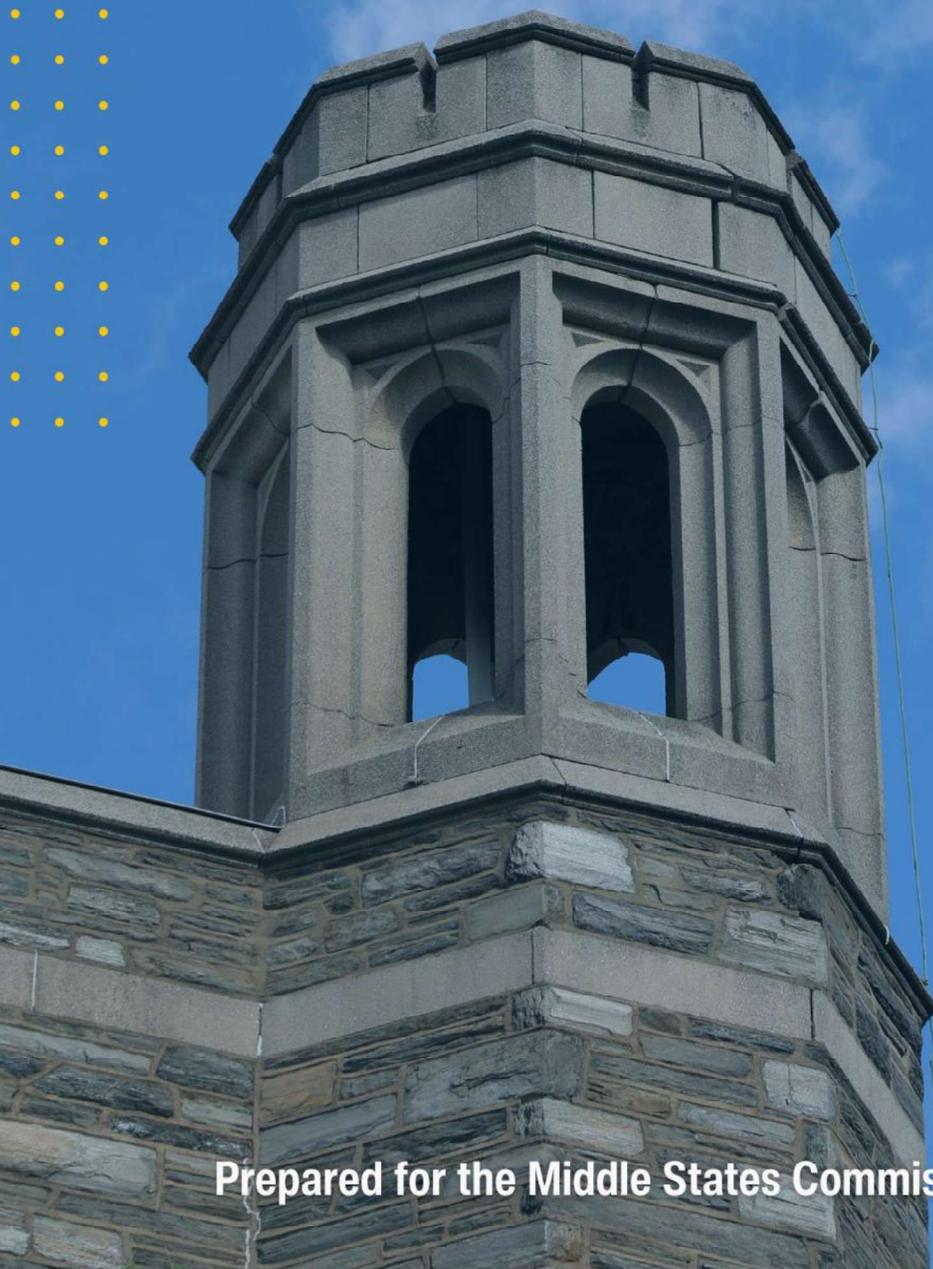




INSTITUTIONAL SELF-STUDY

JANUARY 2026



Prepared for the Middle States Commission on Higher Education

TABLE OF CONTENTS

Letter From the President of P.I.T.	2
Standard I: Mission and Goals	3
Criterion 1: Clearly Defined Mission and Goals	4
Criterion 2: Appropriate Institutional Goals Consistent with Mission	7
Criterion 3: Goals Focused on Student Learning & Support	7
Criterion 4: Periodic Assessment of Mission and Goals	11
Standard II: Ethics and Integrity	12
Criterion 1: Academic Freedom, Respect for Intellectual Rights and Copyright	12
Criterion 2: Respect for Diverse Backgrounds, Ideas, and Perspectives	13
Criterion 3: Grievance Policy	15
Criterion 4 & 5: Conflict of Interest; Fair and Impartial Practices for Employees	17
Criterion 6: Honesty in Public Relations Practices	19
Criterion 7: Services and Programs to Promote Affordability	21
Criterion 8: Compliance with Reporting Requirements	23
Criterion 9: Periodic Assessment of Ethics and Integrity	24
Standard III: Design and Delivery of the Student Learning Experience	25
Criterion 1: Programs Leading to a Degree	25
Criterion 2: Faculty	26
Criterion 3: Academic Programs of Study	31
Criterion 4: Sufficient Opportunities and Resources for Students	32
Criterion 5: General Education Program	35
Criterion 6 & 7: Graduate and Professional Education; Third-Party Providers	37
Criterion 8: Assessment of Programs Providing Student Learning	38
Standard IV: Support of the Student Learning Experience	40
Criterion 1: Ethical Policies, Practices, and Processes for Students	40
Criterion 2: Fair and Transparent Transfer Policies	48
Criterion 3: Secure Student Information and Records	49
Criterion 4: Extracurricular Activities	50
Criterion 5: Review of Third-Party Providers	52
Criterion 6: Periodic Assessment of Student Support Services	53
Standard V: Educational Effectiveness Assessment	55
Criterion 1: Clearly Stated Student Learning Outcomes	55
Criterion 2: Organized and Systematic Assessments	57
Criterion 3: Consideration of Disaggregated Assessment Results	64
Criterion 4: Adequate and Appropriate Institutional Review	66
Criterion 5: Periodic Assessment of Assessment Policies	68
Standard VI: Planning, Resources, and Institutional Improvement	69
Criterion 1: Institutional and Unit Goals	69
Criterion 2: Planning and Improvement Processes	71
Criterion 3: Planning with Goals	72
Criterion 4: Planning for DEI	73
Criterion 5: Financial Planning and Budget	74
Criterion 6: Human Resources Infrastructure	75
Criterion 7: Financial Resources	76
Criterion 8: Responsible Fiscal Management	77
Criterion 9 & 10: Assignment of Duties; Planning for Facilities	78
Criterion 11: Compliance with Title IV	79
Criterion 12: Measurement of Effective Resource Usage	80
Criterion 13: Effectiveness of Planning and Resource Allocation	81
Standard VII: Governance, Leadership, and Administration	84
Criterion 1: Governance Structure	84
Criterion 2: Governing Body	88
Criterion 3: Chief Executive Officer	92
Criterion 4: Administration	94
Criterion 5: Assessment of Governance	96

Letter From the President of P.I.T.

On behalf of the Board of Trustees, faculty, staff, students, and administration of Pennsylvania Institute of Technology, I am pleased to submit our Self-Study report in support of our Middle States Commission on Higher Education reaccreditation review.

This Self-Study coincided with the most significant period of growth, investment, and institutional advancement in P.I.T.'s history. While engaging in a rigorous and intentional process of self-examination, the institution achieved record enrollment, expanded workforce aligned academic programs, strengthened governance and assessment capacity, invested substantially in facilities and infrastructure, and secured a strategy of long-term financial stability. The Self-Study did not pause the College's momentum; it occurred alongside and informed it.

The process itself reflects a point of institutional maturity. This was a genuinely collaborative effort that engaged trustees, faculty, staff, administrators, alumni, and students in substantive dialogue about institutional effectiveness, accountability, and student outcomes. We intentionally designed inclusive mechanisms to ensure broad participation and shared ownership. The resulting analysis represents the collective judgment of our community and a shared commitment to excellence.

Since its founding, Pennsylvania Institute of Technology has focused on preparing students for meaningful employment through a personalized, career-focused educational experience. Today, that mission is operationalized through deliberate academic design, high contact student support, data informed planning, and disciplined resource allocation. The Self-Study documents how the college has evolved from historical reliance on a single benefactor to a sustainable, resilient, and forward-looking institution positioned to serve an increasingly diverse adult learner population.

Throughout this Self-Study, the College has been direct and self-critical. We identify strengths, acknowledge areas for continued improvement, and demonstrate how evidence is used to guide decision making. The process affirmed not only compliance with Middle States standards, but also the effectiveness of a student-centered collegiate model that is delivering measurable and effective outcomes.

We approach accreditation with confidence and purpose. We welcome the Commission's review and the visiting team's engagement, and we look forward to continued partnership with Middle States as we build on this period of growth to advance our mission and expand opportunity for the students and communities we serve.

Sincerely,



Matt Meyers
President
Pennsylvania Institute of Technology

STANDARD I: MISSION AND GOALS

The Pennsylvania Institute of Technology (P.I.T.) is an independent, not-for-profit college located in the suburbs of Philadelphia, Pennsylvania, that offers program certificates, associate, and selected bachelor's degrees.

Established more than 70 years ago with the mission of preparing students for meaningful employment, P.I.T. continues to serve a student population where many students balance their studies with employment and family responsibilities and are from systemically marginalized socioeconomic,¹ racial, gender,² and experiential demographics, whose prior educational experience may not have provided the foundational elements critical for post-secondary education success. In keeping with its mission, the College empowers students through academic preparation, individualized support, and flexible pathways. Historically, P.I.T. relied exclusively on tuition revenue and private financial support from its founder, Walter R. Garrison, whose generosity sustained the College from its inception until his passing in 2019 at age 92. Recognizing the limitations of this funding model, institutional leadership began developing a plan for sustainability prior to his death. After his passing, leadership executed these plans to stabilize operations and to position the College for long-term viability. Since that time, P.I.T. has: eliminated outstanding debt to strengthen fiscal stability;³ diversified revenue streams and established an endowment fund to lessen reliance on tuition;⁴ created Assessment, Marketing, and Development departments that have expanded external partnerships⁵ and secured new grant, scholarship, and emergency aid funding; expanded institutional scholarships and devoted resources to an emergency hardship fund to promote student retention⁶ and enhanced comprehensive student support services aligned with the College's personalized approach mission through additional support coach personnel,⁷ intervention and retention software,⁸ and expanded wrap-around services.⁹ Through these measures, P.I.T. has transitioned from dependence on a single benefactor to a financially and operationally sustainable institution.

Mission Statement

The mission of the Pennsylvania Institute of Technology is to empower students to achieve success by offering a personalized approach to learning that promotes career advancement, transfer opportunities, and individual growth. By fostering an inclusive environment, P.I.T. encourages, supports, and celebrates diversity.

Vision for the Future

Pennsylvania Institute of Technology is committed to growing its enrollment on-campus and online by offering innovative and in-demand programs. The College strives to improve community recognition for our supportive academic environment and guide our students into lifelong stories of success.

Core Values

P.I.T. is committed to innovation in its teaching and continuous self-improvement to achieve excellence in all our endeavors. The College's student-first approach, exceptional placement rates, and high graduation rates meet workforce demands.

Collaborative Approach

P.I.T. employs a student-first, team-based approach to supporting its students. Intradepartmental committees meet to identify and resolve issues preventing students from being successful. Through external partnerships, the College strives to improve the quality of education and the quality of life for all students.

Diversity and Inclusion

The College's commitment to creating a culture of inclusion that supports diverse voices has grown our population significantly. The College has created a safe environment for all students by embracing and honoring differences.

Mutual Respect

The College encourages and values positive relationships among colleagues, students, and the community. This is done by promoting an educational response to counter discrimination and violence through strengthening the foundations of mutual tolerance and cultivating respect for all people, regardless of color, gender, class, sexual orientation, national, ethnic, or religious orientation/identity.

Professional and Intellectual Integrity

¹ Percent of PELL Eligibility 2022-2023

² P.I.T. Demographic Breakdown 11.2025

³ Composite Score Summary with Debt Elimination

⁴ Evidence of Diverse Revenue and Endowment Fund 6.2025

⁵ External Scholarship Funding Development Report 6.2025

⁶ Internal and External Scholarship Funds Increase 2122 v 2425

⁷ Student Affairs Personnel Additions

⁸ PIT Retention Radar Sample

⁹ CARE Center Launch Article

The College is committed to being honest, setting realistic outcomes, and presenting ourselves accurately to internal and external stakeholders. Decisions depend not only on data, but also on the mission, vision, and values of the College.

Social Responsibility and Community Engagement

The College has an imperative not only to educate its students but also to support the revitalization and sustainability of their communities. Encouraging and demonstrating community support will equip students to contribute to the community. Our Mission, Vision, and Values can be found on the P.I.T. website “About” page.¹⁰

Criterion 1 - Clearly defined mission and goals that:

- a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement**

In 2021, P.I.T. was in a Strategic Planning process.¹¹ Recognizing the importance of structural inclusion, which requires a fundamental transformation of institutional culture and systems, the college sought to establish a foundation where inclusivity is deeply embedded, rather than implemented as a temporary or reactive measure. As part of this effort, process participants worked to deliberately integrated inclusion into the revised mission statement and emphasized diversity as a core institutional value. Participants comprised two working groups, which included representation from the Board of Trustees, Executive and Operational Leadership, and Alumni; as P.I.T. does not have a faculty senate structure, this process also included a cross-section of faculty and staff at all levels of engagement.

The College’s Vision Statement was redefined as a *Vision for the Future*, reflecting its commitment to growth and innovation. Additionally, the institution’s Core Values were revised and expanded to emphasize community engagement while further articulating the principles of mutual respect, diversity, and inclusion. The *MVV 2021 Revision*¹² highlights these changes.

- b. address external as well as internal contexts and constituencies**

P.I.T. ensures that its Mission, Vision, and Values (MVV) reflect both internal and external contexts and constituencies through a deliberate and inclusive planning process that engages employees, alumni, and trustees. These institutionally guiding statements evolve in response to changing student needs, workforce demands, and institutional direction.

The most recent MVV revision was conducted as part of the College’s 2021-2024 strategic planning cycle. The Strategic Planning process was intentionally collaborative: as previously mentioned, representation included the Board of Trustees, alumni, and college faculty and staff.¹³ Internal departments represented include academic divisions, the Office of Student Affairs, facilities, financial aid, information technology, institutional effectiveness, and enrollment. Feedback collected during meetings and via surveys was integrated and used to craft updated MVV statements that reflect the alignment between institutional values and practice.

Internally, P.I.T. uses the Strategic Plan, including the MVV, as a foundation for decision-making in areas such as academic programming, student support services, and budgeting. For example, the College’s Mission of Student Empowerment, along with the core values of Diversity and Inclusion, Mutual Respect, and Social Responsibility and Community Engagement, directly guided the refinement of the College’s intentional, intersectional student support model.

The deliberate financial resource allocation to allow for the hiring of both the Parenting Support Coach and the Social Services Support Coach, the expansion of scholarship initiatives, the creation of the C.A.R.E. Center, and the creation of an Emergency Fund all serve as examples of specific responses in recognition of patterns of student support requests, along with external industry retention studies, which identified parenting and financial strain as major barriers to persistence.¹⁴

Externally, the College’s vision of offering innovative and in-demand programs, and to guide students into lifelong stories of success, has led to strategic investment in programs aligned with high-priority occupations. By engaging in labor market forecasting using data from the U.S. Bureau of Labor Statistics, Pennsylvania Department of Labor and Industry, and labor market analytics systems like Lightcast, the College has launched and refined programs, including Practical Nursing, Diagnostic Medical Sonography, Neurodiagnostic Technology, and

¹⁰ PIT Website About Us – Our Mission

¹¹ Strategic Plan 2021-2024

¹² MVV 2021 Revision

¹³ Framework of Working Groups- 2021-2024 Strategic Plan

¹⁴ PDHS PLN Policy Report; Financial Wellness Survey Fall 2022

Cannabis Studies. This alignment with workforce needs has resulted in increased experiential learning opportunities as well as direct pipelines to employment for graduates. Further discussion on these programs and increased experiential learning is covered in Standard III and Standard V.

Through this iterative, inclusive, and data-informed process, P.I.T. ensures that its MVV remains dynamic and central to all institutional activities, guiding the College's growth and reinforcing its role as a student-centered and community-responsive institution.

c. are approved and supported by the governing body

As members of the Strategic Planning Committee, P.I.T.'s Board was actively involved in the revision of the MVV to affirm alignment with the institution's strategic goals. The August 2021 Board Meeting and Retreat presented the Plan with the revised MVV to the Board¹⁵ in its entirety. Their ongoing support and oversight include regular reviews in collaboration with leadership to refine P.I.T.'s commitment to personalized learning, career advancement, diversity, and financial sustainability.

d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes

The College's MVV emphasizes student success, workforce readiness, and inclusiveness, guiding decision-making across faculty, administration, staff, and governance structures to align with the institution's core principles. In practice, the MVV directly informs strategic planning and goal setting, including connecting those goals to operational and capital budgets, and the allocation of resources towards student support services, infrastructure improvements, and academic programs that enhance the overall learning experience and advance outcomes.

One example of this alignment (expanded upon further in Standard III, Criterion 2c) is the hiring of a General Education Program Director and a Business Program Director. These investments support curricular consistency, improved program management, and assessment of student learning outcomes, and demonstrate clear alignment among mission, planning, resource allocation, and academic quality.

e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution

P.I.T. is an institution focused on pragmatic student support for a primarily adult learner demographic focused on transfer and career readiness. During the most recent revision process, the *Vision for the Future* was updated to reflect the College's plan to continually innovate, offer in-demand programs, and create superior student support opportunities.¹⁶

Industry engagement is promoted with Program Directors and faculty being encouraged to remain engaged in evolving industry standards and incorporate that knowledge into curriculum development aligned with workforce needs. The College has also expanded its programmatic accreditation efforts to include the International Accreditation Council for Business Education (IACBE) accreditation for the Business Program, Accreditation Commission for Education in Nursing (ACEN) accreditation for the Practical Nursing Program (ACEN), and Commission on Accreditation of Allied Health Education Programs (CAAHEP) accreditation for the Diagnostic Medical Sonography Program.

Additionally, students participate in experiential learning opportunities and capstone projects that foster creativity and inquiry relevant to their professional fields. This is expanded upon in Standard III.

f. are publicized and widely known by the institution's internal stakeholders

The MVV statements are available through the College's website¹⁷ and the College's internal website.¹⁸ Additionally, it is shared in Annual Reports,¹⁹ the College Catalog,²⁰ the Employee Handbook,²¹ the Student Handbook,²² in Graduation programs,²³ in the new employee onboarding materials,²⁴ and in the P.I.T. Career Center.²⁵ Each Department has a department-specific mission that ties directly to the Institutional mission.

¹⁵ Board of Trustee Meeting and Retreat Agenda SP Overview

¹⁶ MVV 2021 Revision

¹⁷ PIT Website About Us – Our Mission

¹⁸ MVV-Internal Website Home Page; MVV-Internal Website-Our MVV

¹⁹ 2022-Annual-Report MVV Pg 5; Annual Report 23-24 Mission Pg 16

²⁰ P.I.T.-College-Catalog-2025-2026-Updated-10-23-25, Pg. 10

²¹ Employee Handbook November 18 2025, Pg. 8

²² Student Handbook, Pg 8

²³ Graduation Booklets Back Cover 2022-2025

²⁴ MVV in Onboarding of New Employees- Welcome Message

²⁵ P.I.T. Career Center Screenshot

Physical copies of individual department missions²⁶ are posted in Department offices. Physical copies of the MVV are displayed throughout the campus.

g. are periodically evaluated

Through its three-year strategic planning cycle, structured working-group review, Board approval, and ongoing monitoring, the College ensures that its Mission, Vision, and Values and associated institutional goals are systematically and periodically evaluated, remain relevant to internal and external contexts, and are used to guide institutional priorities and improvement.

The College assesses the MVV as a part of the Strategic Plan process. During each cycle, the College solicits feedback from internal and external stakeholders to evaluate the relevance, clarity, and impact of the MVV statements. Evidence reviewed includes institutional data (e.g., student outcomes, program performance), stakeholder feedback, and regional workforce trends. Findings are used to refine strategic priorities, shape academic offerings, and update the MVV as needed to ensure continued relevance and alignment. During the 2021-2024 process, two working groups were developed. Working Group 1 (WG1) was comprised of Board of Trustees Members, Executive Leadership, senior faculty, and alumni. WG1 was tasked with reviewing the progress of the institution from the 2019-2021 Strategic Plan, changes in student demographics, program viability, industry standards, and program and regional accreditation requirements. WG1 then used that information to evaluate the current MVV to determine continued alignment with the institutional culture and desired outcomes for the upcoming three years. Where it was determined that there was misalignment, WG1 crafted a draft MVV that accurately described the institution's culture and vision for the future for review and feedback. WG1 also used that information to develop the five 2021-2024 Strategic Plan Goals. Working Group 2 (WG2) included Executive and Operational Leadership and, as P.I.T. does not have a faculty senate structure, a cross-section of staff and faculty at all levels of engagement.²⁷ This two-working-group model was formalized in 2021 and is now the standard process for each strategic planning cycle.

WG2 was tasked with reviewing and offering amendments to the MVV, drafting Strategic Goals and developing Objectives to meet them, and assigning "Champions" for each goal. Both groups provided feedback to each other through surveys, which were then incorporated as appropriate.²⁸

Upon the completion of the Strategic Plan and any updates to the MVV, the final documents are reviewed and approved by the Board of Trustees (BOT). The BOT approved the MVV and Strategic Plan at the August 2021 Board Retreat²⁹ with an update highlighting the changes made shared at the October Board meeting.³⁰ They were then published on the College's website and disseminated to all stakeholders via the 2021 Annual Report.³¹ Implementation is monitored through objectives aligned to the Strategic Plan.³²

These Board-approved plan goals and objectives serve as the basis for yearly departmental planning, budgeting, and assessment. Progress towards these goals is reviewed at a minimum of annually by the Strategic Planning Committee, comprised of Cabinet and Board of Trustees members³³. The Committee's purpose is to review progress and evaluate potential opportunities and threats that may not have been present when the plan was enacted. The President and the President's Cabinet ensure that decision-making aligns with the approved priorities and the MVV.

While P.I.T. traditionally operates on a three-year strategic planning cycle, the College, after receiving guidance from its initial MSCHE Liaison, decided to postpone the formal 2024 strategic plan review until the completion of the Self-Study.

During this period, the institution continued to advance the priorities of the 2021–2024 Strategic Plan, which had already guided significant institutional transformation and growth. To ensure continuity of direction, PIT developed a Bridge Strategic Plan³⁴ that integrates the accomplishments of 2021–2024 with emerging institutional needs.

This Bridge Plan serves as an intentional transitional framework. It carries forward progress in areas such as academic innovation, student outcomes, financial stability, infrastructure modernization, and community visibility, while incorporating objectives identified during the Self-Study and institutional assessment processes.³⁵

²⁶ P.I.T. Departmental Mission Statements

²⁷ Framework of Working Groups- 2021-2024 Strategic Plan

²⁸ 2021-24 PIT Strategic Planning Committee

²⁹ August 2021 BoT Meeting and Retreat Agenda SP Overview

³⁰ 2018 to 2021 MVV and Strategic Plan Comparison

³¹ 2021 Annual Report.pdf, Pg.2

³² Strategic Plan 2021-2024

³³ 2021-2024 Strategic Plan Review and Update Information

³⁴ Bridge Plan Development Form and updates (2021-2026)

³⁵ Bridge Strategic Plan Update 2021–2027

Collectively, the practices described throughout Standard I Criteria 1 demonstrate that P.I.T.'s mission and goals are collaboratively developed, Board-approved, widely communicated, systematically evaluated, and actively used to guide institutional planning, resource allocation, academic quality, and student success.

Criterion 2 - Institutional goals that are realistic, appropriate to higher education, and consistent with mission.

Consistent with its mission to empower students through personalized, career-focused education within an inclusive learning environment, P.I.T. has established five institution-wide goals that are realistic, appropriate to higher education, and aligned with the needs of the College's students demographic. These goals provide a coherent framework for institutional planning, resource allocation, and continuous improvement. The five key goals are:

- *Academic*: Offer high-quality academic programs that prepare graduates for all aspects of success.
- *Financial*: Improve the College's long-term financial health and sustainability.
- *Infrastructure*: Ensure College infrastructure is supportive of educational goals and administration, and that resources are secure, reliable, and widely available to the college community.
- *Student Outcomes*: Establish and enhance programs and initiatives that meet the needs and interests of all students, which improve access, retention, engagement, persistence, and completion. And provide opportunities for life-long learning and career progression.
- *Brand and Relationships*: Promote brand recognition of the college and build relationships

Operationalization of Institutional Goals

These mission-aligned goals are operationalized through institution-wide initiatives that support institutional effectiveness, employee engagement, and student success.

- **MVV in Onboarding**: P.I.T. emphasizes equitable practices for employees throughout the employee lifecycle. Annual Integrated Postsecondary Education Data System (IPEDS) and Human Resources assessments monitor demographic trends among students, faculty, and staff to support equitable hiring and retention practices
- **Employee Engagement and Shared Governance**: Regular Town Halls provide structured opportunities for faculty and staff to engage in institutional dialogue, offer feedback, and contribute to continuous improvement efforts.
- **Professional Development Opportunities**: Career and transfer fairs, networking events, and mentoring programs support students' professional advancement and transfer readiness. Concurrently, ongoing faculty and staff professional development-including DEI focused training- strategies to foster inclusive learning and working environments. These professional development initiatives strengthen instructional quality, and enhances the College's ability to attract and retain qualified personnel
- **Student Engagement Events**: Institutionally sponsored engagement opportunities such as Bingo, Trunk or Treat, the First Responders Simulation, and Town Halls with the President, provide occasions for student involvement and enrichment.
- **Retention and Completion Support**: The Welcome Back Program, further discussed in Standard I Criterion 3, addresses financial barriers for students with past-due balances, enabling re-enrollment and program completion without additional debt.

Institutional Sustainability and Community Integration

In support of its mission and Strategic Plan goals, P.I.T. actively fosters community engagement and institutional sustainability through partnerships with local organizations and civic leaders. These relationships enhance student support, strengthen workforce alignment, and reinforce the College's role as a community partner. Additionally, the development of a centralized campus-wide events calendar promotes institutional coordination, awareness, and engagement across the College community.

Criterion 3 – goals that focus on student learning outcomes and student achievement that: a. include retention, graduation, transfer, and placement rates

P.I.T.'s Strategic Plan 2021–2024 outlines five key goals designed to support student achievements with supporting objectives. The Bridge Plan recognizes the accomplishments³⁶ of each goal and maintains the goal with specific updates and extended goals to guide the institution into the new Strategic Planning Process,³⁷ to begin in April 2026.

The College views student success through a multifaceted lens and understands that success is unique to each student. Success at P.I.T. encompasses retention, graduation rates, transfer rates, and workforce placement.

With 47% of P.I.T. program offerings classified as High Priority Occupations by the Commonwealth of Pennsylvania,³⁸ the institution strategically aligns its curriculum with career-focused education, which is reinforced through career services, transfer advising, and student support initiatives. Transfer and job placement rates are systematically tracked through institutional reporting. Further details are available in Standard IV.

Retention, Graduation, Transfer, and Placement Rates

In-term Persistence Data 2025³⁹

Term	January 2025	April 2025	July 2025	October 2025
# of Student at Start	835	818	899	1007
# of students at end	774	769	785	914
Percentage Retained	93%	94%	87%	91%

Year over Year Enrollment Data⁴⁰

Term	Total Students Enrolled	Total Credits
October 2022	648	5913
October 2023	663	5965
October 2024	809	7122
October 2025	1007	9066

Year over Year Graduation Data⁴¹

Cohort Year	Number of Degrees Conferred
2020-2021	104
2021-2022	180
2022-2023	233
2023-2024	207
2024-2025	168

P.I.T.'s student achievement data demonstrates steady progress across outcome measures aligned with institutional goals. In-term Persistence Data for 2025 reflect consistent student continuation across instructional periods, with a majority of enrolled students registering for subsequent terms, indicating sustained engagement and retention.

Annual enrollment trends show significant growth between October 2023 and October 2025, including increases in both total headcount and total credits attempted, suggesting improved retention and expanded access. Graduation outcomes further reflect institutional momentum, with the number of degrees conferred increasing substantially between the 2020–2021 and 2022–2023 cohorts, followed by stable completion levels in subsequent years.

Together, these indicates that the College's student-centered goals and support strategies are contributing to improved persistence, enrollment stability, and degree completion. This information will continue to be tracked and monitored for trends, and to inform continuous improvement plans and provide the basis of developing the next Strategic Plan beginning in April 2026.

b. consider diversity, equity, and inclusion principles

Diversity, Equity, and Inclusion Commitment

Over the last decade, P.I.T. has integrated Diversity, Equity, and Inclusion (DEI) principles into faculty and staff training for student support, and, since 2022 institutional planning—directly advancing the College's Mission of *fostering an inclusive environment, encouraging, supporting, and celebrating diversity* and Core Values of *Diversity and Inclusion, Mutual Respect, Social Responsibility and Community Engagement* to ensure student success for all learners.

³⁶ Student Achievement Support Linkage Chart

³⁷ Bridge Strategic Plan Update 2021–2027

³⁸ Example: PA 2023 High Priority Occupations

³⁹ Total Enrollment Term Start v Term End 2025

⁴⁰ Term Analysis Detail October to October Comparison

⁴¹ Academic Records Measures and Dashboard 2025-2026

In 2014, P.I.T. faculty and staff participated in National Alliance for Partnerships in Equity (NAPE) training to address implicit bias, micro-messaging, and inclusive teaching practices. Attendees of national training brought this work to campus,⁴² facilitating professional development workshops for the broader campus community. From 2015 to 2025, department and institution-wide training expanded to cover topics such as mental health, cultural literacy, race and gender bias, and non-biased communication, reinforcing P.I.T.'s commitment to inclusive learning environments.⁴³

As a part of this process, Student Affairs staff began pursuing trainings related to equity-minded student engagement and mental health, including:

- Mental Health First Aid
- Supporting Recovery and Resilience on Campus
- Commuter Students: Programming and Outreach to Ensure Their Engagement and Success
- 5 Key Components of a Successful Intrusive Advising Process
- Race, Trauma of Communities of Color: Assessment and Treatment
- DEI for the Workplace Certification from University of South Florida Muma College of Business
- De-escalation and Conflict Resolution⁴⁴

Additionally, in 2019, the College provided institution-wide access to an online training and workshops platform. These clearly demonstrate the College's sustained investment in reducing barriers to student success—particularly for historically underserved populations.

In 2021, as a part of the Strategic Plan and MVV review process, P.I.T. codified several DEI commitments, including:

- Establishing DEI training as a recurring budget line to ensure ongoing professional development;
- Contracting external DEI consultants to support institutional capacity-building.

By institutionalizing principles of structural inclusion, the College ensures that its MVV are embedded in day-to-day practice and strategic decision-making, rather than existing as aspirational statements. Emphasizing inclusive, equitable, and student-centered learning environments, these practices are designed to reduce achievement gaps for historically underserved students, including adult learners, first-generation students, parenting students, and students experiencing financial insecurity. A well-prepared faculty and staff and creates a learning environment in which students feel heard and validated, contributing to stronger retention, return rates, and overall student outcomes.

c. are supported by administrative, educational, and student support programs and services

P.I.T.'s goals are clearly supported via the programs and services offered. These supports, administrative and educational, have been developed via assessment and through guidance provided by the MVV and Strategic Plan.

Administrative Support: Assessment Leading to Adjustments

The *Administrative Support: Assessment Leading to Adjustments Table*⁴⁵ details specific assessment findings, the resulting revisions and adjustments made, and examples of relevant actions taken.

Educational Support: Remedial Support

Incoming students complete an initial assessment to identify whether they would benefit from short-term academic enrichment designed to build the foundational skills required for successful degree completion. Additional information on Remedial level *EdReady* courses, including assessment outcomes, is reviewed in Standard 3 criterion 5b.

Student Support: Welcome Back Program

Understanding that financial barriers often prevent students from completing their education, P.I.T. developed the Welcome Back Program⁴⁶ to provide students with financial relief and re-entry opportunities. This program was designed to address the higher incidence of stop-outs among adult learners and supports students who had to withdraw from the College for various reasons and would like to re-enter.

This model decreases barriers to readmittance; as a result of the Strategic Planning Process, the program was revamped to be open to all students instead of specific programs and lowered the required number of credits to

⁴² 2014 PIT Participation in NAPE DEI Training

⁴³ 2015 - Present DEI Path, pgs 2, 42, 102-103, 125, 129-132

⁴⁴ Previous Trainings

⁴⁵ Administrative Support-Assessment Leading to Adjustments Table

⁴⁶ Welcome Back Program Details

take per term. This program also reviews the amount due to the college at the time of stop-out and allows re-entering students to continue their education only paying a portion of their balance, with students being eligible to have the remainder forgiven upon graduation.

The program enables students who previously withdrew for financial reasons to return and complete their academic programs without incurring additional debt. Over the past three years, 82 students have participated in the program. 60% are either still currently enrolled or graduated. 72% of participants currently have a balance of \$500 or less, down from an average balance of \$2148.

During this period, the College has written off approximately \$150,000 in prior balances, while also generating additional tuition revenue, as 89% of participating students have been enrolled for one or more terms following the intervention.⁴⁷

Student Success Coaches and Support Services

Recognizing that many students face childcare responsibilities, financial strain, and employment challenges, the College employs a high-contact, wrap-around support model to ensure students receive the necessary guidance and resources to persist in their studies. Each student is assigned a Student Success Coach at enrollment, who provides ongoing academic and personal support.

P.I.T. has also prioritized financial assistance programs, including hardship funding for students at risk of eviction, food insecurity, childcare, or transportation issues, allowing them to focus on their academic progress.

In addition to direct student support, P.I.T. equips faculty and staff to serve its diverse student population effectively. Tools such as *Dropout Detective* and *Vector Solutions* ensure that faculty and staff have access to trainings to help support students. Through professional development opportunities, faculty receive training to further strengthen instructional methods, student engagement, and support for non-traditional learners.

Strategic Plan Goals Supporting Student Achievement

The *Strategic Plan Goals Supporting Student Achievement Table*⁴⁸ details each of the five Strategic Goals, student achievement support, and relevant rationales or data.

d. prioritize institutional improvement

P.I.T. has made several key investments to realize the goals of the Strategic Plan 2021–2024. The following are some actions that were implemented to support continuous institutional growth:

- In 2019, P.I.T. created a Communications and Events Support role to manage official communications and strengthen P.I.T.'s brand through strategic outreach.⁴⁹ After review and adjustments, this role was revamped into its current department beginning in 2022-2023.
 - Result: P.I.T. experienced its largest term start in October 2025, with 1007 students enrolling. October 2021 started 547 students.⁵⁰
- In fiscal year 2021-2022, the College established a Development Office⁵¹ to spearhead external fundraising. This office supports infrastructure upgrades and funds critical initiatives that improve student retention and program completion.⁵²
 - Result: External scholarships have increased significantly by \$ \$222,147 between 2022 and 2024; externally funded emergency funds have increased by \$ \$40,000,⁵³ creating an overall (internally and externally funded) availability of almost \$80K in hardship funds and over \$400,000 in scholarships.⁵⁴
- In fiscal year 2023-2024, the College hired its first Director of Assessment, creating a separate Institutional Assessment Department for the first time.
 - Result: Although the College had been producing Departmental Dashboards since 2019 to create a picture of overall health and sustainability, the College has now incorporated clear departmental assessment and unified, concrete departmental goals for the second year.
 - The 2023-2024 Budget also included allocation for a Director of Business, Instructional Designer, an Accounting Associate, and a Facilities Assistant.

⁴⁷ Welcome Back Analysis

⁴⁸ Strategic Plan Goals Supporting Student Achievement Table

⁴⁹ Personnel Changes and New Roles March 2019

⁵⁰ October 2021 to October 2025 Enrollment Comparison

⁵¹ Approval for Dev. Pos. 12.2021; Initial Dev. Report to Board 3.2022

⁵² P.I.T. Departmental Mission Statements

⁵³ 2021-2022 to 2024-2025 Hardship and Academic Scholarship Funds

⁵⁴ 2024-2025 Scholarship and Hardship Funding Information

- Additionally, several continuous improvement processes were instituted to monitor program health more strategically:
 - Beginning in the 2020-2021 year, the College developed new programming (e.g., Cannabis Studies and Diagnostic Medical Sonography), made the data-driven decision to sunset several programs that were declining due to external factors (e.g., Biomedical Equipment Engineering, Computer Science and Computer Support Engineering), and refined and relaunched prior programming (e.g., Business Management). The College further refined the program review cycle, scheduled on a 5-year rotating basis, which allows the College to regularly review its curriculum for industry alignment, enrollment trends, and job demands, ensuring that the most appropriate courses are being offered.
 - This is expanded upon in *Standard III Criterion 2a*
- Investment in the *Watermark Course Evaluations & Surveys* application to improve student feedback collection and enable data-driven planning. Watermark Course Evaluations & Surveys are utilized on a consistent basis, particularly at the end of each term, to collect feedback that informs course revisions, faculty development priorities, and instructional design, as well as to assess the campus climate from the student's perspective and assess student interests and needs.
 - Result: Following implementation, the student response rate increased from 25% to over 90%, significantly enhancing the quality and volume of feedback available for programmatic review.
- Investment in a proactive advising tool, *Dropout Detective*, an application that works with the Learning Management System to analyze the existing information in the LMS to identify the most at-risk students earlier, allowing for more substantial and intentional interventions.
 - Result: between Spring 2023 and Spring 2025, the drop rate went from 8.9% to 5%⁵⁵

These examples demonstrate the MVV and Strategic Plan leading the College's commitment to allocating resources to prioritize continuous institutional improvement. Using these guiding documents, the College enhanced data collection methods for informed decision-making, and strengthened administrative base to support continued growth and successful student outcomes.

Criterion 4 - Periodic assessment of mission and goals to ensure they are relevant and achievable.

As detailed in Criterion 1g, PIT's MVV are evaluated every three years, and revisions are integrated into the strategic planning process. The most recent review of the MVV occurred in 2021, when they were updated and aligned to the college's institutional priorities. The Strategic Plan 2021–2024 was subsequently revised in alignment with the updated Mission, Vision, and Values. Five measurable strategic goals were created and linked to the operational and capital budgets.

These goals address critical elements of higher education, including high-quality academic programs, the financial stability of the college, accessible and supportive infrastructure, student success in the college, workplace, and future educational endeavors, and strong community partnerships. Sub-goals were identified within each goal, with specific actionable items, assessment measures, and the department or personnel responsible for operationalizing the plan. These goals and sub-goals have been disseminated throughout the college. This plan was approved by the Board of Trustees in August 2021.⁵⁶

Strategic Planning meetings are held at a minimum annually, and minutes of the meetings are posted and reported to the Board of Trustees.⁵⁷ As mentioned, the decision was made to delay the 2024 review until after the Self-Study process; currently, the College is being guided by the Bridge Strategic Plan that integrates the accomplishments of 2021–2024 with emerging institutional needs.⁵⁸ The next strategic plan cycle is scheduled to begin in April 2026 and will serve as the College's guiding document for the next three years.

Periodic Assessment of Strategic Plan Goals

The *Periodic Assessment of Strategic Plan Goals Table*⁵⁹ details strategic goals, baseline and target indicators, and progress towards goals. Through periodic review and assessment of the strategic plan goals, College culture, external factors, and student needs, the College ensures that its MVV remains both relevant to evolving internal and external factors and achievable when capacity and resources are considered.

Recommendations

⁵⁵ Retention Radar Snapshot, Spr. 23 and Spr. 25 Comparison

⁵⁶ August 2021 BoT Meeting and Retreat Agenda SP Overview

⁵⁷ 2021-2024 Strategic Plan Review and Update Information

⁵⁸ Bridge Strategic Plan Update 2021–2027

⁵⁹ Periodic Assessment of Strategic Plan Goals Table

The Self-Study process highlighted that the MVV are clearly articulated, well understood internally among faculty and staff, and, in conjunction with the Strategic Plan, the guiding principles for planning, resource allocation, and student success initiatives. Opportunities exist to more intentionally introduce these guiding principles at the point of student entry, strengthening mission-centered engagement from initial enrollment forward. As a result of this process, the college will incorporate the MVV into enrollment forms and other student specific documents, clearly communicating to the student body the framework for the institution at the outset of their academic experience.

STANDARD II: ETHICS AND INTEGRITY

P.I.T.'s *Non-Discrimination and Sexual Misconduct Policy*⁶⁰ fosters an inclusive, respectful, and equitable learning environment where all students, faculty, and staff can thrive regardless of their background or identity. To ensure fairness, equity, and equal opportunity for all members of the P.I.T. community, the College upholds the following non-discrimination policy: "It is the policy of P.I.T. not to discriminate based on sex, disability, race, age, color, religion, national origin, veteran status, sexual orientation, or any other characteristic protected by applicable law in its educational programs, admissions policies, employment practices, financial aid, or other school-administered programs. This policy is consistent with various state and federal laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1967, and the Americans with Disabilities Act of 1990." This policy is also noted in the *College Catalog*.⁶¹

The *Code of Conduct and Ethics Policy*,⁶² adopted on September 30, 2025, establishes a comprehensive, institution-wide framework to ensure ethical conduct and institutional integrity at P.I.T. This policy was developed to promote transparency, accountability, and consistent ethical decision-making, and to formally codify P.I.T.'s core values in alignment with Standard II. It sets clear expectations for professional conduct and compliance with applicable laws and regulations, applies to all employees and affiliated individuals, and addresses conflicts of interest, confidentiality and protection of sensitive information, fair employment practices, financial integrity, and established procedures for reporting concerns without fear of retaliation.

Additionally, this overarching policy supports compliance with Standard II: the *Policy Confirmation for Employee Handbook and Faculty Addendum*.⁶³ This policy formally recognizes the *Employee Handbook* and *Faculty Handbook* as official institutional policies of the Pennsylvania Institute of Technology. The *Student Handbook* and academic program handbooks are recognized as official institutional publications and, where applicable, incorporate and reflect provisions from the Employee Handbook, Faculty Addendum, and other P.I.T. policies to ensure consistent communication of institutional expectations and ethical standards.

Accordingly, the following handbooks are referenced throughout this section of the Self-Study as evidence:

- *Diagnostic Medical Sonography Program Student Handbook*⁶⁴
- *Walter R Garrison College of Nursing Addendum Practical Nursing Program Student Handbook*⁶⁵
- *Neurodiagnostic Technology Program Handbook*⁶⁶

Criterion 1 - A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.

