revenue sources. Compliance with the proposed gainful employment regulations (for the College’s certificate programs) and new Title IV mandates poses serious challenges for many colleges and universities.

The College’s strategic planning addresses the new realities (see Appendix 4). It targets five strategic areas and includes a range of actions to be accomplished. To achieve these strategic goals, college-wide task forces will augment the existing administrative structure.

The SWOT analysis in the Strategic Plan identifies human, financial, technical, facilities, and other resources necessary to support teaching and learning at the College. Included in the challenges are: (1) Growth at the Center City Location requires enhanced staffing pattern; (2) Classroom and administrative technology do not always keep pace with current needs; (3) Deferred maintenance and upgrades on the Media Campus; (4) Affordable private college tuition is more expensive than publically supported community college tuition; (5) Affordable tuition leaves minimal room for expansion of programs and services to students; (6) Inadequate capital funding to support current infrastructure; (7) Minimal endowment that lacks diversification of investments; and (8) Increase fund raising base and results.

Initiatives begun by the Chief Information Officer and the Registrar will continue to improve the current CampusVue, portal, and web site capabilities, with emphasis on their mutual integration and increased access for College constituencies. Upgrading instructional technologies and integration of the social media into classroom instruction await implementation.

Despite the very real challenges, the College will draw on its historic strengths and develop new resources to assure its financial viability and growth. The increasing variety of programs in high demand career areas and the effective articulation of the College’s certificate programs into our associate degree programs are yielding benefits for both our students and the College. Strong placement and transfer track records will continue to attract students, as will new academic programs, additional articulation agreements, dual enrollment agreements, and degree completion opportunities. Targeted marketing initiatives incorporating social media will better publicize the College’s career options and transfer opportunities. Additionally, aggressive cultivation of funding sources from grants, foundations, and donors holds the promise of expanded revenue streams. In short, the College is poised for growth on many fronts.
The College's annual revenue is very dependent on federal and state student financial aid. Should Federal Pell Grant and Direct Loan levels decrease, the challenge for the College is to continue to enable students to benefit from a P.I.T. education by increasing both need- and merit-based institutional scholarships.

The College has an opportunity to develop a more centralized Human Resources presence. It is currently conducting a salary equity survey and will be making salary adjustments based on the results, employee job classification, performance, and length of service. The few who do not have a job description will be provided with one that includes a position overview, responsibilities, and required work experience, educational requirements, and computer skills. The College is also currently evaluating workload equity and will be making adjustments as appropriate. As of March 2011, full-time faculty and staff have been required to complete web-based workplace harassment training.

The College also has an opportunity to implement an impartial, fair, consistent Performance Evaluation process, in which one measure of employees' performance is how their work has supported strategic plan goals and objectives, as well as advanced the College's mission. The College may also consider including faculty and staff input into the evaluation of supervisors.

To better enable faculty and staff to assimilate into the College's culture and to assist them in enhancing student learning, the challenge for the College is to improve upon the design and implementation of the orientation program for staff and adjunct faculty. There is a corresponding need to better design and implement a training program for the supervisors responsible for new employee orientation.

The Strategic Plan implementation matrix addresses the need to improve customer service through: improved academic advising, which requires hiring more full-time faculty and additional in-house faculty training; increased peer tutoring, which requires hiring more qualified, currently enrolled P.I.T. students as Student Resource Center tutors and additional in-house peer tutor training; and expanding student activities, which is being considered.

There is lounge and food service space at both locations, but there is a need for additional student study, leisure, and collaborative learning space, especially at the Center City Location. The challenge for the College is to continue to reconfigure its existing space to meet the expressed needs of its students.

Some of the Media Campus facilities were constructed almost 100 years ago and have been reasonably well maintained. However, to accommodate new programs and services, the existing space needs to be reconfigured, thereby improving classroom, laboratory, student, collaborative learning, leisure, and administrative space. The College is in the process of developing strategies for enhanced development initiatives that could include the establishment of a building fund as part of a capital campaign.

As a technology-based college, program equipment needs to be replaced on a regular schedule to keep pace with changing technologies. To address this challenge, the College may consider seeking private capital grants and in-kind donations of equipment and technology. There is also a corresponding need to train faculty and staff on the use of new instructional and administrative technology.

**Standard 4: Leadership and Governance**

**Chief Accomplishments and Major Changes**

In October 2010, after a national search, William V. Larkin, Ed.D. began his duties as President and Chief Executive Officer of the College. His predecessors John C. Strayer, M.B.A. (2006-2010) and Paul N.
Smith, Ph.D. (2003-2006) laid the groundwork for much of the College's recent progress. Dr. Larkin had most recently served for five-and-one-half years as President of The Art Institute of Philadelphia. Immediately prior to that, Dr. Larkin served the Commonwealth of Pennsylvania as the Deputy Secretary of Education for Postsecondary and Higher Education, the state's higher education executive officer. Dr. Larkin's higher education experience also includes serving in key executive positions at Widener University and Saint Joseph's University. He has more than three decades of experience as a higher education executive, and his tenure as Deputy Secretary of Education for the Commonwealth of Pennsylvania provides the College with a strong higher education leader. It is worth noting that this Periodic Review Report is being submitted less than eight months into Dr. Larkin's tenure as President.

Since the 2006 Self-Study, Board of Trustees membership has increased from 10 to 12 members. Mr. James J. DeLuca, B.S., president of a construction firm; Katherine Erickson, Ph.D., a health insurance manager; and Walter M. Strine, Jr., J.D., Esq. were elected to the Board of Trustees.

Beginning Spring 2008, the Board has utilized the College's membership in the Association of Governing Boards of Universities and Colleges to study illustrative bylaws, individual committee structures and responsibilities, and succession planning. At the time of the 2006 Self-Study, six standing committees of the Board existed. The Board of Trustees, understanding the complexities associated with increased federal oversight and regulations in higher education and compounded by increasing growth in the student body, created eleven (11) committees. These committees provide strategic direction and oversight to important functional areas of the Board and the College. Each Board member serves as either a chair or a co-chair of one of the committees. The Board has also imposed term limits moving forward. The President works closely with each Board Committee and is an ex officio member of each committee.

In addition to leading the development of the College's new strategic plan, Dr. Larkin implemented processes to ensure greater Executive Leadership Team, faculty, and staff involvement in decision-making, as well as improved communication. Further, the Executive Leadership Team has been expanded to include the Chief Compliance Officer and General Counsel, Chief Information Officer, and the Director of Financial Aid. The expansion of the Executive Leadership Team enables additional functional areas of the College to have a voice in important decisions.

The President also has appointed two College-wide committees. First, the Student Success Task Force, led by a faculty member, is charged with the responsibility of recommending strategies, programs, and initiatives to enhance student success and student persistence. Second, the Chief Compliance Officer and General Counsel leads a College-wide committee for the purpose of complying with the regulations promulgated by the U.S. Department of Education, as well as the Commonwealth of Pennsylvania Department of Education.

Additionally, three major faculty committees were appointed by the Dean of Academic Affairs. First, the Academic Standards committee's charge is to make recommendations on academic matters related to the fulfillment of the College's mission. The committee also functions as the curriculum committee reviewing and recommending new and modified academic programs, reviewing academic programs and policies to ensure academic integrity, and recommending pedagogical improvements. Second, the Academic Information Technology committee works closely with the Chief Information Officer to develop and implement instructional technologies that will enhance student learning outcomes. Third, the Student Learning Assessment committee provides direction and support in the development, implementation, and use of programmatic and course student learning outcomes.
The current leadership and governance structure enables a more timely response to new academic program opportunities and partnerships while facilitating rapid responses to challenges. Unencumbered by layers of decision makers, the College is well-positioned to take advantage of changes in the higher education marketplace.

**Challenges and Opportunities**

Like most Boards of Trustees, especially those employing a new president, there is a clarification period that ultimately results in an appropriate delineation of duties and responsibilities and degree of oversight between the Board and its new campus leaders. Identifying the appropriate roles for Board leadership vis-a-vis Presidential responsibility regarding the operations of the College are being sorted out in a professional and responsible manner. This process is ongoing, but significant positive progress has been made in the last eight months.

The Executive Leadership Team has positively responded to a presidential style that is more collaborative and less authoritarian than previously experienced by most of the executive staff. Such an approach, however, invests additional responsibility and accountability in each Executive Leadership Team member for enhanced teamwork and greater management of his or her area. Initial results are promising, and many campus leaders report a greater degree of empowerment.

The challenge for the faculty and staff at the College is to actively contribute to the shared governance in major undertakings, while at the same time continuing to focus on the academic success of current students. As a College with a lineage of graduates successful in the workplace and at other colleges and universities, it is essential that the success of students continues to be the focal point of all the College’s initiatives.

**Standard 5: Administration**

**Chief Accomplishments and Major Changes**

Since the March 31, 2008 progress letter, the composition of the Executive Leadership Team has shifted to include other key decision makers and campus leaders. In April 2008, the Executive Leadership Team was comprised of the President, the Vice President for Administration, the Dean of Academic Affairs, the Dean of Enrollment Management, the Dean of Student Services, the Registrar, and the Chief Financial Officer. Within the last year, the College has added the positions of Chief Compliance Officer and General Counsel, Chief Information Officer, Director of Admissions, and Director of Financial Aid to the Executive Leadership Team. The Vice President for Administration position was eliminated in June 2009, and the Dean of Enrollment Management position was eliminated in February 2011.

In May 2010, Gary Goldman, Esq., was appointed to the newly created position of Chief Compliance Officer and General Counsel. The primary responsibilities of Mr. Goldman, who serves on the Executive Leadership Team, include being the principal legal advisor to the President and other senior administrators at the College, managing the College’s compliance with federal regulations and laws that affect higher education, as well as other duties.

The President and every member of the Executive Leadership Team have clearly and concisely defined authorities and responsibilities. A number of department staff members also have a delineated level of authority and responsibility. Well-defined authorities and responsibilities enable staff members to respond to issues and opportunities within parameters of authority as they occur rather than wait for direction.
The College has made significant strides in employing staff members and academic supervisors with the necessary academic credentials and experience in higher education. Most recently, two assistant deans of academic affairs joined the College. The Assistant Dean of Academic Affairs responsible for the School of Professional Programs’ Medical Assistant, Medical Billing and Coding, and Pharmacy Technician career certificate programs is a practicing physician with a number of years in higher education teaching experience. The Assistant Dean of Academic Affairs responsible for the engineering and information technology programs is a mechanical engineer with an advanced degree and teaching experience at several two-year colleges. Further, the College hired a Director of Financial Aid with over twenty years of financial aid leadership experience in higher education.

The role of the Chief Information Officer was expanded to provide faculty and staff with increasingly more salient data for the purpose of analysis and planning. The Chief Information Officer, in tandem with the Registrar, has been able to generate specialized reports from the Student Information System that have provided administrators with timely data in order to make appropriate decisions more quickly. Additionally, weekly and monthly reports are automatically generated for administrators responsible for specific areas of responsibility. The ability to extrapolate historical data and trends enables administrators to respond to opportunities and challenges on a timely basis.

The annual planning process both at the institutional and departmental levels enables the College to assess the effectiveness of the administrative structure and the services provided by each department. Rebalancing institutional resources is an integral part of the annual planning process. Most recently, the College reallocated more Financial Aid Advisors to the Center City Location from the Media Campus due to increased workload.

Challenges and Opportunities

The continual realignment of the administration and the ability to move resources to more productive areas provides the College with the opportunity to respond quickly to changes to educational and business conditions. A major challenge facing the College, as with most institutions in higher education, is the issue of increased workload on administrators brought on by the expanding student body and increased governmental regulation. The College is very cognizant of this issue and makes organization realignments when necessary. As an example, in anticipation of increased governmental regulation, the College hired a Chief Compliance Officer and General Counsel.

