Certification Statement:
Compliance with MSCHE Requirements of Affiliation
[For use by institutions addressing the Accreditation Standards in *Characteristics of*
***Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)*]**
Effective August 1, 2015

Pennsylvania College of Technology

_____
(Name of Institution)

is seeking *(Check one)*:　　　___ Initial Accreditation
　　　　　　　　　　　　　　 ___ Reaffirmation of Accreditation through Self Study
　　　　　　　　　　　　　　 _X__ Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it
meets or continues to meet established MSCHE Requirements of Affiliation.

This signed certification statement must be attached to the executive summary of the institution's
self-study or periodic review report.

The undersigned hereby certify that the institution meets Requirements of Affiliation of the
Middle States Commission on Higher Education as published in *Characteristics of Excellence:*
Requirements of Affiliation and Standards for Accreditation (12th ed., 2006).

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

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

_____　　　　　_____
(Chief Executive Officer)　　　　　　　　　　　　　(Date)

_____　　　　　_____
(Chair, Board of Trustees or Directors)　　　　　　　(Date)

Periodic Review Report

Presented by:

Pennsylvania College of Technology

June 2017

Davie Jane Gilmour, Ph.D.
President

Date of most recent decennial evaluation:
June 2012

Contents

I. Executive Summary

INTRODUCTION

Pennsylvania College of Technology offers an array of academic programs at the baccalaureate, associate, and certificate levels with an emphasis on applied technology. The College offers nationally recognized programs and maintains its commitment to hands-on, experiential learning. Excellence in instruction and educational opportunities are the College's highest priorities.

> Mission: Pennsylvania College of Technology is a public institution providing comprehensive, hands-on technical education at the baccalaureate and associate degree levels. Every member of our College community endeavors to create and sustain excellence in a student-centered environment that promotes personal growth, social awareness, a shared commitment to diversity, and lifelong learning, all of which help prepare our graduates for success.

Location

The main campus of Pennsylvania College of Technology is located in Williamsport, Pennsylvania. The largest city in the area with a population of 29,381 (2010 census data), Williamsport is centrally located in the Commonwealth. The area surrounding Williamsport consists primarily of small towns and rural farmland. College educational facilities beyond the main campus include the Earth Science Center, the Aviation Center, and the Advanced Automotive Technology Center.

History

Grounded in a hands-on approach to technical education, Pennsylvania College of Technology evolved from seeds planted in 1914, when a high school industrial shop began offering adult education and training programs. Gradually, the emphasis shifted to vocational training, and in 1941, the Williamsport Technical Institute was established. The passage of the Community College Act of 1963 led to the next evolutionary stage: The Williamsport Area Community College, which used the Technical Institute programs and facilities as the starting point for continued growth and development. During the 1970s and 1980s, enrollment climbed, physical property expanded, and curricular offerings increased. Economic shifts in the 1980s led school districts to withdraw sponsorship when the original 20-year sponsorship agreement expired. The City of Williamsport stepped in to keep the College open under the requirement that Pennsylvania community colleges operate under a local sponsor. Presidents of The Pennsylvania State University and the Williamsport Area Community College, with the Governor of Pennsylvania, announced the intent to create an affiliation between Penn State and Williamsport Area Community College, creating the next iteration of the institution. On July 1, 1989, Williamsport Area Community College became Pennsylvania College of Technology, "Penn College," with an official affiliation with Penn State. As an affiliate of Penn State, rather than a commonwealth campus, Penn College maintained independence in terms of governance and curricular offerings. With this evolutionary stage, the College was able to add bachelor's degrees to its curriculum portfolio and on-campus housing to meet the changing needs of its students.