Commitment to Academic and Intellectual Freedom

P.I.T. upholds the principles of academic and intellectual freedom, fostering an environment where students and faculty are free to explore ideas and knowledge without undue restriction. The administration, faculty, and staff encourage open dialogue, critical thinking, and creative expression. Recognizing that a free exchange of ideas is essential to academic growth and personal development.

For example, as noted in the *Faculty Handbook*,⁶⁷ P.I.T. supports academic and intellectual freedom as essential to teaching and learning, while maintaining clear expectations for responsible instruction: "Under the principle of academic freedom, each faculty member is encouraged to inquire, research, explain, and discuss the appropriate subject matter. However, the faculty member must respect the student's level of maturity; avoid biased discussion of controversial matters unrelated to course material; follow the prescribed course syllabi and outlines; use the

⁶⁰ Non-Discrimination Policy, Sexual Misconduct Policy

⁶¹ College Catalog 2025-2026 Updated 10-23-25, pg 51

⁶² EX-005 Code of Conduct and Ethics Policy

⁶³ EX-006 Policy Confirmation for Employee Handbook and Faculty

⁶⁴ Diagnostic Medical Sonography Student Handbook 2025-2026

⁶⁵ W.R. Garrison CoN Addendum PN Program Handbook

⁶⁶ Neurodiagnostic Technology Program Handbook

⁶⁷ Faculty Handbook November 18 2025, pg. 28

text selected for the program plus whatever other supplemental material the faculty member deems appropriate and prepare the student for success in the course and their career.”

Freedom of Expression

P.I.T. is dedicated to maintaining a campus environment that respects and protects freedom of expression. The College believes in the importance of diverse viewpoints and encourages respectful discourse, ensuring that all members of the community feel empowered to share their perspectives openly and thoughtfully. The statement noted above in the Faculty Handbook also applies to Freedom of Expression.

Respect for Intellectual Property Rights and Copyright

The Pennsylvania Institute of Technology is committed to respecting and protecting intellectual property rights. Students receive education on the importance of intellectual integrity and the responsible use of resources. By emphasizing respect for intellectual property, P.I.T. prepares students to uphold these values in their professional and academic endeavors.

P.I.T.'s Copyright Policy,⁶⁸ associated procedures, and *Student Code of Conduct*⁶⁹ noted in the Student Handbook align with the institution's commitment to academic integrity and evolving standards of practice.

As noted in the *Faculty Handbook*,⁷⁰ P.I.T. maintains clear policies regarding intellectual property rights that apply to faculty work created in connection with their employment. Faculty members are required to disclose any “Contract Developments”—defined as “data, drawings, electronic recordings, writing, information, inventions, designs, ideas, improvements... and discoveries, whether or not patentable or copyrightable”—that relate to their work at the College. These developments, whether created during working or non-working hours and up to one year after employment ends, become the exclusive property of the institution. Faculty also agree to assist in securing intellectual property protections “to otherwise vest the complete right, title, and interest in us [P.I.T.] to any such ‘Contract Developments.’” This ensures that any intellectual property arising from employment-related work is owned by the College. The Employee Handbook⁷¹ also provides an overview of P.I.T.'s policy on Intellectual Property.

Additionally, P.I.T.'s policy on copyright aligns with the institution's standards and commitment to academic integrity. The Copyright Policy “requires that faculty and staff members comply with the Copyright Act of 1976, as amended, the Technology, Education, and Copyright Harmonization (TEACH) Act of 2002, and the Digital Millennium Copyright Act of 1998 and any other laws relative to ‘Copyright’ activities.”

Per the Student Code of Conduct noted in the *Student Handbook*,⁷² “Academic integrity is the pursuit of scholarly activity free of fraud and deception and is an educational objective of this institution.” and “Academic dishonesty is defined as the attempt to mislead or deceive in order to influence the grading system or process.” Students who violate this may be subject to penalties and possible dismissal. The *Academic Integrity and Dishonesty Policy*⁷³ guides faculty in how to report suspected instances using the *Academic Dishonesty Reporting Form*⁷⁴ which is then forwarded to their program director or the Associate Dean of Academic Affairs.

Criterion 2 - a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.

Values and Inclusion

The College's published Mission Statement, Vision and Values, listed in the *About P.I.T.* section of the website as well as in the *College Catalog*,⁷⁵ identifies Mutual Respect, Diversity, Equity and Inclusion as Core Values. These Core Values contribute to a culture of inclusion at P.I.T. that supports diverse voices. Maintaining a safe environment for all students by embracing and honoring differences and encouraging positive relationships among colleagues, students, and the community is an institutional priority.

Surveys

Stakeholder surveys are essential tools for gathering meaningful feedback from key groups. These surveys enable P.I.T. to assess performance, identify areas for improvement, and align strategies with the needs and expectations of the College community.

⁶⁸ 113 Copyright Policy

⁶⁹ Student Handbook, Code of Conduct, pg. 30

⁷⁰ Faculty Handbook November 18 2025, pg. 28

⁷¹ Employee Handbook November 18 2025, pg. 32

⁷² Student Handbook, Code of Conduct, pg. 30

⁷³ 130 Academic Integrity and Dishonesty Policy

⁷⁴ 130-A Academic and Dishonesty Reporting Form

⁷⁵ College Catalog 2025-2026, pg. 10

Multiple departments conduct surveys throughout the year, targeting a wide variety of stakeholders, including current students, staff, faculty, alumni, donors, area hospitals, external partners (i.e. clinical sites), and others. However, the surveys noted below are examples of surveys conducted that relate to building and sustaining “a climate that fosters respect [and trust] amongst students, faculty, staff, and administration.”

Student Surveys

Student Opinion of Instruction: *Assessment of Student Opinion on Instruction*⁷⁶ notes a survey is to be sent to students at the beginning of the 9th week of each course to assess the effectiveness of course content and faculty instruction. This survey (see *Sample Survey-2024-08-15-Student-Opinion-of-Instruction*⁷⁷) supports continuous improvement in teaching and learning. Students evaluate the course and instructor (faculty) based on criteria such as overall satisfaction, clarity of instruction, engagement and responsiveness, and effectiveness. Students are also encouraged to provide written comments to highlight strengths and suggest areas for improvement.

Results are shared with program directors and faculty for feedback and to guide improvements. This process reflects the College’s commitment to maintaining high-quality instruction and ensuring that faculty are responsive to student needs and learning experiences.

End of Course Evaluations Spring 2025:⁷⁸ This survey, like the *Student Opinion of Instruction*, plays a key role in supporting continuous improvement in teaching and learning. In Spring 2025, 834 of 1,098 students responded to the survey—a strong response rate of 75.96%. Based on the feedback, several improvements are being implemented: (1) faculty will more thoughtfully use real-world, on-the-job examples to illustrate classroom concepts; (2) a new placement exam is being developed to better assess students’ English and math skills, with an emphasis on workforce relevance and practical application such as reading and math comprehension; and (3) faculty will begin assuming responsibility for academic advising to support more timely degree completion and graduation.

Enrollment Services Satisfaction Survey: This survey is distributed to new students and gathers feedback on their experiences with the Financial Aid and Admissions departments. The feedback is used to improve service delivery. Student responses reflect a wide range of experiences, from concerns about clarity in financial aid processes to high praise for individualized support and communication. To learn more about this survey, see the response in Standard 4 Criteria 1.c.

Graduation Exit Survey:⁷⁹ Graduates are requested to complete an online survey with their experiences at the College, their achieved goals, and career aspirations. This survey includes these two parts: Exit Interview and Career/Transfer Assistance Form and the Assistance for Graduates Form. This is sent twice annually to graduates to collect feedback on overall experience, employment data, and the use of Student Affairs services.

Student Climate Survey: This survey provides information that is used to refine student support programs and inform overall strategic planning.

The *Spring 2024 Student Climate Survey*,⁸⁰ identified the need for a pantry, parenting services, and mental health initiatives. As a result, the College expanded its support services to meet the needs of parenting students, including but not limited to, scholarships, hardship grants, and coaching, as well as referrals to local governmental and non-profit entities who are able to provide additional services. Additionally, a pantry was created in 2025, titled the Student C.A.R.E. Center, which provides diapers, baby formula, personal care products, and other household items.

The College plans to conduct a Student Climate Survey annually.

P.I.T. Employee Experience Surveys

60-Day New Employee Check-In Survey: Part of the ongoing commitment to improving the employee experience and refining onboarding processes, this survey, titled *New Employee 60 Check-In*,⁸¹ asks 19 questions related to a new employee’s experience around onboarding, job expectations, and the team they’ve joined. The data from this survey is reviewed to determine if the onboarding process needs to be updated in some capacity. It is also shared with the manager if the employee mentions something

⁷⁶ AA-402-Assessment of Student Opinion of Instruction

⁷⁷ Sample Survey-2024-08-15-Student-Opinion-of-Instruction

⁷⁸ End of Course Evaluations Spring 2025

⁷⁹ Graduation Exit Survey

⁸⁰ Spring 2024 Climate Survey

⁸¹ New Employee 60 Check-In

that would have been helpful to the new employee in their first 60 days. Examples of survey questions asked are:

- What about your department on-boarding process has worked best in getting you up to speed?
- How does the job compare to your expectations?
- How do you see your job relating to the organization's mission and vision?
- What other information, tools or resources can we provide to help you be successful?
- What have you enjoyed most about your current team?

President's Suggestion Box

Located at the entrance to the Academic Records Office, the President's Suggestion Box invites ideas, comments, and recommendations from students, faculty, staff and administration. Submissions are reviewed and shared at the quarterly staff and faculty town hall meetings. For example, at the January 30, 2025 Town Hall, President Matt Meyers presented the following question from the suggestion box:

"Have we thought about paid parental leave for full-time employees?" President Meyers responded: "The answer to this question is yes... every benefit has a cost and every benefit has an effect... what is the cost benefit and how can we impact the most people in the most positive way." He added, "We're looking at those things every year," but also noted, "I'm not going to... answer you right now... we will look at this in the next month or two as we develop the budget."

Impact of Stakeholder Surveys

The commitment to stakeholder surveys underscores P.I.T.'s dedication to data-driven decision-making. Survey results guide strategic planning, demonstrate a commitment to continuous improvement, and deepen stakeholder engagement. By systematically collecting and acting on feedback, P.I.T. ensures that its programs, services, and policies remain responsive to the needs of its diverse community.

Climate Survey Communications

The Communication Fall 2025 Student Satisfaction Survey Results⁸² and the associated Fall 2025 Student Satisfaction Survey Results⁸³ are examples of communication to P.I.T.'s leadership team. The team will review the results in the near future and discuss potential changes as appropriate.

Student Headcount

Between 2020 and 2025, the Student Headcount⁸⁴ increased by 83% for the 12-month unduplicated headcount and 78% for the fall enrollment headcount. Since 2020, 88% to 91% of students have been women, of whom approximately 84% have been women of color.

Human Resources Data⁸⁵

Between 2021 and 2025, the total number of staff grew 28%, including both full-time and part-time staff.

Criterion 3 - a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.

PIT maintains distinct grievance policies for each campus constituency, including faculty, staff, and students.

Grievances For Faculty and Staff

The Pennsylvania Institute of Technology's grievance policy, *Grievance Policy*,⁸⁶ and its accompanying *Grievance Policy Form*⁸⁷ are available to all faculty and staff on the internal *All PIT Staff & Faculty Teams* site. The policy notes, "Employees are encouraged to talk to each other to resolve their problems. When this isn't possible or attempts are unsuccessful," employees may choose to discuss it with their supervisor or move forward with filing a written grievance. However, "If the grievance relates to a supervisor behavior that can bring disciplinary action (e.g. sexual harassment or violence), employees should refer directly to the HR department or the next level supervisor." The Vice President of Student Engagement and Chief of Staff manages all HR activities. As appropriate, an external HR lawyer is consulted.

⁸² Communication Fall 2025 Student Satisfaction Survey Results

⁸³ Fall 2025 Student Satisfaction Survey Results

⁸⁴ Student Headcount 2020 to 2025

⁸⁵ Human Resources Data 2021 to 2025

⁸⁶ 267 Grievance Policy

⁸⁷ Grievance Policy Form 267A

Although formal grievances involving staff or faculty are rare, Human Resources (HR) monitors cases to ensure the policy is effective. A *2023 Grievance Case Review*⁸⁸ demonstrates the importance of informal resolution and timely Human Resources engagement. In the last four years, the College has not received any official faculty or staff complaints submitted through the formal grievance policy. Student complaints have been submitted through the grievance process; however, a centralized, institution-wide record of student grievance activity is not currently maintained.

The *Institutional Whistleblower Policy*⁸⁹ is readily available to report serious misconduct within an organization, especially if they fear retaliation for doing so through regular channels. This policy is designed to protect individuals (employees, contractors, students, etc.) who report wrongdoing in good faith. The policy notes that “P.I.T. has an open door policy and suggests that employees share their questions, concerns, suggestions, or complaints with their supervisor. If you are not comfortable speaking with your supervisor or you are not satisfied with your supervisor’s response, you are encouraged to contact” the assigned designee of the P.I.T. Board of Trustees and the legal advisor, who investigate the complaints. The policy also states that “Supervisors and managers are required to report complaints or concerns about suspected ethical and legal violations.”

Grade Appeals for Students

Information for students on beginning the Grade Appeal process is provided in the *Student Handbook*,⁹⁰ which provides comprehensive information on academic policies, including grade appeals. Information on the grade appeal process is also found in specific program handbooks, such as the *Walter R Garrison College of Nursing Addendum Practical Nursing Program Student Handbook*,⁹¹ the *Neurodiagnostic Technology Program Handbook*,⁹² and the *Diagnostic Medical Sonography Program Student Handbook 2025-2026*.⁹³

The first step requires students to contact the faculty member who assigned the grade to discuss their concerns directly. This initial discussion aims to resolve the issue at the instructor level and allows students to address concerns in a structured procedure.

If the matter remains unresolved after the initial discussion, students may escalate their appeal to the appropriate Program Director. If further resolution is required, the appeal may then be directed to the Associate Dean of Academic Affairs or the Vice President of Academic Affairs, as specified in the *College Catalog*.⁹⁴ Additional options include initiating a formal grade appeal process through the Procedures for Student Grade Appeal Process. At this stage, students are required to submit a Grade Appeal Form,⁹⁵ available via the internal Student site. These resources ensure transparency and fairness in addressing grade disputes, supporting students in navigating the appeals process effectively.

In cases where the appeal is reviewed by the Vice President of Academic Affairs, the decision rendered is considered final.

Grievances for Students

In addition to the grade appeal process, P.I.T. provides a formal grievance procedure for students who believe they have experienced an incident requiring administrative attention. As noted in the *Student Grievance Policy and Procedures*,⁹⁶ which can be found on *Title IX* webpage⁹⁷ on the P.I.T. website, students who wish to file a grievance must complete a *Grievance Form*.⁹⁸ This form, which must be submitted to the Director of Student Affairs, serves as the starting point for addressing a wide range of issues, from academic complaints to non-academic concerns. Academic complaints will be forwarded to the Dean of Academic Affairs, and non-academic complaints will be handled by the Director of Student Affairs. Every effort is made to resolve student complaints. P.I.T. provides several avenues for students to access important information and raise concerns.

The *Information Regarding Student Complaint Resolution*,⁹⁹ as well as the policies and procedures mentioned above, provide the information needed to file a complaint and reflect P.I.T.’s commitment to supporting its students and ensuring their voice is heard. Whether addressing academic or non-academic concerns, these processes provide a structured and transparent way for students to seek resolution, fostering a positive and equitable campus environment. The internal process for students is the same regardless of class modality (on campus or distance learning), regardless of physical location. It is expected that students will fully utilize all administrative procedures to address concerns and/or complaints.

⁸⁸ 2023 Grievance Case Review

⁸⁹ 258 Institutional Whistleblower Policy

⁹⁰ Student Handbook, PG 77-78

⁹¹ W.R. Garrison CoN Addendum PN Program Handbook, pg. 34

⁹² NDT Program Handbook, Appeal Panel Process, pg. 33

⁹³ DMS Program Student Handbook 2025-2026, pg. 14

⁹⁴ College Catalog 2025-2026, page 56

⁹⁵ Student Grade Appeal Process and Form

⁹⁶ Student Grievance Policy and Procedures

⁹⁷ Title IX webpage

⁹⁸ Non-Academic Grievance and Complaint Form

⁹⁹ Information Regarding Student Complain Resolution 1.8.26

Additionally, the *Consumer Disclosures webpage*¹⁰⁰ provides a list of links to key rights and processes. Students may also use their internal portal where they can find links to the nondiscrimination policy and grievance procedures.

Criterion 4 - the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.

P.I.T. prioritizes integrity and transparency in all operations, ensuring that actions align with the highest ethical standards. The P.I.T. Bylaws require an "Annual Statement" relating to Conflict of Interest from each Trustee, Principal Officer, and Member of a Committee with governing board delegated powers. The P.I.T. Conflict of Interest Policy is contained in *Bylaws Article VI Conflict of Interest and Compensation*.¹⁰¹ The *Conflict Interest Policy*¹⁰² further amends these Bylaws.

The Annual Statement signed by Trustees shall affirm that such person:

1. has received a written copy of The Conflict of Interest Policy;
2. has read and understands the Policy;
3. has agreed to comply with the Policy;
4. understands the organization is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Each year during the first board meeting of the fiscal year, the Chief of Staff hands out the *Annual Statement Form*¹⁰³ to the Board of Trustees for signature during the meeting and collects them back prior to the end of the meeting. If a member is not present, the form is emailed to the trustee, signed, and returned via email to the Chief of Staff.

The College actively promotes a culture of accountability and open communication, empowering all members of the P.I.T. community to identify and address potential conflicts of interest proactively. This commitment reinforces the College's dedication to ethical practices, fosters trust among stakeholders, and upholds the integrity of the College's mission and values. Faculty and staff must abide by and sign the *Employee Confidentiality Agreement*¹⁰⁴ and the accompanying conflict of interest and disclosure form.¹⁰⁵ These forms are presented to them, collected from them, and reviewed by the Chief of Staff.

If conflicts of interest are identified and not resolved or are egregious, individuals may turn to and follow the steps identified in the *Institutional Whistleblower Policy*,¹⁰⁶ which are discussed above in Standard II, Criterion 3.

Criterion 5 - fair and impartial employment practices, including all phases of hiring, evaluation, promotion, discipline, and separation, with appropriate attention to diversity

P.I.T. has implemented policies and procedures that promote ethics, integrity, and inclusivity in all facets of the employment life cycle. These practices are designed for fair and impartial hiring, evaluation, promotion, discipline, and separation of employees while fostering a diverse, equitable, and inclusive workplace.

During the strategic planning process, faculty, staff, and the Board of Trustees were intentional about structural inclusivity - an approach that integrates Diversity, Equity, and Inclusion (DEI) principles into the foundation of institutional operations rather than as reactive measures. This process led to revisions in the College's mission, vision, and core values¹⁰⁷ to explicitly emphasize inclusion. As a direct result of this process, using the MVV as guiding documents, the updated its New Employee Hiring and Onboarding Process to ensure alignment with these principles.

The New Employee Hiring and On-Boarding Process¹⁰⁸ denotes that the purpose of the process is to ensure the College attracts, selects, and integrates top talent who align with the institution's core values and organizational goals; the first step is to identify the right talent through expanded outreach and compelling job descriptions with the goal of attracting diverse and highly skilled candidates who can contribute to the P.I.T. mission and vision. All open positions must be approved by the President prior to submission for posting to Human Resources. Job postings must be submitted for approval to the appropriate Cabinet Member prior to posting. In instances where the hiring manager is a Cabinet Member, the posting must be submitted to the President for approval.

¹⁰⁰ Consumer Disclosures via website 1.8.2026

¹⁰¹ Bylaws Article VI Conflict of Interest and Compensation

¹⁰² Conflict of Interest Policy Updated 2021

¹⁰³ Annual Statement Form Conflict of Interest

¹⁰⁴ Employee Confidentiality Agreement Form

¹⁰⁵ 2025-2026 Employee Col Confidentiality Pledge & Disclosure Form

¹⁰⁶ Institutional Whistleblower Policy

¹⁰⁷ MVV 2021 Revision

¹⁰⁸ New Employee Hiring and Onboarding Process

Hiring Managers have access to all incoming resumes for review and can schedule interviews based on how closely the resume and answers to the posting questions align with the responsibilities of the position. Hiring Managers also have access to a rubric for interviews. This rubric has been designed to eliminate bias, and to determine a candidate's experience with structural inclusion.

Annual evaluation documents are tailored to department and position. For example, employees in Academic Affairs will receive a standardized review document that evaluates employees on metrics that may not be appropriate for employees in Student Affairs; in both cases, however, the document is standardized by department. Employees have an opportunity to note any concerns regarding their review on the review document. Additionally, employees have an opportunity at any point to reach out to HR to express concern. Promotion and separation decisions are also guided by standardized procedures that emphasize equity and transparency, including the rubric-based evaluations and HR oversight to ensure consistency across departments.

Hiring and Recruitment Practices

P.I.T. ensures a fair and impartial hiring process through the following measures:

- **Recruitment Process:** Applications are submitted electronically; hiring managers receive the name and resume for review to determine if the candidate is a good fit for the role. In instances where phone screening is utilized, hiring managers can designate someone else in their department or ask for support from Human Resources, but are given the flexibility to decide based on the needs of the department.
- **Approved Interview Questions:** HR has created a bank of allowable questions that have been reviewed by an outside HR agency for fairness and consistency. Varying sets of questions are available, depending on job type and function. The New Employee Hiring and On-Boarding Process notes that all interviewers must stick to the approved list of interview questions¹⁰⁹ and complete the interview rubric.¹¹⁰ Technical and program specific questions are permitted but must stay within the scope of the role.
- **Expanded Job Advertising:** Job postings extend beyond higher education platforms to diversify applicant pools. *Indeed* is the primary job posting board P.I.T. uses; however, there are instances where the Department Head can request that a job be posted on a specialized board in addition to *Indeed*.¹¹¹ All requests are submitted to the President for review and approval.
- **D.E.I. Training for Employees:** Beginning in the 2023-2024 year, P.I.T. began working with Blueprint Evolution to bring workshops and trainings to Campus. P.I.T. ensured that Blueprint Evolution was aware of the current MVV, and provided an opportunity to review their organizational Mission and Values to find alignment. Working together, areas of immediate concern were determined, and appropriate workshops were developed to address them. The overarching goal was to educate and train employees on how they could more effectively engage with students and each other to help students achieve success. The 2023-2024 workshops focused on defining DEI, and understanding unconscious biases, with the initial workshop being held in September 2023.
 - In the 2024-2025 year, the focus of the workshops series was Emotionally Intelligent Interactions. These sessions explored the power of belonging and its impact on mental well-being. Topics included the "Margins to Center" approach to offer practical ways to amplify voices for heightened belonging and shifting from punitive responses to teachable moments, with actionable strategies to address conflict. The sessions also explored how trauma shapes an individual's ability to relate to themselves and others, influencing self-perception, beliefs, and behavior.
 - In the 2025-2026 year, the focus will build upon the first two years of programming and incorporate the concepts and key takeaways into a coaching model. The first group within this new model will be managers, building upon what they have already learned to allow them to apply the concepts to hiring, evaluation, promotion and discipline.
- **D.E.I. Consultant Support:** In addition to working with Blueprint Evolution, the College engages an external consultant who provides guidance on equitable recruitment strategies. The college retains the services of OneDigital, a firm that provides insurance, financial services, and HR Consulting.

To improve consistency and support across departments, P.I.T. has revised its onboarding process, with additional enhancements in progress:

¹⁰⁹ Interview - In person questions

¹¹⁰ Professional Scoring Rubric

¹¹¹ Expanded Job Advertising

As part of the College's ongoing commitment to improving the employee experience, all new full- and part-time employees are surveyed ¹¹² approximately 60 days after their start date. This standalone check-in provides an opportunity for employees to share feedback on their onboarding experience — including clarity of expectations, effectiveness of training, sense of inclusion, and support received, as well as an opportunity to share how P.I.T. can continue to support them as they grow with the College. Responses are reviewed by Human Resources and shared with managers, helping new employees feel supported and enabling continuous improvement of the onboarding process. The College plans to implement a 30-60-90-day onboarding plan.¹¹³ This structured framework supports new hires and employees in expanded roles through 30-, 60-, and 90-day touchpoints, focusing on alignment with P.I.T.'s mission and values, integration into workplace culture, collaborative support for growth, and progress toward key performance indicators.

P.I.T. maintains transparent performance processes including annual reviews with standardized rubrics and employee rebuttal options,¹¹⁴ a corrective action process with verbal/written warnings and PIPs,¹¹⁵ and access to external HR consultation. Policies and benefits also account for family needs, such as parental leave, domestic partnership, and telecommuting.

Employees are encouraged to apply for internal openings. While P.I.T. does not yet have a formal promotion policy, it is committed to developing a clear and equitable process that supports career growth, recognizes contributions, and aligns with the College's mission and goals. As a smaller institution, P.I.T. does not maintain a formal disaggregated analysis of hiring and promotion data due to limited promotional opportunities. When promotions occur, the College considers seniority, performance, skills, aptitude, and employee interest before making a decision.

Separation Procedures

P.I.T. maintains clear policies for employee separation:

Voluntary Separation

Managers use an offboarding checklist included in hiring procedures. Full-time and part-time employees who resign are invited to complete an HR-administered exit survey (adjuncts excluded). Surveys address culture, support, supervision, communication, and reasons for leaving. HR reviews responses, may hold an optional exit interview,¹¹⁶ and shares key themes with managers to guide improvements. Implemented in 2024–2025, this process also includes annual data analysis to identify trends and inform retention strategies.

Involuntary Separation

Guided by the Corrective Action Policy,¹¹⁷ involuntary separations follow a progressive discipline model that provides structured opportunities for improvement while upholding workplace standards. Performance management begins with a 90-day evaluation for new employees, followed by annual reviews and regular check-ins. When issues arise, steps may include:

- **Verbal Warning** – Supervisor outlines concerns and expectations.
- **Written Warning/Corrective Counseling** – Formal documentation of issues and improvement plan.
- **Performance Improvement Plan (PIP)** – Structured goals with timelines and follow-up.
- **Termination** – Used when corrective actions fail or in cases of serious misconduct.

Employees may appeal disciplinary actions through the internal grievance procedure. P.I.T. tracks Equal Employment Opportunity (EEO) statistics to monitor diversity trends and evaluates turnover rates annually to identify patterns and areas for improvement.¹¹⁸ The College also consults with legal counsel as needed to ensure compliance and address complex employment matters.

Criterion 6 - honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.

P.I.T. is committed to maintaining honesty, transparency, and truthfulness in all marketing and communication efforts. These principles are central to the *Truth in Advertising Policy*.¹¹⁹ This policy applies to all faculty and staff and prohibits any oral or written misrepresentations regarding the nature of educational programs, financial charges, and the employability of graduates. It defines and outlines substantial misrepresentation and mandates

¹¹² New-Employee-60-Check-In

¹¹³ 30-60-90 Onboarding and Training Process

¹¹⁴ Eval 01; Eval 02; Eval 03; Eval 04

¹¹⁵ HR-309F1-PIP Template; HR-309-CAP; HR-309F2-PPCD Template

¹¹⁶ Employee-Exit-Survey

¹¹⁷ HR-309F1-PIP Template; HR-309-CAP; HR-309F2-PPCD Template

¹¹⁸ HR Dashboard Example

¹¹⁹ 226 Truth in Advertising Policy

that employees report known violations to the Vice President of Student Engagement and Chief of Staff. Violations may result in disciplinary action, including termination. The policy aligns with federal regulations (34 CFR §668.71–§668.75) and ensures that all advertising, marketing, and communication practices are accurate, transparent, and ethical.

At P.I.T., internal communication is facilitated through multiple channels to ensure timely and transparent information sharing. The college holds quarterly virtual town hall meetings via Zoom¹²⁰ to provide institutional updates and engage with staff. Regular updates are posted in Microsoft Teams, and periodic email notifications from the President¹²¹ keep the community informed. Staff also receive newsletters through Constant Contact.¹²² For students, important announcements are communicated through social media, the Learning Management System (LMS), and direct emails from the President.

Public Access to Institutional Resources

Institutional resources, including strategic plans, course catalogs, course descriptions, course syllabi, student transcripts, graduation programs and reports, are readily accessible to students, faculty, staff, and relevant external audiences. These resources are available in multiple formats, including print, electronic, and video, for ease of access. The *College Catalog*¹²³ serves as the primary source for detailed academic and institutional information, covering degree programs, course requirements, academic policies, and student services. Each section undergoes an annual review by designated department representatives. These reviews are conducted electronically and documented.¹²⁴

Marketing and Communication Strategies

The Marketing Department is responsible for communicating P.I.T.'s educational offerings and institutional benefits to prospective students and applicants through electronic and traditional media.¹²⁵ The department comprises Creative Services, Marketing Services, Public Relations, and Communications. The team works to achieve consistency in branding design and advertorial content, content accuracy, and ethical messaging. A rigorous review and approval process guarantees that all published materials are honest, transparent, and aligned with institutional policies.¹²⁶ P.I.T.'s intranet site contains guidelines for all users related to branding, templates, marketing consulting services, and more. P.I.T. has also developed and published a Middle States Self-Study Communication Plan,¹²⁷ which is available to stakeholders and the public on the College website.

Digital Presence and Institutional Messaging

The College website serves as the primary source of information for prospective and current students, faculty, staff, and the public. It includes details on academic programs, financial aid, consumer disclosures, and federally required reporting.¹²⁸ The Marketing Department collaborates with other departments in an annual website review process to confirm content accuracy, with the most recent review completed in January 2025 in conjunction with the *College Catalog* review process.

Press Releases and Media Engagement

The Marketing Department regularly produces and distributes press releases and blog content covering College events, program updates, student and faculty achievements, and alumni success stories. These updates are disseminated through print, broadcast, and digital media, including the College website.¹²⁹ All press releases require approval from the President and/or Director of Marketing and Communications, and all press coverage and interview requests are coordinated by the Director of Marketing and Communications.¹³⁰

Brand Consistency

In January 2025, the P.I.T. Brand Guide¹³¹ was published to standardize brand presentation across all institutional materials. This guide was distributed to all full-time and part-time employees via email and uploaded to the SharePoint Drive for ongoing access.

Marketing and Recruitment Budget

Marketing and advertising expenses are integrated into the annual budget, with regular tracking of expenditures.¹³² On average, Marketing Department expenses were between 2.5% of P.I.T.'s annual expenses. Recruitment expenses were 2.4% annually during the past four years.

¹²⁰ Town Hall Recordings

¹²¹ President Email to All Staff Example

¹²² 01082026 Newsletter

¹²³ College Catalog 2025-2026 Updated 10-23-25

¹²⁴ 146 Policy for Public Documents

¹²⁵ Marketing Material Examples

¹²⁶ 146 Policy for Public Documents

¹²⁷ Communication Plan

¹²⁸ PIT Website Snapshot

¹²⁹ Website News

¹³⁰ Policy for Media & Public Relations

¹³¹ PIT_IDENTITY STANDARDS GUIDE

¹³² Marketing Expenses 2020.2024

Continued funding for the marketing department is critical to ensure that all public relations announcements, advertisements, recruitment efforts, admissions materials, and internal communications reflect the College's commitment to honesty and truthfulness. A well-resourced marketing team helps maintain transparency, consistency, and accuracy in messaging, which supports institutional integrity and builds trust with prospective students, current students, staff, and the broader community.

Criterion 7 - as appropriate to its mission, services or programs in place:

a. to promote diversity, equity, and inclusion

P.I.T. recognizes that cultivating a learning environment where all students, faculty, and staff feel valued and supported is essential to educational success and long-term community impact. Therefore, promoting diversity, equity, and inclusion (DEI) is not a standalone initiative—it is embedded in the fabric of the institution's mission, policies, and day-to-day practices. As noted in Standard 1, the last strategic planning process incorporated intentionally embedding inclusion into the Mission and Values that guide the College's decision-making process.

P.I.T. has taken deliberate steps to create a culture of belonging through its institution-wide DEI workshops, launched during the 2023-2024 year. As detailed in Criterion 5, the ongoing DEI workshop series addressed topics including defining DEI, recognizing unconscious bias, emotional intelligence, and trauma-informed care, and how systemic inequality can impact student experiences.

These workshops were offered both virtually and in-person. Beginning with the 2025 series, recordings of the workshops were made available for all employees to review.

The college has numerous policies and procedures that support a climate of respect all noted on the consumer disclosures section of the website.¹³³

b. to promote affordability and accessibility

As a college committed to fostering academic excellence and serving a diverse student population, P.I.T. prioritizes affordability and accessibility in all aspects of its operations. Removing financial and logistical barriers to education is an institutional priority, and the College is committed to keeping tuition low. From 2020/2021 to 2021/2022, tuition did not increase despite the COVID-19 pandemic. Overall average tuition at P.I.T. has increased by less than 3.1% per academic year from 2020-2025.¹³⁴ From 2024/2025 to 2025/2026, the increase was only 1%. According to the Association of Independent Colleges and Universities of Pennsylvania (AICUP),¹³⁵ tuition for full-time undergraduates rose by a median of 3.5%, which puts the College well below the median.

Flexible student payment plans are available. Recognizing that not all students can afford to pay tuition upfront or have Title IV funding, these plans allow students to spread their tuition payments over the term or the academic year, reducing financial strain.

P.I.T. offers several scholarships listed on the website¹³⁶ which include internal discounts and scholarships funded through institutional fundraising. Additional aid is available for students facing financial hardships or emergencies such as eviction, car repair, shut-off utilities, food insecurity, and childcare costs. Scholarship and hardship funds¹³⁷ increased by 681% from 2021/2022 to 2024/2025, alongside a 48% increase in overall enrollment.

The Financial Aid Office provides personalized assistance to help students navigate the financial aid process, from completing FAFSA applications to understanding award packages.¹³⁸ Advisors work closely with students to identify additional funding sources and provide guidance on budgeting and managing expenses.¹³⁹

To promote accessibility, the College has several online and hybrid learning options, enabling students to balance their studies with work, family, and other commitments.

c. enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt

P.I.T. uses its website¹⁴⁰ to ensure prospective and current students have the most up-to-date knowledge needed about paying for tuition and fees. Information includes:

- Cost of attendance

¹³³ Consumer Disclosures - Pennsylvania Institute of Technology

¹³⁴ Tuition

¹³⁵ AICUP REPORT

¹³⁶ Website FA Scholarships

¹³⁷ Discounts

¹³⁸ Sample Financial Aid Offer

¹³⁹ Financial Aid Brochure

¹⁴⁰ Website FA Tuition and Fees

- Federal and private aid application processes
- Special/unusual circumstances
- Net price calculator¹⁴¹
- Financial aid advisor contact information
- Scholarship listings
- Average student loan indebtedness and percentage of students with loans¹⁴²

Withdrawal, student refund, and satisfactory academic progress policies are made readily available in the College Catalog.¹⁴³

Financial Literacy Coaches at the Office of Student Affairs also play a part in providing guidance to students when they navigate registration, course add/drop and withdrawal during the school year, and how academic standing impacts their financial commitment to their education.

All prospective and current students have access to clear and detailed information about the total cost of attendance, including tuition, fees, and other associated expenses including indirect costs. This information is prominently displayed on the P.I.T. website and is provided during Admissions and Financial Aid counseling sessions. The College offers a wide range of scholarships, grants, and financial aid packages tailored to meet the diverse needs of the student body.¹⁴⁴

During Financial Aid sessions, Financial Aid Advisors ensure that first-time Direct Loan borrowers complete Entrance Counseling requirements, as directed by the United States Department of Education.¹⁴⁵ For students who have already completed Entrance Counseling, advisors review aid packages in detail to help students understand new or existing loan obligations.

During Entrance Counseling, students learn about loan types, interest rates, repayment plans, loan limits, loan servicer communication, and consequences of delinquency and default. Advisors also discuss the long-term impact of debt in relation to post-graduation income and emphasize monthly budgeting and savings strategies.

Regularly scheduled workshops,¹⁴⁶ on topics such as budgeting, managing educational debt, and evaluating the return on investment of a college education, are offered by the Student Affairs department. Workshops are designed to empower students with practical skills to manage their finances effectively. In addition to workshops, Academic Support Coaches provide Financial Literacy Counseling¹⁴⁷ to students through email, activities, and one-on-one meetings covering money management, budgeting, savings, and financial goal setting.

The Federal Work-Study (FWS) program provides part-time employment opportunities to eligible students, helping reduce financial barriers to higher education while fostering a sense of responsibility and engagement in the campus community. The Federal Work-Study program is an integral part of efforts to make higher education accessible to students from diverse socioeconomic backgrounds.

A significant portion of the college's students rely on Title IV funding to aid in covering costs. Between 2021/2022 and 2024/2025, 90% of P.I.T.'s students graduated with student loans and the average student loan indebtedness was \$12,581 (for graduates only). In 2024/2025, 96% of the students received some form of Title IV funding and the students are responsible borrowers.

While P.I.T.'s cohort default rate¹⁴⁸ (CDR) shows a significant decline—from 6.0% in 2018 to 0.0% for 2020, 2021, and 2022, this drop is largely attributable to the federal student loan repayment pause implemented during the COVID-19 pandemic.

Federal Work Study Funds Spent		
Year	Funds Spent	# of Student Workers
2021/2022	\$17,172	6
2022/2023	\$24,924	3
2023/2024	\$32,774	8
2024/2025	\$41,032	7

Beginning in March 2020, the U.S. Department of Education paused federal student loan payments, set interest rates to 0%, and suspended collections on defaulted loans. These emergency measures remained in place for

¹⁴¹ Website FA NPC

¹⁴² Website FA default and loan indebtedness

¹⁴³ College Catalog 2025-2026 Updated 10-23-25, pgs. 30-32, 38

¹⁴⁴ Website FA Scholarships

¹⁴⁵ Entrance Counseling

¹⁴⁶ Workshops

¹⁴⁷ Money Management Activity

¹⁴⁸ NSLDS_Cohort Default Rate Center

several years, effectively preventing borrowers from defaulting during this period. As a result, default rates nationwide—and at P.I.T.—artificially dropped to zero.

While this data appears positive, it does not necessarily reflect long-term repayment success. Future cohort default rates will provide a clearer picture of borrower repayment behavior as the federal pause has now ended.

Criterion 8 - compliance with all applicable government laws and regulations and Commission policies and procedures, including but not limited to:

a. required information for students and the public

P.I.T. demonstrates full compliance with applicable federal, state, and Commission regulations, including those related to transparency and public disclosure. The College ensures that all required information for students and the public is readily accessible and consistently updated. This includes but is not limited to academic program details, tuition and fees, accreditation status, financial aid information, institutional policies, consumer information (e.g., Student Right-to-Know, Title IX, and Clery Act), and outcomes data. These materials are prominently published on the College's website, integrated into admissions and financial aid communications, and reviewed regularly for accuracy and completeness.¹⁴⁹

b. representation of accreditation status

P.I.T. accurately represents its accreditation status under the Accreditation Approvals and Memberships¹⁵⁰ section of the College Catalog. The institution publicly discloses the scope of its accreditation on its website, which lists a link to visit the Middle States Commission on Higher Education (MSCHE) website to view the statement of accreditation.¹⁵¹ There is a section labeled "accreditation" that also lists current accreditation status with MSCHE along with program specific accrediting bodies.¹⁵² P.I.T. is a duly authorized, degree-granting institution, approved by the Commonwealth of Pennsylvania to confer academic credentials.¹⁵³

The Neurodiagnostic Technology¹⁵⁴ and Diagnostic Medical Sonography¹⁵⁵ programs are accredited by the Commission on Accreditation of Allied Health Education Programs.

c. full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates

P.I.T. is dedicated to transparency in its public disclosures. The institution provides information for students and the public through its Consumer Disclosures page.¹⁵⁶ The program effectiveness data is listed on the website under individual Program pages.¹⁵⁷

d. institution's compliance with the Commission's Requirements of Affiliation

P.I.T. complies with all MSCHE requirements of affiliation, including reporting requirements. The College possesses written documentation confirming its degree-granting authority and maintains enrollment of active students, demonstrating continued operations.

e. verification of student identity in distance and correspondence education

The college demonstrates full compliance with all applicable federal, state, and local laws and regulations, as well as the policies and procedures of the MSCHE. This includes adherence to the Higher Education Opportunity Act (HEOA) and the Higher Education Act (HEA), as amended, particularly regarding distance education. The College has a formal Distance Education Student Attendance Verification Policy that outlines procedures to verify the identity of online learners and protect the integrity of academic work. Each student enrolled in online or hybrid courses is issued a secure, unique username and password to access the Learning Management System (LMS). Students are responsible for maintaining the security of their credentials, and instructors are charged with monitoring student activity to ensure the authenticity of academic submissions. Faculty are trained to observe shifts in writing style or performance, use layered assessments, and encourage continuity in student work to confirm identity. No additional fees are charged for identity verification, and student privacy is strictly protected throughout all verification processes. These practices reflect the College's commitment to academic integrity, compliance, and student data security in distance learning environments.¹⁵⁸ See Standard VI, Criterion 3 for additional information on FERPA.

¹⁴⁹ Consumer Disclosures - Pennsylvania Institute of Technology

¹⁵⁰ College Catalog 2025-2026 Updated 10-23-25 pgs. 6, 14

¹⁵¹ Website Accreditation

¹⁵² Website Accreditation

¹⁵³ PA State Degree Granting Authority

¹⁵⁴ 2025 7.16 NDT PIT

¹⁵⁵ 2024 9.20 DMS PA Institute of Technology

¹⁵⁶ Consumer Disclosures - Pennsylvania Institute of Technology

¹⁵⁷ DMS Program Effectiveness; PN Program Effectiveness

¹⁵⁸ Distance Learning

f. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion

The College complies fully with all MSCHE regulations related to substantive change. The College ensures that any changes affecting its mission, goals, academic programs, operations, instructional sites, or other material institutional matters are disclosed to the Commission in a timely and accurate manner. The Accreditation Liaison Officer (ALO) plays a central role in this process by educating faculty and staff on MSCHE substantive change policies, monitoring institutional planning for potential triggers, and participating in strategic discussions where such changes may arise. For example, in April of 2021, the ALO coordinated the submission and communication of a substantive change request to include the college's first bachelor's degree, the Bachelor of Arts in General Studies, within the institution's scope of accreditation. The ALO ensured timely communication of MSCHE's formal acknowledgment of the change and monitored implementation to remain within the one-year timeframe required by the Commission. This example reflects P.I.T.'s commitment to transparency, compliance, and effective internal coordination regarding all substantive change actions.

The college does not have any additional branch locations.