The College has also made every effort to avoid administrative “bloat.” Traditionally, the staffing pattern has been slim, and additions to staff have been in the areas where direct student contact is involved. For instance, Career Services will have additional staffing in next year’s budget to better serve Center City students. The staff to student ratio in Financial Aid exceeds those recommended by the National Association of Student Financial Aid Administrators. The Academic Developmental Program staffing exceeds norms at comparable institutions, and grant funding has been maximized to augment academic support and counseling funds already contained in the College’s operating budget. Funds, however, have been budgeted in 2011-2012 for an Executive Director position for the Center City Location. Although Executive Leadership Team members have been diligent in attending to issues at the Curtis Center and all members including the President, have a presence each week in Center City, the need exists for more centralized leadership reporting directly to the President. It is anticipated that this position will be operational during the late summer of 2011.
Standard 6: Integrity

Chief Accomplishments and Major Changes

As discussed in Visiting Team Recommendations 4b and 4c, the College’s major policies are available on the Policy Portal, and new policies continue to be added. All major public disclosure policies required for posting by July 1, 2010 have been, and preparation of the newest set of integrity regulations effective July 1, 2011 is in the final stages and will be finished in compliance with the federal deadline.

The Board of Trustees and the Executive Leadership Team have executed Conflict of Interest statements that stipulate that no known conflicts or matters that may appear as conflicts exist. The College has also posted on both its external web site and intranet all required Consumer Disclosures and other relevant information that conforms to the government regulation.

The College has purposely established a culture of transparency regarding its programs and activities. The cornerstone of the operational transparency is the College’s clear and open communications. Using a variety of communications channels including the College web site, student and faculty portals to the web site, printed handbooks, and a technology-based communications system, the College continually communicates important decisions, policies, and practices to all College stakeholders.

Dialogue with all College stakeholders is an essential ingredient in the development and modification of academic programs. Students are given the opportunity to express their opinions about academic programs and instruction in a number of ways. Formal course evaluations, coupled with informal dialogue with students, provide faculty and administrators an opportunity to assess the effectiveness of academic programs leading to student success. External site administrators who provide clinical experience to allied health and practical nursing students are an important element in the assessment process. Advisory Boards and employers help to maintain freshness and relevancy of programs of study. The faculty interacts continually with Advisory Board members and employers to adjust programs of study to meet the changing needs of employers.

The mission of student success requires the College to frequently align student programs and services accordingly. Policies and procedures are distributed to students through the online course catalog, student handbooks, syllabi, and program-specific communications from individual instructors. Formal processes for student grievances, grade appeals, and the like are published. Rapid adjudication of these issues with reasonable appeal procedures is an essential part of student policies.

The College’s mission of student success has created an “open door” culture enabling students to resolve issues and concerns quickly. Instructors and administrators are poised to respond to student needs without delay. In addition, students, for the most part, feel that they have an integral voice in the affairs of the College. Students are encouraged and empowered to offer suggestions to individual instructors and administrators for enhancing their collegiate experience. A sizeable number of students transfer to P.I.T. from other colleges and universities because they feel that they can succeed in an environment in which the student is positioned as the centerpiece of the institution.

Challenges and Opportunities

The culture of transparency and ethical standards at the College provides an opportunity for expansion while maintaining its core values. The challenge will be helping new full-time and adjunct instructors and staff members embrace this competitive distinction.
Furthermore, the abundance of new integrity regulations being promulgated by federal and state agencies demands considerable administrative attention, and some regulations are subject to multiple interpretations. Additionally, some federal and state regulations are not always aligned. There is no question that the College embraces the spirit of all these regulations and has, indeed, been in compliance with the vast majority for many years. There is, however, a challenge for a small college to devote the administrative time, effort, and expertise to issues of compliance, yet the College is committed to doing so.

In addition to new federal and state regulations, Title IV compliance is always of the utmost importance. Accordingly, the College had internal concerns regarding the efficiency and accuracy of our total financial aid operation especially in light of Return to Title IV (R2T4) findings in recent audits. Although no such findings were identified by external auditors for the 2009-2010 fiscal year, the College sought to be proactive by conducting a complete review of our financial operations during the 2010-2011 year. In November 2010, a nationally recognized financial aid consulting firm, Evans Consulting Group, was engaged to conduct a complete evaluation of our financial aid program and identified several key issues to strengthen our program and remain in compliance. Those recommendations have been or are being implemented, and the College has experienced immediate improvements in our service to students and our ability to efficiently process Title IV funds. A new Director of Financial Aid with extensive experience has also been hired during this period, and the College is now better prepared to meet future expectations and challenges in this important area.

Standard 8: Student Admissions and Retention

Chief Accomplishments and Major Changes

Over the last five years, enrollment at the College has continued to annually increase (see Figure 1, page 41). The increase in students is primarily a result of targeted marketing and promotion strategies. Additionally, the number of new students referred by current students or graduates has also increased. The College’s enrollment growth nicely compares to other two-year college enrollment patterns but, predictably, has not kept pace with the lower tuition public community colleges. Unlike community colleges, P.I.T. administers the ACCUPLACER® test and uses those scores along with other admissions criteria to make an admissions decision. (Practical Nursing applicants, however, have a separate admissions process.) Our reasonable tuition remains highly competitive in comparison to other private institutions – both not-for-profit and for-profit – while the College’s ability to offer a high level of personal attention in comparison to other two-year and certificate colleges gives it an important niche.

Nevertheless, the College recognizes that new markets of prospective students are essential, and this is partially driven by the creation of new academic programs in high demand employment fields. Several such associate degree programs will be launched in 2011-2012 including an Allied Health Technology/Physical Therapist Assistant track, a Medical Office Management Technology/Health Services Administration track, a Computer and Communication Technology/Computer Security and Forensics Specialist track, and a Medical Office Management Technology/Digital Records track in an existing Medical Office Management Technology program. Faculty have been engaged in assisting the Admissions staff to identify the competitive advantages of the College, as well as for each program of study. As an example, the College’s Business Administration Technology program not only prepares students for immediate employment in the business sector, but also enables graduates to seamlessly transfer to a number of colleges and universities as juniors. The uniqueness of this program is that a number of four year colleges and institutions were part of the program of study realignment.

Although success of the School of Professional Programs certificate programs has been outstanding, the College’s immediate focus is to create a wider variety of associate degree programs that can be offered...
at both Media and Center City. Faculty and staff have embraced this strategy, and our marketing plan has been updated to emphasize these new two-year opportunities. The College has also increased faculty and administrative involvement in the development of this new marketing plan. As is the case elsewhere, the last five years have seen a dramatic shift in the allocation of marketing dollars away from traditional hard copy publications, television, radio, and billboards to extensive use of technology and web-based approaches.

**Challenges and Opportunities**

An exceptional opportunity exists for the College to brand itself as “the College where you will succeed.” Many students transfer to P.I.T. from other institutions based upon the overarching efforts that permeate this entire organization – student success. The resources and programs that the College provides to ensure that students do in fact complete their programs of study need to be promoted more effectively.

Similar to many two-year colleges, student retention is an on-going challenge. When comparing persistence and graduation rates at other institutions awarding two-year degrees and professional certificates (including publicly funded, not-for-profit, and for-profit institutions), P.I.T.’s statistics are admirable, and in fact, over the last five years, retention among associate degree students has improved. This has not consistently been the case among School of Professional Programs certificate students, especially at the Center City Location. A number of reasons can be attributed to the attrition rates for certificate students in Center City that the College is addressing. Recently, the President appointed a faculty member to chair a faculty and staff Student Success Task Force with initial attention devoted to certificate students in Center City. One of the charges of this group is to identify the primary reasons for student attrition and to develop specific strategies and interventions to promote retention. There is a recognition that attrition is not typically just an academic issue, and the task force is comprised of professional staff and faculty who work with our students on a daily basis from all related College administrative and academic departments. The task force plans to issue its recommendations by the end of summer 2011.

Additional insight regarding admissions and enrollment can be found in the next section of this report.

**Standard 9: Student Support Services**

**Chief Accomplishments and Major Changes**

Supporting the College’s mission of student success, significant resources are allocated to ensure that students have the support services required to complete their programs of study. For incoming students, P.I.T. offers College Success Workshops, a Jumpstart summer enrichment program, and New Student Orientation. These programs are offered prior to the start of each semester at no additional cost to students.

New Student Orientation for associate degree students shifted from Student Services to Academic Affairs, and the Computer and Communication Technology (CCT) Program Manager revised the on-campus orientation. After a general welcome, break-out sessions group students according to their programs of study for informative sessions which include meetings with their Program Managers. Many of the sessions incorporate interactive games and activities. Student responses indicate that they find the orientation to be informative and highly motivating. The Program Manager documented the College’s approach to New Student Orientation in a manual to facilitate replication.
Since the 2006 Self-Study, the College has increased the number of professional and peer tutors, as well as the subject matters offered. During the Spring 2011 semester, the Student Resource Center was staffed by seven professional tutors and five peer tutors who provided individualized tutoring in Biology; Business Administration; Chemistry; Computer and Communication Technology; Computer-Aided Design; English, Reading, and Study Skills; Mathematics; Mechanical Engineering Technology; Physics; and Software and Information Technology (for a complete listing, see Appendix 13).

School of Professional Programs faculty continue to provide individualized and group tutoring in Medical Assistant, Medical Billing and Coding, and Pharmacy Technician subjects. Moreover, since the launch of the Practical Nursing program in October 2006, Practical Nursing faculty have provided individualized and group tutoring for Practical Nursing subjects.

On the Media Campus, students meet individually with one of four Academic Support/Retention Specialist Counselors to help resolve problems affecting their college performance. To accommodate enrollment growth, the College added one full-time Academic Support/Retention Specialist Counselor to the Center City Location.

To address the need for non-academic support, the two Center City Academic Support/Retention Specialist Counselors started and serve as the advisors for two student development groups, the Men's Group and the Women's Group. The groups are open to currently enrolled P.I.T. students and meet every other Tuesday, alternating by gender. Approximately 20-30 students attend each meeting.

Challenges and Opportunities

Since the 2006 Self-Study, the percentage of associate degree graduates wishing to continue their education has increased. In 2006-07, the degree transfer rate was 15%, and in 2009-10, it rose to 89%. In 2006-07, the percentage of School of Professional Programs career certificate graduates who transferred into a P.I.T. associate degree program was 13%, and in 2009-10, it rose to 40%.

Accordingly, the Director of Degree Placement and Transfer has implemented College Transfer Fairs, which are held twice a year. The transfer fairs enable P.I.T. students to meet with admissions representatives from local colleges and universities to discuss program availability and the process of transferring into their institutions.

Because of the increasing workload due to enrollment growth, the former Director of School of Professional Programs Externship and Placement position was split into three positions: one full-time Coordinator of Externship for School of Professional Programs, one full-time Coordinator of Job Placement for School of Professional Programs, and one half-time Assistant Coordinator of Externship for School of Professional Programs. The positions serve students at both the Media Campus and Center City Location. Beginning July 1, 2011, the Coordinator of Job Placement for School of Professional Programs will be further divided into two full-time positions, one serving the Media Campus and one serving the Center City Location.

To continue to provide student services at the Center City Location, additional funding, increased space, and increased staffing are currently being explored with several upgrades contained in the 2011-2012 budget.
A significant number of the College’s students are first-generation collegians with minimal external academic guidance. Many, also, are underprepared to perform college-level work. The College’s penchant for student success appears to be gaining distinction in the region. A number of students who were less than successful at other educational institutions find their way to P.I.T. due to the College’s reputation for student success. The challenge for the College is to maintain the current level of academic and student support services for an increasing number of students who require personalized attention.