Present

Full-time equivalent (FTE) student enrollment in the fall of 1989 (the institution's first year as Pennsylvania College of Technology) was 3,503. The Fall 2016 enrollment (5,068 FTE) remained

predominately full-time (83.98% full-time with an average of 15.2 credit hours versus 16.02% part-time, with an average of 6.7 credit hours), male (63.48% males; 36.52% females), and non-minority (a minority enrollment of 10.61%, which is generally in line with the demographics of Northcentral Pennsylvania). The majority of students come from Pennsylvania (88.6%), with 37.0% of those coming from Northcentral Pennsylvania. Out-of-state students accounted for 10.4% of the Fall 2016 enrollment, and international students accounted for 1.0%. The 2016 entering freshman class numbered 1,902 students, with 31.9% enrolled in baccalaureate majors. During this same semester, there were 293 full-time faculty and 143 part-time faculty.

In a growing trend since the self-study, the majority of students are enrolled in bachelor-degree majors (53.01%), with 44.79% enrolled in associate-degree majors, 1.06% in certificate majors, and 1.14% enrolled as non-degree. Degrees are offered in areas as diverse as nursing, automotive, business administration, manufacturing, construction, hospitality, forestry, and graphic design. Eight majors are available through distance learning. Placement rates across majors average more than 95.4%, with many reaching 100% placement. The College provides a student-centered learning environment, with an average class size of 17, and a student-faculty ratio of 14:1.

In-state students paid an average of $16,080 in tuition and fees (excluding housing, living expenses, books, and tools) for two semesters of 15 credits each in 2016-17. Out-of-state students paid an average of 1.5 times the in-state rate. On-campus housing costs an average of $6,456 per academic year for apartment-style living quarters.

PREPARATION OF THE PERIODIC REVIEW REPORT

The Middle States Commission on Higher Education (MSCHE) accreditation is a valued goal taken seriously at the College. Building on the momentum of the self-study, the College began to address the Middle States Evaluation Team's single recommendation and the four internal recommendations the moment the self-study ended. The Quality Through Assessment Committee (QTA) was charged to oversee the implementation of the required actions addressed in the recommendations.

The College President initiated the development of the Periodic Review Report (PRR) with the appointment of the PRR co-chairs: the Associate Vice President of Instruction and a senior faculty member. In preparation of the PRR, the co-chairs attended the MSCHE PRR Workshop in Fall 2014. Both serve as peer evaluators for MSCHE and regularly attend the MSCHE Annual Conference. In Spring 2015, Academic Affairs sent a message to the College community asking for volunteers to serve on the PRR Committee, specifying the important role committee members would play in gathering data (evidence) and in developing the response to the self-study and team recommendations. QTA, school deans, and Academic Affairs worked together to identify committee members by the end of Fall 2015. Five of the eleven members of the Periodic Review Committee bring previous accreditation experience with them, as they served on the 2012 Self-Study Steering Committee. Just as important, it was the intent of the co-chairs to initiate new members to the peer review accreditation process, with six members having no previous experience. Members also represent different levels at the institution (staff, administration, and faculty) and specific areas of expertise (finance/admissions, distance learning, general education, governance, faculty, student affairs, and assessment) to the team. Committee members reached out to others within the College community as they worked on their respective charges. (See Appendix 1.0 for a list of participants.)

The work began in earnest in Fall 2015 with an established timeline that would culminate in the completion of the report by June 2017. The PRR Committee members met regularly to address the 2012 recommendations and other components of the PRR as they fulfilled the roles of researcher, writer, advisor, and advocate.

To involve a broader segment of the College community in the review and development of the full PRR, the PRR Committee shared an initial draft of the PRR with members of QTA and Deans' Council in the Fall 2016 semester. Members of the PRR Committee gave presentations to the Student Government Association, Student Affairs, the Corporate Advisory Board, and the College's Board of Directors. They also presented at the Spring All-Faculty meeting, which focused on a discussion of the PRR. Members of President's Council and College Council had an opportunity to review a draft of the entire PRR during a spring meeting. Additionally, a copy of the full draft was posted on the College's intranet for review by all interested members of the College community. Following each review, the co-writers of the PRR revised the report to include relevant comments and to address concerns.