Criterion 9 - periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented

The College's Policy Development and Approval policy establishes a structured, transparent process for creating, reviewing, and approving institutional policies. Any employee may propose a policy, which is reviewed through supervisory channels, the Executive Leadership Team (ELT), and Cabinet before final approval by the President or, when applicable, the Board of Trustees. All policy actions are documented for accountability and consistent implementation purposes. The policy applies to all faculty, staff, students, and departments. The policy supersedes a previous policy from 2009 to ensure that policies are reviewed on a 3-year rotation unless otherwise specified in the policy.¹⁵⁹

Any employee of P.I.T. may propose a policy by notifying their immediate supervisor. The proposal is escalated to a member of the Executive Leadership Team, who may serve as the policy's sponsor. The sponsor collaborates with the Executive Leadership Team to draft and refine the proposal before submitting the proposed policy and the Policy Approval Form¹⁶⁰ to the President for review and potential approval. The *Policy Approval Form* indicates whether it is a new policy or if changes are being made to the original text and the rationale behind the changes.

The policy applies to all faculty, staff, students, and departments and replaced a 2009 policy to ensure policies are reviewed on a three-year cycle unless otherwise specified. Single-department policies receive departmental and Cabinet review, while multi-department policies undergo cross-departmental collaboration prior to Cabinet recommendation. Approved policies are standardized, centrally documented, and published on the P.I.T. Intranet¹⁶¹ (TEAMS) for access by faculty, staff, and students.

This process was demonstrated through the July 2025 update to the Telecommuting Policy.¹⁶² The policy underwent ELT review, Cabinet discussion, and final approval via PandaDoc. Feedback identified areas requiring clarification, leading to revisions that strengthened consistency, equity, and transparency in application. Once approved, the policy was broadly communicated to ensure campus-wide understanding and compliance.

Once finalized and approved by the President's Cabinet, the updated policy was disseminated to all staff via email, posted on the internal policy portal, and shared during departmental meetings for broad awareness and understanding of the revised expectations.¹⁶³

Analysis and Recommendations

The College demonstrates a strong commitment to ethics and integrity through transparent admissions and marketing practices, adherence to federal and state regulations, accurate and truthful public communications, and well-established policies that uphold fairness and honesty in all institutional operations. The institution has a culture of accountability, where policies and procedures are routinely reviewed and updated to ensure alignment with best practices and regulatory expectations. Clear channels for reporting concerns, protecting confidentiality, and addressing conflicts of interest further strengthen the college's ethical foundation. Recommendations include:

¹⁵⁹ College Policy on Policy Development

¹⁶⁰ #109A-Policy Approval Form

¹⁶¹ Policies on TEAMS

¹⁶² HR-302- Telecommuting Policy

¹⁶³ HR-302- Telecommuting Policy Cabinet Approval

Consolidate Public-Facing Student Achievement Data

Develop a centralized, easily accessible location on the College website where stakeholders can view program outcomes, licensure pass rates, and other key student achievement metrics all in one location instead of on each program page. This will enhance transparency and reinforce public trust.

Enhance Policy Management Infrastructure

The College currently uses Microsoft Teams as the primary repository for institutional policies. While Teams has been useful, it has limitations in search, permissions, and policy review workflows. To address these gaps, it is recommended that the College migrate to a SharePoint site. Because SharePoint is part of the same Microsoft environment, this transition should be relatively smooth while still delivering significant benefits. SharePoint will allow the College to establish automated policy review triggers, store and manage metadata, apply more granular permission levels, and greatly improve search and retrieval functions. This move will increase efficiency, strengthen compliance, enhance transparency, and ensure consistent application of policies across departments. In doing so, it will support systematic institutional assessment and the College's ability to maintain accurate, accessible, and up-to-date policies in alignment with accreditation standards.

Standardize Academic Program Handbooks

Evaluate existing Academic Program handbooks to establish a consistent framework and format that reiterates key institutional policies and ethical expectations while preserving designated sections for program-specific standards, accreditation requirements, and curricular information. This will promote clarity, equity, and consistent application of institutional policies across all academic programs.

Centralize Grievances

To strengthen documentation and support continuous improvement, the College should implement a centralized tracking process for all student grievances. This should include maintaining a secure log of complaint submissions, outcomes, timelines, and resolution details, with clearly defined responsibility for oversight. This centralized record will improve consistency, transparency, trend analysis, and reporting for institutional effectiveness.

STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

The Pennsylvania Institute of Technology has developed extensive academic policies and practices to support student learning through the varied programs of study offered at the College. The College is proud to employ caring faculty members that bring a wealth of professional experience and talent to the programs in which they teach.

As a small, predominantly associate degree and certificate-granting institution, which has recently expanded into baccalaureate degrees, the faculty are appropriately focused on excellence and the scholarship of teaching, as well as continual review and updating of curricula to ensure that all programs meet the needs of the surrounding communities.

Criterion 1 - certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential:

a. are designed to foster a coherent student learning experience and to promote synthesis of learning

All academic programs at P.I.T. must conform to specific guidelines as outlined in the Curriculum Review Committee (CRC) policies and procedures.¹⁶⁴ All new or revised programs are required to submit appropriate documentation to the CRC, which has the authority to approve or reject programs pending further clarification, if needed. Once the CRC approves a program, it moves to the Cabinet for approval, and then to the Board of Trustees for final approval.

All academic programs must fall within the scope of the P.I.T. Strategic Plan, which calls for the development and/or revision of academic programs that "Offer high-quality academic programs that prepare graduates for all aspects of success".¹⁶⁵ In addition, certain academic programs have their own strategic plan. For example, The

¹⁶⁴ Curriculum Review Committee Policies and Procedures

¹⁶⁵ Strategic Plan 2021-24, pg 5, Goal #1

Business Program at P.I.T. maintains its own strategic planning through a formal Outcomes Assessment Plan (OAP).¹⁶⁶ This plan includes clearly defined program-specific student learning outcomes (ISLOs) and operational outcomes (IOOs) for both the associate and bachelor's degree levels. These outcomes are aligned with program and institutional goals and are assessed using direct (e.g., capstone projects) and indirect (e.g., exit surveys) methods. The OAP serves as the program's strategic roadmap, guiding curriculum development, faculty professional growth, and student support initiatives. The Diagnostic Medical Sonography (DMS) program focuses on maintaining specific benchmarks, set by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), as follows:

75% Job Placement, 70% Retention, 60% pass rate in one year of one specialty, 50% pass rate of both specialty in 3 years, 50% Employer survey, 50% Graduate survey.¹⁶⁷

Using the program-specific strategic plans as a model, Academic Affairs is in the process of building a framework for the incorporation of program-specific strategic plans for all academic program areas into a comprehensive college-wide strategic planning document, which cross-references Institutional learning outcomes with program-specific learning outcomes.¹⁶⁸ This will be developed as the College moves into a new strategic-planning cycle.

Following approval, Program Directors must move new or revised programs through a post-approval process to notify all departments of the new or revised curricula and ensure that relevant changes are made to student advising documents, admissions materials, program audit sheets, web pages, and the *College Catalog*. All documents are housed in the Academic Affairs TEAMS folder.

b. are assigned a reasonably approximate number of credit hours (or other value) for the amount of work completed by a student

The *Credit Hour Policy and Procedures*¹⁶⁹ specifically outlines the credit hour assignment process. P.I.T. assigns one credit hour for each hour of instruction. For a 15-week semester, a three-credit course will consist of three hours per week for a total of 45 standard or clock hours. For an 11-week term, a three-credit course will consist of 4.1 hours per week, for a total of 45.1 standard or clock hours. Prior to the beginning of every term, as the course schedule is being created, the Director of Academic Operations reviews the course offerings to ensure compliance with the credit hour policy and procedures required.

As a best practice instructional design component, P.I.T. has implemented *Alternative Instructional Equivalencies* (AIEs)¹⁷⁰ to guide faculty in the delivery of online courses that establish standards and assign reasonable learning experiences to instructional time. AIEs guide instructors in providing meaningful learning activities during the total time spent by a student completing coursework (i.e. studying, completing assignments, writing, researching, and reading).

Criterion 2 - student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:

a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies

Full-time faculty at P.I.T. have many responsibilities as outlined in the Faculty Handbook.¹⁷¹ The primary responsibility is effective teaching, in accordance with the mission and goals of the College. The faculty at P.I.T. are dedicated to the success of their students and are committed to ensuring a robust educational experience. Faculty members achieve this through periodic evaluation of curricula, with all academic programs on a five-year review cycle, and specific programs on additional review timelines as mandated by their accrediting bodies.

One example is the rebuilding of the PN program curriculum over the past two years, and the current ongoing review of courses under the new Canvas framework and the *PN Academic Curriculum Map*.¹⁷² The reviews ensure that classroom activities are meaningful and address learner needs. For example, the PN program has established a set of Theory and Clinical Objectives¹⁷³ that outlines specific learner activities to meet learning objectives each course. The college has adopted a set of AIEs that are designed to provide optional instructional resources for faculty when building course content. In addition, the Business program employs multiple measures to assess student learning outcomes, as detailed in the program's Outcomes Assessment Plan (OAP).¹⁷⁴ These

¹⁶⁶ Outcomes Assessment Plan - Business Program

¹⁶⁷ CAAHEP Standards and Guidelines for DMS

¹⁶⁸ General Education Assessment Plan

¹⁶⁹ 228 Credit Hour Policy and Procedures

¹⁷⁰ Alternative Instructional Equivalencies

¹⁷¹ Faculty Handbook, pgs. 7-10

¹⁷² PN Academic Curriculum Map

¹⁷³ PN Theory and Clinical Objectives

¹⁷⁴ Outcomes Assessment Plan – Business Program

measures include both direct and indirect assessments and are aligned to program-specific learning objectives at the associate and baccalaureate levels. The DMS program has several instructional activities outside of lecture that include the lab, Butterfly, and simulator usage.

While not all programs have accreditation-led assessment efforts, all academic programs have been engaging in outcomes assessment. Former assessment activities required programs to assess a learning goal per academic term, reporting the results to the Assistant Dean of Academic Affairs, and subsequently to the Director of Assessment. Since 2024, Academic Affairs Leadership has worked toward making outcomes assessment more robust. The newly developed comprehensive *Curriculum Map*¹⁷⁵ guides all academic programs in the development of comprehensive assessment of student learning. Programs are now at the stage of selecting outcomes measures for all courses and will be cycled through an implementation phase, and subsequent setup in *eLumen*, a software used by P.I.T. to track and automate the process for mastery of student learning outcomes.

P.I.T. tracks each program learning outcome and will report it as part of the 5-year academic program review report to academic leadership.

In each program, and within *eLumen*, program learning outcomes (measures) have been established and communicated. Each program learning outcome to be measured is aligned with an instrument or assignment in each course. The mapped program learning outcome is then assigned to be used to measure the outcome in *eLumen* for each course of the program. In the Winter of 2025, P.I.T. began with the DMS program to ensure that all aspects of the mapped courses with the learning instrument is properly aligned, and that the program and administrative staff in assessment, academics, and the program agree that the instrument (assignment) used carefully measures the outcome sought by the program and any related advisory board.

In Fall 2025, P.I.T. added elements of the General Education program, specifically Math 130 (Math for Healthcare Professionals), COM 108 (Communications and Social Interaction), and ENG 108 (English Composition I), to *eLumen*. These three General Education core classes are offered nearly each term (at least 93% of the time) and may provide a solid insight into how P.I.T. students demonstrate analytical thinking, communication, collaboration, and diversity of thought. In Fall 2025, P.I.T. also added the Psychology Program's PSY 105 (Introduction to Psychology) and PSY 109 (Human Growth and Development) as part of the General Education's program to further test professional competence.

The Business Management (BS) and Associate degree programs were added to *eLumen* in November 2025. BUS 113 (Introduction to Business) will be used for the associate's program for the demonstration of foundational knowledge and the application of basic business principles.

The Cannabis Studies, Healthcare Management, and Neurodiagnostic Technology programs will be added to *eLumen* during the Winter 2026 term. Following any performance or other program-related information from the Nursing program's late Fall 2025 review from the Accreditation Commission for Education in Nursing (ACEN), Nursing program courses will be added to *eLumen* during the winter 2026 term as well. From Winter 2026, moving forward on the 5-year cycle, P.I.T. will proceed with each course being aligned with an assignment or instrument to meet all program learning objectives.

In addition to the assessment work, faculty have specific responsibilities that include maintaining and updating a rigorous and appropriate curricula, preserving all records pertaining to their classes and student academic performance, overseeing lab equipment and classroom inventories, participating in faculty and program-specific meetings, and serving on standing committees. Faculty also are required to participate in Commencement and other official College activities, and to engage in professional development. Additional responsibilities are referenced in the *Faculty Handbook*.¹⁷⁶

b. qualified for the positions they hold and the work they do

The Office of the Vice President of Academic Affairs (VPAA) maintains a comprehensive spreadsheet for all faculty at P.I.T., which lists the degree area(s) of each faculty member as well as which institutions they attended. Résumés and transcripts of all faculty are housed within this office. The VPAA and the respective program directors are responsible for assuring that faculty are qualified to teach the course(s) to which they are assigned, by reviewing credentials and completing background checks on new hires and updating records as faculty receive additional degrees/certifications. When applicable, faculty meet standards and criteria for accrediting bodies and licensing organizations, such as the Accreditation Commission for Education in Nursing (ACEN), Commission on

¹⁷⁵Curriculum Map Snapshot

¹⁷⁶ Faculty Handbook- pages 21-24

Accreditation of Allied Health Programs (CAAHEP), and the International Accreditation Council for Business Education (IACBE). Each of those accrediting bodies has criteria for faculty qualifications, which programs need to provide data to demonstrate compliance. Examples include the Faculty Profile Table for ACEN,¹⁷⁷ and the Faculty Qualifications Table for IACBE.¹⁷⁸

The Business Program at Pennsylvania Institute of Technology ensures that all faculty meet documented qualification standards aligned with institutional and IACBE expectations.

The faculty hiring process includes multiple steps to verify qualifications beyond degree conferral:

1. Curriculum vitae are reviewed by the Program Director to ensure alignment with course content.
2. Reference checks are conducted by Human Resources and senior administrators.
3. Official college transcripts are requested.
4. Interviews are conducted by the Program Director; although there is no standardized rubric, interviewers evaluate instructional experience, communication, and applied expertise.

c. sufficient in number with a core of faculty (full- or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution’s educational programs

The Pennsylvania Institute of Technology maintains a sufficient and well-qualified core of faculty to ensure the delivery of high-quality academic instruction. This instructional core comprises full-time faculty, adjunct faculty, and other qualified professionals, including program directors, instructional designers, library staff, and academic affairs staff, who collectively contribute to program continuity and coherence.

P.I.T. currently employs 29 full-time, 3 part-time and 71 adjunct faculty members. In recent years, the college has made a deliberate effort to increase the number of full-time faculty by creating new positions and converting adjunct faculty lines to full-time roles. Since 2023, the following new positions have been added: Program Director in General Education, Program Director in Business Administration, Program Director in Psychology and Behavioral Health, and full-time faculty line in General Science. In terms of adjunct faculty converting to full-time, to date this has occurred within the largest program, PN, where 5 adjunct faculty have been converted to full-time since 2023.

These initiatives have been made possible by a consistently stable financial position and sustained student enrollment growth. It is anticipated that further conversions/additions to new faculty will take place. As a result, the part-time to full-time faculty ratio has been reduced to 67% for the current academic year.

Student to faculty ratios are a key metric included in the institutional dashboard, which is monitored by the Chief Financial Officer (CFO). These ratios undergo continuous assessment to ensure alignment with national averages and institutional goals. For the past four years, student to faculty and student to staff ratios are as follows:

Year	Student to Faculty Ratio	Student to Staff Ratio
2024-2025	17:1	7:1
2023-2024	14:1	5:1
2022-2023	15:1	6:1
2021-2022	14:1	6:1

(Source: IPEDS)¹⁷⁹

The ratios reflect P.I.T.’s commitment to student success by demonstrating a sufficient number of faculty and staff to meet the needs of the student body at the institution.

Faculty are responsible for teaching their courses, serving on college committees, and supporting the overall Academic Affairs efforts of the college. All full-time faculty serve on ad hoc committees, such as the Middle States teams. A list of faculty responsibilities can be found in the *Faculty Handbook*.¹⁸⁰ Faculty workload is also outlined in the Faculty Handbook. Full-time faculty are expected to teach four courses per term, unless other responsibilities require a reduction in load. This is at the discretion of the Program Director in consultation with the VPAA.

¹⁷⁷ Faculty Profile Table ACEN
¹⁷⁸ Faculty Qualifications Table

¹⁷⁹ Faculty to Student Ratio IPEDS
¹⁸⁰ Faculty Handbook, pg 25-26

Both full-time and part-time adjunct faculty play an integral role in the design and delivery of teaching and learning experiences. Full-time faculty are oriented to the college through the *ADP* onboarding process, as well as set meetings with key personnel in the College. Program Directors onboard faculty within their respective programs. The *Canvas* LMS provides several self-paced videos for faculty. *Vector Solutions* provides training in key areas that require regular continuing education, such as Title IX. In addition, faculty are expected to attend faculty meetings, where useful information is shared, and to participate in day-long professional development activities twice per year. Certain programs, such as the PN program, also have program-specific professional development.

To support faculty engagement and instructional excellence, P.I.T. hosts an Adjunct Faculty Orientation at the beginning of each term. This session covers critical topics related to instruction, student support, institutional mission and vision, policies, Canvas navigation, and faculty expectations. The orientation also provides resources to facilitate professional development, integrating adjunct faculty into the academic community. MSCHE emphasizes that institutions must ensure faculty, regardless of employment status, receive orientation, oversight, evaluation, and professional development opportunities. P.I.T. aligns with these expectations by offering professional development programs for all faculty members, including adjuncts. These initiatives include faculty development days (twice annually) and ongoing professional learning activities throughout the academic year.

Additionally, P.I.T. upholds fair employment policies and practices for contingent faculty, providing access to onboarding activities, orientations, and required training programs. These efforts reinforce the College's commitment to faculty integration, instructional excellence, and alignment with institutional missions and goals.

d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation

Faculty at the Pennsylvania Institute of Technology have access to a range of professional development opportunities that support academic growth, pedagogical innovation, and subject-matter expertise. Each program director has the ability to allocate operating funds for discipline-specific professional development, while the VPAA maintains a dedicated budget line for faculty advancement. Faculty members and Program Directors are encouraged to attend conferences and industry events, with budgets typically structured to support at least one major conference per faculty member annually. Program Directors report faculty conference attendance to the Office of the VPAA, where a comprehensive list is maintained of the faculty, conference attended, role, and dates.¹⁸¹

Institution-Sponsored Professional Development

The Academic Affairs team organizes two faculty development events per year,¹⁸² typically at the end of the Summer and Winter terms. Over the past two years, sessions have included: Pedagogy and Teaching Best Practices; Outcomes Assessment; Diversity, Equity, and Inclusion in Education; Digital Accessibility; Academic Freedom; and Generative AI. These development days are mandatory for full-time faculty and strongly encouraged for adjunct faculty.

Webinars and External Training Resources

Faculty have access to webinars and learning experiences offered by accrediting bodies, software partners, and professional organizations. These resources provide continuous learning opportunities aligned with industry standards and accreditation requirements, and include:

- **Practical Nursing (PN) Faculty:** Attendance at the Pennsylvania Association of Practical Nurse Administrators (PAPNA) annual conference, participation in Continuing Education (C.E.) programs, and engagement with Assessment Technologies Institute (ATI) nursing education training. All P.N. faculty must complete at least 30 C.E. credits for professional license renewal.
- **Cannabis Studies Faculty:** Attendance at the *MJBizCon* conference, which provides updates on regulatory changes, market trends, and best practices in cannabis education.
- **Business Program Faculty:** Participation in the Annual Conference and Assembly Meeting (ACAM) of the IACBE and the fall regional meeting, offering insights into business education trends, accreditation processes, and instructional innovations.

¹⁸¹ Faculty Professional Development Table

¹⁸² Professional Development Day 2025 Agenda

- **Diagnostic Medical Sonography (D.M.S.) Faculty:** Attendance at the Society of Diagnostic Medical Sonography (SDMS) and the International Foundation for Sonography Education and Research conferences. Faculty must complete 30 CME in a 3-year period.
- **General Education:** Associate Dean of Academic Affairs attendance at the AAC&U Conference on Learning and Student Success (CLASS), and at the Watermark Edge Conference for Student Surveys and Insights.

Online Teaching Certification and Training

Faculty members assigned to online instruction are required to complete a comprehensive online teaching certification course, which was developed in collaboration with an instructional design consultant and tailored to P.I.T.'s needs. The course aligns with best practices in online education, incorporating principles from Quality Matters (QM). The curriculum consists of four modules: Best Practices in Online Learning; Course Design and Construction; Learning Outcomes & Assignment Development; and Building Online Learning Communities.

Faculty complete assignments such as: Writing a reflection paper on Gagné's *Nine Events of Instruction*; Developing an ADA-compliant syllabus; Designing effective modules in Canvas; Creating discussion board prompts that encourage engagement. The course facilitator provides individualized feedback on assignments, offering suggestions for enhancement and instructional improvement.

e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures

Student Evaluations of Instructors and Courses

Faculty—both full-time and adjunct—are assigned to courses based on their academic qualifications, background, and experience.

Student course evaluations are used to determine if courses provide sufficient academic engagement and content and to ensure that instruction is tailored to educational goals. Student feedback is collected through *Watermark Course Evaluations & Surveys*,¹⁸³ a structured, online evaluation system that gathers data on faculty effectiveness in delivering course content. This process allows Program Directors and faculty members to assess whether their instructional methods align with institutional learning standards and whether students are engaged in ways that foster comprehension and mastery of subject matter.

Survey Question and Results

The survey asked students: *“After taking this course, I feel prepared to use the skills learned in a work setting.”* Responses were overwhelmingly positive, with 74.91% (854 students) selecting Strongly Agree, 12.19% (139 students) selecting Somewhat Agree, and 11.14% (127 students) remaining neutral. Fewer than 2% disagreed. The overall mean score was 4.59, with a median of 5.00 and a standard deviation of 0.81, indicating strong confidence and consistency among respondents.

Interpretation of Findings

These results demonstrate that most students feel highly prepared to apply course skills in real-world settings. The high mean and median scores reflect the effectiveness of curriculum design and faculty instruction, while the low variability suggests uniform satisfaction across the student population. Such outcomes affirm that the institution is meeting its goal of equipping students with practical, career-ready competencies.

Implications for a Smaller College

For a smaller institution like P.I.T., this level of student confidence is significant. It validates the College's academic approach, strengthens its reputation among employers and accrediting bodies, and supports retention efforts. Furthermore, these findings provide essential evidence for continuous improvement and accreditation reporting, ensuring that P.I.T. remains competitive and responsive to student and workforce needs.

These evaluations are not only beneficial to students and faculty but also contribute to faculty development efforts. By reflecting on student feedback, faculty members can identify areas for growth, explore new teaching methodologies, and enhance their overall effectiveness as educators. P.I.T. actively promotes faculty development through professional learning opportunities and workshops informed by evaluation results, reinforcing the commitment to high-quality instruction.

¹⁸³ Watermark Course Evaluations and Surveys

Aggregated student evaluation data informs decision-making related to curriculum development, faculty hiring, and program enhancements. The Academic Affairs Office regularly analyzes these data trends to assess overall teaching quality and ensure that instructional strategies align with the needs of the diverse student body.

By integrating student feedback into institutional decision-making, P.I.T. strengthens its commitment to instructional quality, faculty development, and student success. The feedback assists Academic Affairs to improve overall teaching quality and in identifying relevant instances that can guide teaching and learning or institutional improvements.

P.I.T. systematically uses end-of-course student evaluations¹⁸⁴ to strengthen the design and delivery of the student learning experience. Each evaluation is aligned with course and program learning outcomes, ensuring that feedback directly measures achievement of stated objectives. Data is collected every term across all courses, aggregated, and analyzed—both overall and by key demographics—to identify trends and equity gaps. Results are shared with faculty and academic leadership and are used to inform curriculum revisions, teaching strategies, and professional development initiatives. This process is fully integrated into the institution's assessment plan, with documented examples of improvements based on student feedback, and findings are communicated to stakeholders to close the loop and support continuous improvement.

Criterion 3 - academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion

All academic programs of study are fully described in several locations. P.I.T.'s *College Catalog* clearly articulates degree requirements, including all college requirements, general education requirements, and requirements for specific programs of study. The *2025-2026 College Catalog*¹⁸⁵ was released on July 1, 2025, and includes all programs and curriculum sequences.

Updates included: Revisions to Pre-Nursing courses designed to strengthen the skill sets and pass rates of incoming PN students, revisions to curricula include information literacy, changes to specific courses as a planned effort to streamline the curriculum and inclusion of new programs, such as *Cannabis Business* and *Autopsy Technician Certificate*.

Academic Programs

P.I.T.'s Academic Programs are organized by Bachelor's Degree, Associate Degree, and Certificate options.¹⁸⁶ All degree and certificate options are geared toward entry-level employment in the respective areas. The certificate programs consist of courses that can lead to the A.S. degree programs. These programs are subject to oversight by the Commonwealth of Pennsylvania and other industry-specific accreditors.

Curriculum requirements comply with the general education recommendations set forth by the Commonwealth of Pennsylvania, requiring: two English composition courses; two quantitative analysis/mathematics courses; two humanities courses; one technological literacy course, and a minimum of 60 credit hours for degree completion.

Certificate programs are developed under the auspices of the industry-specific accrediting organization. The Practical Nursing program is 50 credit hours, and the Clinical Medical Assistant program is 27 credit hours. Graduates of these Allied Health certificates may further their education at P.I.T. by completing additional required courses for the respective A.S. in AHT degrees. Program handbooks clearly explain student requirements and their expected time to completion, and the information can also be located in the *College Catalog*.

Program-specific handbooks are provided for the following programs: Diagnostic Medical Sonography;¹⁸⁷ Clinical Medical Assistant;¹⁸⁸ Practical Nursing.¹⁸⁹ Program Directors are responsible for updating their requirements each year.

The Assessment Committee meets monthly and consists of administration, faculty and staff. The Assessment Committee is responsible for:

- Overseeing and supporting the implementation of assessment tools like *eLumen* to track and evaluate Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) across academic programs.
- Ensuring alignment and standardization of assessment practices while maintaining flexibility to

¹⁸⁴ End of Course Student Evaluation Examples

¹⁸⁵ College Catalog 2025-2026 Updated 10-23-25

¹⁸⁶ Academic Programs Chart

¹⁸⁷ DMS HandBook 01.27.2026

¹⁸⁸ CMA Handbook- 2026

¹⁸⁹ W.R. Garrison CoN Addendum PN Program Handbook

- accommodate program-specific needs, aiming for reliability and validity in evaluation methods.
- Supporting and assisting in coordinating accreditation-related activities, including preparing for site visits, drafting self-studies, and collaborating with accrediting bodies such as ACEN and CAAHEP.
- Analyzing and interpreting student performance data, such as EdReady score gains and program completion metrics, to inform instructional improvements and institutional planning.
- Facilitating communication and planning by gathering input for future agendas, scheduling meetings, and ensuring timely incorporation of assessment outcomes into academic planning cycles.

Minutes of meetings are maintained in the Assessment Committee TEAMS folder.

Enrollment Data

The *Academic Program Enrollment Table*¹⁹⁰ details enrollment numbers by programs with greater than 20 students. The *Avg. Student Count by Academic Program Chart*¹⁹¹ visualizes the increased student enrollment over four academic years.

Other Educational Offerings

P.I.T. maintains additional programs for nontraditional student enrollment avenues. The College serves older adults with the Pennsylvania Institute of Technology's 65+ Tuition Waiver Program, which allows retired adults, 65 and older, to attend tuition-free, on a space-available basis. To qualify, you must be: 65 years of age or older and retired (i.e., not presently engaged in full-time employment). A list of current courses available for this program can be found in the College Catalog.

P.I.T. does not offer Prison Education Programs, non-credit programs, or ESL/ELL programs.

Criterion 4 - sufficient learning experiences and resources to support both the institution's programs of study and the academic progress of all student populations

P.I.T. has processes in place to ensure that there are both sufficient learning experiences as well as the resources to support that learning. Academic Affairs (AA) implements structures to continually evaluate the programs of study and the resources that support them. AA conducts bi-weekly meetings of the Academic Affairs Leadership team, where policies, practices, and programming are reviewed. Several standards have been established by the Academic Affairs Leadership team, such as a common syllabus template for all syllabi across programs, a blueprint for all Canvas course creation, and uniform use of Alternative Instructional Equivalencies (AIEs) for assigning common course hour equivalents for online and hybrid course activities.

Academic Affairs also reviews where additional work is needed to improve the academic programs at the institution and how best to conduct appropriate assessment of those programs. The Academic Affairs staff also works with Student Affairs to ensure that students are provided with essential support for their learning experience, including counseling and mental health services, student accommodation services or accommodations, and tutoring and writing services. See Standard 4.1 C & D for more information.

Library Resources

The library of the Pennsylvania Institute of Technology offers extensive digital and physical collections, as well as direct services to students. The *2024-2025 Library Services Reports*¹⁹² and *IPEDS Library Data*¹⁹³ outline:

- Digital and physical holdings, which includes access to over 291,000 e-books, 5,100 print volumes, and subscriptions to over 100 academic databases
- A statistical breakdown of physical library traffic by day, week, month, term, and year, with a marked increase in foot traffic from April 2024 to April 2025.
- Highlights from monthly reports to the VPAA on library services to students
- Quantitative and qualitative data on library usage from faculty and students

The annual *2024-2025 Library Budget*¹⁹⁴ displays ongoing efforts in the 2024-2025 budget cycle to strategically allocate and enhance additional resources across P.I.T.'s programs and online platforms, including the implementation of an upgraded Integrated Library System software and the regular expansion of digital and physical library collections. From fiscal year (FY) 2023 to FY 2024, the annual library budget increased by 89%, with the largest allotted increase going toward online resources and databases.

¹⁹⁰ Academic Program Enrollment Table

¹⁹¹ Avg. Student Count by Academic Program Chart

¹⁹² 2024-2025 Library Services Reports

¹⁹³ IPEDS Library Data

¹⁹⁴ 2024-2025 Library Budget

In response to the growing need for affordable educational materials, P.I.T. has significantly increased its usage in Open Educational Resources (OER), as highlighted in the *OER Integration Report 2025*.¹⁹⁵ Open access materials reduce overall out-of-pocket textbook costs for students and enhance accessibility to essential learning materials.

Digital and physical service improvements and new student-focused resource acquisitions have been significant investments in library-focused spending since 2023, including:

- The *Bywater* Integrated Library System (ILS) database to integrate digital collections with physical ones on the library webpage¹⁹⁶
- A Single Sign-On (SSO) system for all digital library resources and guides
- Large-format printing services for faculty, staff, and academically-focused student usage
- Copy/print services and updated printing hardware
- Integration of print services with the P.I.T. Identification Badge system¹⁹⁷
- Expanded Overdrive/Libby digital collection offerings

The P.I.T. library does not have any outside agreements with other institutions for resource-sharing currently.

Learning Management System

All courses at the Pennsylvania Institute of Technology, regardless of delivery mode, are implemented via Canvas, the learning management system. Course instructors are provided guidance and self-paced training modules on how to set up their courses in *Canvas* effectively.

Director of Instructional Design

In October 2024, a Director of Instructional Design was hired and tasked with supporting faculty and program directors in improving course design, centering on the use of the *Canvas* LMS.

In November 2024, a survey was conducted to identify high-priority training needs regarding the use of *Canvas*. The most common responses from faculty were:

- Designing effective discussion boards
- Using rubrics
- Creating exams and quizzes efficiently
- Uploading and editing videos
- Improving slideshow design
- Using graphics
- Importing, exporting, and sharing course content

In response to these training needs, the Director of Instructional Design developed a “Canvas Crash Course,” a series of Canvas pages with videos and guides about using the essential features of Canvas. The course is self-paced and encourages faculty to create a “sandbox” course to practice using different features. The modules for the course include:

- Course Navigation and Account Settings
- Creating Content
- Communicating with Students
- Copying and Importing Content
- Preparing to Publish a Course
- Help with Canvas

The course was shared with faculty in early March 2025.

To make the students’ experience of their first few days of class as consistent, streamlined, engaging, and accessible as possible, a standardized home page was developed to be used for all *Canvas* courses. The design of the home page was informed by best practices from Quality Matters Standard 1: Course Overview and Introduction, including: a learner-centered course description; an instructor welcome video; a “Start Here” button; and clear links to student resources.

The home page also includes a clickable Zoom logo button to address the common student complaint of being unable to find Zoom links for their courses. This button was uploaded to Canvas Commons. An email was sent to

¹⁹⁵ OER Integration Report

¹⁹⁶ Library Catalog Snapshot

¹⁹⁷ Office Technologies Contract Invoice and Communications

all faculty with instructions on how to import it into their courses, and a live demonstration of the process was held during the March Faculty Meeting.

In addition to developing trainings and templates, the Director of Instructional Design also acts as a resource to faculty who need help troubleshooting and students referred by Student Services who are having difficulty using the *Canvas* LMS.

Distance Education

The numbers of students and the number of course sections of Distance Education courses have steadily increased beyond COVID-19, representing an average of 43% of all sections of courses at the institution. In Fall of 2021, only 309 students enrolled in Online courses, and in Fall of 2025, 851 students were enrolled in online courses. This represents a >175% acceleration in students and a 124% increase in the number of courses.

P.I.T. participates in NC-SARA. The college adheres to all NC-SARA policies.

Online Enrollment & Course Section Count

The *Online Enrollment & Course Section Count Chart*¹⁹⁸ displays a visualization of registered students as compared to course sections.

P.I.T. has several academic programs that are delivered exclusively online.¹⁹⁹ Several general education courses are offered online to support online programs.

The Information Technology (IT) department provides several resources to assist students in accessing their accounts and course materials. IT offers a virtual Help Desk, where students can submit a ticket for a wide range of technological issues, and a phone number for calling in and holding Zoom appointments.

In addition to on-demand help, the IT department offers a live online orientation at the start of every term to review important information, provides a student welcome guide, and offers three short, required *Canvas* introductory courses. These materials cover the basics of logging in to the P.I.T. network for the first time, an introduction to library resources, and a brief overview of how to navigate *Canvas*.

Online Instruction Training Course

Academic Affairs Leadership identified a gap between the expectations for faculty who teach online/hybrid courses and the training that they were provided by the college. After the COVID-19 pandemic, many courses and programs remained in online formats, with little to no formal training for the faculty teaching those courses.

In Fall 2023, the VPAA's office contracted with an outside consultant to conduct a review of the course offerings on the *Canvas* LMS and all other ancillary self-paced training modules and procedures related to online learning. The review concluded with a detailed analysis and recommendations to address shortfalls. As a result of the analysis, P.I.T. contracted with the consultant to develop an intensive online training course for any faculty who teach online or develop online courses.²⁰⁰

Faculty were informed in early Spring 2024 that they would be expected to register for one of three cohorts and participate in the training sessions, which would culminate in a certificate of completion.²⁰¹ Faculty were also offered a stipend for their participation. The first cohort of faculty training was held in June 2024, followed by a second in July and a third in September. Following a *Train-the-Trainer* model, one faculty member volunteered to shadow the facilitator, and assumed facilitation duties for subsequent cohorts. The final goal of the training is a fully developed course that will run in subsequent terms.

Quality Matters

To improve the quality of online instruction and guarantee continuous improvement, P.I.T. subscribed in October 2024 to the organization Quality Matters (QM).

QM provides professional development, reviews, certifications, rubrics, and other resources for instructors and instructional design staff to assist in aligning online courses with best practices. The *Essential Standards from the QM Higher Education Rubric, Seventh Edition* provides a systematic way to review essential aspects of a course and offers suggestions for improvement. P.I.T. will implement this rubric as a foundation for routine self-review of online courses in the future. The Director of Instructional Design was certified as a QM Coordinator and completed the *Applying the Quality Matters Rubric* course.

¹⁹⁸ Online Enrollment and Course Section Count Chart

¹⁹⁹ Exclusively Online Programs

²⁰⁰ Faculty Course Audit

²⁰¹ Certificate of Completion

In addition to the work being done by the Director of Instructional Design, P.I.T. will be using the training and professional development from Quality Matters to launch its own quality assurance process for online courses. The process will assist in confirming that students experience instruction based on best practices in both design and delivery at the college via QM and other national standards. Standards include learner activities and learner interaction, technology, assessment and measurement, and learner support. Additional information on Quality Matters is located in Standard IV, Criterion 1b and 1c.

Criterion 5 - at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:

a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field

The General Education Core Curriculum at the Pennsylvania Institute of Technology is a foundational component of every degree program, integrated and designed to certify that students develop the essential skills and knowledge needed for success in both their academic and professional lives. The core curriculum and other required courses encourage students to think critically, ethically, and globally by fostering the following core competencies:

- **Ethical Decision Making:** Students will apply values and ethics in their decision-making processes, preparing them for responsible citizenship and leadership.
- **Cultural and Global Awareness:** Students will evaluate cultural and global issues with sensitivity and understanding, preparing them to navigate a diverse and interconnected world.
- **Contextual Analysis:** Students will examine the context of situations to analyze and evaluate complex scenarios effectively.
- **Scientific and Analytical Thinking:** Students will develop the ability to analyze and synthesize information using scientific reasoning and quantitative methods.
- **Academic Writing Proficiency:** Students will demonstrate the ability to write clear, organized, and effective academic documents.
- **Mathematical and Quantitative Proficiency:** Students will demonstrate proficiency in mathematical concepts and quantitative analysis.

Through a carefully structured sequence of courses, the Gen Ed. program requires a minimum of 21 credits, distributed across interdisciplinary courses in: English, Mathematics, Humanities and Social Sciences, and Information/Technology Literacy. This curriculum prepares students not only for their specific career paths but also for lifelong learning, responsible citizenship, and the ability to engage thoughtfully with the world. See below table for distribution of credit hours by core subject.

General Education (Gen Ed) Requirements Structure (21 Credit Hours)		
Required Core Subject	Description	Total Credit Hours
English Competencies	Two (2) courses in English	6
Mathematics/Quantitative Analysis Competencies	Two (2) courses in Mathematics	6
Humanities and Social Sciences Competencies	Two (2) courses in the Humanities and Social Sciences	6
Information/Technology Literacy	One (1) course in Information /Technology Literacy	3

b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives

General education courses are designed to cover core competencies and to deliver a curriculum consistent with the College’s Mission. Values and ethics are covered in several courses. Diverse perspectives are addressed through the core competency of evaluating cultural and global aspects in a sensitive way. Refer to the *General Education Core Curriculum & Competency Table*.²⁰²

²⁰² General Education Core Curriculum & Competency Table

All academic programs underwent an exercise in the Fall of 2024-Winter 2025 to map all course learning outcomes to program learning outcomes. P.I.T. recognized a need for a comprehensive mapping of all course and program learning outcomes to support individual programs of study and accurately assess the academic progress of students within their respective programs.

In November 2024, the Director of Instructional Design, under the direction of the VPAA, began collaborating with Program Directors and faculty to complete the curriculum mapping project, which included two phases:

1. Revising course-level and program-level learning outcomes.
2. Matching course-level learning outcomes to the appropriate program-level learning outcome(s).

The goals of the revision were to: condense and synthesize learning outcomes down to six or fewer, ensure that learning outcomes are assessable, confirm that learning outcomes target an appropriate level of Bloom's Taxonomy, and to maintain student-centered learning outcomes (i.e. from the perspective of the student). Once the learning outcomes were fully revised, the Director of Instructional Design collaborated with the appropriate program director to match each course-level outcome to its corresponding program-level outcome(s) on the spreadsheet. The completed *Curriculum Map*²⁰³ documents are separated by programs of study for ease of review.

Relative to general education, P.I.T. offers sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity and preparing them to make well-reasoned judgments outside as well as within their academic field by offering many general education classes and electives to choose from. The College offers a curriculum designed so that students acquire and demonstrate essential skills, including: oral and written communication; scientific and quantitative reasoning; critical analysis and reasoning; and information literacy.

P.I.T. requires students who do not meet the minimum score on admission placement tests to take the relevant course from a selection of two remedial courses in English (ENG110) and Math (MTH111). Placement tests require a 75% score to place in college-level English and Math courses.

Remedial level *EdReady* courses offer additional support. *EdReady*, a personalized learning system, was introduced in Summer 2024 to enhance student preparedness for college-level English and Math courses. The tool is designed to provide targeted practice for students enrolled in remedial courses, offering individualized reinforcement aligned with weekly course content. Students engage with the platform at their own pace throughout the term, with the goal of achieving a 90% mastery score by Week 10 to receive full credit. The *EdReady* platform personalizes Math and English instruction to empower data-driven, student-success decisions.²⁰⁴ The National Repository of Online Courses (N.R.O.C.) pioneered the development and distribution of Open Educational Resources. With *EdReady*, students work at their own pace in the areas they are struggling with and must reach a target score before moving on to the next topic. The Developmental Math and Developmental English programs prepare students for college-level coursework.

The *EdReady – Mean Score Gains Chart*²⁰⁵ indicates student performance gains using *EdReady*. Students realized a mean score increase of six points in English Comprehension Skills for College Success (ENG 110); and a mean score increase of eight points for Algebra Skills for College Success (MTH 111).

In the remedial courses, students take pre- and post-test scores. The pre-test allows faculty to verify student performance at the beginning of the term, and informs decisions as to what topics require coverage in more detail. At the end of the semester, students take that test again, and scores are compared to the pre-test scores. In Fall 2024, pass rates for students placed in English 110 and Math 111 improved from 64% to 83%, and 60% to 84% respectively year-over-year with the implementation of EdReady.

English 110						
	# Enrolled	# Passed	# Failed	Pass Rate	Failure Rate	# Sections
Fall 2024	60	50	10	83%	17%	3
Fall 2023	36	23	13	64%	36%	3
Fall 2022	38	28	10	74%	26%	3
Fall 2021	8	2	6	25%	75%	2

²⁰³ Curriculum Map Snapshot

²⁰⁴ EdReady Contract

²⁰⁵ EdReady – Mean Score Gains Chart

Math 111						
	# Enrolled	# Passed	# Failed	Pass Rate	Failure Rate	# Sections
Fall 2024	69	58	11	84%	16%	4
Fall 2023	42	25	17	60%	40%	3
Fall 2022	45	21	24	47%	53%	3
Fall 2021	24	8	16	33%	67%	2

The impact of P.I.T.'s general education program can be evidenced via the passing rates for the Gen Ed. classes to be accepted into their chosen program of study by completing the courses successfully with a C or better.

c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills

Not Applicable

Criterion 6 - in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula

Not Applicable

Criterion 7 - adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers

The Pennsylvania Institute of Technology has developed a policy regarding the use, documentation, and oversight of all Third-Party Providers (TPP) via the *Third-Party Provider Policy*.²⁰⁶ The policy outlines expectations for each division of the college with respect to the use of TPP, and applies to all contracts or written arrangements with TPP that provide services related to: delivery of student learning opportunities, student support services, assessment of student learning, operational or business functions.

Within Academic Affairs, TPP are identified in three major areas:

Curriculum Support

EdReady is a product of the National Readiness Organization for College & Careers. Additional information on *EdReady* is available in Standard III Criterion 5b.