Standard 10: Faculty

Chief Accomplishments and Major Changes

The faculty are the strength of the College. They embody its mission of student success through classroom instruction, academic advising, tutoring and mentoring. Small class size and programmatic or cohort-based scheduling foster student bonding with one another and with the faculty. The faculty know every student, and every student is a priority for them. Through close collaboration with the academic support counselors and the career and job placement directors, the faculty individualize their instruction to serve varied student populations and to respond to the evolving job marketplace. P.I.T. is a community centered on teaching and learning.

As one of its strategic goals, the College has targeted the development of innovative teaching strategies incorporating technology. Funded by a Perkins Grant, the College is distributing Apple iPad® tablet computers to faculty in a beta test project. This project, along with ongoing faculty initiatives, particularly in the business and science courses, empowers faculty to exploit ancillary resources and to tap innate student aptitude. The goal is to create life-long learners prepared to enter current job markets and competent to compete in future markets yet to be created. The challenge of funding the purchase and maintenance of such technological innovation is ongoing.

The current administration has expanded faculty leadership in strategic planning, assessment, and marketing. Faculty members chair the Academic Standards, the Information Technology, and the Student Learning Outcomes Committees. Faculty have also served on the Strategic Planning Committee and have figured prominently in the development of the College’s latest marketing campaign. The strategic plan sets as its first goal the creation of new academic programs and promoting a culture of assessment. Faculty will figure prominently in the realization of these goals.

Challenges and Opportunities

The faculty, particularly the full-time faculty, must balance competing demands in an academic environment that prizes individualized instruction and faculty access. The College has granted release time for administrative tasks and increased funding for professional development. Historically, the College has funded professional development for both full-time and adjunct faculty especially those in technological education and program development. If unbudgeted, discretionary funding supplies the necessary resources. The College is aggressively seeking grant funding to expand faculty development opportunities. Currently, a $100,000 Pennsylvania Higher Education Foundation Nurse Faculty Lines grant provides partial tuition assistance for up to three nursing faculty members to complete their Master of Science in Nursing degrees.

While the College recognizes the vital contributions of its adjunct faculty, particularly in clinical education, it also recognizes the need for additional full-time faculty. The tension of sustaining a culture fostering student success with pressures to recruit new faculty and to increase current faculty salaries to more
competitive levels creates challenges. The current strategic plan includes the benchmarking of benefits and salaries to provide a road map for future progress in this area.

Standard 11: Educational Offerings

Chief Accomplishments and Major Changes

Since the 2006 re-accreditation, the College successfully launched the following non-Allied Health associate degree programs:

- A.S. in Business Administration Technology/Accounting Track
- A.S. in Business Administration Technology/Construction Management Track
- Dual Degree Program in Architectural/Civil Engineering Technology (A.A.S.) and Business Administration Technology/Construction Management Track (A.S.)

Additionally, it has been slightly over five years since the College opened an additional location at the Curtis Center in February 2006. The College has expanded its original Medical Assistant-related educational offerings of the School of Professional Programs career certificates to include associate degree programs in:

- A.S. in Allied Health Technology/Medical Assistant with Externship Track
- A.S. in Allied Health Technology/Medical Billing and Coding Specialist with Externship Track
- A.S. in Allied Health Technology/Pharmacy Technician with Externship Track

The College has also successfully launched the following certificate programs:

- Practical Nursing Certificate Full-Time Day Program on the Media Campus
- Medical Billing and Coding Specialist with Externship career certificate program
- Practical Nursing Certificate Evening/Weekend Program on the Media Campus

The College developed its Practical Nursing Program in response to numerous requests from local employers. In October 2006, the College launched the Full-time Day Program, and in July 2010, an 18-month Evening/Weekend Program. Both programs are delivered on the Media Campus. To date, the College has graduated 161 students from its daytime program. A job placement rate of 94% attests to the program's quality. Purposeful data collection indicated that 85.7% of the students in the 2010-2011 Evening/Weekend program were working, with 86.7% working more than 30 hours per week. In keeping with the College's mission of student success, the Evening/Weekend program was extended to 21 months.

The Pennsylvania State Board of Nursing granted full approval of the Practical Nursing Program on April 7, 2008, citing as program strengths: small class size, a low attrition rate, and an NCLEX-PN® first-time passing rate of 89.6%. Additional strengths noted include: the installation of state-of-the-art simulation equipment, the program's organizational framework, and its purposeful data collection for overall programmatic improvement. Continuous assessment, planning, and implementation have characterized the program from its inception.
In April 2011, P.I.T. developed a bachelor’s degree completion program with Peirce College. Effective September 2011, P.I.T. graduates with an A.S. in Allied Health Technology, an A.S. in Business Administration Technology, an A.S. in Medical Office Management Technology/Digital Health Records track, or an A.S. in Medical Office Management Technology/Health Services Administration track may choose to earn a bachelor’s degree in Business Administration taught by Peirce College faculty on P.I.T.’s Media campus or at Peirce’s Center City campus. An online program option is also available.

In the 2011-2012 academic year, the College will launch the following associate degree programs:

- A.S. in Allied Health Technology/Physical Therapist Assistant Track
- A.S. in Medical Office Management Technology/Digital Health Records Track
- A.S. in Medical Office Management Technology/Health Services Administration Track
- A.A.S. in Computer and Communication Technology/Computer Security and Forensics Track

The Pennsylvania Institute of Technology Library now offers evening hours (8:30 a.m.-7:00 p.m.) on Monday, Tuesday, and Thursday, and a half-time Reference and Information Literacy position was added. The Library is also open as necessary to support evening and weekend programs.

With the expansion of the intranet, the Library now has a web site which is maintained by the Information Technology Services Department. Because the web site is relatively new, possible additions and improvements to it are under discussion. Currently, the Library’s web site opens to the electronic resources’ page, which includes a search window for the Library’s catalog, as well as a link to open a new page at the catalog’s homepage. Also listed there are individual links to the seven databases (AccessScience, ebrary, Encyclopaedia Britannica Online, Ferguson’s Career Guidance Center, Health and Wellness Resource Center with Alternative Health Module, Nursing Resource Center, and WilsonWeb OmniFile Full Text, Mega Edition) to which the Library subscribes. Each database is also included in the library’s catalog. At the time of the 2006 Self-Study, the Library subscribed to only two databases, EBSCOhost and ebrary.

*Off the Shelf*, the Library’s monthly newsletter, was recently added to the web site under the *Off the Shelf* tab. Back issues are also available on the intranet. Users open the *Off the Shelf* tab and click a specific issue’s volume/number to open a PDF copy. Additional tabs include “library services and contact information” and “about the library.” The Director of the Library is reviewing options to make additional information such as instructional materials and handouts available through the web site. As the Library is currently in the midst of a migration to a new automation system, there will be additional changes to the web site in the coming months.

**Challenges and Opportunities**

Responsive to the changing healthcare environment, the College continues to expand its healthcare programs. One out of five Pennsylvanians is 60 or over, ranking Pennsylvania the third highest state in national percentages of aging populations. Projections for 2020 estimate that 25% of Commonwealth residents will have reached the age of 60 or above, a total of 3,000,000. Staffing needs at chronic care facilities and home health options, already substantial, will increase significantly. The College is positioned to help meet that challenge, as well as the need for skilled staff in acute care facilities.

The Allied Health Technology Programs and the School of Professional Programs afford students the choice of pursuing an associate degree, a career certificate, or both in Medical Assistant, Medical Billing and Coding, or Pharmacy Technician at either the Media Campus or Center City Location. These three
degree and certificate programs incorporate externships into the curricula as capstone courses for clinical education. While the curricula are identical, curricular oversight and faculty supervision continue to present challenges occasioned by growth at Center City. Increased staffing and administrative reorganization are addressing these challenges.

The Philadelphia Metropolitan area provides some of the nation’s finest healthcare institutions of higher education, graduating a reliable pool of potential faculty, especially critical for staffing Nursing courses. Located near the Media Campus, Riddle Hospital, Elwyn Institute, and Fair Acres Geriatric Center offer clinical sites, job placements, and faculty recruitment opportunities. The large number of regional healthcare facilities provide clinical placements. With the growth of magnet hospitals, these placements continue to present challenges for the Practical Nursing Program; however, placements are expected to keep pace with enrollments.

The federal government is incentivizing the use of digital health records. Such incentives will create more skilled jobs in healthcare, as well as the need for additional training. As previously mentioned, the College will launch a Medical Office Management Technology/Digital Health Records track and a Medical Office Management Technology/Health Services Administration track in September 2011.

The Business Administration Technology Program Manager has revitalized that associate degree program through curricular revision, technological innovation, improved marketing, and outreach activities that afford students the opportunity to collaborate with area businesses. The program is offered at both locations, and there are plans to utilize the Center City Location as the site of seminars and workshops for the business community.

The College remains committed to STEM education through its existing associate degree programs in engineering and technology. Refurbishment of laboratories for the Architectural/Civil Engineering Technology, Computer-Aided Design Technology, and Mechanical Engineering Technology programs, as well as the physics, biology, and chemistry courses have afforded students additional opportunities for “hands-on” learning.

The continued development of digital forensic techniques and the need for cyber security have resulted in the College’s creation of a Computer Security and Forensics career certificate and a Computer Security and Forensics track in its A.A.S. in Computer and Communication Technology program. Both programs will launch in the 2011-2012 academic year. Career certificate graduates may choose to complete the additional required coursework for the A.A.S. in Computer and Communication Technology/Computer Security and Forensics track.

Additional programs such as an A.S. in Allied Health Technology/Physical Therapist Assistant, soon to be in candidacy status, are under development with a projected launch in January 2012.

The challenge is ongoing for continuous assessment and improvement of existing programs coupled with the launching of quality new programs. To date, the College has been very successful balancing both endeavors. Some of the original academic programs, however, are not as cost effective. Due to the success of the graduates in these programs, the College strives to maintain them despite modest enrollments. The current economic climate, however, should it persist, might require additional scrutiny of selected programs.
Standard 12: General Education

Chief Accomplishments and Major Changes

The American Association of Colleges and Universities' LEAP Campaign has defined the goals of twenty-first century general education requirements: "a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings."¹

By embedding Across-the-Curriculum student learning outcomes in each course, the Humanities and Social Sciences Program Manager ensured their implementation in all disciplines. Emphasis on written and oral communication improved basic skills instruction. Collaborative learning assignments in every course encouraged student creativity, leadership, and social skills. The Program Manager standardized syllabi and reviewed assessment measures to guarantee their currency and curricular fit. In collaboration with the librarians, the faculty team embedded information literacy instruction into these core courses. In-depth research assignments encouraged intellectual inquiry. This emphasis on original student research complements the research initiated in the biology and chemistry courses.

Student evaluations of general education courses have steadily improved. Rising student enrollments in these courses and student enrollment in additional elective courses not required for degree completion also document excellence. Additional GPA means testing is underway to uncover correlations between achievement in core courses and cumulative GPAs to identify predictors of program retention and completion.

The Biology and Chemistry Program Manager undertook a review of the course offerings, as well as the authorship of new biology and chemistry laboratory manuals. The use of blogs and other digital media have expanded instructional delivery. Poster sessions created more robust science assessment. Science students have responded well to the new instructional methods and resources as evidenced in documented student achievements, which are archived in the Program Manager's files.

Challenges and Opportunities

Career preparation is challenged to keep pace with evolving events. The top 10 jobs in 2010 did not even exist in 2004, and the U.S. Department of Labor estimates that today's learner will change jobs from 10-14 times by age 38. In order to prepare students for jobs requiring technologies yet to be invented, colleges are challenged to create a general education core that complements courses in the major to empower students as life-long learners. Using up-to-date instructional technologies, students must learn ways of learning as much as they must learn content mastery. The College's strategic plan addresses this educational imperative in Objective 1.6: "Using the best technology and innovative teaching techniques to promote educational objectives and integrate online education."