MAJOR INSTITUTIONAL CHANGES AND DEVELOPMENTS

Since 2012, Penn College has experienced progress and improvement as an institution across multiple areas relevant to accreditation standards. To determine what changes should be highlighted in this report, committee members reviewed key elements of all 14 standards in the self-study to identify areas of institutional change. The changes have been clustered by the responsible division area.

Enrollment Management

In July 2014, the President created a new senior level position, Vice President for Enrollment Management & Associate Provost, bringing together the offices of Admissions, Financial Aid, the Registrar, and Academic Services & College Transitions. At this time, oversight of transfer initiatives also transitioned to Enrollment Management and is part of the College Transitions Office. This significant reorganization demonstrates an institutional awareness of the ever-changing landscape of enrollment.

Enrollment Management is responsible for coordinating initiatives to attract, admit, and retain students. This includes promoting campus-wide collaboration in recruitment, matriculation, and retention-related activities. Guiding this work is the College's first Enrollment Management Plan, a strategic plan to increase enrollment through recruitment and retention. An excerpt from the electronic Enrollment Management Plan is provided in Appendix 1.1. This plan identifies marketing and recruitment strategies designed to: (a) increase enrollment of students, especially from special populations, (b) increase engagement of faculty, staff, students, parents and alumni in the recruitment process, and (c) foster stronger relationships with K-12 partners. The activities previously outlined in the 2012 self-study continue to be supported and enhanced.

To facilitate greater customer service with incoming students, an "Admissions Dashboard" was instituted for employees across campus as a resource to identify a student's status in the enrollment process, and what steps in the matriculation process remain incomplete. This electronic resource has increased employee awareness of the enrollment process and the quality of communication with students.

Beginning in Fall 2014, Penn College's dual enrollment program, Penn College Now (PCNow), began to rapidly expand due largely to a change in the fee structure for participants. The per-credit fee for

students was eliminated; students now participate at no charge. A nominal fee to cover administrative costs is assessed to the participating secondary partners. No other aspects of PC NOW have changed since the 2012 Self Study report.

Also in Fall 2014, the Office of College Information & Community Relations (CICR) was renamed Public Relations and Marketing (PRM) to more accurately reflect the office's mission. As part of a renewed institutional focus on enrollment management, the relationship between PRM and Enrollment Management has been significantly strengthened. PRM has initiated several new projects in support of enrollment objectives. For example:

- In Summer 2015, a redesigned website was launched. An extensive review of content organization was conducted to refocus the site to its main audience – prospective students. However, the College catalog and academic school pages still contain the same type of content described in the 2012 Self Study report.

- PRM also continues to explore ways to maximize recruitment opportunities through social media. From July 2011 to November 2015, the College's main Facebook page "likes" grew from 5,765 to 15,485. As of November 2015, the College's social media presence has grown to include 18 Facebook pages, five Facebook groups, 16 Twitter accounts, four LinkedIn profiles, three Instagram accounts, an institutional YouTube channel with more than 400 videos, and a Penn College presence on Google+, Pinterest, Tumblr, and Snapchat.

Penn College acknowledges the importance of academic advising and the part it plays in the success of our students. Those assigned the role of academic adviser have the opportunity to significantly impact the personal, intellectual, and professional development of our students. To continue the focus on retention of current students through quality academic advising, an evaluation of faculty in their roles as advisers was initiated. Specifically, a section on evaluation of academic advising skills was added to the faculty evaluation process and documentation. To gauge student perceptions of their experiences with their advisers, a short survey is administered to students right after the scheduling period of every semester. This survey provides additional data on individual academic advisers and creates an opportunity for academic school deans to assess the quality of advising at the individual level. In addition, the Excellence in Academic Advising Award was established in 2012 to recognize excellence in service to students, reinforce desired behaviors, and encourage professional development in the area of academic advising.