Data Maintenance and Reporting for Accreditation and Licensure

Assessment Technologies Institute (ATI) is utilized in the PN program as a learning resource for students through various tools that enhance their nursing education. ATI offers comprehensive assessments that help instructors evaluate student's knowledge and understanding of key nursing concepts. NCLEX-style practice exams and review materials are designed to help nursing students prepare for their licensing exam. The program provides data analytics to track individual and group performance, helping to identify students and areas that need additional focus.

ATI offers personalized remediation plans for students needing extra support, reinforcing weak areas and ensuring success in core nursing competencies. Overall, ATI enhances the PN program by providing valuable insight, improving test preparation, and supporting student success in their academic endeavor.

American DataBank (ADB) provides compliance management solutions for the PN, DMS, and CMA programs, particularly in terms of tracking and ensuring students meet required regulatory standards. ADB assists with compliance by managing immunizations and health records, including background checks, drug screenings and other health requirements.

ADB tracks current certifications, such as CPR, and alerts both students and administrators when renewals are due. ADB provides secure storage for compliance documents, and aligns programs with state, federal, and accreditation requirements, promoting continuous adherence to regulatory standards.

Trajecsys is a comprehensive platform used by the DMS department to support data management and reporting requirements for accreditation and licensure. It plays a key role in streamlining data collection, tracking and

²⁰⁶ Third Party Provider Policy

recording clinical times, and reporting processes necessary for meeting regulatory standards. The use of this program helps DMS simplify the process of maintaining, tracking, and reporting critical data. *Trajecs* additionally allows DMS faculty to monitor lab and clinical competencies, calculate instructor time for Continuing Medical Education units and ensures communication with clinical sites

Clinical Sites

All clinical sites must be approved and evaluated through the appropriate clinical process as defined by the respective accrediting bodies (ACEN, SBON, CAAHEP), or by the college's *Third Party Provider* policy (CMA and Autopsy Tech programs). All clinical sites, once approved, must be evaluated periodically to confirm that academic and quality standards are maintained.

Clinical faculty are assigned by their respective program directors. Program directors are responsible for ascertaining the credentials and appropriate training for any clinical faculty. Individual program handbooks contain specific details regarding their program expectations for clinical faculty and clinical sites. Examples of third-party provider contracts can be found in the *Third-Party Provider Contract Examples*²⁰⁷ document.

Criterion 8 - periodic assessment of the effectiveness of student learning experiences for all student populations

In Summer 2024, the Academic Affairs Leadership team determined that a more comprehensive and collaborative assessment process was required. Two academic programs, PN and DMS, have established effective student outcomes and assessment practices as a result of being aligned with their programmatic accreditors. It was determined that a more robust means of assessment must be established for other programs at the institution to mirror the PN and DMS programs.

The *Systematic Plan for Evaluation Standard 5*²⁰⁸ from the Walter R. Garrison College of Nursing outlines how the institution measures and evaluates the achievement of End-of-Program Student Learning Outcomes (EPSLOs), program completion, licensure pass rates, and job placement success.

Each EPSLO is tied to specific competencies expected of nursing graduates. For EPSLO #1 (clinical judgment), EPSLO #2 (professional identity), EPSLO #3 (culturally competent communication), EPSLO #4 (evidence-based practice and informatics), and EPSLO #5 (leadership in clinical practice), the college uses ATI assessments such as the Comprehensive Predictor and Content Mastery Series. These tools assess student performance in related NCLEX and QSEN domains. Data is collected twice a year (July and December) and analyzed biennially to identify trends and inform program improvements.

The plan also addresses overall program effectiveness through metrics such as the program completion rate (Standard 5.2). The target is for at least 50% of students to complete the program on time within four terms. Historical data show variable completion rates influenced by academic, financial, and personal factors, with 122 students admitted in the most recent cohort under review.

Standard 5.3 outlines NCLEX licensure pass rates using Pennsylvania State Board of Nursing (PASBON) benchmarks. In recent years, the program's first-time pass rates have generally exceeded state averages, demonstrating effective test preparation and curriculum alignment, although monitoring continues.

Finally, Standard 5.4 evaluates graduate job placement. The goal is for 95% of survey respondents to be employed as nurses within six months of graduation. Data are gathered annually via post-graduate surveys, and this outcome supports continuous improvement and alignment with workforce readiness expectations. In combination with the new emphasis on best practices in teaching and learning in online courses, the Academic Affairs Leadership team refocused efforts in student learning assessment. Investing in a Director of Instructional Design, as described in Standard III Criterion 4, was the first step. The next step was recruiting a new Associate Dean of Academic Affairs, who would play an integral role in assessment activities.

In Fall 2024, the entire AA faculty engaged in the comprehensive curriculum mapping project. All existing courses and program learning outcomes were evaluated for relevancy and viability of assessment. Assessments are designed to capture specific feedback on each component of the student's learning experience, from the relevance and clarity of the learning objectives to the effectiveness of the teaching methods used.

²⁰⁷ Third-Party Provider Contract Examples

²⁰⁸ Systemic Plan for Evaluation Standard 5

An Assessment Committee was established in 2024. The Assessment Committee is tasked with ensuring the consistent, on-going process of assessing student learning and making recommendations based upon assessment of outcome results for the improvement of student learning and teaching. An established curriculum map was essential to work towards that goal.

P.I.T. outcomes assessment has three stages:

1. Defining the most important goals for students to achieve as a result of participating in an academic program (program learning outcomes and course learning outcomes)
2. Evaluating how well students are achieving those goals (assessment)
3. Using the results to improve the academic experience (closing the feedback loop)

To gauge the effectiveness of educational offerings, the Pennsylvania Institute of Technology utilizes assessment methods that include traditional tools such as exams, quizzes, projects, essays, and checklists. These methods provide a spectrum of data on student learning and performance. Technological integrations of *EdReady*, *Canvas*, and *ATI* assist in delivering tailored educational resources and support, particularly in foundational subjects. These have become essential components of the assessment journey.

Each course syllabus at P.I.T. is designed to align with specific learning objectives that support the overall educational goals of the program and institution. These syllabi serve as a key reference point for both students and faculty in that the assessments administered are directly linked to the intended learning outcomes. The Director of Instructional Design created a syllabus template to ensure consistency across all course syllabi.²⁰⁹

Assessments are designed to capture specific feedback on each component of the student's learning experience, from the relevance and clarity of the learning objectives to the effectiveness of the teaching methods used. The Assessment Committee is tasked with ensuring the consistent, on-going process of assessing student learning and making recommendations based upon assessment outcome results for the improvement of student learning and teaching.

In addition, specific programs have assessment requirements over and above those of the general academic ones. For example, the business program regularly evaluates courses using direct and indirect measures for their IACBE accreditation efforts. Direct measures include performance-based assessments such as:

1. Capstone Project - culminating assignment embedded in the final course in BSBA program (BUS 305 Business Plan Capstone), assessed using a standardized rubric aligned to institutional and program learning outcomes.
2. Embedded Assignments - signature assignments such as capstone projects in required business courses are used to assess mastery of specific ISLOs (Intended Student Learning Outcomes), including problem-solving, critical thinking, and communication.

Indirect measures include:

1. Senior Student Exit Surveys - administered at the end of each program, these self-assessments capture students' perceptions of their achievement of the ISLOs and satisfaction with academic support services.

Each learning outcome is assessed using multiple instruments, and benchmarks are established to ensure performance expectations are met (e.g., $\geq 80\%$ of students meeting or exceeding expectations on capstone assessments).

Analysis and Recommendations

A detailed analysis of the criteria within Standard III helped P.I.T. identify areas of strength regarding the design and delivery of the student learning experience, as well as some areas for further review and strengthening.

The work done to bring online learning to best practices, Quality Matters platform is a key strength. The evolution of online learning at P.I.T. has been remarkable in a relatively short amount of time. The Academic Affairs Leadership team has worked extensively with faculty to create a cohesive learning management platform for students.

²⁰⁹ Syllabus Template with Examples

The library has undergone significant revision in terms of the holdings and access/usage by students, faculty, and staff. The library is a vibrant place of learning, as evidenced by the surge in usage data from April 2024 to April 2025.

Another strength is the institutional commitment to faculty for professional development. Most faculty professional development activities are funded in full. The twice per year, day-long faculty development sessions have been well attended and have led to new directions in teaching and learning.

There are areas where P.I.T. continues to develop. Outcomes assessment is one area where the college is making steady progress but needs to develop further. Now that there is a comprehensive Curriculum Map, program and course learning outcomes are identified in all areas, ongoing data collection and use of those data for informed decision-making are logical next steps. Some programs with specific accreditation are further along in this process. The addition of program directors to academic programs and a commitment to authentic outcomes assessment will aide in moving all academic affairs forward.

Another area in need of further development is the evaluation of faculty. Academic Affairs is in the process of developing a peer-observation process and rubric to assist in formative faculty evaluation. Further evaluative processes and forms are under consideration.

STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

Criterion 1 - clearly stated, ethical policies, practices, and processes to recruit, admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:

Pennsylvania Institute of Technology (P.I.T.) follows an inclusive, student-centered admissions philosophy that prioritizes access and support for a diverse range of learners, including recent high school graduates, adult learners, and career changers. With an open admissions policy for many programs, P.I.T. welcomes applicants with a high school diploma or GED, focusing more on personal goals, motivation, and career aspirations rather than traditional academic metrics.

Admissions Practices:

1. Open Admissions Policy
2. P.I.T. operates under an open admissions policy for many of its programs, meaning that any applicant with a high school diploma or equivalent (GED) is eligible for admission. This approach promotes accessibility and helps remove barriers to entry for non-traditional students.

While academic records are considered, the admissions process focuses more on:

- a. Personal goals
- b. Motivation to succeed
- c. Career aspirations

Admissions Representatives often work closely with applicants to help them understand program requirements and ensure alignment with their interests.²¹⁰

The admissions process includes placement assessments to ensure students are set up for success, not to restrict access. Applications are accepted year-round, providing flexibility for non-traditional students. Throughout the process, Admissions Representatives offer personalized guidance, aligning each student with the right program and resources to help them thrive academically and professionally.²¹¹ The admissions team follows a training guide that gets updated regularly by the Vice President of Enrollment Management to reflect any changes.

Applications for admission into associate and bachelor's degree majors and certificates programs are accepted throughout the year, with four term start dates per year in July, October, January, and April. Practical Nursing (PN) program applications are accepted throughout the year for the 12-month, full-time day program that starts every January and July. The Diagnostic Medical Sonography (DMS) program applications are accepted throughout the year for the 15-month, full-time day program that starts in October of every year. The Neurodiagnostic Technology (NDT) program applications are accepted throughout the year for the 9-month, full-time day program that starts in October of every year.

²¹⁰ Admissions Philosophy of PIT

²¹¹ PIT Admissions Guide for Staff

Programs of study are offered at the certificate, associate, and bachelor's degree levels. Admissions criteria vary according to majors. At a minimum, applicants must be a graduate of an accredited high school, hold a diploma issued by the Pennsylvania Department of Education, or have a recognized equivalent, such as a passing score on the General Educational Development (GED) Test. Applicants can find more information about this on the College's website under "Admissions."

High School diplomas/transcripts from other countries are acceptable if it is equivalent to a U.S. High School diploma. To determine if the diploma or transcript is equivalent, students will need to have the document evaluated by an evaluation service that is approved by the National Association of Credential Evaluation Services (NACES).

Although P.I.T. is an open admissions college, the PN,²¹² DMS,²¹³ and NDT²¹⁴ programs have additional admission requirements beyond submitting proof of high school graduation or equivalent. Additional admissions requirements for Practical Nursing can be found in the *Nursing Admissions Packet* and the *Diagnostic Medical Sonography Admissions Packet* for the DMS program. Students who choose to enroll and register must sign an *Enrollment Agreement*²¹⁵ that explains important information that all incoming students must know and can refer to.

The college's recruiting policy and practices reflect the Mission, Vision, and Values by welcoming students from all backgrounds and celebrating and embracing diversity in all its forms. The inclusive environment fosters a sense of belonging and respect, ensuring that individuals of every race, ethnicity, religion, gender identity, sexual orientation, socioeconomic status, and learning ability are valued and supported. The College is committed to providing equitable opportunities and resources for every member of the P.I.T. community by using honesty and transparency, respect and fairness, privacy and data protection, social responsibility, compliance and legal adherence, accuracy in representation, and academic integrity as per the Ethical Recruiting and Marketing Practices Policy.²¹⁶ P.I.T. monitors retention and graduation²¹⁷ rates to evaluate the effectiveness of its ethical recruitment, admissions, and student support practices aligned with the College's mission.

P.I.T.'s recruitment strategies are designed to reach prospective students who are most likely to thrive in the academic environment. All marketing materials, including brochures, website content, and Open House information session presentations accurately reflect the institution's academic programs, resources, and campus culture.²¹⁸ Admissions representatives undergo annual training to ensure ethical practices²¹⁹ and adherence to institutional policies.²²⁰ Recruitment initiatives focus on reaching diverse populations through targeted outreach programs, including partnerships with local high schools and community organizations. College recruitment is conducted through a comprehensive, multi-channel approach designed to reach prospective students where they are. The college hosts both virtual and in-person information sessions to provide flexible options for engagement and learning about programs and services during walk-in registration weeks. Open houses are held twice a year, offering a more immersive on-campus experience. In addition to visiting high schools to present directly to students, the college also invites high school groups to visit the campus for guided tours and interactive sessions. The outside Admissions Representative represents the college at local and regional college fairs to expand outreach. Marketing efforts include targeted social media campaigns, strategic Google Ads, and billboard placements to increase brand visibility and attract interest from a broader audience.²²¹

The college's retention practices focus on supporting students' academic, social, and personal success throughout their educational journey. The students are assigned a personal Student Success Coach in order to receive guidance on course selection, degree planning, and career preparation. On-campus and virtual counseling services are available to support students' mental health and well-being, along with wellness initiatives including stress management workshops, mindfulness activities, and mental health and wellness services. First-year programs include an orientation and learning opportunities that facilitate the transition to college life.

P.I.T. employs a data-informed approach to develop annual enrollment projections that guide strategic planning, resource allocation, and institutional effectiveness. These projections are generated through collaborative efforts between the admissions, institutional research, academics, student support services, and finance departments,

²¹² Nursing-Packet-10.22.25

²¹³ DMS-New-Student-Packet-09.07.25

²¹⁴ NDT Admissions Packet

²¹⁵ Enrollment Agreement 10.2025

²¹⁶ Ethical Admissions and Marketing Practices Policy203

²¹⁷ Copy of ARO Measures 2025-2026

²¹⁸ Marketing Material Examples

²¹⁹ Ethical Admissions and Marketing Practices Policy203

²²⁰ PIT Admissions Guide for Staff

²²¹ Marketing Efforts

and are revisited on a regular basis until the budget is approved to respond to changing internal and external conditions.²²²

P.I.T. conducts regular evaluations of its admissions practices and related policies through both quantitative data and qualitative feedback mechanisms, ensuring continuous improvement and responsiveness to student and stakeholder needs. Five key initiatives exemplify this approach:

1. The implementation of a CRM system in 2025 enabled the college to track and improve communication between the prospective student and Admissions Representatives, yielding a 35% reduction in application processing time and prompting corrective training and workflow adjustments;
2. The transition from virtual to in-person program training retreats fostered stronger cross-department collaboration and was refined based on participant feedback to include breakout sessions and student panels;
3. The launch of a new student satisfaction survey in 2022 provided direct feedback on admissions and financial aid services, leading to updates in training and communication protocols;
4. The inaugural college-wide open house in 2024 introduced a new in-person recruitment strategy, evaluated through attendance metrics and post-event surveys, and was adjusted to expand programming based on visitor feedback; and
5. A temporary COVID-era policy allowing self-attestation of graduation status was evaluated term-by-term and responsibly phased out once normal conditions returned. These initiatives reflect P.I.T.'s commitment to evidence-based practice, stakeholder involvement, and continuous improvement in its admissions operations.²²³

IPEDS lists information on the Fall 2024 Enrollment sorted by race, ethnicity, and gender.²²⁴

Over the past three years, P.I.T. has seen relatively stable application volume despite a slight decline in inquiries. Applications decreased marginally from 3,933 in 2022–2023 to 3,903 in 2023–2024, but increased in 2024–2025.²²⁵ According to the National Association for College Admission Counseling (NACAC), the national average college yield rate is approximately 33.6%, placing P.I.T.'s performance above or near the national benchmark and demonstrating effective recruitment and conversion efforts.²²⁶

Enrollment strategies focus on personalized engagement and streamlined processes to support student recruitment and retention. The College has implemented tools like a CRM in admissions and financial aid automation (coming Fall 2025) to improve efficiency and responsiveness. Through targeted marketing and enhanced follow-up strategies, P.I.T. has seen growth in inquiries and applications, and relatively steady yield. These efforts have contributed to record-breaking enrollment outcomes, including the largest incoming class in the College's history (Fall 2024).

a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds

P.I.T. uses its website²²⁷ to ensure prospective and current students have the knowledge needed about paying for tuition and fees. The website shows information on cost of attendance, applying for federal aid and private loans, unusual circumstances, special circumstances, a net price calculator, how to reach their Financial Aid Advisor, and scholarships. Withdrawal, student refund, and satisfactory academic progress policies are made readily available in the Student Handbook and the College Catalog.²²⁸ The website also shows information on the most recent 3-year cohort default rate and the average student loan indebtedness for the prior 4 years.²²⁹

All prospective and current students have access to clear and detailed information about the total cost of attendance, including tuition, fees, and other associated expenses. This information is prominently displayed on the P.I.T. website and is provided during Admissions and Financial Aid counseling sessions. The college offers a wide range of scholarships, grants, and financial aid packages tailored to meet the diverse needs of the student body.²³⁰

²²² Revenue Budget Projections 25.26

²²³ Admissions Evaluation Examples

²²⁴ Fall 24 Enrollment IPEDS; Fall 24 Enrollment IPEDS Graph

²²⁵ Admissions Profile Chart

²²⁶ Unduplicated Counts

²²⁷ Website FA

²²⁸ P.I.T.-College-Catalog-2025-2026 pgs. 30-37

²²⁹ Website FA default and loan indebtedness

²³⁰ Website FA Scholarships

To aid prospective students in planning for their education, the college provides an online Net Price Calculator.²³¹ This tool allows students to estimate their financial aid eligibility and anticipated out-of-pocket expenses.

Every student is offered virtual or in-person counseling sessions with assistance in completing the FAFSA, Master Promissory Note, Entrance Counseling, and information on other financial assistance available. In the 24/25 academic year, a total of 958 counseling sessions were scheduled, and 872 were attended, which reflects a 91% attendance rate among those who scheduled a session. However, when considering the total number of new students (1,805 including students who cancelled), only 48% of them attended a scheduled counseling session. This indicates that a portion of students choose to proceed without requesting an in-person or Zoom counseling session. Instead, they handle their financial aid independently after receiving a checklist. This could be due to a variety of reasons, such as students feeling confident in navigating their financial aid process without additional support or preferring self-service methods over formal counseling. The 48% scheduled counseling rate suggests a notable gap in engagement, which may highlight an opportunity for improvement in how counseling is promoted or offered to students.²³²

IPEDS publicly lists data that prospective students can view as well about P.I.T. In looking for information about financial aid, students can view the information for all undergraduate students. Based on the 2023-2024 data:²³³

- 91% of degree/certificate-seeking undergraduate students received grant or scholarship aid, totaling \$4,326,181, with an average award of \$7,174.
- 80% received Pell Grants, totaling \$2,501,5588, averaging \$4,720 per recipient.
- 93% of students received federal student loans, with a total of \$4,055,174 awarded and an average loan amount of \$6,605.

More detailed information regarding scholarships is listed in Standard 2.

b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational outcomes

Upon admission, all incoming students who are enrolling in a degree-granting program at P.I.T. are required to complete placement assessments in English and Math. These assessments help determine each student's proficiency in foundational areas. If a student's scores indicate that they may not be fully prepared for college-level coursework (pass rate is 75% or higher), it is noted that they may require further support and are then placed in either a remedial *English Comprehension Skills for College Success* (ENG110) course or an *Algebra Skills for College Success* (MTH111) course, or both.²³⁴

If incoming degree-granting students provide a college transcript from a previous school that clearly indicates they have passed a college-level Math or English course within the previous five years, the student is waived from taking the placement exam.

The ENG110 and MTH111 courses are designed to build the skills necessary for success in college-level work. The courses focus on fundamental concepts and skills that students may not have fully mastered in high school or prior coursework.

Supplemental support services to students include:

- Tutoring
- Academic Advising
- Workshops

Services are tailored to address individual needs and ensure that students can progress effectively through the remedial courses. Academic Support Coaches work closely with students to monitor progress and provide guidance on how to successfully transition to higher-level courses.

College representatives such as the Associate Dean of Academic Affairs continue to monitor the progress of students placed in remedial classes using custom reports on P.I.T.'s report server.²³⁵ For students who face challenges, additional resources or more intensive interventions are offered to receive the support needed to succeed.

²³¹ Website FA NPC

²³² FA Counseling Appointments

²³³ FA Profile IPEDS

²³⁴ 145 College Placement Policy

²³⁵ Rem. v NonRem. Fall 21-24; AA DevEd Rem. Fall 21-25

By providing appropriate placement, focused support, and continuous monitoring, the college helps students build the necessary skills to thrive in their academic journey. A holistic approach ensures that every student, regardless of their initial preparedness, can succeed and achieve their educational goals.

ENG110 has seen steady and meaningful improvement in pass rates over the last four academic years, with the sharpest rise after 2021-2022. MTH111 has shown a gradual and steady increase in pass rates over the last four academic years with the most significant growth between 2023-2024 and 2024-2025.²³⁶

In addition, remedial students consistently demonstrated equal or higher retention rates than non-remedial students. Most notably, in Fall 2022, remedial students had a retention rate over 70%, compared to just under 50% for their non-remedial peers. While the overall retention rates fluctuate year to year, the trend suggests that students who start in remedial coursework are returning at higher rates, which indicates the success of academic support strategies or stronger early engagement.²³⁷

The *Freshman Seminar* course (TSS101) is a non-credit offering at P.I.T. provided to students who demonstrate an academic and/or personal need as determined through the Student Affairs intake and assessment process at the time of enrollment. The course is offered to students in their first or second term regardless of their program of study. *Freshman Seminar* emphasizes the development of the skills necessary to be productive, thoughtful, and informed citizens and students.

TSS101 subjects and topics include:

- Leadership
- Conflict Resolution
- Goal Setting
- Financial Wellness
- Future Planning
- Academic Preparedness
- Community Engagement

The course creates an environment for open discussion, collaborative learning, and self-enrichment.

c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience

Prior to the COVID-19 pandemic, all new student orientation events took place in person. In 2020, the college began hosting a virtual comprehensive new student orientation each term (Winter, Spring, Summer, and Fall). This orientation is mandatory for all new incoming students.

The orientation introduces students to campus resources, academic expectations, and important information that all new students need to know to be successful in their transition to college life, including:

- A welcome speech from the college President
- Introductions to the Admissions team
- Introductions to the Financial Aid team
- Information regarding financial aid resources and how to reapply each year
- Information about library resources from the Director of the Library
- Introductions to the Student Affairs department and the resources they have to offer
- An introduction to the Business Office staff
- Information on making student payments and obtaining a parking pass
- An introduction to the Information Technology department with a presentation on how to log into their Canvas (LMS) account, student email, and student portal
- An introduction to the Associate Dean of Academic Affairs

All information that students are given during the virtual orientation is also repeated in an orientation class that is in every new student's *Canvas* account. Students have access to this class for their entire first term and can also view a recording of the live orientation webinar as it is uploaded into the *Canvas* course.

Attendance to virtual new student orientation has averaged a 67% show rate since Summer 2023.²³⁸ After students are enrolled and registered, they are emailed a calendar invite to participate in New Student Orientation

²³⁶ AA DevEd Rem. Fall 21-25; Remedial Pass Rates

²³⁷ Retention Rates

²³⁸ Orientation Attendance MS; Orientation Chart

as per the internal procedure guide for Admissions Staff.²³⁹ Several follow-up reminder e-mails²⁴⁰ are also sent leading up to the day of the orientation. The Admissions department has implemented a new Customer Relationship Manager (CRM) software, which automates these reminders. The goal is to increase average participation to 70% within one year after implementation. The new CRM was launched on March 4th, 2025.

Students who complete their pre-requisite classes and get accepted into the DMS, NDT, or PN program will attend a mandatory program-specific in-person orientation on their first day of class that gives a comprehensive overview of expectations for those programs.

Admissions advising²⁴¹ at P.I.T. is a cornerstone of institutional efforts to enhance student retention and guide students throughout their educational journey. The Admissions team works closely with Academic and Student Affairs to provide personalized guidance and connect students to key resources, helping them feel a sense of belonging and supporting success from admission through graduation. Student Affairs operating expenses supporting orientation, advisement, and counseling programs remained a small share of total institutional expenses, representing a reasonable and appropriate level of investment in student support services.²⁴²

A strong onboarding and orientation experience supports long-term student retention by promoting early engagement, building a sense of belonging, and preparing students for academic expectations and campus life. Through in-person sessions, virtual modules, and early advising, students are introduced to key resources and support services, helping ease the transition to college and encouraging persistence through graduation. Retention has strengthened markedly in Practical Nursing:

For the January 2025 cohort, progression from term to term improved well above recent norms.²⁴³

- To Term 2: Only 13% of students did not progress, compared with an average of 32% across the prior four cohorts.
 - That's a 19% improvement in progression (retention rising from 68% to 87%)—a ~59% reduction in non-progression.
- To Term 3: 19% did not progress, versus a four-cohort average of 24% previously.
 - That's a 5% improvement in progression (retention rising from 76% to 81%)—a ~21% reduction in non-progression.

Starting in 2022, an *Enrollment Services Satisfaction*²⁴⁴ survey has been sent to new students after the start of their term. The survey invites students to rate their experiences with the Financial Aid and Admissions departments on a scale of one to five and provide comments for improvement. The departments use the feedback from the survey to enhance customer service. To boost participation, students are now entered into a drawing for P.I.T. gear prize packs as an added incentive. Examples of response data are below:

- “The whole financial aid process was not really explained.”
- “Both my financial and admissions advisors were very thorough. They made sure I was ready for classes from start to finish and explained everything to me step by step.”
- “I will say that Megan is, the best. I can call her any time and she is right there. Even if, she misses my call, I will get a call back within five minutes. That's the kind of communication I love. She rocks.”
- “The process for financial and admission, went very smoothly. If I had any questions the representatives for financial aid services and admissions were very helpful. They made my process very easy. I appreciate the help I received from them”
- “I honestly have nothing bad to say about. This is my second week into the school and the staff and teachers has been amazing. Everyone is very helpful, very supportive, been kind. Keep up the good work I appreciate this school as well as the staff members.”

At P.I.T., students experience a seamless transition from enrollment to ongoing academic support through a “warm handoff” process. After enrolling, students are connected to Student Affairs and assigned a Student Success Coach (SSC) based on last name and program of study. SSCs partner with academic program directors to provide accurate, program-specific advising and support. SSCs remain each student’s primary point of contact from entry through completion, assisting with advising, registration, and academic progress monitoring using *Dropout Detective*, an early alert system. Coaches provide proactive outreach weekly during the first term and at key points in subsequent terms, including the start of term, midterms, and finals.

²³⁹ PIT Admissions Guide for Staff

²⁴⁰ VIRTUAL ORIENTATION IS TOMORROW!

²⁴¹ Int. Procedures on Orientation and Advising of Students

²⁴² 1.c Expenditures

²⁴³ PN Completion Percentages

²⁴⁴ Enrollment Services Satisfaction Survey

SSCs guide students through the registration process as well, which opens during Week 6 of each term. Coaches contact students via phone, text, Zoom meetings, or in-person. A variety of communication methods allows students to receive support in a way that accommodates their schedules.²⁴⁵

d. processes designed to enhance student achievement including certificate and degree completion, transfer to other institutions, and post-completion placement

P.I.T. offers career and transfer services to all current students and recent alumni who are planning the next steps in their career or academic journey. The Career and Transfer Coach, trained in career development and transfer advising,²⁴⁶ supports student achievement by offering individualized career coaching and transfer planning, career and transfer workshops, and employer partnerships.²⁴⁷ Transfer pathways are strengthened through articulation agreements²⁴⁸ with partner institutions,²⁴⁹ while career-focused initiatives prepare students with the skills required for success in their chosen fields. Between 2022–2025, P.I.T. achieved an average career placement rate of 69% and an average transfer rate of 11%, resulting in a combined career and transfer success rate of approximately 80%.²⁵⁰

All career and transfer partners are invited to participate in various on-campus and virtual events,²⁵¹ providing them with opportunities to engage directly with students. The Career and Transfer Coach works one-on-one with each student to identify P.I.T. partnerships that align with their individual goals. To assess the effectiveness of career and transfer services, graduate surveys²⁵² and employer feedback are used to evaluate and continuously refine these efforts. The assessment results are reviewed annually to make improvements to workshops, partnerships, and overall services offered to students.

The College's associate degrees serve as structured entry points into the bachelor's degree programs by providing students with a solid academic foundation and a clear, seamless pathway to continue their education. Many of P.I.T.'s associate programs are intentionally aligned with corresponding bachelor's degrees, allowing students to transfer credits efficiently and build upon the knowledge and skills they've already gained. This approach supports student retention and completion by reducing time to degree, minimizing duplication of coursework, and offering a cost-effective way to progress from entry-level to advanced study. Additionally, academic advising is integrated throughout the associate programs to help students plan their transition early and stay on track for bachelor's degree completion. Advising plans are reviewed quarterly with students to sustain persistence toward degree completion. Since the launch of the bachelor's degree programs, there have been 30 enrollments to date. As these programs continue to develop, the college will closely monitor their progress and determine the most appropriate data points to collect and analyze to support informed decision-making and continuous improvement. Collectively, these processes are reviewed annually to evaluate certificate and degree completion,²⁵³ transfer outcomes, and post-completion placement, ensuring that P.I.T.'s student achievement strategies remain data-informed and continuously improving.

e. processes to disaggregate and analyze student achievement data to inform and implement strategies that improve outcomes for all student populations

At P.I.T., staff and faculty recognize that every student is unique, with individual needs that must be addressed in order to succeed both inside and outside the classroom. To ensure all students have an equitable chance at success, Student Affairs begins by assessing their educational background, which helps connect them to the right resources. P.I.T. reviews its current student enrollment profile,²⁵⁴ disaggregated by relevant populations, to better understand its student body and ensure institutional practices and supports align with student needs and the College's mission. P.I.T. has no international students.

Student Affairs disaggregates student achievement and engagement data by key student populations, including first-generation, income-level, parenting students, prior college experience, and academic program. Data sources include Dropout Detective alerts, LMS engagement reports, mid-term grades, term GPA, and withdrawal rates. These datasets are reviewed at multiple points each term to identify achievement gaps and emerging risk patterns across student groups.

Once a student completes the enrollment process and connects with Student Affairs, they meet with an Academic Support Coach who conducts an initial assessment of their educational history. During this meeting, students are

²⁴⁵ Dropout Detective Call Notes

²⁴⁶ Transfer Training Confirmations

²⁴⁷ Career and Transfer Services Flyer

²⁴⁸ Transfer Information - Pennsylvania Institute of Technology

²⁴⁹ Career and Transfer

²⁵⁰ Career and Transfer Dashboard Sample

²⁵¹ Resume Rest Stop - Flyer

²⁵² Exit Interview Form.pdf

²⁵³ Completions 2025-26

²⁵⁴ Current Student Enrollment

given the opportunity to share details about their academic needs, such as whether they are first-generation students, parenting students, have prior college experience, or have specific academic concerns. Based on this information, students are connected to tailored resources that address their individual needs, such as tutoring, supplemental instruction, mentoring, career and transfer services, wrap-around services, and financial literacy support.

P.I.T. also utilizes *Dropout Detective*, an “early warning system”, to track and monitor students' academic performance. This system helps identify students who may be at risk due to poor academic performance, attendance issues, or missing assignments. The reports generated by *Dropout Detective* provide valuable insights into the specific areas where students are struggling, such as subject areas that may require additional attention. With this data, staff can take targeted actions, including:

- Offering increased tutoring options
- Developing intentional programming
- Hosting workshops
- Increasing the availability of academic support coaching

Additionally, P.I.T. administers a *Student Success Coach* survey²⁵⁵ through *Watermark* at the end of each term. These surveys collect feedback on student performance and evaluate the effectiveness of the support services provided throughout the term. The insights gathered from students help Student Affairs assess what is working well and identify areas for improvement. Using this feedback, Student Affairs develops strategic, data-driven initiatives to continuously enhance student outcomes.

Survey results are disaggregated by student population, program, and enrollment status to identify trends in service utilization, student satisfaction, and perceived barriers to success. The data is reviewed by the Director of Student Affairs and the Student Success Coaches, and findings are shared during end-of-term team meetings. Based on survey outcomes, Student Affairs adjusts service delivery models, communication methods, and revises workshop offerings for the following term to address identified gaps.

The student withdrawal rate for Winter 2025 decreased to 7%, down from 9% in Winter 2022,²⁵⁶ reflecting the positive impact of the support services that have been implemented to improve student retention. This reduction can be attributed to expanded academic advising, enhanced early alert systems, increased access to mental health resources, and more robust tutoring and success coaching. These proactive interventions have helped identify and address student challenges earlier, allowing for timely support that keeps students engaged and on track to complete their programs. These interventions were informed by disaggregated withdrawal and Dropout Detective data. The resulting decrease in Winter 2025 withdrawals reflects the effectiveness of these targeted interventions. The downward trend in withdrawal rates demonstrates the commitment to fostering student success through a holistic and responsive support framework.

Over the past several years, P.I.T.'s retention rates have reflected the broader challenges facing higher education during and after the pandemic, especially for full-time students. However, the College is beginning to see early signs of recovery and stabilization. Notably, the full-time retention rate for the Fall 2023 cohort (reported in 2024-25) increased to 29%, reversing the downward trend seen in the previous year. This signals that recent investments in onboarding, student support, and academic engagement initiatives may be beginning to yield results.²⁵⁷ Retention data is reviewed annually and disaggregated by enrollment status and academic program to inform the future adjustments in the level of support that is offered to students. The Academic Records office keeps track on their dashboard retention, graduation, transfer, and placement rates.²⁵⁸

Additionally, while part-time retention rates fluctuate due to the unique challenges faced by the student population, retention is remaining above pre-pandemic levels. P.I.T. remains focused on targeted interventions to better support part-time learners, including flexible scheduling, advising, and academic resources.

These trends reinforce the College's commitment to student persistence and provides a baseline to measure continued improvement as new strategies are implemented.

The DMS program at P.I.T. reported strong performance data.²⁵⁹ Over the past three years, the program has maintained an average student retention rate of 86% and a perfect job placement rate of 100% within six months of graduation. All graduates attempted credentialing exams, with 100% test participation across both Abdomen-

²⁵⁵ Student-Success-Coach-Survey-Winter-2025

²⁵⁶ 2022 Quarter Dashboard; 2025 Quarter Dashboard

²⁵⁷ 2022 Quarter Dashboard; 2025 Quarter Dashboard

²⁵⁸ Copy of ARO measures 2025-2026

²⁵⁹ Copy-of-ProgEffectivenessAR2023-edits-1

Extended and Obstetrics & Gynecology concentrations. The three-year average credential success rate for both concentrations was 67%.

Over the past five years, P.I.T.'s PN program has demonstrated a strong rebound in NCLEX-PN pass rates. After a notable dip in 2021–2022 (58.26%) and 2022–2023 (62.61%), the program implemented targeted improvements, including increased academic coaching for high-risk students that resulted in a significant increase to a 91.80% pass rate in 2023–2024, surpassing even the pre-decline rates from 2019 and 2020. This upward trend reflects the program's commitment to continuous improvement and student success.²⁶⁰

Criterion 2 - fair and transparent policies and procedures regarding evaluation and acceptance of transfer credits, credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches

There are two opportunities for students to earn Advanced Placement (A.P.) at P.I.T. A.P. credit is college credit students earn before they officially enter P.I.T., and may be applied toward the degree requirements. To be eligible to receive A.P. credit, first-time freshmen must take the A.P. exam before matriculation at the College. P.I.T. documents these policies on its consumer disclosure²⁶¹ website and *College Catalog*.²⁶²

Advanced Placement credit is also awarded to students for prior academic learning and/or work experience. Credits are determined using standardized examinations such as the College Level Examination Program (CLEP), or by assessment of the student's work for qualifying courses. Students may petition the Director of Academic Operations for A.P. credit. P.I.T. conducts training for faculty and staff on transfer advising, transfer credit, PLA, and articulation agreements²⁶³ (outgoing transfer) through onboarding, internal guides, meetings,²⁶⁴ and ongoing communication.²⁶⁵

Transfer Credit for College Coursework

Students who have attended another institution of higher education and who wish to transfer to P.I.T. must apply for Admission and official transcripts of all post-secondary education credits. Transfer applicants may be asked to submit catalogs, including course descriptions, for previous courses at other institutions so credits may be evaluated and an appropriate schedule of courses can be developed.

Generally, courses considered for transfer to P.I.T. are those earned at institutions accredited by one (1) of the six (6) regional accrediting agencies. P.I.T. reserves the right to accept only post-secondary credits for science courses that were earned within five years from the date of application. Only earned credits are transferred; grades and Grade Point Averages (GPA) are not transferred. It is the policy²⁶⁶ of P.I.T. to transfer credits for those courses in which the student has earned a grade of "C" or higher. Students can find transfer credit policies in the *College Catalog* and can be guided along in detail during the Admissions process.

Credits in Residence Requirements

A minimum of 50% of the total term credits of any certificate or degree program must be completed at P.I.T. A maximum of 50% of the total term credits required for a degree or certificate may be earned by transfer credit and/or Advanced Placement examinations.

When transfer credits or advanced placement credits are awarded, students receive the credits on their academic record, but grades are not transferred. Therefore, the student's P.I.T. GPA is not affected.

The DMS program has other restrictions on A.P. credits and students can consult their program specific handbooks for those restrictions. PHS 130 must be taken at P.I.T.; transfers are not accepted.²⁶⁷

Students with questions about transfer credits can seek assistance from the Director of Academic Operations or from the Office of Admissions.

Prior Learning Assessment

The Prior Learning Assessment (PLA) process at P.I.T. allows students to earn credit for prior learning experiences, provided they meet specific requirements. Students interested in applying must first consult their Program Director to review their academic plan and understand the PLA process. Applications should begin early in the student's academic journey. PLA credits can only be applied after earning at least 15 credits at P.I.T. and maintaining good academic standing. Eligible prior learning must have occurred within the last 10 years, after high

²⁶⁰ PN Completion Percentages

²⁶¹ Consumer Disclosures - Pennsylvania Institute of Technology

²⁶² College Catalog 2025-2026 Updated 10-23-25, pg. 27

²⁶³ Transfer Training Confirmations

²⁶⁴ Admissions Team Meeting Feb 2025

²⁶⁵ Email PLA

²⁶⁶ CD Transfer of Credit Policies and Articulation Agreements

²⁶⁷ DMS-New-Student-Packet-09.07.25

school graduation, and must demonstrate college-level knowledge and its application. Experience alone is insufficient; students must provide clear documentation and differentiation between learning and experience.

There are several restrictions to PLA eligibility. Non-degree-seeking students are not eligible, and developmental, remedial, or self-help courses are excluded. The PLA process cannot be used for specific programs, such as PN or DMS, nor for fulfilling requirements related to internships, fieldwork, or senior capstones. If a CLEP exam exists for a course, students must attempt the CLEP exam first, and those who fail the exam cannot petition for PLA credits for the same course.

Portfolios submitted for PLA must address course learning outcomes, include verifiable documentation, and demonstrate college-level writing skills. Students may revise portfolios during the submission process but cannot resubmit portfolios that are denied credit. Final portfolios are submitted via the e-portfolio function in *Canvas*. PLA credits have limits: a maximum of 15 credits for associate degrees and 30 credits for bachelor's degrees, treated as transfer credits. These credits do not fulfill residency requirements, count towards financial aid eligibility, or duplicate other coursework or transfer credits.

Students are required to pay a non-refundable \$150 portfolio application fee plus \$25 per credit. This fee is for portfolio assessment, not for purchasing credit, and is non-refundable even if credit is denied. Portfolios will not be assessed until the fee is paid. Once a portfolio is reviewed, approved credits are archived by Academic Affairs. PLA credits are subject to transfer credit caps outlined in the procedures.²⁶⁸

Criterion 3 - policies and procedures for the safe and secure maintenance and appropriate release of student information and records

The Academic Records Office/Office of the Registrar (ARO) oversees the secure storage and release of all academic records. Ensuring the safety, security, and appropriate handling of student information and records is a critical priority for P.I.T. Policies and procedures are in place to ensure the security of student records and information and adheres strictly to the Family Educational Rights and Privacy Act (FERPA), ensuring that students' rights to privacy are respected and upheld. Policies include guidelines for granting access to records, obtaining consent for disclosure, and allowing students to review and request amendments to their records.

Institutional policies mandate secure handling of student information, covering data storage, access control, and retention periods. Regular reviews and updates to these policies align with the evolving legal and technological standards. P.I.T. follows a systematic record retention schedule that complies with state and federal guidelines. Policies dictate the secure disposal of outdated records through shredding or other approved methods to prevent unauthorized access.

All policies and procedures follow all state and federal guidelines. Furthermore, all P.I.T. faculty, staff, and administrators are trained annually on these policies and procedures to guarantee compliance. All faculty and staff who access student records, must follow the *PIT Family Educational Rights and Privacy Act (FERPA)* policy.²⁶⁹ All FERPA policies and procedures are communicated to students through the Student Handbook.²⁷⁰ The Academic Records Office (ARO) oversees all student academic records. If a student wishes to inspect, review, or amend their records, they can submit a written request to ARO by emailing "ARO@pit.edu".

Students and alumni can request transcripts (first two are free; additional copies are \$5 each) by contacting the Academic Records Office.²⁷¹

Student background checks are managed through American DataBank, the third-party vendor utilized by the college for background screening. Each student is required to create an individual account within the system, where their background check is processed and securely stored. These records remain accessible within the student's account for institutional verification and compliance purposes. Disability Support Documentation is stored in a Microsoft Teams Folder only accessible by Student Affairs. The folder is titled "Student Accommodations Requests." All records are available upon request. The College currently does not maintain mental health records, but will be establishing a contract with Uwill, a third-party teletherapy platform, in September 2025. Uwill will maintain all mental health and counseling records. The platform will provide reports and analytics of student and staff usage. Student disciplinary records are maintained in a student's individual record. All notes, meetings, and disciplinary actions are recorded and uploaded to the College's student information system, Anthology, under the documents and tasks tabs.

²⁶⁸ Exp. for PLA Essay; PLA Process; Portfolio Policies

²⁶⁹ Family Educational Rights and Privacy Act Policy

²⁷⁰ Student Handbook, pg 23

²⁷¹ Transcript-Req-Guidelines-w-form-2024

Criterion 4 - if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs

P.I.T. adopts a unique approach to student engagement, setting itself apart from traditional college environments. Rather than offering the typical college student activities or clubs, P.I.T. focuses on providing students with meaningful opportunities that prioritize leadership development, cultural enrichment, and academic achievement. P.I.T. has no athletics.