Mathematics instruction provides both challenges and opportunities. As a result of faculty observation and grading trends indicating declines in mathematics proficiency, particularly in algebra, the Dean and the former Associate Dean of Academic Affairs met in Spring 2010 with a group of program managers and mathematics faculty to develop plans to improve instruction in the MTH 145: College Algebra and Trigonometry course. The Academic Developmental Program faculty created two separate mathematics courses. One of the courses focuses on strengthening algebra skills for students in engineering and

¹ [http://www.aacu.org/leap/what_is_liberal_education.cfm](http://www.aacu.org/leap/what_is_liberal_education.cfm)
other technical programs of study. The other course builds mathematic skills for students in other associate degree programs of study.

Standard 13: Related Educational Activities

Chief Accomplishments and Major Changes

After more than a year of research and planning, the College concluded that an additional location in Center City Philadelphia would broaden its mission of student success by providing collegiate technical instruction to an underserved population of students seeking postsecondary education that leads to immediate careers in the allied health field. Accordingly, in 2005, the Middle States Commission on Higher Education approved the College's Substantive Change request for an additional location at the Curtis Center in Philadelphia.

Since opening this additional location, the College has experienced consistent enrollment growth (see Figure 1 on page 41) in academic programs leading to certificates and nationwide certifications in Medical Assistant, Pharmacy Technician, and Medical Billing and Coding. Also, associate degree programs in Allied Health Technology and Business Administration Technology are offered at the Curtis Center. This facility has modern classrooms and laboratories, a Student Resource Center with library database access, and a large café area with vending machines. Additionally, there are offices and work stations for instructors, academic support staff, counselors, financial aid, and admissions personnel. An Assistant Dean of Academic Affairs is the senior executive at this location, but all members of the Executive Leadership Team, including the President, hold office hours in Center City on a regularly scheduled basis. Curricula, student learning objectives, textbooks, and the quality of instruction are identical to the counterpart programs of study offered at the Media Campus.

The purpose of the Academic Developmental Program (ADP) is to provide academically under-prepared students with the reading comprehension, computer, written communication, and mathematics skills necessary to succeed in mainstream college courses and compete in the skilled labor market. Students attend ADP tutoring sessions to strengthen these important skills while at the same time attending classes in their respective programs of study. This "side by side" approach enables students to complete programs of study in a timely manner.

Comprehensive academic preparation is the most significant predictor of college attendance and completion. The primary goal of the College's Academic Developmental Program is to deliver basic skills courses to a growing number of underserved students enrolled in the School of Professional Programs career certificate, Practical Nursing, and associate degree programs. Reinforcing the College's mission of student success, the Academic Developmental Program provides academically underprepared students with the reading, English, writing and arithmetic skills necessary to succeed in college courses and in the skilled labor market. Because students are concurrently enrolled in their developmental and mainstream college courses and because of individualized sessions, these students' developmental instruction is integrated into their curricula.

The College's Academic Developmental Program has won national recognition, earning a Best Practices Award from the College Board in 2006 and participation in the American Association of Community Colleges Annual Conference that same year. Regional recognition has followed. The Brook J. Lenfest Foundation granted the College $50,000 to expand the Academic Developmental Program Learning Center at the Center City Location.

The Academic Developmental Program emphasizes one-on-one tutoring and counseling to promote academic success and to encourage personal growth. Since 2006, the Academic Developmental Program has improved the School of Professional Programs career certificate course retention and
graduation rates by almost 20%. When the program was first replicated in Center City, retention rates reached 81%. In Spring 2011, the Student Learning Outcomes Committee undertook a study to track correlations between Academic Developmental Program course enrollments and three-year, associate’s degree graduation rates to further document the program’s progress.

Since February 2006, 1,538 students have enrolled in the Academic Developmental Program at the Center City Location. Of those students, 654 or 43% have completed their programs of study. The program has increased college access for many greater Philadelphia region students who are first-generation collegians. The Academic Developmental Program plays a vital role in the realization of the College's mission.

College Success Workshops have been offered two weeks prior to the start of each associate degree semester at no additional cost to participating students since August 2008. Students learn to understand and capitalize on individual talents and strengths, develop problem solving and decision making skills, and develop and understand specific learning styles. Students also learn how to utilize acquired skills to achieve higher grades, as well as discover motivational techniques to make the most of a college education.

Students who fall below the established ACCUPLACER® scores are urged to take the program to help raise scores upon retesting so that they do not have to enroll in developmental courses. Retention and graduation rates indicate that student participation in the College Success Workshops has increased persistence (see Appendix 14).

In 2004, the P.I.T. Board of Trustees created the Community Performing Arts Center at Pennsylvania Institute of Technology (CPAC at P.I.T.) with an independent Board of Directors that has developed into a joint venture. CPAC at P.I.T. was subsequently granted 501(c)(3) status. Since its opening on May 31, 2009, the refurbished theatre has provided a venue for community theatrical presentations, civic and educational events, and College graduations. It is also available to the College for numerous other activities, and CPAC at P.I.T. has received several grants from various sources to upgrade the stage, lighting, seating, handicap access, and external entrances.

Challenges and Opportunities

The College’s Academic Developmental Program faces challenges common to colleges throughout the country. A 2010 study by the League for Innovation in the Community College documented that 50% of students entering college today require developmental education®. P.I.T.’s statistics mirror the national averages. In addition to the above instructional challenge, the cost to benefit ratio for educating Academic Developmental Program students is escalating. For example, typically, 30-36 instructional hours equate to improvement of one reading grade level. The College has responded with creative planning and program innovations, as well as investigating additional funding sources from grants, foundations, and donors.

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SECTION 3: ENROLLMENT AND FINANCE TRENDS AND PROJECTIONS

Enrollment Planning and Budgeting

The College uses the student enrollment estimates from the previous years in determining the annual operating budget coupled with the projected impact of new program offerings. The enrollment estimates factor in such things as student retention by program of study, the census of students relying on financial aid, and other important variables. Since the College is for the most part tuition and fee driven, prudence is an essential component in the budgeting process. Approximately 86% of the College’s students depend upon federal and state financial aid, as well as loans, to finance their education. As a result, a fundamental strategy of the College is to keep the cost of tuition and fees at an affordable level.

For the last five years, student enrollment has grown at incremental rates at both the Media Campus and the Center City Location. Enrollment growth is a result of vigorous recruiting efforts and programs of study that lead directly to employment or transfer to bachelor degree completion programs. Fall 2010 FTE was 995 with academic year-end actual numbers being dependent upon May and June 2011 additional enrollments. The following chart illustrates student enrollment over the last five years:

**Figure 1**

**Pennsylvania Institute of Technology Enrollment, 2005-2010**

<table>
<thead>
<tr>
<th>Year</th>
<th>Annual Average Enrollment</th>
<th>%age Media</th>
<th>%age Philadelphia</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>948</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>876</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>736</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>675</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>411</td>
<td>69%</td>
<td>31%</td>
</tr>
</tbody>
</table>

Student enrollment has increased from a monthly average of 675 students at the Media Campus and the Center City Location in 2006-2007 to 948 students in 2009-2010. On an average, 49% of the student body is enrolled at the Center City Location as compared to 51% at the Media Campus. New and returning students seeking associate degrees enroll in traditional semesters: fall, spring, and summer. New cohorts for students who are seeking career certificates start each month, except for the months of June and December. Certificate seeking students generally complete programs of study in 9 months. Forty percent (40%) of students who have earned certificates continue their education and enroll in an appropriate associate degree program at the College. Enrollment projections for the next five years are as follows:
Figure 2
Pennsylvania Institute of Technology Projected Enrollment, 2011-2016

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Average Annual Enrollment</th>
<th>%age Media</th>
<th>%age Philadelphia</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>1009</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1059</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>1112</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>1168</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>1227</td>
<td>55%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Finance

The institution continues to be vigilant with respect to its financial health. The College has increased its financial viability and continues to strengthen its financial position. From June 30, 2009 through June 30, 2010, net assets have increased by approximately $1.5 million.

Audited financial statements are in compliance with Generally Accepted Accounting Principles (GAAP). External auditors approved by the Board of Trustees continue to report through audited financial statements that there are no adverse financial findings. Appendix 15 includes the IPEDS, based upon audited financial statements, for the last three years: 2008, 2009, and 2010.

The College's independent auditors, ParenteBeard, have found no material financial weaknesses in the last five years in their annual audits of College operations. In the past, however, the auditors have found that the College was not in compliance with the management of the return to Title IV funds (R2T4) of federal financial aid. The College has corrected this issue, and ParenteBeard have found no adverse financial findings as of the 2009-2010 audit. The Audited Financial Statements of the College for the past three fiscal years are found in Appendix 16.

Reducing operating costs without compromising the mission of the College is an important task. Faculty and staff continue to seek ways to expand programs of study without incurring incremental costs associated with expansion. At the mid-point of the fiscal year, each department undertakes a process that plans for a decrease in costs in the event of an economic downturn or an enrollment shortfall. Although seldom implemented and ever mindful that a number of the planned strategies could have deleterious effects on student learning, the exercise enables administrators to plan for unseen events. In some instances, these cost reduction plans are implemented. The more typical scenario, however, is financial and human resources are shifted from lower priority areas to areas with the highest priority – the student learning experience.

The College has implemented a comprehensive capital budgeting program. Individual departments identify capital needs through the annual budgeting process. Capital needs are prioritized, and those with the top priority, if feasible, become an integral part of the annual budget. As is reality at most colleges and universities, capital need requests that are not funded are deferred to a later time. The capital budget priority system places emphasis on instructional items that improve student learning outcomes.
The College continues to increase its capacity to educate more students without incurring additional operational or capital costs. Greater utilization of the physical plant by offering more off-peak courses and creating multi-use laboratories represent two examples of increasing capacity while not incurring the concomitant costs. Additionally, new academic programs are being introduced based primarily on occupations in high demand, as well as those academic programs that do not have inordinate start up costs. The blending of resources enables two or more programs to use specialized instructional and demonstration equipment without duplication of expense.

The next few years will be extremely challenging for a number of private and public colleges and universities. New and expanded federal and state regulations impacting higher education will mean increased regulatory compliance, auditing, and regulation implementation costs resulting in an increase in non-teaching staff. The expansion of the regulatory environment as well as other competitive pressures that will incur additional costs requires the College to be financially prudent. Proposed cuts in Pell Grants and other Title IV programs, the challenge of students to qualify for loans, and possible decreases in Pennsylvania’s grant program all add to an uncertain mix. Despite these challenges, P.I.T. has instilled a discipline of detailed financial planning and budgetary prudence that will enable the College to continue its financial viability in the upcoming years.
Institutional Assessment

In the current higher educational environment, a culture of continuous assessment assures the ongoing vitality and growth of the College. By outlining clearly delineated assessment processes, assessment measures, and feedback mechanisms, the College documents the centrality of data-based decision-making in its planning and budgeting cycles. Such documentation in compliance with MSCHE standards validates the College’s realization of its mission to internal and external constituencies. When linked with the College’s strategic planning and budgeting process, the institution’s planning cycle is completed as exemplified in Figure 3 (below).

Figure 3

P.I.T. PLANNING CYCLE
“Goal One” of the College’s strategic plan specifies “promoting a culture of continuous assessment.” The Institutional Assessment Plan specifies assessments for the College’s institutional administrative units. The current plan expanded the scope of the institutional section of the Performance Assessment Handbook to address the growth and development of the College and the adoption of the new strategic plan (see Appendix 8, Institutional Assessment Plan). The new plan incorporates all of the assessment measures delineated in the Handbook, as well as departmental Key Performance Indicators (KPIs) and additional assessment measures developed in accordance with MSCHE Standard Seven.