Student Affairs

Student Affairs has moved forward with a variety of initiatives since the time of the Self Study. Notably, the division has invested significant efforts in the prevention of and response to sexual misconduct in the community, initiated the process for provisional entry into the NCAA as a member of Division III, expanded efforts to enhance the College's employer relations, gained federal funding to support mental health and suicide prevention, and expanded programming related to diversity and community engagement. These efforts, which are explained more fully below, are highlighted due to their significant impact on the College and their significance for student life.

In 2014, the former Student Sexual Harassment Policy was updated and retitled as the Student Sexual Misconduct Policy to more accurately reflect the range of behaviors that constitute sexual harassment and misconduct. The updates to the policy and procedure reflect guidance by the Department of Education regarding Title IX and the Campus SaVE Act. This information is available for students via the

public website. The process continues to be guided by the College's Coordinator of Title VI, IX, and Section 504, and is managed by the Director of Counseling Services, who operates as the Deputy Coordinator and Chief Investigator. All records of student grievances are maintained by the Coordinator of Title VI, IX, and Section 504.

In 2012, Penn College initiated the NCAA Division III membership process, becoming an Exploratory Member during the 2013-2014 academic year. Penn College was admitted to the NCAA as a Provisional Member in Fall 2014 (a four-year process) and successfully moved to the second year of Provisional Membership for the 2015-2016 academic year. Since that time, Penn College Athletics also gained membership in the North Eastern Athletic Conference (NEAC), where the College has made an immediate impact organizationally and athletically. Penn College staff now serve in leadership positions and committee assignments within NEAC, and Penn College student-athletes have won an NEAC Conference Championship in baseball and have been honored as All-Conference selections. In Summer 2015, Penn College was informed that the NCAA waived the third year of provisional status, allowing years 3 and 4 of the process to be combined; with this accelerated timeline, Penn College is on track to be a full member of the NCAA in September 2017. An additional notable achievement was the NEAC Conference's selection of a women's soccer player, junior Hailee Hartman, as one of four students representing the conference at the NCAA 2017 Convention.

The Office of Career Services expanded its outreach to both students and employers through the creation of a new position, Coordinator of Employer/Industry Relations, in 2014. Efforts to collaborate with faculty have resulted in a three-fold increase in classroom visits and individual appointments with Career Services, and both employers and students participated in the 2015-2016 career fair events in record numbers. The number of on-campus recruiting sessions has increased 47% in the past two years, and student participation in on-campus recruiting events has increased 91% over that same period. All of these efforts have directly supported the College's overall placement rate of 95.4%.

In 2015, Penn College was awarded a three-year $300,000 grant from the Substance Abuse and Mental Health Administration (SAMHSA) as part of its Garrett Lee Smith Suicide Prevention Grant Program. The funds enable Penn College to develop a comprehensive, campus-wide suicide prevention and intervention program, and provided support for the addition of a Coordinator of Student Health and Wellness Education/Suicide Prevention Specialist. This program includes a referral network, gatekeeper training, student screenings, training for faculty and staff, social norms and media campaigns, promotion of the National Suicide Prevention Hotline, development of a suicide response plan, and programming for parents and families. The underserved or at-risk populations on which the grant focuses are the LGBTQA community, racial and ethnic minorities, students with disabilities, and veterans. To enhance capacity related to these efforts, services related to career counseling for prospective and enrolled students were transitioned to Career Services, which allows Counseling Services to focus more heavily on personal counseling.

Diversity and community engagement are high priorities at Penn College, and the College is committed to building a supportive and inclusive campus environment through the advancement of diversity and social justice. In Fall 2016, the College engaged in a reorganization intended to enhance student support across a variety of areas. A new position, the Director of Campus & Community Engagement was created to provide vision and leadership to students from underrepresented groups (including but not limited to African-American, Latino-Hispanic, LGBTQA) and other identified special populations. The Director will supervise the Coordinator of Diversity & Cultural Life, a position that will develop campus-wide diversity programming initiatives and provide direct support to students. The Coordinator will also

assist with campus-wide education on civic responsibility, multiculturalism, community service and service learning. These positions are intended to support efforts of both campus-wide diversity and community engagement, two areas the College views as critical to both the fulfillment and success of our students.