As outlined in the *Student Handbook*,²⁷² P.I.T. encourages all students to stay engaged through various programs, events, and leadership opportunities offered at the institution. The Office of Student Affairs and the Academic Affairs department oversee all engagement opportunities for students. All engagement opportunities are governed by the same institutional policies related to budgeting, staffing, assessment, and continuous improvement that apply to academic programs. These activities are reviewed annually through institutional planning and assessment processes to ensure alignment with the college's strategic priorities. A four-year analysis of core expenditures demonstrates sustained institutional investment in student, academic, and institutional support.²⁷³

As a commuter campus with adult learners, P.I.T. provides engagement opportunities that are flexible and cognizant of student schedules and personal responsibilities. Meetings, events, and activities are offered at different times throughout the day, including lunch breaks and evenings, that are convenient and non-disruptive to students. Additionally, these activities are often offered in multiple modalities (i.e. in-person, *Zoom*, *Canvas*).

To better serve and engage students, the Office of Student Affairs at P.I.T. administers a variety of surveys and assessments across all student support services and programs. While each survey is tailored to a specific service or program,²⁷⁴ they are distributed to all students to ensure equity in the assessment of available resources. Feedback from these surveys is actively used to strengthen existing services and, when needed, develop new initiatives to better meet student needs.

Intervention for At-Risk Students

The Office of Student Affairs offers several targeted interventions to a group of at-risk students who are identified through a Student Affairs assessment conducted at the time of enrollment. Students who exemplify a need for additional academic support, identify as first-generation, and/or come from lower economic backgrounds are identified for these interventions. The interventions are assigned to students based on the assessment of their needs. These students are assigned an individual student success coach who works on supporting their needs and connecting them to relevant interventions based on their assessment results.

Mentoring

Additionally, students can join the P.I.T. mentoring program. First-year students are paired with second-year students or alumni who act as mentors. The mentors and mentees are paired based on a questionnaire that they complete at the beginning of joining the program. Mentors and mentees meet bi-weekly throughout each term. Participants are responsible for scheduling the meetings based on their availability. Mentors and mentees have the opportunity to connect with an annual mentoring luncheon²⁷⁵ and other additional events. All mentoring relationships are monitored by P.I.T.'s mentoring coordinator. All mentors and mentees complete a mentoring survey²⁷⁶ at the conclusion of each term.

Supplemental Instruction Mentoring

P.I.T. offers a Supplemental Instruction Mentoring (SIM) program designed to support students who encounter academic challenges early in their academic journey. If a student is enrolled in a developmental math or English course and is struggling, they are paired with a professional SIM mentor. This mentor provides personalized tutoring and equips students with the essential skills needed for academic success. During each SIM meeting, the Supplemental Instruction Mentor completes the Supplemental Instruction Mentor Form²⁷⁷ to document the interaction. The SIM mentor maintains ongoing communication with the student, offering consistent guidance and support until the courses are successfully completed.

Cultural Enrichment Experiences

P.I.T. offers students the opportunity to engage in a variety of cultural enrichment experiences designed to broaden their perspectives and enhance their learning. These experiences allow students to explore culture

²⁷² Student Handbook, pg. 87

²⁷³ PIT 2020-2024 Financial Statements

²⁷⁴ Financial Literacy Workshop Post-Assessment

²⁷⁵ Mentoring Luncheon

²⁷⁶ Mentoring Program Survey

²⁷⁷ SI Mentor Form

through different forms of art, such as music, theater, culinary arts, and more. Students have attended Broadway plays, taken culinary tours, visited museums, and participated in other enriching activities. These cultural outings provide students with the chance to connect their classroom knowledge to the vibrant culture within the community, helping them develop a deeper understanding of the world around them.

Financial Literacy Counseling

P.I.T. and the Office of Student Affairs provide students with valuable resources to enhance their financial literacy. Financial aid counselors and Student Success Coaches offer personalized financial literacy counseling to guide students in managing their finances effectively. These one-on-one sessions cover a range of topics, including financial aid, money management, budgeting, and setting financial goals. Additionally, P.I.T. hosts workshops led by guest speakers who focus on key aspects of financial literacy. These workshops cover important topics such as credit, personal budgeting, interest rates, saving, and banking.

Tutoring

P.I.T. provides all students with free online tutoring for a wide range of subjects offered at the college. Students have the opportunity to receive assistance from experienced professional and peer tutors, ensuring they get the support they need to succeed. Tutoring is available in various formats: individual sessions, small group sessions, and large group sessions. Tutoring is offered both via Zoom and in-person as needed. Tutors maintain set weekly hours²⁷⁸ for each subject, but students can also schedule personalized tutoring sessions as needed.

The Tutorial Coordinator oversees the tutoring program, regularly assessing its effectiveness. By evaluating both student and tutor feedback, the coordinator analyzes the program's impact on students who utilize these services. The table below highlights the most recent statistics²⁷⁹ from the tutoring program.

Assessment results are actively used to guide improvements in tutoring services. For example, during the 2021–2022 academic year, the proficiency percentage of tutored students (earning a C or better) dipped to 77%. In response, the Tutorial Coordinator expanded tutoring hours and increased small group and individualized tutoring in various subjects. Following these interventions, the proficiency percentage rose to 82% in 2022–2023 and 84% in 2023–2024, demonstrating a direct connection between assessment data, program adjustments, and improved student outcomes.

Parent Support Services

P.I.T. recognizes that many students are parents who face a unique set of challenges in balancing their educational and family responsibilities.²⁸⁰ To support this population, P.I.T. offers Parenting Support Services, designed to address the specific needs of parenting students. Through these services, participants are paired with an individual support coach who helps connect them to essential resources aimed at overcoming barriers to academic success. These resources include assistance with public services, childcare, housing, and more.²⁸¹ Additionally, parenting students have access to workshops and events²⁸² that focus on strategies for balancing home and school life, as well as effective time management skills. Participation, outcomes, and student feedback are reviewed at the end of each term by Student Affairs leadership and incorporated into annual program assessments.

Wrap Around Services

The Office of Student Affairs is committed to supporting students who face competing priorities that impact their academic success. As an institution serving a large adult-learner and non-traditional population, many P.I.T. students are heads of household, caregivers, and primary providers for their families. To address these challenges, the Office of Student Affairs employs a dedicated Social Services Success Coach who connects students with local community organizations and serves as a liaison for students experiencing mental-health challenges, housing and food insecurity, transportation barriers, and related concerns.

In September 2025, P.I.T. opened the Student C.A.R.E. Center (Community Access to Resources and Essentials) to reduce barriers related to basic needs. The Center provides free personal-care items (soap, lotion, toothbrushes, toothpaste), household supplies (laundry detergent, paper towels, toilet paper), hair-care products (shampoo, conditioner), and parenting essentials (diapers, wipes, baby lotion, baby soap).²⁸³ The Office of Student Affairs partners with the Office of Development to sustain the C.A.R.E. Center through community donations. The utilization and student impact data will be reviewed annually to guide future planning and sustainability practices.

²⁷⁸ Tutoring Schedule Winter 2025

²⁷⁹ PIT Tutoring Statistics

²⁸⁰ Parent Support Services Flyer

²⁸¹ Parent Support Services Resources

²⁸² Parenting Workshop Photo

²⁸³ Student C.A.R.E. Center Flyer

The Office of Student Affairs also hosts an annual Student Resource Fair that brings community partners directly to campus.²⁸⁴ Students engage with representatives from PECO, Aqua, Verizon, Uwill, Your Path Forward, ELRC, WIC, Fatherhood Initiative, CAP, DVAC, and No Wrong Door, among others, allowing them to connect with services that support their personal stability and academic persistence. Student feedback and assessment is reviewed quarterly for effectiveness.

Student Leadership Programs

P.I.T. offers a Student Ambassador program to all current students.²⁸⁵ In lieu of a traditional Student Government, the Student Ambassador program is a leadership opportunity for students who are looking to assist in the institutional decisions that impact the student experience. The Student Ambassadors act as a liaison between the student body and the administration. The goal of the program is to amplify the voice of the student body. Student Ambassadors assist with P.I.T. events, including admissions tours, open houses, and orientation. Student participation and feedback are reviewed annually for potential program improvements.

Engagement Workshops

The Office of Student Affairs provides students with the opportunity to participate in a diverse range of workshops designed to foster the development of the holistic student. These workshops cover a variety of topics aimed at helping students build essential leadership and personal development skills that are crucial for both academic and professional success. Topics include conflict resolution,²⁸⁶ time management, overcoming negative bias, mindfulness,²⁸⁷ and many others. These workshops offer valuable tools and strategies that support students in navigating their college experience and preparing for future careers.²⁸⁸ Participation, outcomes, and student feedback are reviewed at the end of each term by Student Affairs leadership and incorporated into annual program assessments.

Academic Achievement

Students have the opportunity to join two honor societies, the Phi Theta Kappa and Alpha Alpha Alpha Honor Societies, during their experience. The Alpha Psi Mu Chapter of Phi Theta Kappa was founded at P.I.T. in 1993 and continues to add to its roster of over 500 students.²⁸⁹ Phi Theta Kappa's purpose is to recognize and encourage scholarship among two-year college students. Students must have a 3.5 GPA or higher and at least 12 credit hours to join.

The Theta Nu Chapter of the Alpha Alpha Alpha Honor Society, also known as Tri-Alpha, was founded at P.I.T. in 2024. Tri-Alpha is an honor society for first-generation students²⁹⁰ who earn a minimum of 3.2 GPA and 30 credit hours. Phi Theta Kappa is advised by Academic Affairs, and Tri-Alpha is advised by Student Affairs. Membership growth, GPA trends, and persistence rates of honor society participants are reviewed annually to evaluate the relationship between student achievement and student retention.

Collectively, Student Affairs reviews participation data, student feedback, retention outcomes, and academic performance indicators annually to assess the impact of mentoring, tutoring, leadership development, cultural enrichment, and wrap-around services on student persistence and completion. These trends continue to guide how P.I.T. allocates resources, refines programming, and strengthens supports to ensure student experience initiatives meaningfully contribute to retention, graduation, and overall student success.

Criterion 5 - if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers

P.I.T.'s Student Affairs Department provides third-party services to support students' success. The third-party providers are isolated support services that P.I.T. does not offer:

Handshake

Handshake is a career platform that helps students find jobs and internships.²⁹¹ Students are directly connected with employers, which streamlines the job application and search. *Handshake* also matches their skills and career goals with job opportunities. Students can create profiles, upload resumes, and search for jobs, while employers use the platform to post openings and search for qualified candidates.

²⁸⁴ Student Resource Fair (Flyer)

²⁸⁵ Student Activities Policy

²⁸⁶ Conflict Resolution Flyer

²⁸⁷ Mindfulness Winter Study Break

²⁸⁸ Professional Communication Workshop Flyer

²⁸⁹ Phi Theta Kappa

²⁹⁰ Tri Alpha

²⁹¹ Handshake Contract

This platform supports student success by creating a pathway through the job application process and connects them to meaningful employment opportunities. *Handshake* features clear roles in the job application process and accountability for moving forward because students have autonomy over their job search. Advisors can provide support, and employers can engage directly with them through the system.

Learning and Study Strategies Inventory (LASSI)

LASSI is a research-based and holistic assessment designed to help students improve their study skills based on ten scales, consisting of: Anxiety, Attitude, Concentration, Information Processing, Motivation, Selecting Main Ideas, Self-Testing, Test Strategies, Time Management, and Using Academic Resources.

LASSI provides pre- and post-test results for P.I.T. students in order to improve within the 10 scale areas.²⁹² The *LASSI* assessment is administered to TRIO SSS students in the Freshman Seminar TRIO Program virtual course each academic term.

Blumen

Blumen is a data-driven system used by the Office of Student Affairs to track and manage targeted interventions for at-risk students. It documents demographics, attendance, counseling and tutoring contacts, and participation in support programs, and is used to monitor engagement and guide data-informed decisions related to retention and student success.

Dropout Detective and Retention Radar

P.I.T. uses the integrated Dropout Detective/Retention Radar platform²⁹³ to identify students who may be at risk and intervene early. The system pulls data on enrollment, attendance, grades, advising activities, and engagement, allowing Student Affairs, Success Coaches, and faculty to communicate effectively, reach out in real time, and connect students with academic, personal, and social-service resources. This coordinated approach ensures students are not overlooked and that support is aligned across departments to promote persistence and completion.

UWill

P.I.T. partners with Uwill to provide students with free and accessible mental health support. Through this partnership, students can access Urise for health and wellness programming, Uhelp for 24/7/365 crisis support, and Umatch for immediate teletherapy appointments.²⁹⁴ The Office of Student Affairs also utilizes the Ucollaborate feature, which allows P.I.T. to review usage trends and key data to better support students.²⁹⁵ This partnership enables the Office of Student Affairs to connect students with appropriate mental health resources and ensure continuity of care across departments, helping reduce barriers that may impact retention and academic success.

The College's Third-Party Provider SharePoint Site²⁹⁶ streamlines the contract review process for employees. By clicking "START HERE", employees are directed to the Provider Tracking Sheet, where they enter provider details and select the next periodic review date (typically once per year, but dependent on contract terms). This date automatically triggers an email reminder to the employee responsible for the review.

The Provider Tracking Sheet also allows employees to view existing provider records and upload current contracts. When the reminder email is received, employees return to the SharePoint site to complete the TPP Review Form²⁹⁷ and upload it into their department's Documents Folder. This process ensures that all third-party provider contracts are tracked, reviewed, and stored consistently. This is all noted in the Colleges Third-Party Provider policy.²⁹⁸

Criterion 6 - periodic assessment of the effectiveness of student support services for all student populations with appropriate metrics and evaluation

The College is enhancing centralized tracking of survey data to support consistent analysis and ensure that results directly inform improvements in student engagement, support services, and outcomes. To achieve this, the Office of Student Affairs administers a range of surveys to all students, ensuring that feedback is gathered equitably and applied to everyday practices. Insights from these surveys guide enhancements to existing programs and the development of new services that address emerging student needs.

²⁹² LASSI Pre and Post Test Report Sample

²⁹³ PIT Retention Radar Sample

²⁹⁴ UWill Flyer

²⁹⁵ PIT Organization Dashboard _ Uwill

²⁹⁶Third Party Provider Site

²⁹⁷ EX003 Third-Party Provider Policy and Form

²⁹⁸ EX003 Third-Party Provider Policy and Form

Each quarter, for example, all students are invited to complete the *Student Success Coach Survey*²⁹⁹ to evaluate the effectiveness of the support services they receive. This survey asks about the impact of academic support coaches, including how their guidance contributed to students' success, and gathers feedback on events and workshops to assess their relevance and value. In addition, the survey collects input on experiences with the Career and Transfer Coach, providing important data on the effectiveness of career planning and transfer support services.

Graduate Surveys, including the *Career and Transfer Assistance Form* and *Graduate Exit Survey*,³⁰⁰ are also administered each quarter to gather insights on employment outcomes, further education, and overall satisfaction with PIT's resources. The data is reviewed regularly and applied to strengthen services, such as refining career coaching, expanding transfer support, and developing new resources that better prepare students for post-graduation success.

For example, survey results identified graduating students who were interested in career and transfer assistance. This finding allowed the Career and Transfer Coach to increase and target outreach efforts, while also guiding the expansion of workshops, events, and services tailored to both students and alumni. These adjustments demonstrate how graduate feedback directly informs service improvements and ensures continued support beyond graduation.

In addition to quarterly surveys, Student Affairs conducts brief assessment surveys following individual workshops and events.³⁰¹ These post-event evaluations measure student satisfaction, perceived relevance of the content, and the extent to which participants feel better prepared to apply what they learned. Results are reviewed by Student Affairs and used to refine future workshop topics, formats, and delivery methods to better align with student needs.

The *Administrative Assessment*, which is conducted annually, provides a structured approach to continuous improvement across all departments. Each department selects measurable goals aligned with the college's mission and *Strategic Plan* for annual review. For the 2024-2025 cycle, goals focus on areas such as meeting budgetary targets for specific terms, enhancing resource access, improving retention and persistence rates, and increasing student confidence in transitioning to careers or further education. Progress is monitored using tools like *Registration Reports*,³⁰² *SQL*, *Dropout Detective*,³⁰³ and *Anthology* data, complemented by surveys and other data collection methods. The Office of Student Affairs reviews the goal annually to assess the effectiveness and success of the department.

Departmental dashboards are reviewed quarterly to track returning student enrollment, transfer and career outcomes, withdrawal trends, and re-entry statistics. This data informs data-driven adjustments to student support strategies. For example, when dashboards indicated higher withdrawal rates, Student Affairs expanded early-term outreach and increased Success Coach check-ins.

The Tutoring Program at P.I.T. is assessed through the *Tutoring Annual Report*,³⁰⁴ which provides insights into the program's impact on student success. Each term, data is collected to track attendance and success rates among students who utilize tutoring services. In a recent term, 33 out of 37 students who attended tutoring sessions achieved a passing grade of C or better. This demonstrates the program's positive influence on academic outcomes.

Additional feedback is gathered through a Microsoft Forms-based *Tutoring Survey*,³⁰⁵ capturing responses on several key areas which include:

- Names and email addresses of participants
- Student satisfaction with the virtual tutoring experience
- Enjoyment of sessions
- Suggestions for improvement
- Information on specific tutors and subjects involved
- Overall satisfaction (rated on a scale of 1 to 10)

This comprehensive data collection allows for a thorough evaluation of the program, helping P.I.T. continuously refine its tutoring services to better meet students' academic needs.

²⁹⁹ Student-Success-Coach-Survey-Winter-2025

³⁰⁰ Exit Interview Form

³⁰¹ Student Affairs Event Evaluation Survey

³⁰² Student Registration Analysis Sample

³⁰³ Dropout Detective Statistics Report Sample

³⁰⁴ PIT Tutoring Annual Report

³⁰⁵ Tutoring Survey

Final Analysis and Recommendations

The College's student support services demonstrate a strong commitment to holistic student success through a variety of well-integrated initiatives, including comprehensive academic advising, early alert systems, mental health support, tutoring services, and proactive onboarding and orientation programs. These efforts contribute to a positive student experience and have yielded encouraging improvements in student persistence and satisfaction. The decline in the withdrawal rate from Winter 2022 to Winter 2025 further reflects the effectiveness of these targeted supports.

To build upon these successes, the College recommends the formation of a cross-functional *Retention and Persistence Committee* that will be tasked with developing strategies to enhance student retention at both the institutional and program levels. This committee should include representation from Academic Affairs, Enrollment Management, Student Affairs, Institutional Research, and potentially faculty from each academic division. The group will meet regularly to analyze disaggregated retention data, identify trends by program, and recommend evidence-based interventions tailored to specific student populations.

Additionally, the College recommends establishing a Student Crisis Response Team to address the increasing mental-health needs of today's students. This team will serve as an extension of the crisis services provided through UWill. Additionally, the team will serve as an extension to the institution's Campus Safety Committee. While P.I.T. currently utilizes an academic early-warning system, there is a recognized need for a coordinated, campus-wide response plan focused on students experiencing personal or emotional crises. The Crisis Response Team will develop structured early-intervention and reporting protocols and will include cross-departmental representation from faculty, staff, and administrators. During its initial phase, the team will meet regularly to establish procedures, communication workflows, and training processes, and will transition to an as-needed meeting schedule as the model becomes fully operational.

This strategic, data-informed approach will allow the College to better understand retention barriers and design more targeted solutions, ultimately strengthening student outcomes and institutional sustainability.

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

Pennsylvania Institute of Technology (P.I.T.) is committed to student learning and institutional effectiveness, as evidenced by a robust and evolving culture of assessment. As a small, private, not-for-profit institution, P.I.T. aligns academic programs and degrees with the appropriate expectations of higher education. This further aligns with the P.I.T. Mission to empower students to achieve success by providing a personalized approach to learning that fosters career advancement, transfer opportunities, and individual growth.

P.I.T. is authorized by the Pennsylvania Department of Education (PDE) to award certificate, associate and bachelor's degrees. The institution is recognized by the U.S. Department of Education and is currently accredited by the Middle States Commission on Higher Education (MSCHE), which affirms that P.I.T. meets the Commission's standards for institutions of higher education.

By fostering an inclusive environment, P.I.T. encourages, supports, and celebrates diversity. The College employs a strategic combination of quantitative and qualitative measures to assess and enhance curricula, instruction, and student outcomes. Several of P.I.T.'s programs hold programmatic accreditation, and others are currently in candidacy, reflecting the institution's dedication to continuous improvement and external validation of academic quality. These programmatic accreditors require assessment of students, in addition to the requirements by P.I.T.

Criterion 1 - Clearly stated student learning outcomes at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission

The Institution has collaborated with Program Directors and community partners to develop Program Learning Outcomes (PLOs) and course learning tailored to the level of education and career preparation required. Program outcomes are specific to programs within the college. Additional institutional learning outcomes have been developed for general education courses to ensure student success and provide a measure for determining student achievement. Attention has been given to integrating student learning outcomes appropriate to each credential level conferred. The student learning outcomes are listed in the description of each program in the

“Program of Study” section of the *College Catalog*,³⁰⁶ and course objectives are listed within the syllabus of every course.

Creating and Updating Learning Outcomes

Learning outcomes are designed to align with the institutional mission and are interrelated across various programs, making them relevant to the comprehensive educational experiences offered. This relevance and interconnection are assessed through end-of-term surveys (as reported in Standard 3), which gather direct feedback from students regarding their educational experiences. Furthermore, discussions and assessments with Program Directors contribute to the continuous refinement of curriculum to correspond to the syllabi update and program learning outcomes, aligning with academic and career objectives. Programs with programmatic accreditation (or that are currently undergoing programmatic accreditation) additionally provide assessment of learning outcomes through exam analysis and the review of benchmark scores for standardized assessments.

Example of Alignment and Integration of PLOs

A key example of the alignment and integration of the PLOs can be observed in the Practical Nursing (PN) program's curriculum, which incorporates a conceptual framework based on clearly articulated End of Program Student Learning Outcomes (EPSLOs) and established professional standards for practical nurses. The faculty has aligned the curriculum to the 2023 NCLEX-PN test plan, the *National League of Nursing Practical Nursing Program Outcomes and Competencies for PN graduates*, and the *Quality and Safety Education for Nurses (QSEN) Competencies* to achieve EPSLOs (or PLOs).³⁰⁷

According to the National Council of State Boards of Nursing (NCSBN), the conceptual framework is based on Maslow's Hierarchy of Needs interwoven into the four categories of client needs, which include: a safe and effective care environment, physiological integrity, psychosocial integrity, and health promotion and maintenance. The EPSLOs are consistent with contemporary practice and were created in accordance with guidelines from organizations that provide well-established nursing practice and education standards, including the NCSBN and the National League of Nursing. The program ensures continued currency by systematically evaluating the curriculum, including EPSLOs, every other year.

Curriculum Mapping

Since 2024, Academic Affairs has conducted curriculum mapping across all academic programs.³⁰⁸ This valuable initiative aims to refine course- and program-level learning objectives using Bloom's Taxonomy to enhance clarity and alignment with learning expectations. These objectives are also informed by program accreditors, including Accreditation Commission for Education in Nursing (ACEN), International Accreditation Council for Business Education (IACBE), Commission on Accreditation of Allied Health Education Programs (CAAHEP), and the National Health career Association (NHA).

To clearly demonstrate the connections among course objectives and program outcomes, a textual/visual Curriculum Map was populated for each course and program of study. This document provides a clear accounting of how individual learning activities contribute to broader educational and professional goals. For example, the PLO #1 for the BUS 113 (Introduction to Business) course requires students to “Describe the basic principles of economics, business operations, and the role of profit in organizational success” as a course learning outcome, which directly relates to the programmatic PLO #1, “Students will be able to explain core concepts in the major functional areas of business”.

All mapping and adjustments made to course and program learning outcomes are approved by the Academic Affairs and Curriculum Committee. The Academic Affairs Leadership Team plays a crucial role in the formal approval of updated syllabi and PLOs. Minutes from committee meetings identify evaluation and approval processes, ensuring that all learning outcomes meet the College's standards for educational effectiveness and coherence.³⁰⁹

College Catalog and Student Handbooks

The P.I.T. *College Catalog* and *Student Handbook* are updated regularly to reflect the current learning outcomes for each program.³¹⁰ These documents are made readily available to students so that they can understand the program's learning outcomes they are expected to achieve.

³⁰⁶ College Catalog 2025-2026 Updated 10-23-25

³⁰⁷ End of Program Student Learning Outcomes – PN Program

³⁰⁸ Curriculum Map Snapshot

³⁰⁹ Minutes of AAL (Agenda and Meeting Minutes) Sample

³¹⁰ P.I.T. Student Handbook – v. 2022

Student learning outcomes at the course level are mapped to their respective program goals. Curricula are informed by business and industry partners, program-specific accrediting bodies, State licensing bodies, Alumni, and Program Directors. The input of these entities supports ongoing refinement of programs to meet the College's stated mission of facilitating student success. Correspondingly, learning experiences are constructed to enable students to achieve the academic programs' stated outcomes, which are demonstrated through assessments that align with every learning outcome.

Closing

Overall, P.I.T. demonstrates a comprehensive and mission-aligned approach to developing, assessing, and refining student learning outcomes across all credential levels. Through systematic curriculum mapping, collaborative review processes, programmatic accreditation alignment, and regular updates to syllabi and institutional documents, the College ensures that each program's outcomes remain current, coherent, and connected to both academic and workforce expectations. These intentional practices confirm that student learning outcomes are clearly stated, consistently evaluated, and transparently communicated.

Criterion 2 - Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals.

Institutions should:

- a. define student learning outcomes that are appropriate to higher education with defensible standards for assessing whether students are achieving those outcomes**

Introduction to Assessment Practices

P.I.T. has undertaken a significant transformation in its approach to academic assessment, moving from a fragmented grade-band collection process to a structured, sustainable model that emphasizes clarity, alignment, and continuous improvement.³¹¹ Historical practices from 2021 through Fall 2024 revealed challenges in faculty engagement and data usability, prompting the institution to design a comprehensive Assessment Plan grounded in systematic evaluation and evidence-based decision-making. During the 2025–26 academic year, P.I.T. is implementing foundational changes—including program assessment maps, outcome alignment, and integrated infrastructure within Canvas and eLumen—to support an annual cycle of assessment beginning in Fall 2026. This model ensures that student learning outcomes are consistently measured, analyzed, and used to inform curricular and instructional enhancements.

Historical Academic Assessment Background

From 2021 through Fall 2024 P.I.T. utilized a grade-band collection process to document student learning outcomes across its academic programs and general education. This process, implemented primarily through Microsoft Forms, was difficult for faculty to navigate and did not produce meaningful or actionable results. Faculty reported that expectations for outcome alignment were unclear, resulting in inconsistent reporting and limited usefulness of the data for program-level analysis. Assessment collections concluded after Fall 2024, and no collections occurred beyond that point. While documentation from Summer and Fall 2024 has been retained for institutional records, the absence of a defined assessment cycle and inconsistent alignment between course and program learning outcomes limited the effectiveness of this approach and highlighted the need for a more coherent assessment framework.³¹²

Updated Academic Assessment Model

The institution is intentionally transitioning to a sustainable annual assessment model for both academic programs and general education that emphasizes clarity, alignment, and faculty support.³¹³ The 2025–26 academic year is being used as a transition and rebuilding period, focused on developing program assessment maps, confirming outcome alignment with Program Directors, and establishing a defined General Education (GenEd) assessment cycle aligned to institutional competencies. The College is also preparing assessment infrastructure within Canvas and eLumen rather than reintroducing an ineffective collection process. Based on this model, starting in the Fall 2026, each program and GenEd course will assess designated outcomes annually according to approved assessment schedules, with results reviewed each year to document expectations versus outcomes, identify strengths and learning gaps, and guide instructional and curricular improvements.

P.I.T. Assessment Plan

Building on this new model, P.I.T. has created and implemented an institution-wide *Assessment Plan*.³¹⁴ This Assessment Plan encompasses all facets of the student and institutional experience, including academic

³¹¹ AA Annual Report and Assessment Approaches 2024-2025

³¹² P.I.T. Academic Assessment Plan

³¹³ P.I.T. General Education Program Assessment Plan

³¹⁴ P.I.T. Academic Assessment Plan

programs, student affairs and services, admissions and recruitment, and overall institutional effectiveness. Components of the Assessment Plan include an Academic Program Review, clearly articulated Program and Course Learning Outcomes, and a focus on College Competencies that reflect essential skills. Additionally, P.I.T. incorporates early momentum metrics and other key indicators to track student progress, persistence, and retention, providing a comprehensive picture of student success throughout the academic lifecycle.

The College has implemented a structured, five-year Annual Program Assessment Cycle that ensures systematic evaluation of student learning and continuous program improvement. During Years 1–4, programs assess one Program Learning Outcome (PLO) per year through the use of standardized Program Assessment Maps, enabling focused inquiry and reducing faculty workload across the cycle. Year 5 serves as a synthesis and review period in which programs analyze cumulative evidence across outcomes to identify strengths, trends, and areas in need of refinement. Program Assessment Maps document the specific PLO assessed each year, alignment to institutional learning outcomes, identified courses that provide primary evidence, relevant Course Learning Outcomes, and rationale for sequencing. This structure supports intentional assessment design and creates consistency across programs as they evaluate student learning using direct, course-embedded signature assignments scored with analytic, value-based assessment rubrics.

To support reliable and longitudinal analysis, direct assessment data is collected through Canvas and aggregated in eLumen for program level and institutional review. Assessment structures were rebuilt during the 2024–25 academic year, including the development of standardized Program Assessment Maps and shared expectations for rubric based scoring.

The 2025–26 academic year expands faculty engagement and emphasizes readiness for widespread rubric-embedded assessment. Programs may also incorporate indirect evidence—such as faculty reflections, student feedback, or certification outcomes—to contextualize direct results, though indirect measures supplement rather than replace direct assessment. Annual analysis of assessment data supports faculty reflection on student performance patterns, contributing factors, and implications for curriculum, instruction, and student support. Findings and actions are documented annually and integrated into institutional effectiveness processes, ensuring continuity, transparency, and sustained improvement over time. GenEd assessment operates through a parallel but distinct process focused on institutional learning outcomes, maintaining alignment while preserving clarity of purpose across assessment contexts.

The Assessment Plan for P.I.T. is grounded in a systematic three-stage model:

- Define the most critical learning goals for students;
- Evaluate the extent to which critical learning goals are being met;
- Use the evaluation results to inform improvements in curriculum, instruction, and support services.

This feedback loop ensures that assessment is not an isolated activity, but rather a core element of institutional decision-making and planning.

Institutional Growth and Student Success Summary

Over the past four to five years, P.I.T. has experienced significant, measurable gains across multiple indicators of student learning, enrollment, and institutional effectiveness. These improvements reflect intentional efforts to strengthen academic quality, expand access, and support student success through completion or transfer. The following key points summarize this progress and frame the narrative of institutional growth and continuous improvement as reported through IPEDS.³¹⁵

Growth in Student Learning Outcomes

- Student assessment results show consistent improvement over four to five years.
- Students report greater confidence in meeting learning outcomes, reflecting strengthened curriculum and instruction.

Major Expansion in Institutional Productivity

- Credit hour production nearly doubled (+97.8%), demonstrating expanded enrollment and course-taking activity.
- Degrees awarded increased by 76.2%, rising from 118 to 207 during the same period.
- These trends indicate strengthened pathways to completion and improved student progress.

Significant Increase in Student Enrollment

³¹⁵ IPEDS Report V

- Unduplicated headcount grew from 687 to 1,405, an increase of 718 students (a doubling in four years).
- Growth reflects improvements in retention and expanded access for new students.

Progress in Transfer Outcomes

- Transfer rates improved from 11% to 12% over three years.
- Transfers doubled between 2023–24 and 2024–25, due to intentional efforts to connect students to pathways not offered at P.I.T.

Institutional Decision: Strengthening Pathways

- P.I.T. will implement a focused approach to ensure every student is connected to a defined academic or transfer pathway.
- Students who cannot complete their pathway at P.I.T. will be intentionally guided to partner institutions with aligned programs.

Closing the Loop: Reporting and Accountability

- All data related to learning outcomes, degrees, enrollment, and transfer are reported to IPEDS annually.
- Information is formally presented to the Board of Trustees annually and biannually as available.
- Graduation assessment results are reviewed and communicated by the VPAA and Associate Dean to support transparency and continuous improvement.

Student Learning Outcomes and Program Assessment: Alignment, Evaluation, and Improvement

This section demonstrates P.I.T.'s organized and systematic processes for assessing student learning, aligned with Standard V, Criterion 2, while supporting Criterion 1 through clearly defined and mapped learning outcomes and Criterion 5 by documenting the periodic evaluation and improvement of assessment practices.

At the course level, Student Learning Outcomes (SLOs) are clearly defined and mapped to ensure alignment with the College's overarching mission. Each program curriculum is designed to promote the desired student outcomes of its specific degree while also integrating broader institutional learning goals. To evaluate student achievement, outcomes are assessed through various assignments, projects, examinations, third-party exams, clinical evaluations, practicum assessments, and standardized licensure examinations.

For programs such as Practical Nursing, NCLEX pass rates serve as a critical external benchmark, reflecting the alignment of student learning outcomes with professional standards and confirming that graduates are prepared for licensure and clinical practice. Additional assessments, including *ATI* exams and clinical evaluations, provide further support for evaluating student competency and readiness for professional roles.

Assessments are systematically integrated throughout the curriculum to measure student achievement of program-specific learning goals. Several academic programs hold endorsements or programmatic accreditation, aligning curricula with current industry expectations. These external validations provide relevant and timely guidance regarding the knowledge, skills, abilities, and professional behaviors students should develop during their education at P.I.T.

Faculty employ a combination of formative and summative assessments to monitor student progress and align with program learning goals. Learning outcomes are embedded across courses, fostering a cohesive and structured approach to competency development.

The PN program is a key example of rigorous assessment practices. In 2023, the PN program was put on probation by the *Pennsylvania Board of Nursing*³¹⁶ due to graduates' performance on the NCLEX. In part, the COVID-19 pandemic negatively impacted student learning by requiring online learning in a major where collaboration through study groups and relationships with faculty is key to students' success. NCLEX pass rates serve as a critical external benchmark for the PN program, reflecting the alignment of student learning outcomes with professional standards and ensuring that graduates are adequately prepared for licensure and practice.

As a result of probationary status and the internal and external assessment measures, P.I.T. instituted changes that needed to be implemented. In 2018, the PN program adopted *ATI* to provide a rigorous, informative, and holistic approach to monitoring student achievement throughout every step of the curriculum. The assessments provided through *ATI* align with the expectations of the State Board of Nursing and other key entities for entry-

³¹⁶ Pennsylvania State Board of Nursing Probation Letter

level nursing professionals and have been critical to P.I.T.'s journey back to good standing with the PA *State Board of Nursing*. Effective December 2024, the Practical Nursing program was removed from probationary status, as students' pass-rates of the NCLEX exam have risen from 43.75 in Fall of 2022 to 87.5% in Fall of 2025, according to the NCSBN Mountain Measurement report.³¹⁷

The *NCSBN Mountain Measurement Report Chart*³¹⁸ details the percentage of graduates passing the NCLEX at P.I.T. as compared to averages across Pennsylvania and the USA, and visualizes an overall increase in performance by the institution.

To further demonstrate the achievement of program learning outcomes, third-party tests are incorporated into assessment plans aimed at preparing students for national licensure exams in programs such as DMS and PN. Students' pass rates on National Health Career Certification (NHA) are also leveraged in assessing student achievement in the Clinical Medical Assistant (CMA) program. In the PN program, student performance data is collected and maintained by ATI, a third-party vendor. This data is thoroughly reviewed and analyzed to identify trends, measure progress, and determine areas for improvement. The results from these evaluations are shared with an advisory board, which consists of key stakeholders, including faculty, staff, and industry professionals. The advisory board provides critical feedback and recommendations to further enhance the program's effectiveness and ensure its alignment with industry standards. Additionally, a faculty liaison is responsible for reporting all necessary information to the Board of Trustees.³¹⁹

Active Use of Assessment Findings for Continuous Improvement in DMS

The DMS program has achieved accreditation by *CAAHEP* within three years due to the rigorous standards used to prepare candidates for licensure as Abdominal and OB-GYN specialists. The program consists of a ladder of didactic and clinical experiences that are frequently formatively assessed prior to students' participation in summative assessments. The program incorporates assessments that demonstrate student achievement across cognitive, affective, and psychomotor domains key to the profession.³²⁰

The *Diagnostic Medical Sonography Program Effectiveness Data Table*³²¹ details information about the first DMS cohort, including enrollment, graduation rates, and employment data.

The DMS program exemplifies the active use of assessment results to inform planning and improve student learning outcomes. Analysis of credentialing exam performance revealed that earlier exposure to vascular sonography content could strengthen student readiness for the Sonography Principles and Instrumentation (SPI) exam. In response, the program strategically moved DMS 224: Introduction to Vascular Sonography from Term 3 to Term 2, enabling students to apply foundational concepts earlier in their academic progression. This evidence-based adjustment produced significant gains in first-time SPI pass rates: 17% for the 2023 cohort, 67% for 2024, and 91% for 2025. These results demonstrate the program's commitment to closing the loop on assessment by using data to drive curricular decisions, enhance instructional sequencing, and support student success. The improvement trajectory also informs ongoing planning for resource allocation, faculty development, and continuous alignment with *CAAHEP* standards.

Core College Competencies

An area identified for improvement at P.I.T. is the systematic assessment of institutional learning goals, referred to as Core College Competencies. While assessments are embedded within individual programs, a comprehensive evaluation of institutional learning goals has not been consistently implemented. In response, P.I.T. is currently revisiting and refining these competencies to align with the institution's Mission, Vision, and strategic goals.

The institution is transitioning from a less effective grade-band collection process to a sustainable annual assessment model that provides clarity, alignment, and meaningful faculty engagement. During the 2025–26 rebuilding year, program assessment maps are being developed, outcomes are being validated with Program Directors, and a structured general education assessment cycle is being established. At the same time, assessment infrastructure is being built within Canvas and eLumen to establish a reliable and efficient process for future terms. Beginning in Fall 2026, all programs and GenEd courses will follow approved annual assessment schedules, with results reviewed each year to identify strengths, address learning gaps, and drive ongoing curricular improvement.

³¹⁷ NCSBN MM Report on NCLEX

³¹⁸ NCSBN Mountain Measurement Report Chart

³¹⁹ DMS Advisory Board Listing; PN Advisory Board Listing

³²⁰ Diagnostic Medical Sonography Annual Report

³²¹ Diagnostic Medical Sonography Program Effectiveness Data Table

b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They collect and provide data on the extent to which they are meeting these goals.

Historically, P.I.T. has specialized in short-to-medium-term programs culminating in the conferral of certificates or associate degrees. P.I.T. has long embraced its role as a second-chance institution, serving a student population that includes low-income, non-traditional aged, non-native English speakers, and a predominantly female, diverse demographic. Recognizing the unique needs of this student body, P.I.T. employs a hands-on approach to advising, retention, and skill development.

A key aspect of this approach involves integrating soft skills development into every program curriculum. This includes tutoring and study skills training, career development, professionalism, and experiential learning opportunities. One initiative is the Professional Conference for fourth-term PN students, where students participate in mock interviews and professional development sessions as part of their Capstone experience.

Within the Practical Nursing program, the NUR140 Role Development course facilitates the transition from student to professional nurse, emphasizing the formation of a professional identity and the development of essential soft skills. Effective communication and other interdisciplinary skills are further developed through simulation experiences within the PN and DMS programs. Clinical experiences embedded throughout Allied Health programs provide both external evaluation by clinical partners and internal assessment by faculty, measuring student growth and professional competencies.

Student learning and achievement in Allied Health programs are assessed through a three-tiered model:

1. Ongoing assessments during each term to monitor academic progress.
2. Clinical evaluations in real-world healthcare settings to measure practical skills and professional behaviors.
3. External assessments at program completion to confirm readiness for industry standards and licensing requirements.

For example, the Diagnostic Medical Sonography program integrates clinical experiences throughout the curriculum, enabling students to apply theory in practice while developing technical skills, critical thinking, and professionalism essential for success.

Student Support Services

Throughout their academic journey, students receive personalized support from the Student Affairs team, which provides coaching and guidance on academic, career, and personal development topics. These services are tailored to individual student needs and include (as reported in Standard IV):

- Academic coaching and supportive advising to promote persistence and retention.
- Transfer assistance for students pursuing further education.
- Job placement support to connect graduates with industry opportunities.
- Non-technical interprofessional skills training to enhance workplace readiness.
- Financial literacy counseling to assist students in managing financial responsibilities.

c. support and sustain assessment of student learning outcomes and communicate the results of this assessment to stakeholders

Commitment to Academic Assessment

An Assessment Committee was established to oversee and evaluate assessment strategies. Carrying out the academic assessment plan with fidelity, however, met challenges due to leadership disruptions. This impacted on the consistent collection and analysis of student learning data across programs. As a result, systematic assessment efforts fluctuated at times, affecting the ability of the College to continuously measure the quality and impact of academic inputs on student achievement. While significant investments were made in assessment initiatives, a comprehensive culture of assessment had not been fully established across all levels of the institution beyond administrative oversight.

However, academic programs with external accreditation requirements, such as PN, DMS, Neurodiagnostic Technology (NDT), and Business Administration, maintained rigorous assessment practices to comply with accreditation standards and licensing board expectations. Additionally, assessment efforts remained a priority in tracking student success, both within and beyond the completion of the academic enrichment program.

A consistent emphasis on student achievement has also been evident in the Pre-Nursing program, which has the institution's largest student enrollment. These focused assessment efforts have provided valuable insights into student progress and learning outcomes, informing ongoing program development and student support strategies.

Enhancing the Assessment Strategy

P.I.T. hired its first Director of Assessment in October 2023 to lead institutional effectiveness initiatives. The Director left the institution in April of 2025 and was replaced by Elizabeth Brenner. Since then, the Director of Assessment works closely with faculty and administrative leadership to redesign assessment strategies, aligning them with the College's mission, evolving programs, curricular updates, and external accreditation standards. P.I.T.'s VPAA and Associate Dean will work together with the Director of Assessment to carry out all planned academic assessment processes in the latter quarter of 2025 and 2026. This additional support will facilitate data-driven decision-making and strengthen the institution's continuous improvement efforts.

Technology Integration in Assessment

In 2024, President Meyers approved the acquisition of new assessment software to facilitate academic monitoring and reporting at the course, program, and institutional levels. The Director of Assessment led the selection process, culminating in the adoption of eLumen Insights, which seamlessly integrates with Canvas. Full implementation is expected by Winter 2026. P.I.T. reported on implementation stages in Standard III.