The Institutional Assessment Plan is organized by administrative departments: Academic Affairs, Academic Records Office, Business Office, Enrollment Management, Facilities, Financial Aid, Information Technology Services, and Student Services. Building upon the Performance Assessment Handbook, the current plan aligns departmental assessments with the College’s five strategic goals and the corresponding MSCHE standards specifying assessment measures, outcomes, and implementation. Departmental plans build upon the institutional plan to incorporate data collection processes and summaries and to document the feedback mechanisms to the planning and budgeting cycles of the College.

The following narrative is a summary of assessment initiatives, both quantitative and qualitative, undertaken by selected administrative units at the College that demonstrates the impact that continuous assessment has had on institutional improvement. For the Department of Academic Affairs, the Academic Assessment Plan complements the Institutional Assessment Plan.

Academic Records Office

Student focus groups, comments in suggestion boxes, and informal surveys pointed to the need for customer service improvement and the automation of commonly requested tasks in the Academic Records Office. Accordingly, the Academic Records Office has improved student access to academic records through the Student Portal and additional computer kiosks. In collaboration with the Chief Information Officer and the Director of Admissions, the Registrar will implement online registration in Fall 2011. After an audit of a sample of student records, an Assistant Dean of Academic Affairs revised the School of Professional Programs registration policies and procedures at the Media Campus and the Center City Location. To improve the viability and accessibility of academic records, the Registrar developed a Record Retention Plan complying with Commonwealth and institutional regulations.

In addition to IPEDS, the Registrar has also begun a number of assessment initiatives to improve customer service to students, graduates, and outside agencies. These measures include transcript processing statistics, monthly Student Status Confirmation Report timeliness, student scheduling templates, Student Portal registrations, redefinition of two existing positions, and electronic conversion of transcripts. Transcript processing is optimally completed within two business days or fewer. Since February 2010 when statistics have been compiled, the rate improved from 74% to 92% in 2011. Student Status Confirmation Reports Requests for Data monthly by the 15th of each month have been met more than 95% of the time. Student Portal usage has increased significantly since 2007-2008 when the portal first opened to student participation. The usage has doubled or tripled each year from an initial rate of 6% to a current rate of 93% resulting in markedly improved access and convenience of Academic Records Office services and cost reductions. The Registrar has set a goal of 100% student utilization. While all staff are cross-trained, the responsibilities of two existing positions, the Associate Registrar and the Assistant Registrar, were specialized to improve customer service.
Business Office

The Business Office manages accounts payable, accounts receivable, finances, and payroll by providing timely financial data to all stakeholders thus facilitating operations, planning, and budgeting. Annual audits by ParenteBeard for fiscal years 2009-2010 have resulted in 0 findings to document the College’s compliance with generally accepted accounting principles (GAAP) and MSCHE standards. Consultation with the auditors, however, after their annual assessment often yields suggested upgrades that the Business Office uses for continuous improvement.

The Business Office’s assessments and reporting foster timely executive decision-making. Several recent examples from the current fiscal year are here cited. The monthly Budget-to-Actual statements for December 2010 revealed significantly reduced revenues. Immediate midstream expenditure cuts and recruitment initiatives addressed the shortfall. When a Spring 2011 annual retention study of all School of Professional Programs uncovered rising attrition, a newly created Student Success Task Force chaired by a faculty member began studying contributing factors and will propose measures designed to improve persistence.

Concurrently, reporting of annual profit margins for all programs profiled rising costs across the board for the School of Professional Programs. Timely tuition adjustments for the coming year will restore former levels of profitability. The same reporting affected Practical Nursing fees that rose to fund additional costs of ATI® Testing. A benchmarking study of area competitors’ technology fees assured that the recent technology fee increase is competitive as well as sufficient to cover current and projected technology expenditures.

Feedback loops are incorporated at every level of assessment. The College produces a number of annual reports: IPEDS, the annual MSCHE Report, and the Financial Aid Fiscal Operations Report and Application to Participate (FISAP) Report in addition to all payroll documentation. Monthly reconciliation with ADP ezLaborManager, the payroll provider, is supplemented with internal audits by the Chief Financial Officer. The Assistant Controller sends daily cash reports to the President. To increase efficiency, the Chief Financial Officer has hired additional staff and cross-trained personnel to meet the challenges occasioned by growth. Additional improvements in the delivery of services include online student account access and online tuition payment that streamlined operations in September 2007. Overall, the introduction of modified, zero-based budgeting in fiscal year 2007 has resulted in more accurate budgeting with attendant improvements in data-based planning and implementation in the College’s budgetary cycle.

Enrollment Management

In the Department of Enrollment Management, administrative restructuring at the Media Campus and the Center City Location has resulted in significant cost reductions and greater efficiency. This restructuring along with revised recruiting policies has reduced the cost per start. The Director of Admissions and the Chief Information Officer studied competitive colleges and collaborated on the planning and implementation of an online application process through the Student Portal in June 2010. Online applications, including financial aid filings, have steadily risen resulting in increased cost efficiencies and student empowerment. In Spring 2011, additional marketing initiatives through social media were incorporated into the College’s web site. Recent assessments of yield rates strongly trend upward.

Because the department continuously monitors enrollments, its assessments are indicators of the College’s financial status. These outcomes, along with those of the Financial Aid and the Business Offices, provide critical data for operations, planning, and budgeting. Monthly trend analysis of Marketing
Analysis/Cost per Student of Record generates continuous revision of marketing strategies. Data prompted recent revisions of marketing strategies and the infusion of additional funding. These strategies target prospective student populations with emphasis on diversifying student enrollments. In April 2011, faculty participated in a planning session with representatives from Stream, the College’s marketing firm. Revisions of Enrollment Management marketing materials incorporated faculty input. These collaborative planning sessions will be ongoing.

Facilities

The Facilities Master Plan addresses physical plant maintenance and expansion (see Appendix:17). It is the product of ongoing assessment of all College facilities, oftentimes utilizing outside expertise. In September 2010, the new Director of Facilities undertook improvements that included refurbishment of the Architectural/Civil Engineering Technology, Computer-Aided Design Technology, Mechanical Engineering Technology, biology, and chemistry laboratories; the Student Lounge; and student financial aid counseling offices. In 2009, expansion of Media Campus parking added 312 additional parking spaces, six of which are designated as handicapped. Deferred maintenance and additional improvements are factored into the planning and budgeting cycles with continuous monitoring of prioritizations by the Director of Facilities, the President, and the Board of Trustees.

Financial Aid

On November 15, 2010, President Larkin engaged the services of Evans Consulting Group to assess the College's Financial Aid operations. A three person team from Evans Consulting conducted staff interviews of the College’s Executive Leadership Team, as well as the Financial Aid, Admissions, and Business Office staff. The operational review included a communications audit and a comprehensive review of sample student records. The resulting Financial Readiness Plan impacted operations in the Financial Aid, Admissions, and Business Offices to reorganize Financial Aid processes for enrolling and tracking students to file-complete status. The plan also outlined additional corrective actions for awarding procedures. Ms. Victoria Goike from Evans Consulting Group was appointed Interim Financial Aid Director on December 7, 2010. In May 2011, after a national search, Ms. Kristina Fripps was appointed as the permanent Director of Financial Aid, effective July 1, 2011.

Since the consultation, there has been dramatic improvement in financial aid accounts receivable. Staff training on the use of CampusVue software and corrective action on disbursement rejects account for a marked increase in daily cash flow.

Comparison of the two prior financial aid audits by ParenteBeard to that of the current year showed a decline from an error rate on audit exceptions above 10% to that of 1.67% for Return to Title IV funds. Staff training on refund procedures and the expanded utilization of U.S. Department of Education (USDOE) software account for the substantial decrease. Enhanced customer services, more efficient packaging of new students, and improved staff morale are but a few of the additional by-products of the Evans Consulting assessment engagement.

Information Technology Services

The Chief Information Officer has implemented policies of ongoing quality assessment for Information Technology Services. The Information Technology Services Team meets weekly to prioritize all open help desk requests. When closed, an automated customer satisfaction survey provides immediate assessment data. Monitoring of these surveys assures redress of any problems, and comparisons of weekly help desk response times have documented annual improvements. Measurement of the mean
time between failures on critical domain servers assists in planning hardware and software replacement. Addition of a Web Master has resulted in major improvements in web-based services.

The annual Strategic Plan for Information Technology Services is continuously updated to assure quality maintenance in every aspect of service. Additional ad hoc assessments supplement the plan. For example in Fall 2010, to improve the organization and accessibility of policies, the Chairman of the Board requested that College policies be posted on the College’s internal web site. This posting complemented the overall policy review by the Chief Compliance Officer and General Counsel.

The following assessment measures have yielded outcomes resulting in improved service. The Help Desk Surveys of Open and Close dates and the Help Desk Customer Service Satisfaction Surveys revealed increased usage resulting in the addition of a part-time staff position. The Measures of Server Availability on Critical Domain Servers that record the mean time between failures and service restoration yielded data resulting in the replacement of aging servers. Four high-end IBM (Express x3640 M2) servers were installed. Hardware/Software audits by Information Technology Services are supplemented by twice annual Hardware/Software requests by faculty and staff.

Additionally, at weekly meetings of the Information Technology Services/Academic Affairs Steering Committee, the Dean and the Assistant Deans of Academic Affairs, and the Chief Information Officer discuss and prioritize hardware and software needs, thus ensuring immediate response to emergency or unbudgeted exigencies. In Fall 2010, forty-two computers (Lenovo TopSeller Think Centre M58e) and updated Computer-Aided Design Technology software (Autodesk Education Master Suite) were installed in the newly refurbished Computer-Aided Design Technology Laboratory. The installation of a CISCO wireless access point (AIR-AP1131AG-A-K9) upgraded services in the Computer and Communication Technology laboratory. Over the last five years, staff and infrastructure development have expanded the scope and the efficiency of the delivery of Information Technology Services.

Student Services

Students Services encompasses a number of departments, including the Pennsylvania Institute of Technology Library, the P.I.T. Stop Café, the Student Resource Center, Academic Support/Financial Literacy Counseling Services, and Grant-Funded Programs. In Spring 2011, Student Satisfaction Surveys in Counseling and Café Services were added to the existing Tutoring, Externship, Job Placement, and Library surveys to create a full range of assessments in every service area. These revised surveys targeting specific areas are now administered every semester rather than annually. Census data from every area, as well as counseling documentation and grant reporting audits, assure comprehensive assessments of all services that provide data for the improvement of programs and services. As mentioned previously, such assessment is responsible for an upgrade in career services staffing at the College’s Center City Location. These assessments are vital for improving student life at P.I.T., as well as for budgeting and planning purposes, as the Department of Student Services continues to expand its role in fostering student success at the College.

One measure of assessment is the Student Satisfaction Telephone Survey. The survey provides students with a voice regarding the continuous improvements of the College. The most recent survey was conducted by the College in May 2009. Currently enrolled students provided important feedback regarding their experiences on the Media Campus and at the Center City Location.

Overall, students seemed satisfied with the College’s programs of study and services. The survey, however, identified three areas of lower student satisfaction: parking availability on the Media Campus, computer availability on the Media Campus and at the Center City Location, and the textbook availability and service of Pennsylvania Institute of Technology online bookstore.
First, the survey validated that the number of existing student parking spaces on the Media Campus was inadequate. Subsequently, the College added a new South Parking Lot with 312 spaces, six of which are handicap access.

Second, the survey confirmed that students were somewhat dissatisfied with the number of available computers on the Media Campus and at the Center City Location. Due to the growing enrollment, the College purchased additional computers for the Pennsylvania Institute of Technology Library and the Student Resource Center on the Media Campus, as well as for the Student Resource Room at the Center City Location. Because of the increase in the number of computers available to students, the College also purchased additional printers for student use.