In 2009, the Office of Disability Services created a focus group to explore accessibility issues related to information technology and media across the College. This initial group was comprised of faculty, administrative staff from both student and academic affairs, and a student. The group developed a strategic plan aimed at addressing known accessibility issues around campus, and to establish a plan for ensuring accessibility in the future. In 2011, the focus group became an institutionally-recognized committee, with a vision to "ensure that our information technology and media is accessible to our students, faculty, staff, and guests." The first charge of this multi-disciplinary committee was to develop a policy and procedure intended to systematically support this vision. In 2014, the *Accessibility of Electronic Information and Web-based Services Policy and Procedure* was approved by President's Council. The committee continues to support this policy through maintenance of a portal site that provides accessibility and universal design resources to the College community, as well as ongoing professional development.

Academic Affairs

Academic Affairs announced a restructuring initiative in January 2013. Eight academic schools, in existence for almost 30 years, became six. As part of the restructuring, some programs were moved to new schools, which created a renewed potential for creativity and growth. The new structure optimizes resources, facilitates collaboration, and takes advantage of facilities, talent and connections to discover new and expanded opportunities.

To keep pace with rapid changes in technology and employers' needs, 11 new majors have been added to the College's curriculum portfolio since 2012. They are:

- Mechatronics Engineering Technology (A.A.S)
- Emergency Management Technology (B.S)
- Concrete Science (A.A.S.)
- Applied Technology Studies (B.S.)
- Physical Therapist Assistant (A.A.S)
- Brewing and Fermentation Science (A.A.S.)
- Business Administration: Sport and Event Management Concentration (B.S.)
- Applied Innovation (B.S.)
- Entrepreneurial Innovation (B.S.)
- Automotive Technology: Mopar CAP Emphasis (A.A.S)
- Master of Science in Physician Assistant Studies (B.S/M.S.)

In order to ensure quality programs, the College continues to seek new and reaffirm existing external accreditations. Since the self-study, Masonry Technology (MN) achieved endorsement from the Pennsylvania Builder's Association. Between 2012 and 2016, forty-one majors earned reaffirmation of their accreditation, endorsement, or certification. (Appendix 1.2 -full listing of program accreditations). The College continuously reviews curriculum offerings to guarantee contemporary academic offerings. As part of this review, the following four majors were terminated since the self-study; Pre-Applied Health Studies/Cardiovascular, Magnetic Resonance Imaging, Health Information Coding Specialist, and Dental Hygiene/Special Population Care.

The Pennsylvania College of Technology board of directors approved its first graduate-level program, the master of science in physician assistant studies, on October 6, 2016. The master's program will start

in Fall 2020 for 30 selected physician assistant students who will begin their bachelor's degree courses in Fall of 2017. Adding the graduate program was essential to remain accredited by the Accreditation Review Committee on Education for the Physician Assistants. The Middle States Commission on Higher Education approved the substantive change on January 3, 2017.

There are many factors that influence student success, including the physical learning environment. The College strives to provide facilities that meet instructional needs. Significant upgrades to classrooms and laboratory spaces are continuous. Examples of improvements since the self-study include:

- Thirteen classrooms/labs have been fitted with card readers that allow students access to facilities beyond the workday. The CCURE security system provides usage reporting on after-hour access by students.
- The library added five new collaborative workstations and six new laptop-friendly stations in response to student need.
- A previous lecture hall was repurposed into the Culinary Foods Lab, which features 14 student work stations.
- The nursing program was relocated through a major renovation to include classroom, labs, and simulations labs. This dedicated area is now known as the Nursing Education Center.
- The dental hygiene clinic underwent major renovation in Summer 2016 to provide 20 state-of-the-art clinical work stations with chairside computers for electronic charting, imaging, and recordkeeping.
- All second-floor classrooms in the Klump Academic Center (ACC) were equipped with instructional document cameras, wide-screen data projectors, and flat screen televisions.