To enhance faculty participation in the assessment process, a provisional course assessment model was introduced. This model expands the scope of assessment by inviting all faculty (including adjuncts) to participate in course-level evaluations. Previously, only two program learning goals were assessed per year, typically covering two to four courses per program. The updated approach significantly increases the number of assessed courses and informs a broader understanding of student achievement across all academic programs.

Faculty Development in Assessment Practices

In late 2024, P.I.T. expanded faculty training in assessment and instruction. Three cohorts of faculty completed an online instruction course, covering synchronous and asynchronous assessment methodologies. Additionally, the institution continues to support professional development in diversity, equity, inclusion, and belonging (DEIB). The College has also initiated professional development workshops focused on assessing best practices, further reinforcing a culture of assessment as an institutional priority.

Institutional Learning Goals (College Competencies)

In 2025, Academic Affairs commenced a review of institutional learning goals (College Competencies) to evaluate their alignment with Mission and current program offerings. The preliminary phase of course assessments in Summer 2024 integrated a component that allows faculty to identify the associated institutional learning goal being addressed in relation to the course/program outcomes that drive the assessment. This data will be analyzed by the Director of Assessment to identify potential gaps and develop a more intentional assessment strategy across academic and non-academic units.

P.I.T. has identified eight key competencies that support degree and certificate programs as well as general education learning outcomes: 1. Professional Competence; 2. Collaboration; 3. Communication; 4. Ethical Use of Technology; 5. Analytical Thinking; 6. Respect for Diversity; 7. Leadership; and 8. Career Development.

While no single course can fully encompass all competencies, learning objectives are expected to be embedded at different levels within the curriculum to ensure students gain exposure to and mastery of these essential skills (the general educational core curriculum). For example, the *Course/Essential Competencies Table*³²² depicts the expected curriculum map for the 2025-2026 academic year and is a mix of core and GE courses.

Gateway Courses: English and Mathematic Courses

P.I.T. systematically evaluates student learning outcomes in English and mathematics to ensure that all students achieve the competencies required for college-level success.³²³ Between 2021 and 2024, the institution implemented a structured assessment and equity-monitoring process that includes disaggregated analysis of course success, gateway course completion, and learning outcome achievement across key student subgroups.

Data Sources and Methods

Assessment of English and mathematics learning outcomes draws on multiple direct and indirect measures including:

³²² Course-Essential Competencies Table

³²³ Pass Rates or ABC Rates with DFWI rates Reports

- Course-level success rates in gateway English and math courses (e.g., ENG 108, ENG 215, MTH 130, MTH 145, and MTH 207).
- DFW and Withdrawal patterns across modalities and instructional formats.
- Common final exams, signature assignments, and recently rubric-based assessments aligned with institutional learning outcomes.
- Placement and developmental progression data, including movement from developmental to college level coursework.

All data is disaggregated by race/ethnicity, gender, and age groups. This approach aligns with MSCHE expectations for demonstrating equity in student learning and institutional effectiveness.

Findings: English - Composition

Across AY 2021-2025, disaggregated analysis of English learning outcomes revealed the following patterns:

- Course success rates for fall 2023 in ENG 108 were 71%, and DFWI rates were 29%
- Course success rates for fall 2024 in ENG 108 were 64%, and DFWI rates were 36%.
- Course success rates for fall 2025 in ENG 108 were 84%, and DFWI rates were 16%.
- Course success rates for fall 2023 in ENG 215 were 82%, and DFWI rates were 18%.
- Course success rates for fall 2024 in ENG 215 were 73%, and DFWI rates were 27%
- Course success rates for fall 2025 in ENG 215 were 86%, and DFWI rates were 14%
- Overall, ENG 108 course success rates for P.I.T. in fall 2023 to fall 2025 ranged from 71% to 64% to 84%

ENG 108, a gateway English course, shows notable variation in pass-rate outcomes by ethnicity when examined through the Proportionality Index (PI), where 1.00 indicates parity. White students are substantially above parity (PI=1.4816), while Black students fall meaningfully below parity (PI=0.6635), indicating a significant equity gap in gateway-course success. The “Other” category is near parity (PI=0.9906). PI values of 0 for Asian and Hispanic/Latinx students should be interpreted cautiously, as they often reflect very small subgroup counts, no observed passes, or data suppression. Given an average ENG 108 class size of 40.25, subgroup sample sizes can be small in individual sections or single-term analyses; therefore, reporting should pair PI with subgroup Ns and pass rates and consider multi-term aggregation to ensure stable, actionable equity conclusions.

Findings: Mathematics

Disaggregated math outcomes for AY 2023 through fall 2025 demonstrate:

- Course success rates for fall 2023 in MTH 130 were 86%, and DFWI rates were 14%
- Course success rates for fall 2024 in MTH 130 were 86%, and DFWI rates were 11%
- Course success rates for fall 2025 in MTH 130 were 84%, and DFWI rates were 16%
- Course success rates for fall 2023 in MTH 145 were 89%, and DFWI rates were 11%
- Course success rates for fall 2024 in MTH 145 were 83%, and DFWI rates were 17%
- Course Success rates for fall 2025 in MTH 145 were 89%, and DFWI rates were 11%
- Course success rates for fall 2023 in MTH 207 were 85%, and DFWI rates were 15%
- Course success rates for fall 2024 in MTH 207 were 94%, and DFWI rates were 6%
- Course success rates for fall 2025 in MTH 207 were 84%, and DFWI rates were 16%
- Overall, MTH 130 course success rates for P.I.T. in fall 2023 to fall 2025 ranged from 86% 86% to 84%

Math 130, a gateway mathematics course, shows variation in pass-rate outcomes by ethnicity based on the Proportionality Index (PI), where 1.00 indicates parity. White students are above parity (PI=1.2969), while Black students are modestly below parity (PI=0.8894), indicating a potential equity gap in gateway-course success. The “Other” category is near parity (PI=0.9951). PI values of 0 for Asian and Hispanic/Latinx students should be interpreted cautiously, as they may reflect very small subgroup counts, no observed passing outcomes, or data suppression.

Closing the Loop: Actions Taken

In response to the disaggregated findings, the institution is in the process of implementing several improvement strategies, including:

- Enhanced tutoring and supplemental education (e.g., English 108, ENG 215, and MTH 145).
- Faculty professional development in PN classes, and Vector Solutions Professional Development for “Belonging” as this may improve proportionality index for black students.
- Increased Early Alerts using Dropout Detective, and enhanced faculty advisement versus retention activities in Student Affairs in 2025-2026 and beyond.

Evidence from this analysis indicates that these actions will contribute to improved student success and improved student assessment outcomes. This multi-year analysis of English and mathematics learning outcomes demonstrates a systematic, evidence-based approach to assessing achievement and addressing equity gaps. The use of disaggregated data, supplemented by proportionality analysis, supports compliance with MSCHE standards III, IV, and V and provides a clear foundation for ongoing institutional improvement.

Overall Assessment Alignment

During the 2024–25 academic year, P.I.T. rebuilt its academic assessment infrastructure after a period of inconsistent documentation, establishing a systematic, institution-wide approach to evaluating student learning. This effort aligned with MSCHE Standard V by clarifying expectations, strengthening evidence collection, and laying the foundation for using results to improve curricula and student support (as reported in the P.I.T. Academic Assessment Plan). Faculty implemented standardized course-level assessments mapped to program and GenEd outcomes, embedding direct measures such as exams, projects, and clinical demonstrations. These practices created a new baseline for future assessment cycles and positioned the institution to close the loop effectively in subsequent years. The Grade Band and 24-25 Assessment Report contain the working results (as reported in the Academic Assessment Annual Report).

Working Results

Assessment results revealed strong mastery rates across most programs and GenEd competencies, with notable strengths in analytical thinking, communication, and diversity, while identifying areas for improvement in writing readiness and professional competence. Developmental education data highlighted persistent gaps in English that impact success in writing-intensive courses, prompting faculty to plan targeted instructional adjustments. Documented faculty reflections and planned interventions demonstrate early steps toward continuous improvement and equity-focused strategies. Moving forward, P.I.T. will refine multiyear assessment maps, expand indirect measures, and launch a redesigned cycle in Fall 2026 to sustain progress and strengthen institutional effectiveness.

Mastery and Analysis

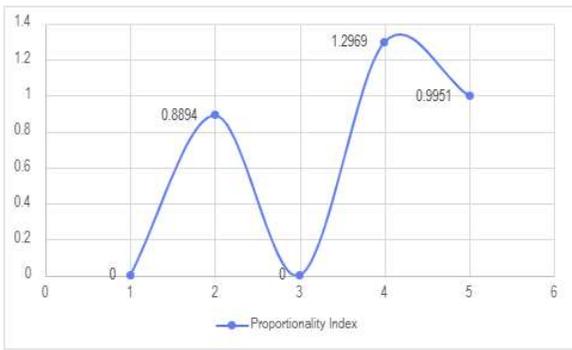
The *Mastery Charts and Analysis*³²⁴ document analyzes three charts in GenEd, Program, and Developmental Education masteries.

P.I.T. maintains an organized and systematic assessment process in which faculty and qualified professionals regularly evaluate student achievement of institutional and program-level goals using clearly defined learning outcomes and defensible, higher-education–appropriate standards. These assessments, integrated across courses, programs, and institutional structures, provide reliable evidence of student learning that informs academic decision-making, curricular refinement, and continuous improvement. Through this structured cycle of evaluation and enhancement, P.I.T. ensures that assessment results meaningfully strengthen educational effectiveness and support institutional mission fulfillment.

P.I.T. implements an organized and systematic assessment process that evaluates student achievement of institutional and program goals. Student learning outcomes are clearly defined at the course and program levels, mapped to institutional competencies, and aligned with external benchmarks such as licensure and certification exams to ensure defensible standards. Faculty and qualified professionals conduct assessments using embedded measures, third-party tools, and clinical evaluations, with results analyzed annually to identify strengths and gaps. Assessment findings are actively used to inform curriculum revisions, instructional improvements, and resource allocation, as demonstrated by documented changes in programs like PN and DMS. These practices, supported by integrated technology (Canvas and eLumen) and communicated to stakeholders through IPEDS reporting and Board presentations, reflect P.I.T.'s commitment to continuous improvement and institutional effectiveness.

Criterion 3 - consideration and use of disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness

³²⁴ Mastery Charts and Analysis



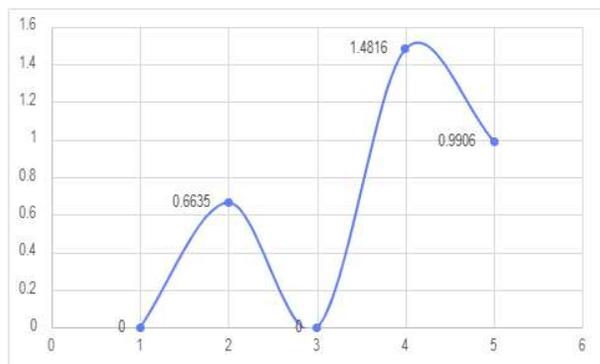
Self-Study Results Driving Improvements

Through its Self-Study process, P.I.T. identified a significant gap in prior assessment practices: the lack of systematic disaggregation by demographic variables, including race, gender, caretaker status, socioeconomic background, and academic preparedness. To address this, P.I.T. is implementing an equity-centered, data-informed approach anchored in disaggregation and the introduction of a Proportionality Index (PI) starting in 2026.³²⁵ For the 2025 report, disaggregated data focuses on race and ethnicity (Asian, Black, Hispanic, White, and Other) to evaluate key learning outcomes. This approach is critical given

P.I.T.'s student demographics: predominantly adult learners (ages 28–35), 75% African American, 85% female, 53% caretakers, and 67% first-generation or low-income.

The goal is to identify disparities in student outcomes and ensure that all students have equitable learning opportunities. For example, English and mathematics proficiency—essential for academic success and career readiness—showed significant gaps: From Fall 2021 to Summer 2024, Black students averaged 0.6635 in English (below equity) compared to White students at 1.4816 (above equity) and other students at 0.9906 (near equity). Hispanic and Asian student samples were too small to measure.

This disaggregated data will inform targeted interventions, guide curriculum improvements, and support equity initiatives. Findings will be communicated to stakeholders and incorporated into institutional planning to ensure all student groups achieve success.



During the three-year academic period, significant disparities emerged in English course performance across racial groups: Black students averaged 0.6635, notably below the equity benchmark, indicating systemic barriers or unmet academic support needs.

White students averaged 1.4816, performing well above equity, suggesting greater access to resources or support structures. Other students (non-Black, non-White) averaged 0.9906, aligning closely with the equity benchmark, reflecting more balanced outcomes.

This data reveals a pronounced achievement gap, particularly for Black students, and underscores the need for targeted interventions to promote equity in academic outcomes.

During the Fall 2021 to Summer 2024 academic years, black students (by race) performed on average, a 0.8894 in Math 130 – Math for Healthcare Professionals (below equity). This is compared to white students at 1.2969 (above equity), and 0.9951 of 'other students' taking the course (right at equity). This sample indicated that the Hispanic and Asian student populations were too low to measure.

Analysis of student performance in Math 130 – Math for Healthcare Professionals reveals notable disparities across racial groups:

Black students averaged 0.8894, which is below the equity benchmark, indicating a persistent achievement gap and potential systemic barriers to success.

White students averaged 1.2969, performing well above equity, suggesting greater access to academic support or resources.

Other students averaged 0.9951, landing right at the equity benchmark, reflecting more balanced outcomes.

This data underscores the need for targeted interventions to support Black students in Math 130 and improve equity across all racial groups.

Understanding English and mathematics is crucial for college because these courses/subjects are foundational for academic success, future opportunities, career advancement and everyday life. At P.I.T., both courses are part of the General Educational Program and substantially measure the institution's ability to educate students.

³²⁵ Proportionality Index Run Report

Programs presented reports on the disaggregated percentage, on average, of all student populations, and the results are detailed in the *Program Reports on Student Populations*³²⁶ document.

The Proportionality Index, in combination with routine disaggregation of assessment data, will allow P.I.T. to:

- Identify outcome disparities for underserved populations, including first-generation, academically underprepared, African American, and caregiving students.
- Analyze and respond to disproportionalities at the course, program, and institutional levels.
- Target interventions in curriculum, pedagogy, and student support services based on actual student experience and performance.

Program Directors conduct in-depth analyses of professional licensing exam results, standardized exam outcomes, and assessment data from core academic courses. These data points are disaggregated by key demographic and academic variables, allowing for equity-focused insights that drive program-level improvements. The findings are then integrated into the continuous improvement cycle, supporting efforts to identify gaps in student achievement, addressing diverse learner needs, and strengthening alignment with institutional goals and accreditation requirements.

Programmatic Accreditations

In several focused academic programs, P.I.T. completes outcome assessment reports to comply with programmatic accreditors. Annual reports and Self-Study activities are completed to demonstrate programmatic standards, and other requirements are maintained and improved on a regular and consistent cycle. The programmatic accreditors for the College are detailed in the *Programmatic Accreditors*³²⁷ document.

Given the institution's unique student population, predominantly adult learners (75% African American, 85% female), and 67% first-generation and/or low-income, the college recognized the urgent need for a more equity-centered, data-informed approach. In response, P.I.T. has embedded disaggregated data analysis and introduced the Proportionality Index into its assessment framework to detect, understand, and address disparities in learning outcomes by race or ethnicity. Program Directors have begun to analyze data from licensure exams, standardized assessments, and core academic coursework, disaggregating results to inform targeted interventions that support underserved student groups.

Closing Thoughts

These findings and planned interventions will be incorporated into a continuous improvement cycle and institutional planning, ensuring alignment with both internal goals and external accreditation requirements. This shift marks a deliberate move from compliance-based reporting to a culture of equity-driven institutional effectiveness, positioning P.I.T. to support student achievement more responsively and inclusively across all levels of the institution.

Criterion 4 - if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers

Introduction

This section highlights the College's commitment to using assessment findings as a catalyst for continuous improvement across academic and support areas. Faculty and staff play a central role in interpreting assessment data and implementing meaningful changes, ensuring that efforts are collaborative and evidence based.

How are Assessment Findings used at P.I.T.?³²⁸

P.I.T. uses assessment findings to improve curriculum, pedagogy, and support services. For example, as the DMS program begins to provide information to the program and administrative officers, P.I.T. will be able to determine if the assessment instrument aligned with students' ability to "recognize pathologies and their influence on sonographic techniques" is occurring within twelve separate courses in the DMS program. The DMS program is a relatively new academic program that is highly sought after, given its workforce needs and high placement rate. In Pennsylvania, the placement rate and hourly rate for Medical Sonographers are as follows: Average Annual Salary: Approximately \$88,300; Salary Range: Between \$72,634 and \$107,978, with the majority earning between \$80,100 and \$98,600. These figures indicate a competitive salary for Medical Sonographers in the state.

³²⁶ Program Reports on Student Populations

³²⁷ Programmatic Accreditors

³²⁸ Pass Rates or ABC rates with DFWI rates Reports

Using mid-terms, professional development, final exams, discussions with examples (training) with adjunct faculty, and other communications, faculty improve pedagogy to further enhance student performance in classrooms. P.I.T. has not traditionally added changes to classrooms, but learning from the general education programs, aggregated information assists faculty in better understanding that roughly 29% to 36% of students did not pass the English Composition (ENG 108) class with a “C” or better during the 2023-2024 or 2024-2025 annual cycles. Additionally, nearly 15% of students taking mathematics (MTH 130, MTH 145, and MTH 207) did not pass those classes with a “C” or better during the same time. However, students in Communications (COM 108), Psychology (PSY 105), and Healthcare in a Transcultural Environment (MOT 108) passed the courses, with 86%, 88%, and 81% receiving a “C” or better in each of the courses, respectively.

In the Composition course (ENG 108), faculty now spend more time on the writing process. Teaching students how to begin writing, what resources to use, and how to better use outlines and thesis statements to compose a story has become a priority. In the analytical writing course (ENG 215), students work on the first Learning Outcome, “to implement the elements of definition, argument, and classification while addressing various prompts”. The faculty teaching these courses spend more time talking through “big ideas” related to the writing process in order to improve the outcomes in both courses. Students relate better to big ideas when they understand how communication relates to the process they will use. They understand how communication relates to the process and how arguments may relate to various prompts in writing stories and other analytical efforts.

A better understanding of how students perform in the General Education program means that the College can ensure that students are referred to Student Services for tutoring or other supportive services. In terms of tutoring, understanding that students need to pass at greater rates in English and math courses means that there should be a greater number of students being referred for these courses toward tutoring. This also provides us with an opportunity to refer students to support services in ways that were not previously considered. Each term, 36% or a third of each section of Composition 1 needs to be referred to tutoring, or that at least 15% of students taking mathematics should be referred. For example, telling the coordinator that 43% of students failed to achieve a “C” in Computer Information Systems is helpful for the recruitment and hiring of personnel or related faculty to make sure that students can discuss and apply root cause analysis to identify and resolve issues in information systems and business scenarios in CIS 110.

The Role of Faculty

Faculty are a part of each of the governing committees at P.I.T., where academic assessment findings are reviewed and discussed. For example, a faculty member may serve on the Board of Trustees, where they can maintain continuous communication with Board members. Faculty serve on the Assessment Committee, ensuring the support of assessment tools like eLumen to track and evaluate PLOs and CLOs across academic programs. Faculty support and assist in coordinating accreditation-related activities, including preparing for site visits, drafting self-studies, and collaborating with accrediting bodies such as ACEN and CAAHEP.

Additional Assessment General Education Considerations

After reviewing the pattern and process by which the GenEd program has been offered at P.I.T., the administration decided to reduce the program by the courses that are no longer offered in any format (online, face-to-face, or hybrid). The program went from 27 titles to 16 titles. Removed from the listing are courses that have not been offered in 16 terms or four years. Among them are: Cyber Law and Ethics (CSC 239), American Literature (ENG 170), History of Religion (HIS 180), and Criminal Psychology (PSY 265). The resulting GenEd program of 16 titles has been approved by the administration and the General Education committee.

General Education at P.I.T. aims to cover all eight core competencies during a students’ completion of the program. The competencies are: Professional Competence, Collaboration, Communication, Ethical Use of Technology, Analytical Thinking, Respect for Diversity, Leadership, and Career Development. For example, Computer Information Systems (CIS 110) aims to teach students the ethical use of technology, and Mathematics 130 (MTH 130) seeks to instill in students the ability to think analytically. Faculty also strive to enhance student learning outcomes related to these competencies through effective pedagogy and practice. These core competencies are tested and reported to the various stakeholders.

Third-Party Providers

P.I.T. uses several methods and benchmarks to approve third-party providers; however, in accordance with accreditation standards, the college has developed a new policy for the recording and regular review of all third-

party providers.³²⁹ For example, clinical partners involved with providing education experiences and assessing student performance for practicum experiences in the DMS, NDT, PN, HMC, and CMA programs are reviewed by program leadership and approved through affiliation agreement by the VPAA.

Members of institutional leadership work with Program Directors to make decisions on the use-case and effectiveness of third-party providers, discontinuing the use of these providers when it is assessed that they are no longer appropriate or meet academic needs. This is evidenced by the institution's decision to discontinue using McGraw-Hill products as a provider for Health Science courses, in order to institute a curriculum that better meets the needs of the student population and promotes evidence-based practice. To increase student engagement in coursework and provide the college with a fiscally responsible solution, P.I.T. will be transitioning from McGraw-Hill to a more institutionally driven curriculum that better aligns with the institutional mission and institutional learning goals.

Closing Note

Through intentional use of assessment results, P.I.T. fosters a responsive and dynamic learning environment. By engaging faculty and staff in the process and acting on findings, the College ensures that the institution's programs remain relevant, effective, and aligned with student needs and institutional goals. This ongoing cycle of reflection and improvement strengthens academic quality and supports student success.

Criterion 5 - periodic assessment of the effectiveness of assessment policies and processes utilized by the institution for the improvement of educational effectiveness

Assessment Reporting

In alignment with the Middle States Commission on Higher Education's Standard V, this section presents a comprehensive overview of how the Pennsylvania Institute of Technology assesses and communicates student learning and achievement as reported in the Academic Annual Assessment Report and the Academic Assessment Plan.³³⁰ Standard V outlines how assessment results are shared internally with faculty, academic departments, and governance bodies to support data-informed decision-making. It also describes how findings are communicated externally to students, accreditors, and the broader public, reinforcing accountability and commitment to educational quality. Transparency practices, including dashboards, public reports, and accessible documentation, are highlighted to demonstrate how assessment outcomes are made visible and actionable.

Finally, evidence of stakeholder engagement is provided, illustrating how various constituencies—faculty, staff, students, and external partners—interact with and respond to assessment results, thereby fostering continuous improvement. Through these efforts, assessment becomes not only a compliance activity but a meaningful driver of institutional effectiveness and student success. During the reporting process, P.I.T. demonstrates not only the effectiveness of assessment practices but also the College's commitment to transparency and stakeholder engagement.³³¹

Updated Approach to Periodically Evaluating Assessment Policies & Processes

Through the Self-Study process, the Pennsylvania Institute of Technology identified the need for a more structured approach to periodically evaluating assessment policies and processes. Previously, changes to assessment practices were made on a reactionary basis rather than through review or a systematic review process. The updated Academic Assessment Plan has been adopted by the Academic Affairs Leadership Team (AAL).

To address this gap, the institution has implemented a process that requires a biennial review of its assessment policies and processes. This ensures that assessment practices and instruments remain aligned with the College's continuous improvement initiatives and support institutional effectiveness and student learning outcomes within the Assessment Committee. Specifically, results are communicated with students internally and externally. These results are shared with students during open houses, information sessions, and during the advisement process. From a governance and reporting structure, included as members of the Assessment Committee are the Associate Dean, Director of Assessment, Director of General Education, faculty members, and Academic Affairs Membership.³³² Externally, information is posted on the "Compliance" webpage for students seeking information about the institution. Faculty communicate during the same time, and during faculty meetings each month. Governance bodies and the Board of Trustees receive these assessment results during reviews of student performance and student outcome sections of meetings with stakeholders.

³²⁹ Third-Party Provider Policy

³³⁰ Communication of Academic Assessment Results

³³¹ Review of Academic Assessment Policies

³³² Assessment Approaches_PIT

Externally, aside from the use of the compliance site for students, the College's transparency practices continue to progress. Aggregated data is published to IPEDS, but the College is working to place dashboards (internally, and with limited external access) and other public records to communicate assessment results, consistent with competitors and aspirant institutions. To address this gap, as discussed above, the institution is collaborating with the President's Cabinet to report findings and engage with all stakeholders, including the Board of Trustees, in a manner consistent with industry best practices.

P.I.T.'s approach to educational effectiveness assessment reflects a culture of evidence-based improvement, transparency, and collaboration.³³³ By systematically sharing results, engaging stakeholders, and acting on findings, the College upholds the integrity of academic programs and advances its Mission to support student learning and achievement at every level.

Conclusion

In alignment with institutional goals and continuous improvement efforts, P.I.T. undertook a data-informed revision of its General Education program. The number of GenEd course titles was reduced from 27 to 16, following a comprehensive review involving faculty, the AAL Academic Leadership Team, and the General Education Committee.

This decision was driven by several key factors:

- **Course Relevance:** Courses eliminated have not been offered in the past 16 terms (4 years).
- **Curricular Alignment:** The revised set of courses better reflects the college's mission and supports aspirational and competitor benchmarks.
- **Student Outcomes:** The streamlined curriculum emphasizes core competencies such as professional competence, ethical technology use, communication, collaboration, analytical thinking, leadership, respect for diversity, and career development.

The General Education Committee ensured that the revised curriculum maintains consistency with institutional values while allowing room for targeted improvements based on aggregated data from the 2023–2025 academic years.

In addition, the institution is actively addressing disaggregated data by referring students who need additional support to Student Services for tutoring and related resources. This dual focus on aggregated and disaggregated data ensures that both program-level effectiveness and individual student success are prioritized.

This process exemplifies a closed loop in Standard V, demonstrating how data-driven decisions lead to meaningful curricular enhancements and improved student outcomes.

STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

Criterion 1 - institutional and unit goals that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation

Strategic Planning Grounded in Mission, Vision, and Values (MVV)

The Pennsylvania Institute of Technology's (P.I.T.) Strategic Plan is explicitly designed to reflect and reinforce the College's Mission, Vision, and Core Values. The Mission emphasizes student success through personalized education, access to opportunity, and career readiness; the Vision promotes excellence, innovation, and community impact; and the Core Values stress inclusion, integrity, and responsiveness. These tenets guided every phase of the planning process.

The current Strategic Plan and Bridge Plan emerged from a collaborative, college-wide process that included the Board of Trustees, Cabinet, and academic and administrative leadership. Development occurred during the COVID-19 pandemic, requiring fully virtual engagement and collaboration. Two planning groups were formed:

- Group 1 revised the College's Mission, Vision, and Core Values and identified high-level strategic priorities.
- Group 2 translated those priorities into five strategic goals and approximately forty measurable objectives.

³³³ 2024-2025 Assessment Results Analysis Academic Programs

These goals are intentionally mapped to the College's MVV. For example:

- The Academic goal to “offer high-quality academic programs that prepare graduates for all aspects of success” reflects P.I.T.'s mission to equip students for workforce readiness.
- The Student Outcomes goal aligns with the College's values of inclusion and equity by targeting improvements in access, retention, and completion.
- The Brand and Relationships goal supports the institutional vision of expanding PIT's impact through strategic partnerships and community engagement.

Strategic Integration in Academic and Non-Academic Units

To ensure operationalization of strategic priorities, unit goals are now formally aligned with the Strategic Plan and evaluated annually through an institution-wide assessment process coordinated by the Director of Institutional Research and Assessment. Each academic and non-academic unit articulates measurable objectives that tie directly to strategic goals and are linked to budget planning and resource requests.³³⁴

Resource allocation follows the planning and funding outlined in the Strategic Plan.³³⁵ Strategic priorities grounded in the College's MVV drive unit-level planning, which is then vetted, resourced, and assessed to ensure alignment with institutional goals. This cycle of planning, assessment, and budgeting ensures that financial decisions are evidence-based and strategically aligned.

Academic Unit Examples

In support of *Strategic Goal 1: Academic Excellence*, P.I.T. used enrollment trend data from Allied Health and Practical Nursing (PN) programs to guide resource planning. The institution expanded its facilities to include a second-floor PN Wing and a virtual simulation lab, ensuring students in high-demand programs have access to industry-standard clinical training environments. This investment supports learning outcomes in clinical preparation and reflects P.I.T.'s mission to deliver career-ready education in healthcare.

In support of Strategic Goals: 1 (Academic Excellence) and 3 (Infrastructure), P.I.T. used regional workforce trend data and Allied Health program demand data to confirm a gap in neurodiagnostic education. Crozer Health was closing down operations and their Neurodiagnostic Technology (NDT) program was in need of an opportunity to teach out the program.

The investigation led to the acquisition of Crozer-Chester Medical Center's School of Clinical Neurophysiology. Budget implications included faculty onboarding, program integration, and capital support for lab upgrades—all aligned with the College's goal of programmatic growth in high-demand fields. The College graduated its first class in July of 2025 and acquired enough enrollment to continue enrollment.

To support Strategic Plan Goal 4 (Student Outcomes), P.I.T. shifted to a highly individualized developmental support program in EdReady. Pre- and post-testing score improvement and course-level pass rate improvement demonstrated the success of the personalized data-driven strategy. The transition led to an increased percentage of students available to be accepted into their chosen program of study (see Standard III Criterion 5b).

Student Services Examples

To advance Strategic Plan Goal 4 (Student Outcomes), the Enrollment Services and Student Affairs teams collaborate on an annual enrollment and retention plan that informs both revenue projections and targeted support strategies. These efforts include data-driven improvements to advising, scheduling, and onboarding processes, reflecting the institution's commitment to access, engagement, and student persistence,

In support of Strategic Plan Goals 4 (Student Outcomes) and 5 (Brand and Relationships), the College developed and implemented the Parent Pathways Program. Assessment data revealed that student-parents were at elevated risk for withdrawal due to unmet childcare needs. The College applied for and received a state grant to launch the Parent Pathways program. Year-one results showed significantly improved retention among participating students. Although the grant was not funded for more than the year, the program's demonstrated impact led the College to fund its continuation through operational dollars, including support for dedicated case management and early childhood partnerships.

Administrative Unit Example

Aligned with Strategic Goal 3 (Infrastructure) and Strategic Goal 2 (Financial Sustainability), P.I.T.'s Business Office upgraded its financial software to Microsoft Great Plains and began the automation of processes including student refunds and withdrawal revenue adjustments. These changes emerged from internal process evaluations

³³⁴ Institutional Effectiveness Report 24-25

³³⁵ Strategic Plan 2021-24; Strategic Plan Bridge 21.27

and support more efficient and accurate financial operations, improving service delivery while supporting long-term institutional efficiency.

Financial and Operational Planning

To ensure that strategic priorities are resourced appropriately, the College has developed a five-year capital budget framework and conducts quarterly reviews to adjust allocations based on assessment findings. This alignment is reflected in the decision to engage Tower Bridge for long-term endowment management, supporting Strategic Goal 2 (Financial Sustainability). The partnership with One Digital provides further integration of fiscal and human capital planning by advising both on 403(b) plan design and HR compliance strategy.

Continuous Assessment and Improvement

Strategic Plan progress is reviewed quarterly and shared with the Board of Trustees. Departmental assessments inform operational decisions, resource allocations, and any necessary plan revisions. This ensures dynamic alignment between institutional goals and actions. For example, internal survey feedback and assessment results have informed adjustments to academic support and student engagement initiatives, including expanded fundraising and community-based events.

Conclusion

Through intentional alignment of institutional and unit goals with the Mission, Vision, and Values—supported by assessment data and strategic resource planning—P.I.T. ensures that its planning efforts are mission-driven, measurable, and adaptable to institutional priorities.

Criterion 2 - clearly documented and communicated planning and improvement processes that provide for inclusive constituent participation

P.I.T.'s planning and improvement processes are structured to ensure institutional goals are collaboratively developed, well-documented, reviewed regularly, and communicated transparently across all levels of the College.

Inclusive Planning Structure

The Strategic Plan³³⁶ serves as the guiding framework for institutional priorities. Its development involved cross-functional engagement from trustees, Cabinet, and faculty and staff leaders. The Strategic Planning Committee includes representatives from across academic and administrative departments and is subdivided into five working groups aligned to the Plan's five strategic goals. Each group reviews institutional progress, identifies emerging challenges, and proposes goal related change. These insights inform mid-cycle plan updates, budget priorities, and campus initiatives.

Examples of Planning-Driven Decisions

P.I.T. has made several operational and programmatic decisions based on assessment data and strategic alignment:

- **Practical Nursing Wing Expansion:** Enrollment trend data and capacity analysis revealed a need for additional space in the PN program. In response, and aligned with Strategic Goal 1: Academic Excellence and Goal 3: Infrastructure, P.I.T. allocated capital funding to expand the nursing wing and construct a virtual simulation lab. This decision was documented through capital budget planning, program assessment summaries, and included in quarterly Board reports.
- **Staffing Increase in Academic Support Services:** Student survey feedback and course-level academic performance data indicated a gap in available academic support services for high-risk students. The institution responded by hiring additional academic coaches and enhancing TRIO Student Support Services staffing. These changes address Strategic Goal 4: Student Outcomes and were supported by reallocation of operational funds based on unit-level assessments. Hiring decisions were communicated at Town Halls, on the College website, and included in the institutional dashboard.
- **Technology Upgrades in Classrooms:** Faculty surveys, analysis of Helpdesk requests, and classroom utilization data identified deficiencies in instructional technology. In support of Strategic Goal 3, the College upgraded instructional technology across campus, including lecture capture tools and improved Wi-Fi infrastructure. Requests and planning documentation originated in the Helpdesk system, informed the IT Strategic Plan, and were approved through the capital budget process.

Integration of Assessment and Planning

³³⁶ Strategic Plan Bridge 21.27

Departmental goals are developed annually through a planning process that integrates findings from program reviews, assessment results, and institutional KPIs. The Director of Assessment oversees this process. Academic Program Directors and administrative unit leads submit quarterly updates, which are synthesized into the Administrative Dashboard. These updates inform Cabinet-level resource allocation decisions and mid-year adjustments. Academic assessment—including general education, program learning outcomes, and external accreditation—is described in detail under Standard 5, and its findings directly inform curriculum development and scheduling decisions.

External Review and Continuous Improvement

P.I.T. supplements its internal assessment with guidance from external consultants. Baker Tilly conducts the College's annual financial audit and provides management advisory services. One Digital³³⁷ supports HR compliance and investment policy reviews. Findings from both are discussed at Cabinet and Finance Committee meetings and integrated into operational plans.

Communication and Documentation of Progress

Planning processes and progress updates are regularly communicated through: quarterly Town Halls hosted by the President; Strategic Plan progress dashboards shared internally; Board reports summarizing quarterly progress; and annual planning retreats with departmental and Cabinet-level participation. Departmental and institutional plans, assessment findings, and meeting summaries are archived by the Office of Assessment and the President's Office to ensure transparency and institutional memory.

Criterion 3 - planning that integrates goals for institutional effectiveness and improvement, including a focus on student achievement, educational outcomes, overall institutional improvement, and the results of institutional assessments

Integrated Financial and Strategic Planning

P.I.T. maintains a comprehensive, mission-aligned planning process that integrates financial, academic, and operational goals. Financial planning is managed by the Vice President and Chief Financial Officer (VPCFO) in the Business Office, under the direction of the President and oversight of the Board of Trustees. The institution's annual operating budget, along with a five-year capital budget, are reviewed annually by the Cabinet and approved by the Board each June.

Each year, department heads submit unit-level goals and resource requests tied directly to the Strategic Plan. These submissions are reviewed for alignment with institutional priorities and budget constraints. As part of this process, financial resources are directed toward initiatives that support enrollment growth, student outcomes, infrastructure upgrades, and program sustainability.

Operating Budget and Multi-Year Trends

The College's annual operating budget³³⁸ reflects strategic priorities and is informed by previous fiscal years actual performance data. Between FY2022 and FY2025, P.I.T. has maintained a composite financial score of 3.0, demonstrating strong fiscal health. During that period, the College³³⁹ eliminated institutional debt (from \$8.44M in FY2016 to \$0), increased reserves and established a long-term investment portfolio valued at \$13.5M, and achieved budget surpluses used to fund program expansions and capital improvements.

This trend data, along with enrollment projections and external funding opportunities, informs future-year financial planning. In FY2024, for example, investments in academic infrastructure (e.g., nursing lab expansion, classroom technology) and personnel (e.g., academic coaches, admissions staff) were prioritized based on institutional performance data. Recent development of the Academic Assessment and Institutional Assessment Plans, managed by the Director of Assessment and Institutional Research are evidence of the College's commitment to institutionalizing an annual assessment process.³⁴⁰

Personnel Planning and Resource Allocation

P.I.T. maintains a strategic staffing approach to ensure personnel resources are allocated fairly and effectively. Staffing decisions are based on:

- Enrollment trends and program needs (e.g., faculty hiring in nursing and IT programs),
- Assessment findings (e.g., student satisfaction and advising feedback),
- Institutional priorities (e.g., expanding academic support services).

³³⁷ OD Contract; OD Contract 2; ARR Con; WISS Con; CI Con

³³⁸ 2526 Budget

³³⁹ CS 22; CS 23; CS 24; CS 25; CS Summary with Debt

³⁴⁰ AA Annual Report 2024-25; Institutional Effectiveness Report 24-25

The College evaluates staffing levels during the annual budget cycle and adjusts through position reallocation, new hiring, or consolidation of roles. For example, following assessment of TRIO student success data, additional academic support staff were hired in FY2024 to improve retention outcomes.

Professional Development and Support

Personnel planning also includes investment in faculty and staff development. The College provides annual training in: diversity, equity, and inclusion; student-centered pedagogy and assessment; compliance (Title IX, FERPA); and leadership development.

Departments may request additional training funds during the planning cycle, which are evaluated for relevance to departmental or strategic goals. Requests for cross-training, workflow automation, or reclassification are reviewed collaboratively by HR, the Business Office, and Executive Leadership.

Resource Justification and Documentation

All budget decisions, including those tied to staffing, are documented through annual departmental budget submissions, Strategic Plan dashboards, and Board-level financial reports. These processes are reviewed quarterly, with mid-year adjustments made based on actual enrollment and revenue. Assessment results support this alignment through monitoring KPI progress and assessment findings to ensure continuous improvement.

Conclusion

Through integrated planning, consistent assessment, and data-informed resource allocation, P.I.T. ensures its financial and personnel decisions are mission-driven, strategically aligned, and sustainable.

Criterion 4 - planning for diversity, equity, and inclusion that is aligned with the institution's mission and goals, maintains sufficient resources, and leads to institutional improvement

The Pennsylvania Institute of Technology has developed a Diversity, Equity, and Inclusion policy through surveys, policy monitoring, and data analysis. Faculty and student feedback has been gathered to shape a DEI plan that aligns with the institution's mission and values. The college conducts periodic policy reviews to ensure continued alignment with its commitment to inclusivity and mutual respect. Additionally, demographic data collection and analysis support ongoing efforts to foster a diverse and equitable campus community among faculty, staff, and students.

Strategic Plan and Institutional Alignment

P.I.T. has integrated DEI principles into its *Strategic Plan*,³⁴¹ ensuring that diversity, equity, and inclusion remain core institutional priorities. The Mission, Vision, and Values emphasize mutual respect, valuing positive relationships within the campus, and the broader community. The college actively promotes educational initiatives that counter discrimination and violence, fostering an inclusive academic environment that respects all identities and backgrounds. P.I.T. developed its DEI policy through a collaborative, data-informed process that included:

- Surveys of students, faculty, and staff to assess perceptions and needs.
- Monitoring of college policies for consistency with DEI values.
- Analysis of demographic and climate data to guide priorities.
- Integration of DEI priorities into the institutional Strategic Plan.

Recruitment and Admissions

P.I.T. maintains targeted recruitment strategies to attract diverse students. The Admissions and Marketing teams routinely hold on-campus Open House events and visits to area inner-city schools to increase access for historically underrepresented groups.

Faculty and Staff

P.I.T. continuously strives to diversify hiring pools by advertising in diverse professional networks and referral programs to promote equitable hiring practices.

Professional Development

The College regularly provides DEI information sessions to faculty and staff focused on inclusive practices, cultural competency, and addressing bias. The training is integrated into the College's professional development calendar.

Student Success

³⁴¹ Strategic Plan 2021-24

P.I.T. offers culturally responsive academic support services through TRIO Student Support Services (SSS), an academic support program that assists primarily first-generation, low-income, and disabled students. The college provides individualized academic coaching, advising, educational workshops, financial literacy support, grant aid, and cultural activities specifically designed to meet the needs of a diverse student population.

Academics and Curriculum

P.I.T. actively integrates diversity, equity, and inclusion principles into its curriculum and pedagogy. Course offerings are designed to promote critical thinking and social justice, equipping students with the knowledge and skills necessary for engagement in a diverse world.

Community Engagement

The College actively fosters community partnerships and promotes service-learning and outreach initiatives to build meaningful connections with diverse community organizations.

Institutional Resources for DEI

P.I.T. demonstrates its commitment to DEI initiatives through budgetary support, staffing, and continuous training efforts. The College allocates funds to support DEI-related programming, training and activities. Designated staff members oversee DEI efforts and strategic implementation. Faculty, staff, and students participate in ongoing professional development to enhance cultural awareness and inclusive practices.

Implementation and Monitoring

P.I.T. engages in regular analysis of demographic data and participation to track progress, has established benchmarks to track DEI initiatives, and regularly reviews planning and outcomes to ensure its effectiveness and make adjustments when necessary.

A Culture of Inclusion

P.I.T. fosters a welcoming and inclusive environment through:

- **Inclusive Leadership:** P.I.T. staff model inclusive behaviors and promote a culture of respect through training and professional development.
- **Communication and Dialogue:** P.I.T. encourages open and honest communication about diversity, equity, and inclusion.
- **Celebrate Diversity:** The College organizes events and activities that honor and recognize diversity and cultural differences.
- **Address Bias and Discrimination:** P.I.T. has developed policies and procedures to address bias, discrimination, or harassment, with regular reviews of policy effectiveness.

Criterion 5 - a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives

Financial planning at the Pennsylvania Institute of Technology is a mission-driven and evidence-informed process designed to support the institution's strategic goals and academic priorities. The Business Office, led by the Vice President and Chief Financial Officer (VPCFO), oversees the development of the annual operating budget, in close collaboration with the President and under the supervision of the Board of Trustees. In 2024, P.I.T. implemented a five-year capital budget. The process includes collecting input from all department heads and consolidating information from the *Strategic Plan*³⁴² and relevant operating budgets for forecasting. In addition to integrating input from departmental leaders, these frameworks align closely with the College's Strategic Plan, which identifies five institutional goals, including Academic Excellence, Financial Sustainability, and Infrastructure Development.