Third, the survey validated student concern with the textbook availability and the service of Pennsylvania Institute of Technology online bookstore. As a result of on-campus meetings with bookstore representatives, the College implemented an OpenVue, real-time check of orders and established a new deadline and reporting process for Program Managers to select their textbooks. Moreover, the bookstore is in compliance with Pennsylvania’s recently passed Act 104 of 2010, the Omnibus School Code Bill, which created the College Textbook Affordability, Accountability and Accessibility Act.

Library

Student and Faculty Survey data, Director observation, and faculty consultations identified the need for better communication of library services and acquisitions. The Director began publishing a monthly electronic newsletter Off the Shelf posted on the College’s web site. A suggestion box is available for use. Equipment obsolescence and usage audits have resulted in replacement of 12 student and 2 staff computers and the addition of 8 computers and a photocopier for student use. Replacing the former Commonwealth system, the new Library Automation System (Integrated Library System or ILS) will be fully functional on July 1, 2011 and will improve service.

The addition of evening hours and the position of Reference and Information Literacy Librarian have expanded information literacy instruction. Responding to faculty requests for orientations, workshops, and special assignments’ support, the Director and the Reference Librarian work in close collaboration with the faculty.

Benchmarking of the top 12 colleges where P.I.T. graduates transfer revealed that conversion from the Dewey Decimal Classification System to the Library of Congress Classification System would assist graduates’ transition. Reclassification began in 2005 and is scheduled for completion in the next academic year. Space utilization studies are annual and ongoing resulting in reorganized resources and equipment within current Library space.

Grant-Funded Programs

The Department of Student Services has effectively utilized grant funding to provide vital programs and services. The Federal TRIO Student Support Services Grant (SSS) audit for the 2009-2010 reporting year recorded persistence and graduation rates above national norms. This achievement earned the College 10 prior experience points applicable to the next grant application. Act 101 midyear and final performance reports exceeded yearly objectives for retention and graduation rates. Since the 2006-2007 academic year, the percentage of students earning a grade of “C” or above in courses linked to tutoring services ranges from 72-86%, with an average of 80%. The data also reveal that in four of these eight semesters, SSS and Act 101 students outperformed their peers. Jumpstart, a six-week, summer
academic enrichment program, has recorded a 70-75% persistence rate for incoming SSS and Act 101 students.

In response to Student Satisfaction Surveys and census data documenting the escalation in externship and career placements, particularly for the School of Professional Programs, the Department of Student Services has increased staffing for externship and career placement services and replicated successful programs at both the Media Campus and the Center City Location. Additional staffing decisions separated externship and job placement positions with a coordinator for each at both campuses, as well as part-time clerical support. Innovations continue as the result of ongoing student assessment surveys and focus groups, the latest in Center City being the creation of support groups for female and male students, the latter a minority at that site. In Media, the Director of Degree Placement and Transfer is negotiating a partnership with the University of Pennsylvania for on-campus recruitment of P.I.T. information technology graduates for full-time positions at the university.

Assessment of Student Learning

The Academic Assessment Plan which evolved from the previous WIDS-based system is responsive to the College's mission and integrated into the College’s planning and budgeting calendars. Each assessment is described in detail along with responsible personnel, timelines for administration, reporting formats, and feedback mechanisms.

The Dean of Academic Affairs led the Academic Affairs Team in its collaboration with the program managers and the faculty to guarantee widespread ownership and implementation of academic assessments. Three committees under faculty leadership assist the Dean of Academic Affairs in academic assessment, planning, and implementation: the Academic Standards Committee, the Assessment of Student Learning Outcomes Committee, and the Instructional Technology Committee.

Additionally, programmatic assessment initiatives, begun on the Media Campus in May 2010, articulated student learning outcomes and standardized syllabi as preconditions for accurate academic assessment at every level: institutional, programmatic, and course. The development of the new Computer Security and Forensics program, providing an additional associate degree track and career certificate in computer science study, triggered review of the Computer and Communication Technology and Software and Information Technology programs. Using the revised Program Review Process developed in June 2010, the Dean of Academic Affairs and the respective Program Managers completed the Academic Developmental Program and Business Administration Technology Program Reviews. Program Reviews of the Architectural/Civil Engineering Technology, Computer-Aided Design Technology, and Mechanical Engineering Technology programs are ongoing.

The Across-the-Curriculum project begun in 2006 has continued. All College syllabi incorporate the new Across-the-Curriculum student learning outcomes. Faculty posted the revised syllabi on the intranet. The Humanities and Social Sciences Program Manager integrated information literacy into core courses, and the Biology and Chemistry Program Manager introduced research-based report writing and poster sessions into science courses. The dissemination of the Across-the-Curriculum Student Learning Outcomes, begun in Spring 2010, coincided with the institution of standardized, semi-annual reporting of student learning outcomes by program and course. For the 2010-2011 academic year, the Across-the-Curriculum student learning outcome of Professional Competency focused on College-wide academic assessment, as Faculty embedded Professional Competency and its corresponding assessment measure(s) in every syllabus. Additionally, each Program Manager identified one or more programmatic student learning outcome(s) and one or more course student learning outcome(s) with corresponding
assessment measures. The faculty included all designated outcomes in every syllabus and posted these syllabi on a dedicated Academic Affairs Periodic Review Report drive (see \pitshd\middlestates\data$).

The Director of the Practical Nursing Program, in collaboration with the Nursing faculty, developed The Systematic Plan of Program Evaluation: Assessment of Outcomes and Plan for Improvement. Reviewed yearly and continuously implemented, the plan delineates assessment standards, assessment criteria, assessment methods, record keeping, responsible personnel, assessment results, and action plans. Regularly scheduled faculty meetings monitor implementation.

Dr. Sue Petula, Ph.D., M.S.N., R.N., CNAA, nursing advisor to the Pennsylvania State Board of Nursing, recently commended the College's Nursing Program's Evaluation Plan for its purposeful data collection based on essential information necessary for overall program development. In addition, Dr. Petula requested a copy of P.I.T.'s Comprehensive Performance Evaluation Record that tracks performance on pre-entrance testing, standardized assessments, semester GPA, and pass/fail licensure rates. The measure is strongly predictive.

Working with the Allied Health Technology faculty, the Program Manager undertook a number of assessment initiatives. Registration, attendance, and grade management controls at both the Media Campus and the Center City Location improved student achievement. An innovative student "watch list," based upon GPA and entrance assessment data, identifies students for continuous monitoring by instructors and the Program Manager. Faculty distribute written Academic Improvement Performance Plans at midterm, at a minimum, to students in Allied Health Technology courses. Finally, expanded new student orientation sessions yielded positive student feedback. As a result of the above measures, the class concluding its program at Media on February 23, 2011 attained a retention rate of 84%, a significant improvement over previous classes.

To scaffold assessments, the Assistant Dean of Academic Affairs responsible for the School of Professional Programs standardized, disseminated, and implemented the School of Professional Programs policies at both the Media Campus and the Center City Location. Working collaboratively with this Assistant Dean, the School of Professional Programs faculty reviewed all syllabi and created course packs containing detailed lesson plans and accompanying instructional materials. School of Professional Programs graduates sit for National Healthcareer Association certification examinations which serve as capstone assessments. The Academic Standards Committee is currently assessing cumulative GPAs and certification pass rates.

Regionally and nationally recognized, the Academic Developmental Program provides academically underprepared students with the reading, English, writing, and arithmetic skills necessary to succeed. Because Academic Developmental Program students concurrently enroll in their developmental and mainstream college courses and attend ADP individualized instructional sessions, the program integrates students' developmental instruction into their curricula. Initial and ongoing ACCUPLACER® testing records student achievement levels. Under the leadership of the Program Manager, the Academic Developmental Program team has consistently incorporated its formative and summative assessment data into its planning and budgeting.

Working collaboratively with staff from Academic Affairs and Student Services, the team has created a program that is continually evolving to meet the demands of changing student populations and new programs. Since the launch of Phase I in August 2005, the program has progressed to Phase XII which will provide Academic Developmental Program services for the new A.S. in Medical Office Management Technology/Digital Health Records track and the A.S. in Medical Office Management Technology/Health
Services Administration track scheduled to begin in September 2011 in Media and November 2011 in Center City. Phase XII also includes developmental instruction for students in the A.S. in Allied Health Technology/Physical Therapist Assistant track scheduled to launch on the Media Campus in January 2012. The Academic Developmental Program Review documents the success of the team’s efforts and exemplifies data-based decision making in action.

In its academic assessments, the College has experienced a paradigm shift from a teaching excellence model towards one of student learning emphasizing the implementation of innovative learning technologies. This shift has been complemented by expansion of institutional assessments, all in the service of the College’s mission. The College’s strategic plan assures that this progress will be ongoing.
SECTION 5: LINKED INSTITUTIONAL PLANNING AND BUDGETING PROCESSES

The Board of Trustees has approved the College's new strategic plan for the years 2011–2015. The current plan carries forward the major thrusts of the former plan. A Strategic Plan Team comprised of faculty and staff assessed the mission, values, and priorities of the College.

The strategic plan includes a revised mission statement that clearly focuses on student success. College stakeholders have opined that the overarching mission of P.I.T. is, in fact, student success. Yet the former mission statement did not emphasize this distinguishing, strategic characteristic. Extraordinary efforts are put forth by faculty and staff to ensure that students are successful. The College also directs significant resources toward providing students with remediation, tutoring, counseling, and other similar programs. As a result, student success has been enunciated, and it has become the cornerstone of the College's mission.

Core values of the institution have also become an essential part of the strategic planning process. These values include dedicated faculty and staff who create and maintain an environment conducive to learning and provide support services for student success. Additionally, "hands-on" learning experiences coupled with an approach that helps students achieve program competencies, as well as the development of students as life-long learners and socially responsible citizens are key values that P.I.T. hopes to instill in its students and graduates.

Institutional Strategic Goals are the College's priorities as articulated in the Strategic Plan. One of the most important strategic goals is assessment and advancement of the College by using data from assessment for improvements. Ongoing institutional assessment and the assessment of student learning are fundamental to the College's quest for continuous improvement.

Financial health and sustainability of the College is another important strategic objective. As a College primarily dependent on tuition and fees, the College must be prudent in the allocation of financial resources to sustain the mission of the institution. Notwithstanding the need for financial prudence, the College's primary mission of student success is the driving force in the development and implementation of all College plans.

The Strategic Plan is the underpinning of the College's annual plan. The annual plan revision begins in February each year with the Executive Leadership Team updating and identifying the objectives supporting each strategic goal that should be accomplished in the next fiscal year based on assessment data previously collected. Figure 3 (page 44) illustrates the planning cycle that links assessment, planning, and budgeting. Once the Executive Leadership Team concurs to the College's Annual Plan, each Executive Leadership Team member develops Annual Departmental Plans. In Academic Affairs, for instance, faculty and staff meet to determine what new programs should begin in the next fiscal year, what existing programs need to be modified, what other initiatives should be undertaken, and how the results of academic program assessments can be implemented. Other departments undertake similar engagement with their staff members and other stakeholders.

Executive Leadership Team members meet with the President to review their department's annual plan and to ensure that the plan is in alignment with the College's annual plan and the Strategic Plan. Additionally, several Executive Leadership Team members meet to align several departmental annual plans. For instance, the Admissions Director, the Chief Financial Officer, the Dean of Academic Affairs, and the President meet to review student enrollment projections. Once enrollment projections are
approved, revenue for the next fiscal year can be projected, as well as the number of instructors that will be required to teach new and existing students.