PRR HIGHLIGHTS

The following paragraphs describe the organizational framework for this report. Each paragraph succinctly summarizes a section of the document, capturing the key findings resulting from Penn College's internal examination. As the data collection process progressed, certain themes emerged, particularly around the challenges and opportunities, thus driving the presentation of the narratives within each section.

Section II of this Periodic Review Report describes the measures that have been taken in response to internal recommendations brought forth from the 2012 Self-Study and the single recommendation of the Middle States visiting team. These collective recommendations encompass the areas of: Governance Assessment, Distance Learning Practices, Core Curriculum Goals, Level of Under-preparedness, and Course-level Assessment. Further, this section provides evidence of the College's progress on the recommendations and lays the foundation for continued assessment in these critical areas.

Section III, utilizing the 14 standards as an analytical framework, presents an overview of the challenges and opportunities that face Penn College. Many of the identified challenges revolve around budgetary constraints and cost reduction strategies. Additional challenges are discussed related to the areas of diversity, student life, student enrollment and succession planning for key staff. Complementary to these challenges, is a substantial treatment of the opportunities that lie before Penn College. With each challenge, comes an offsetting opportunity to advance the College's mission and move forward on strategic initiatives.

Section IV provides an overview of current enrollment and financial trends across the College. Despite the uncertainty of state funding support and the recent decline in student enrollments, Penn College remains financially stable and continues to carry out its mission. New initiatives in the areas of cost reduction, grant acquisition, and donor support have carried the College through difficult financial times. The College remains committed to keeping tuition increases costs at a minimum while maintaining the highest educational standards.

Section V details the College's holistic approach to academic assessment. An independent self-study, conducted by the Quality Through Assessment (QTA) committee, yielded deficiencies in the following areas: underutilization of established procedures, inconsistencies in data reporting, inadequate timeframe for program revisions and reassessment, lack of feedback to report developers, and variations in the application of program review templates across academic schools. Collectively, these problem areas were identified for remediation with QTA oversight. The remainder of this section enumerates the strategies that were selected for bringing the aforementioned assessment activities into alignment with established procedures.

Section VI delineates how Penn College connects its strategic plan and associated initiatives to established budget practices. Each planning cycle begins with the College reviewing the result of ongoing assessment activities. These results drive the development of initiatives by the reporting department and may result in a subsequent request for additional funding. Decisions regarding the funding of such initiatives are contingent upon a documented rationale and projected outcomes.

II. Summary of Responses to Recommendations

A. SELF-STUDY RECOMMENDATIONS

The 2012 Self-Study included four specific recommendations. The Quality Through Assessment (QTA) committee reviewed each of the four, including progress and or completion to date. Evidence is provided to demonstrate the completion of these recommendations and the College's commitment to ongoing assessment.

Recommendation 1: Strengthen Governance Assessment

Establishing a regular, systematic assessment process with established timelines will enable the governance system to be proactive and thus more agile in effectively supporting the institution in a rapidly changing higher education climate, in contrast to a pattern in which changes often occurred as a consequence of Middle States accreditation self-study activities. Elements of the recommendation include:

- Establishing criteria for determining which issues brought before College Council are informational only and which require formal action.
- Assigning responsibility for reporting on and moving proposals/recommendations through the governance system and reporting actions taken back to committees.
- Orienting new Governance members to their responsibilities and Governance procedures and policies, as well as Roberts Rules of Order, with special emphasis on professional development for committee chairs.

Pennsylvania College of Technology's internal Governance system is a body of faculty, staff, and students—elected, appointed or volunteer—who help make decisions that directly affect the life at Penn College. The self-study process revealed that improvements to the Governance system were appropriate. Therefore, even prior to the team visit, members of College Council took actions to implement the self-study recommendation.

Previously, the bylaws stated that the chair of each Governance committee would report all committee activities, including possible recommendations, to College Council. However, committee chairs and Council members were often confused about what was simply an information item and what constituted a recommendation. To clarify this situation, the Executive Council of Governance recommended a change to the bylaws:

- Section B4.02 To investigate proposed actions, initiate proposals where appropriate, and forward items to College Council as information or recommendations. Unless otherwise specified within these Bylaws, items forwarded as recommendations are those intended to change institutional operations, policies, or procedure.