Recent capital investments—such as upgrades to information technology, facilities, and financial systems—support *Strategic Goal 3: Infrastructure*. Meanwhile, new faculty lines for high-demand programs and student support staffing reflect *Strategic Goal 1: Academic Excellence* and *Strategic Goal 4: Student Outcomes*.

Budgeting Cycle and Decision-Making³⁴³

Each year, institutional priorities are reviewed through a collaborative process that includes department heads, Cabinet members, faculty, and the Board of Trustees. Examples of financially impactful decisions include:

- Adjusting tuition and fee rates based on market conditions and CPI benchmarks

³⁴² Strategic Plan 2021-24; Strategic Plan Bridge 21.27

³⁴³ Budget Approval 6.2025; Budget Policy; 25.26 Budget

- Increasing employee compensation based on market conditions and CPI benchmarking.
- Hiring faculty for new program development based on labor market analysis
- Reallocating resources from under-enrolled programs
- Funding professional development aligned with institutional goals
- Planning capital and non-capital projects

In February, Enrollment Services and Student Affairs submit enrollment projections based on historical trends and ongoing recruitment efforts. These projections guide the development of revenue models and influence decisions related to staffing, scheduling, and instructional needs. The Vice President and Chief Financial Officer (VPCFO) sends all budget managers historical data on their spending and guidelines for developing their budget for the next fiscal year.

By mid-March, department heads submit budget requests supported by assessment data, enrollment metrics, or program review findings. These requests are evaluated by the VPCFO and President for alignment with strategic priorities, review of significant budget changes from the previous year, and fiscal capacity. Once the review is complete, meetings are scheduled to discuss potential changes or grant preliminary approval of the budget.

In April, the President and the leadership team work together to balance the projected budget based on strategic goals and priorities and present the preliminary budget to the Board of Trustees. Tuition and fee increases are approved automatically if they align with the CPI. Any increase beyond that threshold must receive explicit Board approval. Following final approval, the VPCFO communicates department-level budget allocations and spending limits.

Link to Mission and Strategic Plan

P.I.T.'s mission—to empower students to achieve success through personalized, career-focused educational opportunity—guides all planning and budgeting decisions. Resource allocations are prioritized for initiatives that expand access, enhance student success, and support innovation in academic delivery. Budget priorities are reviewed in the context of institutional KPIs such as retention, credential completion, and instructional quality. By linking financial decisions to data, institutional effectiveness goals, and mission-driven priorities, P.I.T. ensures that budgeting is not only fiscally responsible but strategically aligned with the College's long-term vision.

Criterion 6 - fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered

The Pennsylvania Institute of Technology maintains a strong and stable resource base to support its operations across all instructional modalities. Whether courses are delivered on campus, online, hybrid, or offsite, the institution's fiscal strength, human resources, facilities, and technical infrastructure are adequate to meet current and projected needs.

Financial Resources

P.I.T. has maintained a composite financial responsibility score of 3.0 for the past three years, a marked improvement from -3.69 in FY2016. At that time, strategic financial stabilization plans developed by Cabinet leadership were successfully implemented, resulting in increased liquidity, reduced debt, and sustainable surpluses. Additionally, while many institutions experienced enrollment declines during the pandemic, P.I.T. saw record-setting campus growth, which continues to date.

The College's Long-Term Investment Portfolio is currently valued at \$13.5 million (as of June 30, 2024), with a diversified asset mix and annualized returns of 8.27%.³⁴⁴ This provides a secure foundation to support future operational and academic needs. Notably, these funds are being reinvested rather than drawn down, demonstrating long-term fiscal stewardship. This also represents a significant improvement from 2016, when the College lacked investment diversity and carried a debt of \$3.5 million. The investment portfolio growth is primarily driven by operational surpluses, with additional investments aimed at further strengthening the college's fundraising capabilities.

Advancement and Fundraising

In 2021, P.I.T. launched its first Department of Advancement. Under the leadership of a full-time Director of Development hired in 2022, the College has significantly expanded its donor base and fundraising capacity. From \$119,467 in 2021–2022 to \$4.42 million in 2024–2025, contributions have increased steadily, including a major

³⁴⁴ Vanguard 25 1; Vanguard 25 2; CSchwab 10.25; RJ Oct 10.25

bequest of nearly \$4 million.³⁴⁵ These funds support scholarships, equipment, and institutional initiatives aligned with the Strategic Plan.³⁴⁶

Human Resources

P.I.T.'s workforce is experienced and stable. The College's employee retention rate is 88% in 2024 (up from 81% in 2022), with an average tenure of 6 years.³⁴⁷ Nearly one in four employees has served the institution for over a decade. In addition to workforce stability, staffing adequacy is assessed annually during the budget planning cycle, ensuring sufficient faculty, academic support, and administrative personnel to meet program demands and enrollment shifts. Recent hires in nursing, IT, and academic advising reflect data-informed planning to meet growing student needs. The College invests in professional development through DEI training, compliance certifications, instructional technology workshops, and leadership development.

Physical and Technical Infrastructure

To support its mission of personalized, career-focused education, P.I.T. continuously invests in facilities and instructional environments. Recent improvements include:

- Expansion of the Practical Nursing Wing and addition of a virtual simulation lab³⁴⁸
- Upgraded classroom instructional technology, including smart boards and lecture capture tools
- Enhanced Wi-Fi and server capacity to support hybrid and online learning
- Renovations aligned with Strategic Goal 3: Infrastructure

These upgrades ensure that students and faculty have access to secure, reliable, and modern learning environments—whether courses are delivered in person or remotely.

Institutional Capacity and Readiness

All resource planning is guided by the College's Strategic Plan and mission. P.I.T. monitors key capacity indicators (e.g., student-to-faculty ratios, instructional space utilization, IT Helpdesk response time) to ensure resources remain adequate and adaptable. Through its integrated approach to financial, human, physical, and technological planning, the College demonstrates the capacity to support operations effectively wherever and however programs are delivered.

Criterion 7 - documented financial resources, funding base, and plans for financial development, including those from any related entities adequate to support its educational purposes and programs and to ensure financial stability

The Pennsylvania Institute of Technology maintains a stable and diversified financial foundation to support its academic programs, student services, and strategic priorities. Financial planning is led by the Vice President and Chief Financial Officer (VPCFO), under the direction of the President and oversight of the Board of Trustees. The CFO develops the annual operating budget in collaboration with departmental leaders and ensures that resource allocation aligns with institutional goals. Each department submits a budget request annually, which is reviewed in light of strategic priorities, enrollment projections, and operational needs. Final allocations are approved by the Board of Trustees after recommendation by the Executive Committee.

Financial Resources and Funding Base

P.I.T.'s financial resources include:

- A long-term investment portfolio valued at \$13.5 million (as of June 2024)
- Operating reserves generated from fiscal surpluses over the past three years
- Consistent revenue from tuition and fees, state and federal financial aid, and grants
- Annual fundraising through the Department of Advancement, which has raised over \$5 million since 2021

The College has received multiple grants to support scholarships, program development, and instructional equipment. Multi-year foundation support and a major bequest from the founder have further enhanced fiscal sustainability. These financial resources and trends are documented through audited financial statements for FY2022–FY2025,³⁴⁹ composite financial index calculations,³⁵⁰ and Board Finance Committee materials³⁵¹ reflecting multi-year financial oversight. Fundraising growth and diversification of revenue streams are further documented through Advancement reports.³⁵²

³⁴⁵ PIT Progress In Institutional Advancement

³⁴⁶ Development Update

³⁴⁷ Retention Rate

³⁴⁸ Cushman Wakefield LoIE 25; Jan 24 Board Minutes Expansion

³⁴⁹ PIT 2022 Fin. Stmts; PIT FS 6.30.16; PIT 2023 Fin. Stmts; PIT 2024 Fin. Stmts; PIT 2025 Fin. Stmts

³⁵⁰ CS 22; CS 23; CS 24; CS 25; CS Summary with Debt

³⁵¹ Fin. 12.2.25; Fin. 9.30.25; Fin. 4.22.25; Fin. 12.3.24

³⁵² PIT Progress In Institutional Advancement

Plans for Financial Development

In support of *Strategic Goal 2: Financial Sustainability*, the College has implemented several forward-looking strategies, including:

- A five-year capital budget³⁵³ and an annual operational forecasting model
- Annual fundraising campaigns targeting alumni, corporate partners, and community stakeholders
- Ongoing efforts to increase enrollment in academic programs such as Nursing and Cannabis Studies.
- Engagement of an external investment advisor to manage and grow institutional assets under the guidance of the Finance Committee

The Advancement team, established in 2021, coordinates donor cultivation and manages major giving opportunities. Their work has expanded the College's funding base beyond tuition, reducing dependence on a single revenue stream.

Financial Stability and Support for Educational Programs

All financial decisions are reviewed in the context of the College's mission to provide personalized, career-focused education. Funds are prioritized for program development, faculty recruitment, student support services, instructional technology, and capital improvement projects. The College's history of balanced budgets, responsible reserves, and investment growth demonstrates its ability to manage risk, respond to challenges, and ensure ongoing support for its educational programs.

Criterion 8 - a record of responsible fiscal management, including preparing a multi-year budget and an annual independent audit confirming financial viability and proper internal financial controls, with evidence of corrective measures taken to address any material findings cited in the audit or an accompanying management letter

P.I.T. demonstrates a consistent record of responsible fiscal management through its structured, transparent budgeting processes and annual independent audits. These practices are aligned with institutional goals and ensure financial viability and accountability.

Multi-Year Budgeting and Oversight

In 2023, the College implemented a five-year capital budgeting process aligned with the Strategic Plan and informed by institutional metrics, facility assessments, and program needs. This complements the annual operating budget, which is built with a and annual forecasting model and includes input from all department heads, the Cabinet, and the Board of Trustees.

The Vice President and Chief Financial Officer (VPCFO) monitors actual expenditures against budget projections and delivers monthly financial reports to departments and the President to track performance. Variance analysis and mid-year budget reviews ensure that adjustments are made proactively to maintain financial stability.

The Finance Committee of the Board of Trustees provides additional oversight by reviewing key financial indicators, budget projections, and investment strategies each quarter.

Independent Audit and Internal Controls

P.I.T. undergoes an annual independent audit conducted by the certified public accounting firm Baker Tilly US, LLP. The scope of the audit includes a review of: financial statements and operating results; internal controls and compliance procedures; and financial aid reporting and grant compliance (as applicable). Evidence of responsible fiscal management includes annual independent audits for the four most recent fiscal years.³⁵⁴ Note, there have been no material findings, and no management letters have been issued. These results confirm the College's financial viability and the effectiveness of its internal control structure.

Corrective Measures and Fiscal Integrity

While no material weaknesses have been cited, the College maintains clear procedures for responding to audit findings should any arise. The VPCFO and President would review all findings with the Board's Finance Committee, initiate corrective action plans, and report on progress to institutional leadership and auditors.³⁵⁵ These practices reflect P.I.T.'s commitment to financial integrity, accountability, and transparency—ensuring that resources are effectively managed in support of the College's mission and long-term sustainability.

³⁵³ Capital Budget 5 year to 2030

³⁵⁴ PIT 2022 Fin. Stmts; PIT FS 6.30.16; PIT 2023 Fin. Stmts; PIT 2024 Fin. Stmts; PIT 2025 Fin. Stmts

³⁵⁵ Payroll Memo; Purchasing and AP System Narrative

Criterion 9 - well-defined, inclusive decision-making processes and clear assignment of responsibility and accountability for achieving institutional and unit effectiveness

The Pennsylvania Institute of Technology maintains well-defined and inclusive governance and decision-making structures that ensure clear responsibility for institutional and unit-level effectiveness. The Board of Trustees is the governing authority of the institution, responsible for long-range planning, fiscal oversight, policy adoption, and presidential evaluation. Trustee responsibilities are documented in the College's Bylaws and the *Authority and Responsibilities of the Board of Trustees* (see Standard VII, Criterion 2).

The President, reporting to the Board, serves as the Chief Executive Officer and is accountable for:

- Providing strategic and academic leadership
- Overseeing administration and finance
- Advancing the College's mission
- Ensuring the quality and effectiveness of all programs and services

Detailed responsibilities of the President are outlined in Standard VII, Criterion 3.

Executive and Administrative Structure

The Cabinet reports to the President and oversees all operational areas of the College. Executive Leadership members provide departmental leadership and report to a member of the Cabinet or the President. Each executive team member (e.g., VPs, Deans, Directors) has documented responsibilities related to institutional goals, unit performance, and assessment outcomes. Department heads are accountable for developing annual plans aligned with the Strategic Plan, participating in quarterly assessments, and using results to inform improvements. Progress is monitored through the Administrative Dashboard, assessment reports, and regular meetings with the President or Cabinet.

Institutional roles, decision-making authority, and accountability are documented through organizational charts,³⁵⁶ committee charters,³⁵⁷ and governance materials, as well as Cabinet and Board agendas and minutes³⁵⁸ demonstrating inclusive decision-making and responsibility for institutional effectiveness.

Inclusive and Participatory Decision-Making

P.I.T. ensures that institutional effectiveness is achieved through inclusive structures and collaborative planning processes, including a Strategic Planning Committee with cross-functional representation, an assessment culture where outcomes data is reviewed and improvement suggested when appropriate, regular Town Hall meetings where institutional updates are shared and feedback is gathered, and input from faculty, staff, and students through standing committees and departmental meetings.

These mechanisms ensure that planning, resource allocation, and policy changes are informed by those closest to the work and that communication flows both vertically and laterally across the organization.

Documentation and Transparency

Roles and responsibilities at all levels are documented in job descriptions and organizational charts, committee charters and governance policies, and institutional planning and assessment documents. The College uses regular reporting structures—such as Board updates, planning retreats, and internal dashboards—to maintain transparency and accountability.

Criterion 10 - comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes

P.I.T. engages in comprehensive, mission-aligned planning for its physical and technological infrastructure to ensure that resources support current operations and future institutional growth. Planning is guided by strategic goals, assessment of existing conditions, programmatic needs, and the College's financial capacity.

Capital Planning, Facilities and Deferred Maintenance

The College recently implemented a five-year Capital Budgeting³⁵⁹ process that integrates institutional and departmental needs with long-term fiscal planning. Capital requests are evaluated based on condition assessments, projected enrollment growth, and alignment with *Strategic Plan Goal #3: Infrastructure*. This

³⁵⁶ Organizational Chart 4.30.25

³⁵⁷ Board Committee Charters

³⁵⁸ Board 2025; Fin. 12.2.25; Fin. 9.30.25; Fin. 4.22.25; Fin. 12.3.24

³⁵⁹ Capital Budget 5 year to 2030

process is designed to promote financial and operational sustainability by balancing urgent needs with future investment priorities.

Facilities planning at P.I.T. is prioritized through a structured process that weighs condition assessments, enrollment growth projections, programmatic demand, and financial sustainability. Projects are sequenced in the five-year Capital Budget and the Facilities Master Plan (2025–2035),³⁶⁰ with funding sources that include reserves, philanthropy, grants, and operating allocations. Deferred maintenance is a specific focus within the capital planning process. Projects are identified through facilities audits, departmental feedback, and regular monitoring by the Business Office and Executive Leadership. Projects are prioritized based on safety, functionality, risk mitigation, and lifecycle planning. Deferred maintenance is intentionally embedded in this prioritization, with near-term projects targeting HVAC modernization, masonry and structural repairs, and ADA accessibility improvements. This integrated approach reduces the likelihood of costly emergency repairs and supports continuity of operations. The Facilities and Finance Committees of the Board of Trustees receive annual updates on project status, utilization data, and financial performance to ensure transparency and adaptability.³⁶¹

Facilities improvements are also guided by assessment data on space utilization³⁶² and student/faculty feedback. For example, classroom utilization rates of 82% and laboratory utilization rates of 90% prompted inclusion of new simulation labs and classroom upgrades in the capital plan. Similarly, surveys highlighting the need for collaborative and wellness spaces informed the design of a new Student Wellness Center and the Entry Expansion Project, which will add flexible gathering space for students.³⁶³ In Allied Health, rising enrollment and clinical program growth led directly to expansion of the Practical Nursing Wing and development of additional simulation facilities, aligning facilities investments with workforce demand and program assessment results.

The capital plan is developed collaboratively by the Vice President and Chief Financial Officer and Cabinet and is subject to final approval by the Board of Trustees. The plan is reviewed annually and adjusted as needed based on institutional priorities and budget constraints. Comprehensive facilities and infrastructure planning, including deferred maintenance, is documented through the Facilities Master Plan and five-year Capital Budget.

Instructional Technology and Infrastructure Planning

P.I.T.'s Technology Plan³⁶⁴ is led by the Director of Information Technology in close coordination with Academic Affairs. This plan responds to the evolving demands of both high-tech industries and diverse instructional modalities, including on-site, offsite, hybrid, synchronous, and asynchronous delivery. Technology planning is informed by the Strategic Plan, departmental input and program needs, trends in student learning and workforce expectations, and by Helpdesk and support ticket data.

The Technology Plan includes a recurring investment cycle to update aging equipment and expand capabilities. Investments in classroom technology, wireless access, smart boards, and lecture capture have directly supported the College's commitment to instructional quality and flexibility. The focus is *Teaching and Learning with Technology* which grew out of the collaborative partnership between the college's Academic and Information Technology departments. These efforts are designed to be financially scalable and responsive to both academic and administrative needs. Technology planning and implementation are well supported by the institutional Technology Plan, IT replacement cycle documentation, and Helpdesk utilization data.³⁶⁵

Sustainability and Institutional Integration

Planning efforts across facilities and technology are coordinated with the College's strategic and operational budget processes to ensure resource alignment and sustainability. While the primary focus has been on infrastructure renewal and instructional capacity, the College also considers environmental sustainability in its use of energy-efficient systems and in exploring space optimization strategies.

Regular reporting to the Board of Trustees, along with cross-functional collaboration, ensures transparency, accountability, and adaptability in all infrastructure-related planning.

Criterion 11 - compliance with its program responsibilities under existing federal title IV and other state laws and regulations, including any audits of financial aid programs as required by federal and state regulations

The Pennsylvania Institute of Technology is committed to full compliance with all applicable federal and state financial aid regulations, including responsibilities under the Title IV program. The College maintains updated

³⁶⁰ 2025-2030 Draft FMP 08052025

³⁶¹ Fin. 12.2.25; Fin. 9.30.25; Fin. 4.22.25; Fin. 12.3.24

³⁶² 2025-2030 Draft FMP 08052025

³⁶³ 2025-2030 Draft FMP 08052025

³⁶⁴ IT Master Plan

³⁶⁵ Helpdesk Report Sample

policies, conducts regular reviews, and engages external auditors to ensure institutional eligibility and compliance with program requirements. As of the 2024–25 academic year, approximately 96% of P.I.T. students were eligible for and received federal Title IV aid. The Financial Aid Office, led by experienced professional staff, is responsible for overseeing all aspects of Title IV administration, including:

- Verification and disbursement procedures
- Satisfactory Academic Progress (SAP) monitoring
- Return to Title IV (R2T4) calculations
- NSLDS and COD reporting
- Consumer disclosures and compliance with Gainful Employment and Clery requirements (as applicable)

Policies are reviewed annually, and staff receive ongoing training through the U.S. Department of Education’s FSA Conferences, NASFAA workshops, and state financial aid training events.

Audit Oversight and Financial Responsibility

P.I.T. undergoes an annual independent audit,³⁶⁶ which includes review of federal financial aid program administration. The College has not received any material findings related to its Title IV programs in the past six years. Financial aid program compliance is also reviewed as part of the Annual Compliance Supplement audit, as required for institutions receiving federal funds.

To maintain eligibility under Title IV, the College submits audited financial statements to the U.S. Department of Education each year. The Department calculates a Composite Financial Responsibility Score, which is derived from Primary Reserve Ratio, Equity Ratio, and Net Income Ratio metrics. P.I.T.’s score has improved significantly—from -3.69 in FY2016 to +3.0 in each of the past three fiscal years (2022–2024), the maximum possible score, indicating strong financial stewardship and compliance.

State Financial Aid and Regulatory Compliance

P.I.T. also participates in state-funded financial aid programs, including those administered by the Pennsylvania Higher Education Assistance Agency (PHEAA). The College complies with all state reporting deadlines, institutional eligibility requirements, and student award rules. Staff regularly attend PHEAA updates and workshops to stay current on changing policies and procedures.

Oversight and Institutional Responsibility

The Financial Aid Office works in close coordination with the Business Office, Registrar, and Academic Affairs to ensure compliance across departments. Internal controls include:

- Monthly and yearly reconciliation of financial aid and general ledger accounts
- Pre- and post-disbursement reviews
- Secure data reporting and document retention protocols

Through robust policies, trained personnel, and external audit verification, P.I.T. demonstrates consistent and effective compliance with its federal and state program responsibilities. Compliance with federal Title IV and state regulatory requirements is documented through the College’s current Program Participation Agreement,³⁶⁷ Eligibility and Certification Approval Report,³⁶⁸ Statement of Accreditation Status, annual single audits,³⁶⁹ and financial responsibility composite score documentation³⁷⁰ submitted to the U.S. Department of Education.

Criterion 12 - strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution’s mission and goals

The Pennsylvania Institute of Technology employs multiple strategies to measure and assess the adequacy and efficient utilization of institutional resources, ensuring alignment with its mission and Strategic Plan.

Mission-Aligned Budgeting and Capital Planning

The College’s budgeting process is rooted in strategic planning. Departmental budget requests and capital project proposals are evaluated annually based on their alignment with the College’s mission and the five strategic goals outlined in the 2021–2026 Strategic Plan. Strategic planning was informed by a comprehensive SWOT analysis and environmental scan, ensuring that institutional priorities are grounded in industry trends and student needs.

As part of the annual budget cycle, the Vice President and Chief Financial Officer (VPCFO) reviews budget-to-actual performance, identifies variances, and reallocates resources as needed. These financial reviews are

³⁶⁶ PIT 2024 SA Fin. Strmts; PIT SA 2023 FS; PIT 2022 SA Rpt

³⁶⁷ PPA. OPE ID_01099800. PPA Expiration Date_09_30_2024

³⁶⁸ Pennsylvania Institute of Technology 01099800 ECAR 05.28.2025

³⁶⁹ PIT 2024 SA Fin. Strmts; PIT SA 2023 FS; PIT 2022 SA Rpt

³⁷⁰ CS 22; CS 23; CS 24; CS 25; CS Summary with Debt

conducted monthly and used to support mid-year adjustments to ensure that institutional resources are being used efficiently.

Assessment of Resource Utilization

Evidence of systematic evaluation of resource adequacy and utilization includes:

- Administrative Dashboards³⁷¹ tracking spending trends, staffing levels, and enrollment productivity
- Facility usage and space planning analysis to optimize classroom and lab space³⁷²
- Helpdesk ticket analysis to inform IT and facilities staffing and equipment replacement cycles³⁷³
- Enrollment ratios and faculty workload tracking to ensure appropriate instructional staffing³⁷⁴

The Student Success Coach report is reviewed regularly to monitor student caseloads and ensure equitable distribution of students among coaches. The report is used to adjust caseloads based on enrollment fluctuations, program growth, and Student Success Coach responsibilities beyond direct caseload management.³⁷⁵ Each of these tools helps departments and Cabinet members assess whether resources are meeting student and programmatic needs, and whether improvements or reallocations are necessary.

Technology and Operational Resource Planning

P.I.T.'s Technology Plan is developed in alignment with strategic goals and regularly benchmarked against similar institutions. The plan is informed by:

- Requests submitted through the Helpdesk portal
- Faculty and staff feedback on instructional technology needs
- Assessment of current equipment condition and IT capacity
- Trends in program delivery (e.g., hybrid and online learning)

The plan is reviewed regularly and used to guide recurring investments and infrastructure upgrades, helping the College adapt to evolving instructional models while maintaining financial scalability.

Continuous Improvement Through Assessment

The College integrates resource evaluation into its assessment and planning structures. For example, underutilized space or equipment is identified through usage reports and may be repurposed or eliminated in the next budget cycle. Similarly, performance data from student success initiatives influence investments in academic support staffing. Through these strategies, P.I.T. ensures that its resources are adequate, effectively allocated, and continuously evaluated to support institutional effectiveness and student achievement.

Criterion 13 - periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources

The Pennsylvania Institute of Technology engages in regular, structured assessment of its planning and resource allocation processes to ensure that institutional priorities are achieved, resources are effectively deployed, and renewal efforts remain responsive to changing needs in higher education.

The Strategic Plan is reviewed regularly (at least annually) through a process that includes:

- Surveys and interviews with the Board of Trustees, Cabinet, faculty, and staff;
- Evaluation of progress toward strategic goals using defined metrics;
- Annual reporting on goal completion, challenges, and areas for revision.

These reviews assess progress on individual goals and the overall effectiveness of the strategic planning process. Recommendations from these assessments have resulted in updates to goal strategies and adjustments to timelines and resource distribution. Periodic assessment of planning and resource allocation effectiveness is documented through Board and Cabinet agendas and minutes, annual strategic progress reports,³⁷⁶ and assessment summaries demonstrating how evidence informs institutional renewal.³⁷⁷

Review of Resource Allocation and Budgeting

Resource allocation decisions are assessed through monthly Budget-to-Actual³⁷⁸ review, conducted by the VPCFO and shared with department heads, quarterly financial summaries reviewed by the Cabinet and Board,³⁷⁹ and annual independent financial audits, which have had no material findings in the past six years. The results of

³⁷¹ Dashboard pg 1

³⁷² 2025-2030 Draft FMP 08052025

³⁷³ Helpdesk Report Sample

³⁷⁴ Faculty Handbook, pg. 25

³⁷⁵ SS - Active Students by Student Success Coach

³⁷⁶ Strategic Goals 1-5 Updated Worksheets - 11 2022

³⁷⁷ Institutional Effectiveness Report 24-25

³⁷⁸ Actual to Budget 10.25

³⁷⁹ Board 2025; Fin. 12.2.25; Fin. 9.30.25; Fin. 4.22.25; Fin. 12.3.24

these assessments are used to adjust departmental spending, reallocate funds toward high-impact initiatives, and guide annual and capital budgeting decisions.

Institutional Renewal and Mission Review

As part of its renewal cycle, the College periodically revisits its Mission, Vision, and Core Values to ensure continued relevance and alignment with evolving student needs and regional workforce demands. These reviews are informed by internal environmental scans, enrollment and labor market trends, and feedback from faculty, students, and external stakeholders. Recent revisions have influenced the design of new program pathways and changes in academic support strategies.

Assessment of Resource Availability and Sufficiency

P.I.T. monitors the availability and adequacy of resources through a variety of mechanisms, including:

- Staffing and workload reviews;
- Technology capacity assessments (via Helpdesk and IT asset reports);
- Utilization data for classrooms and labs;
- Financial support tracking for students and academic departments.

These assessments help identify gaps in physical, human, and fiscal resources and guide reallocation or new investment. For example, enrollment growth in Allied Health and Practical Nursing led to the strategic development of a PN Wing and virtual simulation lab, funded through internal and external resources.

Using Assessment Results for Improvement

The College's assessment systems are linked to continuous improvement. Data collected through institutional and departmental assessments are integrated into strategic goal revisions, annual department planning, and capital and operational budgeting decisions. Through these practices, P.I.T. ensures that planning, resource use, and institutional renewal are evidence-informed, mission-aligned, and continuously evaluated for effectiveness.

The following documentation chains are just a few examples of how decisions are made at the College - from assessment or data support of an initiative through institutional decision and specific budget or facilities action to early outcomes:

(1) Decision Focus

Campus Relocation Versus Strategic Reinvestment in Place

Assessment/Data Trigger:

Between 2021 and 2022, P.I.T. experienced sustained enrollment growth and expansion of health science programs – IPEDS unduplicated 12-month enrollment grew by 32% during that time. These developments placed increasing pressure on instructional, administrative, and student support space and prompted institutional leadership to evaluate whether long term academic and enrollment goals would be best served through campus relocation or reinvestment in the existing Media, Pennsylvania campus. This question rose to the level of Board governance in July 2021, when the Board of Trustees Executive Committee formally acknowledged the need for a feasibility study related to facility and programmatic issues.³⁸⁰

Decision and Approval:

Rather than presuming a preferred outcome, the institution intentionally relied on independent third-party analysis to inform decision making. First, an external real estate appraisal conducted by Cushman and Wakefield established the market value, zoning status, and highest and best use of the existing campus and adjacent properties.³⁸¹ This analysis confirmed that continued educational use of the campus was legally permissible and strategically viable. Next, Cushman and Wakefield conducted a Development Advisory Services analysis that evaluated multiple scenarios, including renovation and expansion of the existing campus as well as relocation to alternative facilities.³⁸² Each option was assessed for cost, infrastructure requirements, regulatory implications, and long-term sustainability.

These analyses were presented through formal governance channels, including Board committees and the full Board of Trustees, ensuring shared understanding and oversight.³⁸³ After nearly a year of structured analysis and deliberation, institutional leadership determined that remaining in place and strategically reinvesting in the existing campus best aligned with the institution's mission, financial stewardship responsibilities, and academic priorities.

³⁸⁰ Executive Committee Meeting 0720 2021 - MM DRAFT 0713 2021

³⁸¹ PIT - Appraisal 2022

³⁸² CandW - Development Advisory Report

³⁸³ Board Book - 0630 2022

This conclusion is explicitly documented in the October 2023 Cushman and Wakefield Report, which notes that multiple relocation options were considered and ultimately rejected in favor of reinvestment.³⁸⁴

Resources and Allocation:

Following this decision, the institution used the information to move into implementation through funded capital planning and schematic design.³⁸⁵ This included plans to convert underutilized space into a dedicated nursing training facility and to improve the main administrative and student entry experience. Detailed cost estimates and owner managed scopes were developed to ensure alignment between financial resources, academic needs, and construction planning.

Outcomes:

This decision enabled Pennsylvania Institute of Technology to support continued program growth without the financial and operational risk associated with relocation. It preserved the advantages of the institution's existing location while allowing targeted investment in high demand academic programs and student facing facilities. The result is a facilities strategy³⁸⁶ directly tied to enrollment growth, student success, and long term institutional stability (See Standard 7, Criterion 3 Metrics of Success Table below).

(2) Decision Focus

Development of Sonography Program

Assessment/Data Trigger:

- In 2019, Academic Affairs was investigating the potential for a Sonography program based on a needs analysis.³⁸⁷

Decision and Approval:

The program moves quickly from concept to execution. April 2020, leadership is actively discussing sonography as a growth opportunity, including staffing and budgeting needs – exercising leadership approval and hiring authority.

- April 22, 2020 ELT minutes note active interviewing of a Sonography Director position, indicating program planning and expansion intent.³⁸⁸
- May 6, 2020
ELT confirms interviews and discusses start date constraints for the selected candidate

Resources and Allocation:

Academic Affairs details the prospective program curriculum, courses, personnel needs, costs related to running the program and projected enrollments.

Outcomes:

- A preferred Sonography Director is identified
- Start date is negotiated
- Budget implications are discussed
- Catalog updates are underway
- Program is offered for enrollment first July of 2022.
- 43 students have participated to date, with 29 graduating.³⁸⁹

(3) Decision Focus

Rapid Development of Online Learning Infrastructure Administrative Services

Assessment/Data Trigger:

Wuhan City, China shutdowns at the end of January 2020, led to discussion in Cabinet about the College's readiness to potentially have to offer all courses online for a period of time. P.I.T. had developed the ability to offer online courses via the LMS and had some video conferencing ability – but nothing on the level to move everyone to online all at once.

Decision and Approval:

Minutes show that the discussion of readiness in Cabinet lead to the movement by Academic Affairs to set up all classes for online instruction in the LMS.³⁹⁰ It's also noted that IT would investigate fuller Zoom licensing – which

³⁸⁴ PIT SD Estimate 10.30.23

³⁸⁵ PIT SD Estimate 10.30.23; Presidents Report - January 2023

³⁸⁶ 2025-2030 Draft FMP 08052025

³⁸⁷ Diagnostic Medical Sonography Need

³⁸⁸ 0422 2020 ELT Minutes

³⁸⁹ DMS Student Listing

³⁹⁰ 0326 2020 ELT Minutes

was crucial to appropriately deliver course content at a distance. In addition, the administration moved quickly to enable more administrative functions – like approval of financial aid by students at a distance using DocuSign – to minimize the disruption.³⁹¹

Resources and Allocation:

As described above and supported in the minutes, courses were rapidly created in an online format for the potential shutdown, zoom licenses acquired, and the capability to deliver administrative services at a distance was developed. In addition, student services, like counseling and tutoring, were developed to be offered in an online format via Zoom and virtual orientation for prospective students was developed and implemented as well.³⁹² Funding for the projects was supported through the existing operating budget and a revision of the Perkins Grant.

Outcomes:

The rapid development of online learning infrastructure and administrative services led to minimized disruption of learning. IPEDS data shows that P.I.T. enrollment remained stable and, indeed, increased during that time period – a time in which many colleges experienced a contraction. In addition, two years later, completions were at a recent high.³⁹³

Standard VI Recommendations:

First, the Self-Study demonstrates strong alignment between strategic goals, assessment results, and major institutional investments (e.g., facilities expansion, academic support staffing, technology upgrades). However, much of this linkage is documented at the institutional and Cabinet level, with variation in how consistently units document how assessment results directly influence resource decisions year over year.

To address this, the Pennsylvania Institute of Technology will strengthen institutional effectiveness by standardizing documentation of assessment-informed resource decisions at the unit level. Change is already underway but, over the next planning cycle, the College will:

- Implement a uniform template requiring departments to explicitly document assessment findings, resulting improvement actions, requested or reallocated resources, and follow-up measures of effectiveness.
- Integrate this documentation into the annual operating budget and 5-year capital budget review process and use it to support clearer evidence of closed-loop planning for accreditation, Board review, and institutional learning.

Second, the institution has made substantial, well-documented investments in facilities and instructional technology, supported by utilization data and enrollment growth. The Self-Study also highlighted rapid program evolution in high-demand fields (e.g., Allied Health, Nursing, Neurodiagnostics), suggesting the need for even tighter integration between academic program review cycles and long-term infrastructure planning.

To address this need, and support sustainability and instructional quality, the College will more explicitly link academic program review schedules to:

- facilities lifecycle planning,
- instructional technology refresh cycles, and
- deferred maintenance prioritization
- Document these linkages within the Facilities Master Plan and Technology Plan updates.

STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

Criterion 1 - a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for inclusive decision making by each constituency, including the institution's legally constituted governing body, administration, faculty, staff, and students, as well as any related entities

Culture of Transparency

³⁹¹ 0401 2020 ELT Minutes

³⁹² 0408 2020 ELT Minutes

³⁹³ Dashboard Snapshot of Enrollment and Awards

The Pennsylvania Institute of Technology (P.I.T.) has developed a culture of inclusive decision-making. In the last six years, beginning with the installation of the previous President, there has been a top-down, concerted effort to create a culture that honestly values employee input and collaboration. At that time, transparency with all faculty and staff became a focus, with weekly emails sent to the P.I.T. community sharing the topics discussed in the then-weekly Executive Leadership Team meetings. These emails evolved into quarterly Town Hall meetings. Town Hall meetings are open to all faculty and staff and share critical information on the trajectory of the college. It is an open invitation for questions and suggestions and is an opportunity to share concerns with leadership, with anonymity being an option.³⁹⁴ Students are encouraged to participate in the quarterly “Perspectives with the Prez” events, where they can ask the President questions directly. Twice a year, following a Perspectives with the Prez event, students are surveyed to solicit feedback and provide another opportunity to submit a question. One common piece of feedback was that students didn’t participate because they were not on campus. To address this, two of the four Perspectives events will have a virtual component going forward.³⁹⁵

As a part of this culture shift, where inclusive describes a practice of open collaboration and communication, P.I.T. has established an open-door culture, allowing faculty, staff, and the student community direct access to all leadership, including the President.

President–Board Relationship and Governance Boundaries

At P.I.T., the relationship between the President and the Board of Trustees (BOT) is structured to support effective governance, clear accountability, and appropriate separation between oversight and day-to-day operations. Open communication is designed to facilitate transparency, timely decision making, and adherence to established governance boundaries.

The President and Board Chair communicate bi-weekly to ensure alignment on institutional priorities and emerging issues. This regular communication supports early identification of matters requiring Board attention and reinforces the distinction between Board oversight and administrative authority. Understanding that much of the Board’s work occurs at the committee level, the President also works closely with Board committee leadership. Serving as an ex officio member of all Board committees, the President regularly attends committee meetings to provide institutional context, respond to questions, and support informed decision making. Committee work and recommendations are formally reported to the full Board at quarterly meetings and documented in the minutes, ensuring transparency and collective accountability.

These practices reinforce a governance culture in which the Board focuses on fiduciary responsibility, policy, and strategic direction, while the administration is responsible for operational leadership and implementation. This clarity of roles enables effective institutional leadership, preserves Board independence, and supports mission-driven decision making. Through these established structures and practices, the institution ensures that governance and administration function collaboratively while remaining appropriately distinct.

Overall Governance Structure and Decision-Making Authority

The College maintains a clearly articulated governance structure that defines roles, decision-making authority, and accountability. As demonstrated in the *Authorities and Responsibilities of the Board of Trustees*,³⁹⁶ *Authorities and Responsibilities of the President*³⁹⁷ and mapped out in the *Governance, Decision-Making, and Accountability Matrix*,³⁹⁸ authority is appropriately distributed among the Board of Trustees, President, Executive Leadership, and Operational Leaders. This supports inclusive input and collaboration while preserving clear lines of final responsibility and oversight. As demonstrated by the aforementioned evidence, the BOT retains ultimate fiduciary and policy authority, allowing the College leadership the autonomy to provide executive leadership, and ultimate responsibility for implementation and day-to-day execution. Together, these practices ensure effective governance, institutional integrity, and mission fulfillment.

The College has no related entities.

Board of Trustees Governance

The College is authorized to operate in the Commonwealth of Pennsylvania.³⁹⁹ P.I.T. has a set of Bylaws⁴⁰⁰ which clearly denote the function and scope of the Board and are available both upon request and in the online repository that all Board members can access.

³⁹⁴ Town Hall Meeting Date and Sample Agendas 2022-2025

³⁹⁵ Perspectives with the Prez Flyers and Example Survey Results

³⁹⁶ Authorities and Responsibilities of the Board of Trustees

³⁹⁷ Authorities and Responsibilities of the President

³⁹⁸ Governance, Decision-Making, and Accountability Matrix

³⁹⁹ Articles of Inc., EDNA Listing, Cert. Doc., Governance Chart

⁴⁰⁰ Amended And Restated Bylaws of PIT 2025

Prospective Board members complete a Board Member Recruitment Matrix⁴⁰¹ highlighting their experience and areas of expertise and submit a resume. This Matrix was designed to help continually improve and expand experiential, background, and demographic diversity on the Board. Prospective members are then interviewed by BOT Members and, upon their recommendation, have their packets forwarded to the full Board for a vote. Once elected to a term, new members receive:

- Roles and Responsibilities of the Board
- Bylaws of the Board of Trustees
- List of Board Committees
- Board Contact List
- Most Recent Board Meeting Reports
- Most Recent Annual Report
- Most Recent Strategic Plan
- Executive Leadership Organization Chart
- Board Conflict of Interest Policy⁴⁰²

These items help ensure they understand the governance structure, roles, responsibilities, and accountability structures for BOT members and college leadership. This information is reinforced on a Board Committee level. Each committee has a Committee Charter that clearly states the Committee's mission, authorities and responsibilities.⁴⁰³

Governance and Bylaw Review

One such committee is the Governance Committee, who oversees matters that are related to College Bylaws. Additionally, this Committee is charged with overseeing the orientation of new members of the Board of Trustees and the ongoing development of current members; monitor Trustee Conflict of Interest and compliance with code of conduct, as per the Bylaws, and attest to the observance of the conflict of interest restriction by all Trustees; and reviews the Bylaws on a continuous basis, recommending changes as necessary.⁴⁰⁴

In keeping with their charter, in the 2024- 2025 year, the Committee, recognizing that the bylaws needed to be appraised for potential revision, reviewed the Bylaws and recommended changes, including who comprises the Executive Committee, adding a subsection highlighting the importance of meeting attendance, and the consequences for failing to do so, and clarifying that while the President of the College is considered a member of the Board, the president can hold no additional offices. Significant changes were proposed regarding the Treasurer's role as well as evidenced on page 9 of the *Governance Committee Proposed Bylaw Update 2025*.⁴⁰⁵

In accordance with Article X of the Bylaws of Pennsylvania Institute of Technology, the Board was given official notice that they would be asked to consider and vote on proposed amendments to the Bylaws at the next quarterly meeting. The recommendations were presented and approved.⁴⁰⁶

College President Scope, Authority, and Accountability

Similarly to the BOT, the President has Authorities and Responsibilities⁴⁰⁷ that are clearly documented. With this document as the backbone, the President's – and therefore the college's - performance criteria- are set by the Board in collaboration with the President and Cabinet and considers the current *Strategic Plan*.

The Executive Committee of the BOT conducts an annual performance evaluation of the President as part of the institution's governance and leadership assessment practices.⁴⁰⁸ Findings from the annual evaluation processes inform leadership goals and ongoing institutional planning. In 2023, this evaluation incorporated a structured 360-degree feedback process, which included confidential input from members of the President's Cabinet. In this process, feedback was solicited across key leadership and administrative domains, including communication, teamwork and collaboration, problem-solving, leadership effectiveness, professionalism, and accountability for work quality. A structured 360-degree feedback review is scheduled as part of the President's 2026 evaluation cycle (June 2026).

College Leadership

College Leadership is comprised of the President, the President's Cabinet and Executive Leadership Team. The College does not have a Faculty Senate.

⁴⁰¹ Board Member Recruitment Matrix

⁴⁰² Board Onboarding Packet 2025

⁴⁰³ Board Committee Charters

⁴⁰⁴ Bylaws and Governance Committee Charter

⁴⁰⁵ Governance Committee Proposed Bylaw Update 2025

⁴⁰⁶ July 2025 BOT Meeting Minutes- Bylaws Approval

⁴⁰⁷ Authorities And Responsibilities of The President

⁴⁰⁸ Example- President Evaluation Documents

In May 2025, the institution convened a leadership retreat for senior administrators, department heads, and directors to consider and provide feedback on institutional leadership effectiveness, communication structures, and cross-functional collaboration.⁴⁰⁹ The retreat agenda focused on internal processes and policies, with a focus on identifying areas that may be opportunities for improved collaboration and communication across departments as well as exploring how to create an even more student centric environment, considering roles, retention, and systems that support student success. Participant feedback was collected on site and through a post-retreat survey designed to assess and evaluate potential next steps (2025 Leadership Retreat and Follow Up, pg. 3).⁴¹⁰ Survey results were reviewed by senior leadership and informed a follow-up leadership session held in August 2025. Based on the assessment findings, the institution established the Operational Leadership Team (OLT) as a collaborative working body composed of directors and assistant deans. The OLT was created to enhance cross-functional communication, support coordinated implementation of institutional initiatives, and provide a structured forum for leadership input into planning and operational decision-making.⁴¹¹ This action demonstrates the institution's use of assessment results to strengthen leadership structures and promote effective administration in support of its mission and strategic priorities.