In March, the Chief Financial Officer distributes departmental budgetary planning documents to each department head. Included in the planning documents are budgetary expenditures to date, anticipated expenditures for the current fiscal year, the budget from the previous year(s), and planning sheets for the next fiscal year. Using the concept of modified zero-based budgeting, Executive Leadership Team members establish tentative budgets for salaries and benefits, faculty and staff development, classroom and laboratory improvements, and other supplies and equipment. The Chief Financial Officer meets with each Executive Leadership Team member to review the initial draft of the departmental budget. The purpose of this meeting or series of meetings is to determine if the budget supports the annual plan of the department and the reasonableness of the budget. Often the Chief Financial Officer will recommend alternatives to budgetary requests, as well as offer suggestions as to possible consolidations.

The President and the Chief Financial Officer then meet with every Executive Leadership Team member to review the proposed departmental annual plan and the budget to support the plan. This oversight enables the College to leverage resources to maximize productivity and enables the College to shift financial resources to areas in need based upon the results of institutional assessments. Capital budget requests are also reviewed at this meeting. Reprioritizing capital requests often occurs based upon the consolidated needs of the College.

After each departmental annual plan is approved with the corresponding annual budget, the Chief Financial Officer prepares a consolidated annual College budget. The Executive Leadership Team reviews the College budget, and it is submitted to the President.

At a subsequent meeting of the Board of Trustees Finance Committee, the President and the Chief Financial Officer present the College's annual plan and the operational and capital budget for discussion. Each line item is reviewed by the Finance Committee and shifts in the budget may occur based upon advice from this committee.

The Board of Trustees, typically at its June meeting, considers approving the College's annual plan and budget. The Chair of the Finance Committee will recommend approval or revision to the full Board. The President and certain members of the Executive Leadership Team will be present to discuss the annual plan and the budget with the Board.

When the annual plan and budget are approved, Executive Leadership Team members will present the College's annual plan, departmental plan, and appropriate sections of the departmental budget to the faculty and staff.

Simultaneously, there is renewed attention devoted to institutional assessment initiatives that ultimately will contribute to an updating of the strategic/annual plan for the future fiscal year.

The current annual plan is assessed monthly together with the budget. The Business Office distributes to each Executive Leadership Team member a comparison of actual expenditures to planned expenditures for the preceding month. Each department head reviews those expenditures and makes appropriate modifications to expenditures in future months. Additionally, the department head reviews monthly
expenditures with those expenditures approved in the departmental annual plan and makes necessary modifications.

Monthly, each department head meets with faculty and staff to review progress toward accomplishing the goals in the annual plan. Resources may be shifted based upon unforeseen events or changes in priorities for the purpose of attaining the goals of the annual plan.

Furthermore, the Chief Financial Officer will present monthly to the Finance Committee of the Board of Trustees and the Executive Leadership Team a report on consolidated actual versus budgeted expenditures. The College's annual plan is reviewed as well. Based upon the results of this monthly review, modifications and reallocations may occur. The Finance Committee reports to the Board of Trustees in a timely manner the progress the College is making in accomplishing the annual plan and the state of the annual budget.

The Board of Trustees annually reviews an updated Strategic Plan for the purpose of determining the achievement of objectives in meeting strategic goals and to determine if circumstances require modifications to the plan.

The President biannually reports to faculty and staff on progress in meeting the objectives of the College's strategic and annual plans. At these all-College meetings with faculty and staff from both the Media Campus and Center City Location attending, the President also reviews other matters relative to planning and budgeting.
# Middle States Commission on Higher Education

## Institutional Profile 2010-11

[0804] Pennsylvania Institute of Technology

Printed on 4/21/2011

## A. General Information

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<tbody>
<tr>
<td>Address</td>
<td>Pennsylvania Institute of Technology</td>
<td>800 Manchester Avenue Media, PA 19063</td>
</tr>
<tr>
<td>Telephone</td>
<td>610 565 7900</td>
<td>610 565 7900</td>
</tr>
<tr>
<td>Fax</td>
<td>610 892 1510</td>
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<tr>
<td>Website</td>
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<td><a href="http://www.pit.edu">www.pit.edu</a></td>
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### Related Entities

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### Initial Accreditation

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</tr>
<tr>
<td>CHE Staff Liaison</td>
<td>Dr. Luis G. Pedraja</td>
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**Notes**
## B. Key Contacts

<table>
<thead>
<tr>
<th>Key Contact</th>
<th>Data on File (as of 4/20/2011)</th>
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<tbody>
<tr>
<td><strong>Chief Executive Officer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. William V. Larkin</td>
<td>President</td>
<td>President</td>
</tr>
<tr>
<td>800 Manchester Avenue</td>
<td>Avenue</td>
<td>Avenue</td>
</tr>
<tr>
<td>Media, PA 19063</td>
<td></td>
<td>Media, PA 19063</td>
</tr>
<tr>
<td>Phone: 610 892 1502</td>
<td></td>
<td>Phone: 610 892 1502</td>
</tr>
<tr>
<td>Fax: none</td>
<td></td>
<td>Fax: none</td>
</tr>
<tr>
<td>Email: <a href="mailto:wlarkin@pit.edu">wlarkin@pit.edu</a></td>
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<td>Email: <a href="mailto:wlarkin@pit.edu">wlarkin@pit.edu</a></td>
</tr>
<tr>
<td><strong>Chief Academic Officer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Robert Hancox</td>
<td>Dean of Academic Affairs</td>
<td>Dean of Academic Affairs</td>
</tr>
<tr>
<td>800 Manchester Avenue</td>
<td>Avenue</td>
<td>Avenue</td>
</tr>
<tr>
<td>Media, PA 19063</td>
<td></td>
<td>Media, PA 19063</td>
</tr>
<tr>
<td>Phone: 610 892 1578</td>
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<td>Phone: 610 892 1578</td>
</tr>
<tr>
<td>Fax: none</td>
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<td>Fax: none</td>
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<tr>
<td>Email: <a href="mailto:rhancox@pit.edu">rhancox@pit.edu</a></td>
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<td>Email: <a href="mailto:rhancox@pit.edu">rhancox@pit.edu</a></td>
</tr>
<tr>
<td><strong>Chief Financial Officer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Annamarie Cassidy</td>
<td>Chief Financial Officer</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td>800 Manchester Avenue</td>
<td>Avenue</td>
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</tr>
<tr>
<td>Media, PA 19063</td>
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<tr>
<td>Phone: 610 892 1520</td>
<td></td>
<td>Phone: 610 892 1520</td>
</tr>
<tr>
<td>Fax: 610 565 6768</td>
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</tr>
<tr>
<td>Email: <a href="mailto:acassidy@pit.edu">acassidy@pit.edu</a></td>
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<td><strong>Accreditation Liaison Officer</strong></td>
<td></td>
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<tr>
<td>Dr. Robert Hancox</td>
<td>Dean of Academic Affairs</td>
<td>Dean of Academic Affairs</td>
</tr>
<tr>
<td>800 Manchester Avenue</td>
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<td>Email: <a href="mailto:rhancox@pit.edu">rhancox@pit.edu</a></td>
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<tr>
<td><strong>Coordinator of Distance Education</strong></td>
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<tr>
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<td>Role</td>
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</tr>
<tr>
<td>Coordinator of Outcomes Assessment</td>
<td>Dr. Robert Hancox&lt;br&gt;Dean of Academic Affairs&lt;br&gt;800 Manchester Avenue&lt;br&gt;Media, PA 19063&lt;br&gt;Phone: 610 892 1578&lt;br&gt;Email: <a href="mailto:rhancox@pit.edu">rhancox@pit.edu</a></td>
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<tr>
<td>Coordinator of Institutional Research Functions</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Chair: Self-Study Steering Committee</td>
<td>Dr. Robert Hancox&lt;br&gt;Dean of Academic Affairs&lt;br&gt;800 Manchester Avenue&lt;br&gt;Media, PA 19063&lt;br&gt;Phone: 610 892 1578&lt;br&gt;Email: <a href="mailto:rhancox@pit.edu">rhancox@pit.edu</a></td>
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<tr>
<td>Co-Chair: Self-Study Steering Committee</td>
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<td></td>
</tr>
<tr>
<td>Person in the President's Office To Whom MSCHE Invoices Should be Sent</td>
<td>Ms. Annamarie Cassidy&lt;br&gt;Chief Financial Officer&lt;br&gt;800 Manchester Avenue&lt;br&gt;Media, PA 19063&lt;br&gt;Phone: 610 892 1520&lt;br&gt;Fax: 610 565 6768&lt;br&gt;Email: <a href="mailto:acassidy@pit.edu">acassidy@pit.edu</a></td>
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<tr>
<td>Person Who Should Receive a Copy of MSCHE Invoices (Optional)</td>
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<td></td>
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<tr>
<td>Person Completing IP Financials</td>
<td>Ms. Annamarie Cassidy&lt;br&gt;Chief Financial Officer&lt;br&gt;800 Manchester Avenue&lt;br&gt;Media, PA 19063&lt;br&gt;Phone: 610 892 1520&lt;br&gt;Fax: 610 565 6768&lt;br&gt;Email: <a href="mailto:acassidy@pit.edu">acassidy@pit.edu</a></td>
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<tr>
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<td>Mr. Craig Jacobs&lt;br&gt;Registrar</td>
<td></td>
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<tr>
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<td>Dr. Robert Hancox&lt;br&gt;Dean of Academic Affairs&lt;br&gt;800 Manchester Avenue&lt;br&gt;Media, PA 19063&lt;br&gt;Phone: 610 892 1578&lt;br&gt;Email: <a href="mailto:rhancox@pit.edu">rhancox@pit.edu</a></td>
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C. Graduation Data

Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2009, and June 30, 2010. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Include earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries.

Exclude honorary degrees and awards.

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<td>Associate's</td>
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<tr>
<td>Does your institution have undergraduate programs?</td>
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<td>yes</td>
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<tr>
<td>Does your institution serve only transfer students? See instructions if the answer is yes.</td>
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Completers

Provide the total number of students in the relevant cohort who received their awards no later than 2009-10 (which would be within 150 percent of the time expected for them to receive the degree/certificate for which they matriculated). Also provide the total number of students who transferred out of your institution before completing their programs.

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<td>Number completed within 150% of time to degree</td>
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<td>Total transfers out</td>
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### 4-year Institutions w/ Baccalaureate Programs

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<td>Total transfers out</td>
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### D. Enrollment (Unduplicated)

#### Total Enrollment

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<td>Total credit hours of all part-time students</td>
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<td>Minimum credit load to be considered a full time student</td>
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<tr>
<td>Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)</td>
<td>1037</td>
</tr>
<tr>
<td>Number of Students not matriculated, enrolled in credit-bearing courses</td>
<td>9</td>
</tr>
</tbody>
</table>

#### Non-Credit Enrollment

<table>
<thead>
<tr>
<th>Data on File (as of 4/20/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students enrolled in non-credit, graduate level courses</td>
<td>0</td>
</tr>
<tr>
<td>Number of Students enrolled in non-credit, undergraduate level and other continuing education (excluding avocational) courses</td>
<td>1046</td>
</tr>
<tr>
<td>Number of Students in non-credit avocational continuing education courses</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Notes
E. Distance and Correspondence Education

Distance education means education that uses one or more technologies to deliver instructions to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. See the Instructions for a full explanation.

<table>
<thead>
<tr>
<th>Part 1. Distance Education</th>
<th>Data on File (as of 4/20/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did your institution, in the most recent prior year (Summer, Fall, Spring 2009-10), offer distance education courses?</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2. Correspondence Education</th>
<th>Data on File (as of 4/20/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did your institution, in the most recent prior year (Summer, Fall, Spring 2009-10), offer Correspondence education courses?</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Notes
F. Regional, National, and Specialized Accreditation

Please list the name of the regional, national, and specialized accrediting organizations that accredit your institution or its programs. It is not necessary to report the Middle States Commission on Higher Education, and it is excluded from this list.

<table>
<thead>
<tr>
<th>Data on File (as of 4/20/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditors Recognized by U.S. Secretary of Education</td>
<td>Accreditors Recognized by U.S. Secretary of Education</td>
</tr>
<tr>
<td>none</td>
<td>none</td>
</tr>
</tbody>
</table>

Other Accreditors

Please list any other accrediting organizations that accredit your institution or its programs. Please separate each accreditor by semi-colon (;).
## G. Instructional Personnel (as of Fall 2010)

<table>
<thead>
<tr>
<th></th>
<th>Data on File (as of 4/20/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Headcount</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Part-Time Headcount</td>
<td>62</td>
<td>79</td>
</tr>
</tbody>
</table>

**Notes**
H. Related Educational Activities

H-1. Study Abroad

This section is only required if your institution's Self-Study Visit is scheduled for 2011-12 or 2012-13.

Note:
Your institution's next Self-Study Visit is scheduled for 2015-16.
### H-2. Branch Campuses (as of Fall 2010)

<table>
<thead>
<tr>
<th>Data on File (as of 4/20/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Branch Campuses.</td>
<td>No Branch Campuses.</td>
</tr>
</tbody>
</table>
H-3. Additional Locations (as of Fall 2010)

<table>
<thead>
<tr>
<th>Name</th>
<th>Data on File (as of 4/20/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Center City Philadelphia</td>
<td>Center City Philadelphia</td>
</tr>
<tr>
<td></td>
<td>6th and Walnut St Philadelphia, PA 19106</td>
<td>6th and Walnut St Philadelphia, PA 19106</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Number of degree programs for which 50% of the program may be completed at this location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Postsecondary Certificate (&lt; 1 year)</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Postsecondary Certificate (&gt;=1 year, &lt; 2 years)</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Associate's</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Postsecondary Certificate (&gt;= 2 years, &lt; 4 years)</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Bachelor's</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Postbaccalaureate</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Master's</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Post-Master's</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Doctor's - Professional Practice</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Doctor's: Research/Scholarship</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Doctor's: Other</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Full-time Headcount at this location</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Undergraduate</td>
</tr>
<tr>
<td></td>
<td>494</td>
</tr>
<tr>
<td></td>
<td>Part-time Headcount at this location</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Undergraduate</td>
</tr>
<tr>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Elwyn, Inc.</th>
<th>Elwyn, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elwyn, PA</td>
<td>Elwyn, PA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Inactive</th>
<th>Inactive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of degree programs for which 50% of the program may be completed at this location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postsecondary Certificate (&lt; 1 year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postsecondary Certificate (&gt;=1 year, &lt; 2 years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postsecondary Certificate (&gt;= 2 years, &lt; 4 years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postbaccalaureate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Master's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Full-time</td>
<td>Part-time</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Doctor's - Professional Practice</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctor's: Research/Scholarship</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctor's: Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Part-time Headcount at this location</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Middle States Commission on Higher Education  
Institutional Profile 2010-11  
[0804] Pennsylvania Institute of Technology

### H-4. Other Instructional Sites (as of Fall 2010)

<table>
<thead>
<tr>
<th>Data on File (as of 4/20/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Other Instructional Sites.</td>
<td></td>
</tr>
</tbody>
</table>
I. Financial Information (Part 1)

REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).

Report the same data for Educational and General (E&G) expenses on the Institutional Profile that your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS). The IPEDS Part and Line numbers are noted for each data element listed.

Verify the beginning and ending date for your institution's fiscal year. The default dates are 7/1/2009 through 6/30/2010 (the most recent year for which you would have audited financial statements). If your institution uses different dates, please change the default dates accordingly. For example, enter 1/1/2010 through 12/31/2010.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65.
Do not enter data in thousands of dollars. For example, enter 1,250,000, not 1,250.

Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.

Shaded information cannot be modified online. * denotes a required field.

<table>
<thead>
<tr>
<th>Which reporting standard is used to prepare your Institution's financial statements? Your selection determines the value in the column IPEDS Part-Line below.</th>
<th>Data on File (as of 4/20/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASB (Financial Accounting Standards Board)</td>
<td>FASB</td>
<td>FASB</td>
</tr>
<tr>
<td>GASB (Governmental Accounting Standards Board)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: For Private Institutions the value is set automatically and the field is disabled.

<table>
<thead>
<tr>
<th>Is your institution's Auditor's report on financial statements Qualified or Unqualified?</th>
<th>Data on File (as of 4/20/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unqualified</td>
<td>Unqualified</td>
<td></td>
</tr>
</tbody>
</table>

| Fiscal Year Begin | 7/1/2008 |
| Fiscal Year End | 7/1/2009 |
| Yes | 6/30/2009 |
| Yes | 6/30/2010 |
| Yes | Yes |
| Yes | Yes |

| Does your institution allocate Operation & Maintenance of Plant expense? | | |
| --- | --- |
| Yes | Yes |

<p>| Does your institution allocate Depreciation Expense? | |
| --- | |
| Yes | Yes |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
<th>O&amp;M</th>
<th>O&amp;M</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instruction</td>
<td>E-01</td>
<td>$4,412,245</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>E-02</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>2. Research</td>
<td>E-03</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>3. Public Services</td>
<td>E-04</td>
<td>$920,662</td>
<td>$0</td>
</tr>
<tr>
<td>4. Academic Support</td>
<td>E-05</td>
<td>$3,599,461</td>
<td>$0</td>
</tr>
<tr>
<td>5. Student Services</td>
<td>E-06</td>
<td>$3,033,940</td>
<td>$0</td>
</tr>
<tr>
<td>6. Institutional Support</td>
<td>E-07</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>7. Scholarships and Fellowships</td>
<td>E-08</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>8. Operation and Maintenance of Plant</td>
<td>E-09</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total E&amp;G Expenses</strong></td>
<td></td>
<td><strong>$11,966,308</strong></td>
<td><strong>$13,692,354</strong></td>
</tr>
</tbody>
</table>

**Notes**

Explanation on more than 25% increase on "Change in Net Assets" Investment in 350,800 shares of CDI stock went from $11.15/share on 6/30/09 to $15.53/share on 6/30/10. This causes an unrealized gain on investment of $1,536,504.
I. Financial Information (Part 2)

REMINER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).

Report the same data on the Institutional Profile in Section 2A below that your institution reports to IPEDS. The IPEDS Part and Line numbers are noted for each data element listed.

Report the data on the Institutional Profile in Section 2B below which can be obtained from your institution’s audited financial statements and/or supporting documents.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65.
Do not enter data in thousands of dollars. For example, enter 1,250,000, not 1,250.

Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to “lock down” your data and submit the Institutional Profile if these fields are not completed.

Shaded information cannot be modified online.  * denotes a required field.

<table>
<thead>
<tr>
<th>SECTION 2A -- Data from IPEDS</th>
<th>IPEDS Part-Line</th>
<th>Data on File as of 4/20/2011</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property, Plant and Equipment, net*</td>
<td>A-19</td>
<td>$0</td>
<td>$2,894,002</td>
</tr>
<tr>
<td>Total Assets*</td>
<td>A-02</td>
<td>$0</td>
<td>$15,674,201</td>
</tr>
<tr>
<td>Debt Related to Property, Plant and Equipment</td>
<td>A-03a</td>
<td>$0</td>
<td>$6,867,377</td>
</tr>
<tr>
<td>Unrestricted Net Assets</td>
<td>A-04</td>
<td>$0</td>
<td>($335,487)</td>
</tr>
<tr>
<td>Temporarily Restricted Net Assets</td>
<td>A-05b</td>
<td>$0</td>
<td>$5,105,989</td>
</tr>
<tr>
<td>Permanently Restricted Net Assets</td>
<td>A-05a</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Change in Net Assets*</td>
<td>B-04</td>
<td>($1,137,024)</td>
<td>$1,564,364</td>
</tr>
<tr>
<td>Net Assets (Beginning of Year)*</td>
<td>B-05</td>
<td>$4,343,162</td>
<td>$3,206,138</td>
</tr>
<tr>
<td>Adjustment to Net Assets (Beginning of Year)</td>
<td>B-06</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Net Assets (End of Year)*</td>
<td>B-07</td>
<td>$3,206,138</td>
<td>$4,770,502</td>
</tr>
<tr>
<td>Allowances/Scholarships (Applied to Tuition &amp; Fees)</td>
<td>C-08</td>
<td>$0</td>
<td>$237,139</td>
</tr>
<tr>
<td>Tuition and Fees Revenue (Net of Allowances)*</td>
<td>D-01</td>
<td>$0</td>
<td>$12,340,922</td>
</tr>
<tr>
<td>Depreciation Expense</td>
<td>E-Col 5</td>
<td>$0</td>
<td>$417,237</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION 2B -- Data from Audited Financial Statements and Supporting Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Unrestricted Operating Revenue*</td>
</tr>
<tr>
<td>Total Operating Revenue*</td>
</tr>
<tr>
<td>Total Unrestricted Operating Expense*</td>
</tr>
<tr>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Total Operating Expense*</td>
</tr>
<tr>
<td>Change in Unrestricted Net Assets*</td>
</tr>
<tr>
<td>Deposits Held by Bond Trustees</td>
</tr>
<tr>
<td>Principal Payments on Long Term Debt</td>
</tr>
<tr>
<td>Interest Expense on Long Term Debt</td>
</tr>
</tbody>
</table>

**Notes**

Explanation on more than 25% increase on "Change in Net Assets" Investment in 350,800 shares of CDI stock went from $11.15/share on 6/30/09 to $15.53/share on 6/30/10. This causes an unrealized gain on investment of $1,536,504.
J. Significant Developments

Please provide the Commission with early notice of any significant developments your institution is considering for academic years 2011-12 or 2012-13, limited to the topics listed below.

Include potential changes that:

- significantly alter the mission, goals, or objectives of the institution;
- alter the legal status, form of control, or ownership;
- establish instruction constituting at least 50% of a degree program in a significantly different format/method of delivery;
- establish instruction at a new degree or credential level;
- replace clock hours with credit hours;
- increase substantially the number of clock or credit hours awarded for successful completion of a program;
- establish instruction constituting at least 50% of a degree program at a new geographic location;
- relocate the primary campus or an existing branch campus (See definition in Section H, above);
- otherwise affect significantly the institution's ability to continue the support of existing and proposed programs.

In addition, please describe any other major developments taking place at the institution. The information provided should focus on important institutional issues (e.g., development of a new strategic plan, initiation of a capital campaign, establishment of a new academic unit such as a school or college, significant shifts in institutional enrollment or finances, etc.) Please DO NOT include matters related to the day-to-day operation of the institution.
K. Required Attachments

Please upload the required attachments listed below as soon as all of the items are available but no later than April 22, 2011.

- A copy of the institution's fiscal year 2010 audited financial statements, including any management letter that the auditors may have attached to the statements.

- A copy of the finance section of the institution's IPEDS submission for fiscal year 2010 (if you submit annual financial data to IPEDS).

- Provide the exact web address for the home page of the institution's catalog. (If the catalog is not available on-line provide a digital copy of the catalog on a CD/DVD, or a printed version if a digital copy does not exist.)

Uploaded Files

<table>
<thead>
<tr>
<th>File Name</th>
<th>File Type</th>
<th>File Size</th>
<th>Last Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>CourseCatalog.pdf</td>
<td>Adobe Acrobat Document</td>
<td>987.98 KB</td>
<td>4/19/2011 4:35:34 PM</td>
</tr>
</tbody>
</table>

If you are not able to upload the required attachments, please contact:

Mr. Tze Joe
Information Associate
Middle States Commission on Higher Education
tjoe@msche.org