Professional Development

As reviewed in Standard 1 Criterion 3b, *Diversity, Equity, and Inclusion Commitment*, over the past decade, the College has intentionally integrated DEI principles into institutional leadership, professional development, and planning processes in alignment with its Mission, Vision, and Values. Beginning in 2014, faculty and staff participated in national training through the National Alliance for Partnerships in Equity (NAPE),⁴¹² with resulting professional development subsequently disseminated campus-wide.

Beginning in 2024, P.I.T. re-launched institution-wide workshops focused on educating faculty and staff on the key principles of DEI. The 2024 sessions laid the foundation by defining DEI principles and exploring how they can be meaningfully applied to everyday interactions, with a strong emphasis on fostering student success and improving retention. Building on that groundwork, the 2025 workshops shifted focus toward developing emotional intelligence and implementing trauma-informed care practices—equipping faculty and staff with the tools to create more supportive, empathetic, and inclusive learning environments.⁴¹³ These workshops are open to all faculty and staff, regardless of role.

Additional Faculty and Staff Trainings

As reviewed in Standard 3 Criterion 2c, faculty and staff have been given access to a variety of trainings designed to assist in development and growth. Faculty specific sessions and trainings have included topics such as Pedagogy and Teaching Best Practices; Outcomes Assessment; Diversity, Equity, and Inclusion in Education; Digital Accessibility; Academic Freedom; and Generative AI. Additional trainings offered through the Training Plans platform, Vector Solutions for Higher Education, include topics such as The Aftermath of Trauma; Implicit Bias and Microaggression Awareness; The Influence of Unconscious Bias; and Well-Being and Self-Care in the Classroom.⁴¹⁴

Community Engagement and Presentation Opportunities

Faculty and Staff are also encouraged to pursue opportunities for additional support and development through conference and trainings attendance and presentations, and community development opportunities. One such example is a program sponsored by the local Chamber of Commerce: *Leadership Delaware County*. Leadership Delaware County is a 9-month leadership development program designed to help leaders identify their strengths, values, and personal leadership; explore strategies for enhancing teamwork and collaboration; and explore avenues for citizen engagement. Participants are chosen by the County Chamber through an application process. Additionally, between 2024 and 2025, faculty and staff were presenters at NASPA, Student Affairs Administrators in Higher Education (2024), Middle States Commission on Higher Education Conference (2024 and 2025), and International Accreditation Council for Business Education Conference (2024).

Representational Bureaucracy

The College administration attempts to achieve representational bureaucracy in order to support diversity, equity and inclusion efforts. Monitoring demographics across various populations - BOT, Administration, and Students- is one tool used in that effort. Such monitoring provides an evidence-based mechanism for assessing

⁴⁰⁹ 2025 Leadership Retreat and Follow Up

⁴¹⁰ 2025 Leadership Retreat and Follow Up

⁴¹¹ Operations Leadership Team Charter

⁴¹² 2014 PIT Part. in NAPE DEI Training and Imp. Suggestions

⁴¹³ 2015- Present DEI Path, pgs 2, 42, 102-103, 125, 129-132

⁴¹⁴ Vector LMS HE Mandatory Training List- Platform Screenshot

demographic alignment across the populations that the College serves - supporting inclusive governance, and informing policy and resource decisions.⁴¹⁵

Faculty and Shared Governance

While the College does not have a Faculty Senate, Program Directors, Assistant Deans, and the Vice President of Academic Affairs comprise the Academic Affairs Leadership (AAL) Committee. The AAL meets on a bi-weekly basis to discuss issues related to undergraduate education and ways to improve student learning outcomes related to the College's programs.⁴¹⁶ In addition, faculty serve on a variety of committees across the college to participate in shaping the future of P.I.T. through consideration of issues related to strategic planning, curriculum development, accreditation, and campus safety.

Students and Shared Governance

The student body at P.I.T. is commuter, online, or hybrid. Students on a commuter campus with primarily short-term occupational programs is a challenge for establishing consistent input on college committees, however, P.I.T. has created several ways to ensure that students are invited to participate in governance.

Students are sent surveys at the end of each term to gather data on their opinion of student instruction and their feedback on the student affairs support that they received. Climate surveys are sent as needed to gather student opinion and feedback on relevant topics and the College recently reinstated the Student Satisfaction Survey to gain feedback across operations.⁴¹⁷

The President's quarterly Perspectives sessions and President's suggestion box are other ways that students can have an open or anonymous flow of communication with leadership. At the first *Perspectives with the Prez*, 12 students shared a concern about the timing of their graduation ceremony and were given an opportunity to present their concerns directly to the President, who then brought that information to the President's Cabinet for review and discussion. The President followed up with the students directly to share the outcome of their discussion. In addition to the sessions, leadership members have open-door policies to discuss any student issues or suggestions.

In 2024, P.I.T. began the process of creating an Alumni Leadership Group in support of college planning and development efforts. In addition, the College is currently developing a student-led President's Council. Individual programs, such as the PN program, select students to act as Liaison between fellow students and program staff.

Criterion 2 - a legally constituted governing body that:

a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, integrity, planning, and fiscal well-being of the institution

The Board of Trustees is the overarching governing body at the Pennsylvania Institute of Technology. The Board is deeply committed to the college's success and is actively engaged in supporting its mission. Comprised of members from both public and private sectors, the BOT includes leaders in healthcare, education, law, accounting, real estate, business and commerce, information technology, and philanthropy. The Board of Trustees is entrusted to oversee the College. Candidates for board membership are nominated by the Board's executive or governance committees and, as noted in Article 3.2 of the Bylaws, elected by the full BOT at the annual meeting.⁴¹⁸

In accordance with Article VI of the Bylaws and the policy on Conflict of Interest,⁴¹⁹ all members are required to sign a Conflict-of-Interest form, disclosing the same to be addressed by the procedures laid out within the policy.

The BOT meets quarterly as a full body. In addition, each standing committee meets quarterly and provides formal reports to the full Board during its regularly scheduled meetings. As demonstrated in the Authorities and Responsibilities of the Board of Trustees,⁴²⁰ the Board of Trustees' primary governance responsibilities include:

- Approval of academic programs and degree conferral
- Approval of the annual operating and capital budgets
- Acceptance of the annual independent audit
- Approval of the strategic plan and major revisions
- Approval of institutional policies and bylaws

⁴¹⁵ Representational Bureaucracy- A Comparison

⁴¹⁶ Examples- Academic Affairs Leadership Meeting Agendas

⁴¹⁷ Fall 2025 Student Climate Survey

⁴¹⁸ Amended And Restated Bylaws of PIT 2025

⁴¹⁹ Conflict of Interest Policy

⁴²⁰ Authorities and Responsibilities of the Board of Trustees

- Appointment and evaluation of the President

The Board of Trustees regularly reviews the MVV as a part of the Strategic Planning process (detailed in Standard 1 Criterion 1g) to ensure that it clearly states alignment with what the College does and that it is in the public interest.

The Board fulfills its fiduciary responsibilities primarily through its Executive Committee and Audit and Finance Committee.⁴²¹ In addition, there are five other standing committees, and one ad hoc committee. Each standing committee is tasked with overseeing its designated area of responsibility, addressing issues, and making recommendations for review or action by the full Board. Each committee holds meetings internally and reports out to the full Board quarterly.⁴²² Committee Charters were developed and approved at the full Board of Trustee level.

The Board assures academic quality through review and approval of: academic program planning; policies integral to the academic mission of the college; and curricula development and significant curriculum changes. Additionally, the Board evaluates institutional performance through metrics such as retention rates, student success outcomes such as graduation rates, and accreditation reviews.

The Board actively participates in long-term strategic planning to align institutional goals with the evolving needs of the community and workforce demands. This includes approving the College's strategic plan and monitoring its progress, as detailed in Standard 1.

The Board ensures fiscal well-being by approving the annual budget, five-year capital budget, overseeing financial audits, and assessing the institution's financial health.⁴²³

b. has sufficient diversity, independence, and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution, meet regularly, and not allow political, financial, relationship with a related entity, or other undue influences to interfere with their governing responsibilities

The Bylaws of P.I.T. are designed to uphold the institution's integrity and ensure effective governance. Board members serve in a fiduciary capacity, bringing diverse backgrounds and extensive expertise to their roles. It is expected that all Trustees will act in the best interest of the College. To promote transparency and accountability, the Board operates under a comprehensive Conflict-of-Interest policy, which specifies relevant issues, disclosure requirements, and review procedures (see Section 7.2i for details).

As stipulated in the Bylaws, trustees are required to annually affirm their commitment to the Board's expectations and disclose in writing any known conflicts of interest.

If there appears to be a conflict, the Bylaw's prescribe the steps to be taken.⁴²⁴ Section 6 notes that 1: An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible Conflict of Interest. 2: The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. 3: After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. 4: If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested trustees whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

The policy also addresses violations of the policy, noting that 1: If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure-to-disclose, and 2: If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

⁴²¹ Board Committee Charters, pgs 1 and 5

⁴²² Example- 2425 Board Meeting Minutes (Dev. and Marketing)

⁴²³ 2024-2025 Finance Committee and Full Board Budget Approval

⁴²⁴ Conflict of Interest Policy

An inventory of Board members' expertise, skill sets, and experience is completed on an ongoing basis to provide insight into the overall composition of the Board. The benefit of this undertaking is to ensure a diverse range of knowledge and professional expertise among Board members, as well as to ensure Board relational independence.⁴²⁵

In addition, the Board embraces the College's statement on diversity, equity, and inclusion, and it strives to be diverse and inclusive in its representation.⁴²⁶ The *Board Member Recruitment Matrix*⁴²⁷ helps inform the trustee electoral and appointment processes.

c. ensures that neither the governing body nor its individual members interfere in the day-to-day operations of the institution

As outlined in the *Authorities and Responsibilities of the Board of Trustees*⁴²⁸ and *Authorities and Responsibilities of the President*,⁴²⁹ the President is delegated full authority for the day-to-day management of the College, including the establishment of its policies and procedures. Board members are expected to make decisions and provide direction to the administration collectively as a unified body. To further strengthen this understanding, in 2021 the BOT held a retreat that reviewed the Board's role in the Strategic Plan and the role of a governing Board.⁴³⁰ In 2024, the BOT invited a representative from the Nonprofit Center at La Salle University to provide training on board governance roles and oversight boundaries.⁴³¹ Additionally, unless explicitly authorized by the Board or its Chair, individual trustees do not have the authority to direct administrators in their duties or act on behalf of the College or the Board.

d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management

The Academic Affairs Committee of the Board meets quarterly with Academic Leadership to be apprised of on policies and matters related to long-range educational development, program development and revision, metrics review, including program accreditation updates, academic dashboards, and policy suggestions.⁴³² These quarterly meetings provide the Academic Affairs Committee the insight and information needed to understand the needs of the institution, review data, and provide regular reports to the full Board. This Committee is critical in assisting the full Board in making decisions about the revision or continuation of policies. Examples of this process in action is the B.S. in Business Administration with Stackable Certificates, and with the Cannabis Business degree. The proposals were presented to the Committee, and then, with the support of the Committee, presented to the full Board.⁴³³

The Board is also responsible for the review and approval of certain College policies.⁴³⁴ College policies are generally initiated by the department leader with authority and responsibility for a particular subject area.⁴³⁵ This person oversees the drafting of relevant policies, periodically reviewing and updating policies to ensure compliance with best practices, laws, and regulations and seek approval for any material changes. Policies, procedures and forms are maintained in an online repository hosted on Teams and available to the College community as need determines. The repository contains the current official policies. One such example of Board approved policy is the Board Gift Acceptance Policy. This policy was proposed by the Development and Marketing Committee and approved by the full Board.⁴³⁶

The Board ensures strong fiscal management of the College through its work with the Audit and Finance Committee, and general Board Advisement.

e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution

The Board discharges its primary fiduciary duty concerning its basic policy-making role through the Executive and Financial Committees of the Board. As noted in Article IV of the Bylaws, the Executive Committee of the Board is granted the power to establish and approve policies, and approve major legal, financial, organizational, academic,

⁴²⁵ Board of Trustees Company Affiliation List

⁴²⁶ Board of Trustees Company Affiliation List

⁴²⁷ Board Member Recruitment Matrix

⁴²⁸ Authorities and Responsibilities of the Board of Trustees

⁴²⁹ Authorities And Responsibilities of The President

⁴³⁰ August 2021 BoT Meeting and Retreat Agenda SP Overview

⁴³¹ Nonprofits and Boards and Governance Overview

⁴³² Academic Affairs Leadership Meeting Agendas Sample

⁴³³ AA Board Comm. Charter and Ex. of Pres. to Board for Approval

⁴³⁴ Authorities and Responsibilities of the Board of Trustees

⁴³⁵ College Policy on Policy Development

⁴³⁶ Board Gift Policy Presentation and Motion to Approve

and contractual obligations of the College;⁴³⁷ as noted in Article V, the Treasurer, who serves as the Chair of the Finance Committee oversees and reports on the college's financial administration and is responsible for the oversight of the College's banking and treasury functions, external debt financing, working capital and custody, management and investment of all cash, securities, and other assets, as well as to ensure the annual publication of an accurate and timely Annual Report, and meeting federal and state financial regulatory compliance.⁴³⁸

The Board of Trustees approves the yearly fiscal and capital budgets.⁴³⁹ Additionally, members of the Finance Committee of the Board present the results of the College's annual audits upon completion. Updates regarding strategic financial planning and the budget are provided to the Board quarterly.

Financial integrity is maintained through the oversight provided by the Audit and Finance Committee.⁴⁴⁰ This committee, composed of at least three Board members (one being the Chair of the Committee, reports to the Board on matters of fact regarding college finances and the auditing of the same. The committee ensures that financial statements are properly prepared and independently audited and shares the results with the full Board. This committee meets quarterly on a calendar year basis or more frequently as needed at the discretion of the committee chair.

f. appoints and regularly evaluates the performance of the Chief Executive Officer

The Board is tasked with selecting, evaluating, and determining the compensation of the President and Chief Executive Officer, as outlined in the Board's bylaws. This duty entails granting the President extensive delegated authority, supporting the President in carrying out that authority, assessing their performance, and, if required, removing them from the position. The authorities granted by the Board are outlined in the Authorities and Responsibilities of the President.

President Meyers was selected by the Board in 2021,⁴⁴¹ to shepherd the College through the Covid pandemic. The President and Chief Executive Officer is evaluated by the Chair and Executive Committee, and any changes in compensation are determined, by the Board of Trustees on a yearly basis as described in Standard 7 Criterion 1.

g. is informed in all its operations by principles of good practice in board governance

Board training was conducted in 2021,⁴⁴² and again in 2024,⁴⁴³ with the next training scheduled for July 2026. New Board members are introduced to the Board through a New Trustee Orientation and Board program.⁴⁴⁴

The Board trusts the judgment and decisions of those operating under its authority. This trust is grounded in the continuous open and transparent communication through regular meetings and communication between the President and the Executive Committee. This strengthens the Board's ongoing understanding of the College's operations, supported by regular updates from the President or their designees. The Board retains a continuous responsibility to request information or clarification on any College matter of concern, including organizational structure and policy, financial affairs, personnel issues, and capital projects. This information is provided by key stakeholders, such as the President, the President's Cabinet and Executive Leadership, Faculty, and students or their representatives.

h. is not chaired by an institutional or system representative to avoid conflict of interests

The Board of Trustees are required to submit an Annual Conflict of Interest and Confidentiality Disclosure Statement on an annual basis to attest to any conflicts of interest.⁴⁴⁵ The Chair of the Board is elected by the trustees and is not an employee, officer, or administrator of the institution. Additionally, the President does not chair the Board. Specifically, the current Chairman of the Board has no interest, past or present, in the performance of P.I.T.⁴⁴⁶

i. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest. A majority of members have no employment, family, ownership, or other personal financial interest in the institution

⁴³⁷ Amended And Restated Bylaws of PIT 2025

⁴³⁸ Amended And Restated Bylaws of PIT 2025

⁴³⁹ 2024-2025 Finance Committee and Full Board Budget Approval

⁴⁴⁰ Audit and Finance Board Committee Charter

⁴⁴¹ 2021 President Contract

⁴⁴² August 2021 BoT Meeting and Retreat Agenda SP Overview

⁴⁴³ Nonprofits and Boards and Governance Overview

⁴⁴⁴ Board Onboarding Packet 2025

⁴⁴⁵ Annual Conflict of Interest and Confidentiality Disclosure Statement

⁴⁴⁶ Board Chair Biography

In accordance with Article VI of the Bylaws,⁴⁴⁷ all board members are required to sign a Conflict-of-Interest form,⁴⁴⁸ disclosing the same to be addressed by the procedures laid out within the policy. The forms are collected annually and are reviewed and maintained by the College's Board Liaison. The completed forms demonstrate that the majority of members have no employment, ownership, or other personal financial interest in the institution.

Any potential conflict of interest is dealt with in a manner consistent with the policy as laid out in the Board of Trustee Bylaws. Generally, conflicts of interest are discussed with the interested board member and they are invited to present their case. Then the conflict is discussed outside the presence of the interested board member. If a change in circumstance is possible, in order to avoid the conflict, the remaining Board members may suggest that. In cases where the conflict has no reasonable resolution, the remaining Board members will vote, by majority, on whether the conflict is enough to be disadvantageous to the College, or whether the College should engage in the transaction even with the existing conflict. It should also be noted that it is the duty of Board members to disclose conflicts of interest. Any failure to do so may lead to the most appropriate disciplinary or corrective action.

j. supports the Chief Executive Officer in maintaining the autonomy of the institution

The governing documents of the college confirms that the President is the Chief Operating Officer of the College managing the property, business and affairs according to the policies and direction of the Board. Specific duties are delineated in the Authorities and Responsibilities of the Board of Trustees and that of the President and CEO and are designed to not conflict, but to enable decision-making without interference from the Board of Trustees as a whole, or any individual members of the Board. This ensures that no Trustee has the authority to override operational decisions. In addition, trustee onboarding and training focuses on the proper function of the Board and its supportive role in maintaining autonomy within the boundaries of the Mission of the College. The development of the Strategic Plan is an example of how that autonomy plays out in practice. The Strategic Plan was developed under the direction of the President and then voted upon in open session of the Board of Trustees. This fact demonstrates the commitment of the Board to the autonomy of the institution.

k. makes freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations and ensures the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies

The data and reporting systems at the College are centrally located to ensure the reliability of the data. Generally, data that is requested on a regular basis is codified in a report on the College's SQL Report Server and made to run quickly and with as little input from the user as possible. However, the Self-Study revealed the need for a more robust data and reporting system to maintain and improve the accuracy and consistency of external data reporting. The College developed and now employs a "single source of truth" governance model to ensure that information submitted to the Middle States Commission on Higher Education, IPEDS, and other regulatory agencies is accurate, fair, complete, and consistent across reporting contexts. Institutional data originates from the College's systems of record (Anthology SIS for student and academic data and the financial system for fiscal and human resources data) and are operationalized through standardized reports maintained on the College's SQL Report Server.

Responsibility for validating IPEDS and related regulatory submissions is clearly assigned by functional area.⁴⁴⁹ Prior to submission, data outputs are reviewed for accuracy, definitional consistency, and alignment with IPEDS instructions and prior-year trends. Finance- and human-resources-related components are reconciled to audited financial statements and internal financial reports, as applicable. Final institutional submissions are reviewed at the executive level, and supporting documentation—including reports, reconciliation notes, and submission confirmations—is retained to support transparency, auditability, and consistency across accrediting and regulatory agencies. This governance structure ensures that the same validated data definitions and figures are used consistently for IPEDS, MSCHE reporting, state submissions, and public consumer disclosures.

Criterion 3 - Chief Executive Officer who:

- a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body**

Accountability in Leadership

⁴⁴⁷ Amended And Restated Bylaws of PIT 2025

⁴⁴⁸ Annual Conflict of Interest and Confidentiality Disclosure Statement

⁴⁴⁹ Institutional Data Governance for External Reporting

P.I.T.'s has effectively ensured that the President has the appropriate oversight while maintaining the necessary autonomy to fulfill the role's responsibilities in several ways:

- Key Performance Indicators (KPIs): KPI's are created annually and reviewed with the President. The 2023-2024 through 2025-2026 goals have been submitted for review.⁴⁵⁰
- Annual Review: Additionally, the Board of Trustees annually evaluates the President.⁴⁵¹
- *Authorities and Responsibilities of the President*: The President's authority and autonomy is codified in the aforementioned *Authorities and Responsibilities of the President*.⁴⁵² This College document gives the President the unencumbered flexibility to develop and implement P.I.T.'s plans to attain the goals developed in support of the mission, staffing, resource allocation, and all other daily operations.

The President was appointed by the BOT in 2021,⁴⁵³ and, in 2024, the BOT created a 3-year contract for the current role⁴⁵⁴. While appointed by the BOT, the President is not the Chair of the BOT. That role is filled via nomination and election by BOT members only. Evidence of this can be found in the July 2023 Board of Trustees Meeting Minutes, which record the slate presented by the Board as the nominations to be voted on.⁴⁵⁵

b. has appropriate credentials and professional experience consistent with the mission of the organization;

P.I.T.'s current President, H. Matthew Meyers, has the appropriate credentials and professional experience consistent with the College's Mission. He has earned his Bachelor of Arts, MBA, and has a professional certificate in Executive Leadership. He has been with the College since 2008. In that time, prior to being appointed President, he was the Assistant Director of Admissions, the Director of Admissions, and the Vice President of Administration. Prior to his time at P.I.T., he worked in other institutions. As indicated by his resume he has the credentials appropriate for this role.⁴⁵⁶

c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;

As noted in Standard VII Criterion 1, the President has Authorities and Responsibilities that are clearly documented and formally delegated by the Board of Trustees. These delegations provide the President with the autonomy necessary to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, allocating and reallocating resources, and directing the institution toward achievement of its mission and strategic goals. As evidenced in the Board-approved Authorities and Responsibilities document, the President is empowered to make and approve decisions across core areas of institutional governance and operations, including academic program changes, financial planning and resource allocation, capital expenditures, organizational structure, risk management, contracts and business agreements, personnel actions, compensation and benefits, institutional policies and procedures, and external commitments such as grants, borrowing, and asset management. Collectively, these delegated authorities demonstrate that the President has both the scope of authority and operational independence required to lead the institution effectively and to respond to institutional needs in a timely and mission-aligned manner.

d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;

In 2015 P.I.T. created the President's Cabinet. This Cabinet was created to ensure that the President has the necessary assistance to execute his duties efficiently and effectively. This group, in conjunction with the President, is responsible for creating, implementing, and reviewing policies and procedures to ensure P.I.T.'s efficiency and effectiveness, and is supported by the Executive Leadership Team (ELT).

⁴⁵⁰ President Goals 2324 through 2526

⁴⁵¹ Example- President Evaluation Documents

⁴⁵² Authorities And Responsibilities of the President

⁴⁵³ 2021 President Contract

⁴⁵⁴ President 3 Year Contract, pgs 1-2

⁴⁵⁵ July 2023 Board Meeting Minutes

⁴⁵⁶ MMeyers.Resume

Role	Areas of Responsibility	Reports To
VP of Enrollment Management	Financial Aid, Admissions, Marketing	President
VP of Finance and Chief Financial Officer	Accounts Payable/Receivable, Student Accounts, Payroll	President
VP of Student Engagement and Chief of Staff	Student Services, Human Resources, Campus Environment	President
VP of Data and Technology	Information Technology, Academic Records	President
VP of Academic Affairs	Academics	President

In addition to the President's Cabinet, the College has the Executive Leadership Team (ELT). Members of the ELT include:

Role	Reports to
Director of Financial Aid	VP of Enrollment Management
Director of Student Affairs	VP of Student Engagement and Chief of Staff
Director of Information Technology	VP of Data and Technology
Director of Marketing	VP of Enrollment Management
Director of Development	President
Director of Assessment	VP of Data and Technology
Director of Facilities	President
Associate Dean of Academics	VP of Academic Affairs

All members of the President's Cabinet⁴⁵⁷ and ELT⁴⁵⁸ are in positions appropriate for their background and skills.

Since 2020, the College has shown improvement in many areas – metrics of success:

Metric	2019-20	2023-24	Difference
Yearly Unduplicated Students	751	1329	+77%
Credit Hour Activity	14,609	22,352	+53%
Graduates	115	207	+80
Net Assets	\$2,109,517	\$12,884,694	+511%
Composite Score	2.8	3	+0.2

Criterion 4 - an administration possessing or demonstrating:

a. an organizational structure that is clearly documented and that clearly defines reporting relationships

The organizational chart for the College clearly documents and defines the institutional reporting structure.⁴⁵⁹ Executive relations to the President are clearly documented and reporting relations to the executive level are further indicated in individual departmental organization charts.⁴⁶⁰ All academic Program Directors report directly to the Vice President of Academic Affairs.

b. an appropriate size and diverse representation with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities

As of fall 2024, the College had 87 Full Time Equivalent staff comprised of 37 Instructional FTE, 8 Management FTE, and 33 Office and Administrative Support FTE. All have appropriate credentials to assist the President in carrying out the College's Mission. For every administrative opening at the College, a comprehensive selection process is conducted to identify the most qualified candidate with the appropriate experience, credentials, and skills as determined by the department head and Human Resources. Details of this process are outlined in the Hiring Process document.⁴⁶¹

⁴⁵⁷ Cabinet Member Resumes

⁴⁵⁸ Executive Leadership Resumes

⁴⁵⁹ PIT Governance Chart

⁴⁶⁰ Institutional Division Organization Charts

⁴⁶¹ HR Hiring Process

c. members with credentials and professional experience consistent with the mission of the organization and their functional roles

Administrative members have undergone the selection process above and have the appropriate credentials and necessary professional experience consistent with the mission and vision of P.I.T., as determined by the departmental heads and HR. New administration positions are created with the Strategic Plan and the Mission in mind. The President makes a decision on new administrative positions through a process that outlines the institutional and departmental need and is further assurance that members chosen are the most appropriate and consistent with the mission of the College and organizational needs.

d. skills, time, assistance, technology, and information systems expertise required to perform their duties

As detailed above, all members of the administration have been selected via a rigorous process and have adequate job-specific skills consistent with the mission and vision of the college. P.I.T. has the resources and infrastructure necessary to support administrators in their work. The yearly budgeting process and construction of the *Information Technology Plan*⁴⁶² provide the avenues to ensure that Administrators have access to, or ability to request in a timely way, the technology needed to effectively perform their duties and support the mission of the institution. Administrators have personalized access to the reporting capabilities of systems such as Anthology (SIS) and Canvas, and more. In addition, the *Strategic Plan*⁴⁶³ and yearly employee evaluation process both prioritize the time and resources necessary for professional development initiatives. This ensures that employee skills remain current in support of the college's mission.

e. regular engagement with faculty and students in advancing the institution's goals and objectives

P.I.T.'s Administrative Engagement: A Culture of Collaboration and Transparency

At P.I.T., meaningful engagement between the administration, faculty, and students is a cornerstone of the institution's success. P.I.T.'s leadership is deeply committed to maintaining open lines of communication and fostering a collaborative environment where every voice is heard and valued in the pursuit of shared institutional goals.

This commitment is reflected through a variety of structured and informal engagement opportunities designed to promote dialogue, transparency, and community-building. Town Halls are regularly held to keep the faculty and staff informed about strategic initiatives, policy updates, and institutional priorities, while also providing space for open discussion and feedback. Complementing these sessions is the popular "Perspectives with the Prez" series described in Standard VII Criterion 1, where students are invited to have candid conversations with the President in a relaxed setting—strengthening relationships and encouraging open dialogue outside formal channels.⁴⁶⁴

The administration's Open Door Policy ensures that faculty and students have direct access to leadership for questions, concerns, or new ideas. In addition, the Office of the President Email and physical Suggestion Box offer always-available channels for ongoing communication, further reinforcing PIT's commitment to accessibility and responsiveness.

Furthermore, a newsletter to the PIT community provides another avenue to share information.⁴⁶⁵

Together, these ongoing engagement efforts exemplify a leadership team that is not only visible and accessible but also deeply invested in the collaborative advancement of P.I.T.'s mission. By fostering authentic connections and valuing input from across the institution, P.I.T. continues to build a culture of mutual respect, shared purpose, and continuous improvement.

f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations

P.I.T. has implemented multiple systematic procedures to evaluate administrative units and apply findings to improve institutional effectiveness. These procedures include:

- **Executive Staff Evaluations:**⁴⁶⁶ Conducted annually, Executive staff evaluations use a standardized rubric that evaluates senior leadership in areas of planning, (e.g. anticipating contingencies, and

⁴⁶² IT Master Plan

⁴⁶³ Strategic Plan 2021-24

⁴⁶⁴ Perspectives with the Prez Flyers and Example Survey Results

⁴⁶⁵ Examples- College Chronicles Newsletters

⁴⁶⁶ Performance Management and Compensation System Overview

developing alternate plans, and establishing goals with timetables and intermediate reporting steps), leadership, decision-making (e.g. using logical processes to gather and analyze information and data), and project results (e.g., project objectives are quantifiable, showing consistently achieved and efficiency with capital and human resources). These performance reviews include self-evaluations, supervisor assessments, and goal setting aligned with strategic priorities. Evaluation outcomes are designed to inform professional development plans and resource allocations. In instances where there may be room for improvement, various remediations are offered, including weekly meetings with the President to work collaboratively on a documented and attainable path forward, executive coaching sessions, and other professional development opportunities⁴⁶⁷.

- **Institutional Assessment Plan (IAP):** This plan includes annual and periodic evaluation cycles for each administrative unit. Units identify objectives, collect data, assess performance against benchmarks when available, and are designed to be interactive and document how results are used for improvement.⁴⁶⁸
- **College Dashboard:**⁴⁶⁹ Updated quarterly, the dashboard provides key performance indicators (KPIs) across key non-academic departments. Data are reviewed by the Cabinet to monitor trends, identify areas for concern, and inform decision-making.
- **Departmental Action Plans:**⁴⁷⁰ Following executive and dashboard reviews and IAP findings, administrative units are expected to submit plans describing steps they will take to address gaps, enhance effectiveness, or scale successes. These plans are reviewed and included in planning and budgeting when appropriate.
- **Annual Planning and Budgeting Cycle Integration:** Assessment results are directly linked to annual planning and budgeting processes. Units are expected to use evaluation data to justify resource requests or realign current operations with institutional priorities.
- **Documentation and Continuous Improvement:** All evaluations, findings, and departmental plans are documented and reviewed during leadership retreats and strategic planning updates. This ensures that improvements are not only implemented but are also institutionalized.

Criterion 5 - periodic assessment of the effectiveness of governance, leadership, and administration

Ensuring Appropriate Representation and Experiences

In 2023, College Leadership, in conjunction with the Board, created the Board Member Recruitment Matrix.⁴⁷¹ This Matrix was first incorporated to evaluate the diversity of the current board and is now used to identify the characteristics and experiences of potential trustees.

The Matrix collects demographic data, and highlights other points, such as:

- Prior Cumulative Board Experience
- Connection to P.I.T.
- Areas of Expertise, including Boards, Diversity and Inclusion, Education, Evaluation, Financial, Fundraising, Human Resources, Leadership, Legal, Marketing, Physical plant, Planning, Program/Services, Real Estate, Sales/Marketing, Technology, and other skill sets
- Connections to Resources
- Access to funding resources
- Connections to Community Organizations
- Corporate, Political, Philanthropic, and Media partners

Chief Executive Officer Oversight and Autonomy

As discussed earlier in this Standard, the College begins the process of ensuring that the President has both appropriate oversight and needed autonomy by reviewing the Authorities and Responsibilities of both the President⁴⁷² and the Board.⁴⁷³ The effective discharge of these responsibilities, along with annual key performance indicators created in collaboratively, is reviewed quarterly by the Executive Committee of the Board,⁴⁷⁴ allowing the President to share progress and challenges in a timely manner, with a final review occurring during the President's annual evaluation.⁴⁷⁵

⁴⁶⁷ Performance Evaluation Tools

⁴⁶⁸ Institutional Effectiveness Annual Report

⁴⁶⁹ 2025_1stQtr_Dashboards

⁴⁷⁰ Institutional Assessment Reflection and Goals Example- HR

⁴⁷¹ Board Member Recruitment Matrix

⁴⁷² Authorities And Responsibilities of The President

⁴⁷³ Authorities and Responsibilities of the Board of Trustees

⁴⁷⁴ President Goals 2324 through 2526

⁴⁷⁵ Example- President Evaluation Documents

Building and Assessing Leadership and Administration

In 2020, the College hired its first Human Resource Specialist, whose goal was to redesign P.I.T.'s hiring process and recruitment strategies. These changes included becoming more intentional in regard to requisition descriptions, compensation, and the interview process.

In 2024, changes were expanded to include a standardized hiring process,⁴⁷⁶ a change in information management systems, and the creation of the 60- Day Survey⁴⁷⁷ for new full and part time employees. Most recently, the college has begun developing a standardized 30-60-90 Day⁴⁷⁸ onboarding training process for all new employees, or employees who have been promoted to a new level of responsibility from within. This onboarding, launching in March 2026, includes ensuring access to and an understanding of the systems and data necessary to be successful in their role.

Not only are P.I.T.'s Cabinet and Executive Leadership annually assessed, as described in Standard 7 Criterion 4f, faculty are assessed via annual performance evaluations and quarterly student surveys. Staff are assessed annually, and both faculty and staff are assessed using a standardized rubric.⁴⁷⁹ Additionally, PIT has a process in place to address any concerns prior to the annual review to ensure that employees are supported and have access to the resources necessary for their success.

Faculty and Staff Assessment Cycle

Role	Occurrence	Method	By whom	Outcome	Alignment
President	Annually	Annual Board Review	BOT Executive Committee	Presidential Goals for year	<ul style="list-style-type: none"> MVV Strategic Plan Mission Vision Values Prior Years Goals
Cabinet	Annually	Standardized Rubric	President	Annual Goals Collaborative Support	<ul style="list-style-type: none"> MVV Strategic Plan Goal Institutional Goals Departmental Goals Bridge Plan Objectives 2024-2027
Executive Leadership	Annually	Standardized Rubric	Reporting Vice President	Annual Goals Collaborative Support	<ul style="list-style-type: none"> MVV Strategic Plan Goal Institutional Goals Departmental Goals Bridge Plan Objectives 2024-2027
Full time Faculty	Annually Quarterly	Standardized Rubric Student Surveys	Reporting Program Director Students	Annual Goals Collaborative Support	<ul style="list-style-type: none"> MVV Departmental Mission Departmental Goals Learning Outcomes
Adjuncts	Quarterly	Student Surveys	Students	Incorporation of student feedback where appropriate	<ul style="list-style-type: none"> MVV Departmental Mission Departmental Goals Learning Outcomes
Staff	Annually	Standardized Rubric	Reporting Manager	Annual Goals Collaborative Support	<ul style="list-style-type: none"> MVV Departmental Mission Departmental Goals

The College encourages staff to participate in professional development opportunities to ensure that they are well-equipped to execute their duties efficiently and effectively in the best interests of students.

Review of the College's health and considerations for strategic growth are ongoing, with quarterly updates to the College dashboards. These dashboards review not only the financial health of the College, but also review student outcomes, including persistence, graduation, and transfer/employment.

Additionally, the College engages in annual external fiduciary⁴⁸⁰ and financial aid audits, as well as scheduled assessment of data for annual reporting as required by externally funded programs, such as the TRIO-SSS Project,⁴⁸¹ along with following the assessment guidelines of program accreditation agencies. Results are reported to the Finance Committee, and then to the full Board by the CFO once available. At the conclusion of the

⁴⁷⁶ HR Hiring Process

⁴⁷⁷ New-Employee-60-Check-In

⁴⁷⁸ 30-60-90 Onboarding and Training Process

⁴⁷⁹ Performance Evaluation Tools

⁴⁸⁰ Examples- External Assessment and Audit Reports

⁴⁸¹ TRIO Annual Performance Reports for 2223 and 2324

most recent financial audit, the Board requested that the auditors join the January 12, 2026 Board Meeting to share the audit process and results.⁴⁸²

Voice of the Employee

In 2021, P.I.T. conducted an Employee Satisfaction Survey,⁴⁸³ the results of which highlighted the need to review adjunct compensation, employee benefits, and internal communication. In response, the College developed a phased plan to strengthen its total compensation package in order to retain existing talent and remain competitive in attracting new employees. During the 2021–2022 academic year, adjunct pay was increased by 10.5 percent. In addition, over the subsequent two fiscal years, the College allocated budgeted resources to increase employer contributions toward single medical and dental coverage. Most recently, in 2024–2025, additional resources were dedicated to further increasing adjunct compensation by an additional 40 percent.⁴⁸⁴

The College will launch the next Voice of the Employee in 2026.

Governance Assessment and Continuous Improvement

In addition to the regular assessments of the President, leadership, faculty, and staff, the BOT periodically conducts self-assessments, to evaluate trustee engagement, committee effectiveness, and alignment with fiduciary responsibilities, with the most recent assessment occurring in the 2024-2025 year.⁴⁸⁵ The feedback received will help inform board recruitment strategies and be considered as part of the upcoming Strategic Plan Cycle.

Board development is a priority. To support trustees, staff are frequently present at Board and Committee meetings, ensuring members have current information on institutional opportunities and challenges. As a recent example, staff have ensured that the BOT is well-informed on rules and regulations regarding TRIO Services, covering the program’s history, governing legislation, funding structure, populations served, potential challenges, and Congress’s role in the process.

As noted in Standard 7 Criterion 2c, the BOT also participates in professional development. In 2021 the BOT held a retreat that reviewed the Board’s role in the Strategic Plan and the role of a governing Board,⁴⁸⁶ with another training occurring in 2024. This training, provided by the Nonprofit Center at La Salle University, covered board governance roles and oversight boundaries, and the importance of strengthening the Board by prioritizing the College’s mission, safeguarding organizational health, and clarifying the Board’s role.⁴⁸⁷

Institutional and Governance Assessment Cycle

Entity	Assessment Tool	Timing	Responsible Party	Impact
Board of Trustee Self-Assessment	Evaluation Survey	Annual (starting 2024-2025 Fiscal Year)	Board of Trustees	Results are reviewed by the Board, and provide the basis to inform board recruitment, development, training, committee structure, and governance practices.
Bylaws review	Governance Committee Review	Every 3 years (starting 2024-2025 Fiscal Year)	Governance Committee of the Board of Trustees	Recommended revisions are reviewed by the full Board and formally adopted as needed to ensure alignment with institutional practices and accreditation expectations.
Departmental Assessment	Administrative Assessment Reflective Summary; Administrative Assessment Department Goal Creation	Annually (starting 2023-2024 Fiscal Year)	Institutional Assessment Department collaborating with Department Heads	Assessment findings are reviewed collaboratively and used to inform departmental planning, goal refinement, and requests for resources through institutional planning and budgeting processes.
Institutional Assessment	Strategic Plan; Quarterly Department	At least biannually; quarterly	President and Cabinet with Strategic	Regular assessment of the Strategic Plan and the overall health of the College provides leadership with the

⁴⁸² January 2026 Board Meeting Agenda

⁴⁸³ 2021 Employee Satisfaction Survey eNPS

⁴⁸⁴ Benefits and Compensation Adjustment

⁴⁸⁵ 2024-25 P.I.T. BoT Annual Board Self-Eval. Questions and Results

⁴⁸⁶ August 2021 BoT Meeting and Retreat Agenda SP Overview

⁴⁸⁷ Nonprofits and Boards and Governance Overview

	Dashboards; Non-Academic Department Assessment Cycle (Effective 2026–27) ⁴⁸⁸		Planning Committee of the BOT; Department Heads	tools needed to monitor trends, and make real-time data based decisions that are mission focused.
--	---	--	---	---

Assessment Leading to Change

Findings from these assessments have led to meaningful improvements. In 2023, the Board adopted a Recruitment Matrix⁴⁸⁹ to identify gaps in expertise and demographics. This tool now guides trustee nominations and interviews. For example, during the 2024–2025 cycle, the Matrix revealed a need for additional financial and emerging technology expertise. A candidate with those skills was elected to serve a 2025–2028 term, closing that gap. In another case, the Matrix provided an objective basis for not advancing a candidate to trusteeship; instead, that individual was invited to serve as a Community Committee Member, allowing the College to benefit from their contributions while maintaining the balance of skills needed on the Board.

Another example of Board assessment is the recent revision of the Board Bylaws⁴⁹⁰. As noted in Criterion 1, after noting that the Bylaws had not been reviewed in more than five years, the Board directed the Governance Committee to conduct a full review and recommend updates. The Committee proposed revisions aligned with current industry best practices, which were approved by the full Board in July 2025.⁴⁹¹

The Board also ensures that during the Strategic Planning cycle, the Mission, Vision, and Values (MVV) are explicitly reviewed to assess continued relevance and alignment with institutional goals and culture, with members serving as participants in the development process.⁴⁹² Following the completion of the Strategic Plan and any updates to the MVV, the final documents are reviewed and approved by the Board of Trustees.⁴⁹³ Implementation is monitored through departmental objectives aligned to the Strategic Plan.⁴⁹⁴

As an example of assessment leading to change on the Leadership level, the creation of Quarterly Town Hall meetings, which were introduced in response to feedback calling for stronger communication among the Board, leadership, faculty, and staff. These sessions are scheduled shortly after each Board meeting. Held virtually and recorded for accessibility, the Town Halls provide faculty and staff an open forum to ask questions, receive updates, and gain clarity on institutional priorities.

Recommendations:

Through the Self-Study process, P.I.T. identified opportunities to further systematize and document its already strong practices in governance, leadership, and administration. First, the College is developing a comprehensive Governance & Leadership Assessment Calendar that will consolidate Board, presidential, Cabinet/ELT, and administrative unit evaluations into a single, clearly documented cycle, with explicit “use of results” reporting tied to strategic planning and budgeting. Second, recognizing the ongoing challenge of engaging a commuter and online student population in governance, the College is formalizing a Student Advisory and Governance Participation Model that ensures consistent student voice in institutional decision-making and documents how student feedback is used. Third, to strengthen leadership continuity, the President’s goals for 2025-2026 include updating and expanding succession planning for all Cabinet positions to address identified gaps and aligning leadership development and transition planning with long-term institutional priorities. These improvements will further strengthen transparency, accountability, and inclusive decision-making across the institution.

⁴⁸⁸ Non-Academic Department Assessment Cycle & Reports

⁴⁸⁹ Board Member Recruitment Matrix

⁴⁹⁰ Governance Committee Proposed Bylaw Update 2025

⁴⁹¹ July 2025 BOT Meeting Minutes- Bylaws Approval

⁴⁹² 2021-24 PIT Strategic Planning Committee Groups Roles

⁴⁹³ Non-Academic Department Assessment Cycle & Reports

⁴⁹⁴ 2021-2024 Strategic Plan Review and Update Information