Further, to strengthen the progression and accountability of the movement of a recommendation from committee to Council to College president, a bylaw amendment, Part B, Article b1 (Functions & Duties of College Council) was unanimously passed by College Council prior to the team visit.

- Section B1.03 - To receive, review, evaluate, and act upon reports, proposals, and recommendations from standing committees.
- Section B1.04 - To recommend to the College President acceptance, modification, or rejection of reports, proposals, and recommendations.
- Section B1.08 - To assess progress of approved Presidential actions.

Another identified area of weakness was the preparedness of the committee chairs and the committee members to serve in their respective areas of service. To address that concern, Governance offers several professional development opportunities such as, "Introduction to Robert's Rules of Order," "Governance," and "A Governance for Committee Leaders." Additionally, Executive Council determined that the traditional practice of outgoing committee chairs mentoring newly-appointed committee chairs is an effective tool and encouraged that it be continued.

The assessment of Governance and the effectiveness of College Council, including its committees, is listed as a duty of the Governance system. Such self-assessment commenced with an Open Governance Forum in 2012. College Council chair and co-chair, along with the Director of Institutional Research (now Director of Assessment Research and Planning) conducted a meeting after soliciting interested volunteers to participate in the assessment process. Unfortunately, attendance was low and there was a limited cross-section of stakeholders present during the discussions. The outcome of the meeting was deemed inconclusive.

Upon the request of College Council chair, a second round of self-assessment followed, with each committee chair tasked to review the bylaws that pertained to their committee and to evaluate their conformance to such bylaw. In situations where actions and activities of a committee did not match the bylaws, the committee chair was instructed to change the committee activity or suggest to College Council a recommendation to amend the bylaw. A Bylaws Ad-Hoc Subcommittee of College Council collected all recommendations and worked diligently to update the Governance Bylaws. Faculty and staff were provided opportunity to review the proposed changes. College Council voted to accept the amendments in Spring 2017. This self-assessment process strengthens the functions of governance.

Given the two-year term limits, and changing leadership of Governance, it has been a struggle to identify a workable and sustainable method for assessing the effectiveness of governance. Historically, the self-assessment process alternated between a College-wide assessment and a committee self-assessment. College Council needs to research peer institutions and work with the Assessment, Research and Planning Office (ARP) to develop a formalized, cyclical, assessment plan that can be implemented to ensure that Governance indeed is an effective, responsive, integral part of campus life.

Recommendation 2- A Review and Improvement of Current Distance Learning Practices

While Penn College is in compliance with the Distance Education Programs: Interregional Guidelines for the Evaluation of Distance Education (Online Learning) document, a number of related areas have been identified as appropriate for additional study/implementation. Retaining the current Distance Learning Taskforce through the next academic year will allow the continuing focus on these areas:

- Developing a formal philosophy and purpose that encompass course-level and programmatic approaches to developing, offering, and supporting distance learning at Penn College.

- Publishing a current and effective Distance Guidelines handbook for faculty and administration reference.

- Creating a presence on the website and portal to support effective communications about distance learning courses, programs, support services, and contact information.

- Providing focused professional development for faculty and administrators, on both pedagogical and technical matters, which allows accurate assessment of all aspects of distance learning and web-supplemented courses.

- Evaluating and implementing necessary technical support for students and faculty.

Overview and Philosophical Foundation

Through the leadership of the Associate Vice President for Instruction, and with input from the Distance Learning Taskforce, Penn College has refined its mission and philosophy pertaining to distance learning program development, support, and administration. These changes are reflected in the following items: the new *Distance Learning Guidelines*, a pedagogically-centered *Online Teaching and Learning Series*, multiple channels for accessing technical training and support, and a centralized repository of distance learning resources, housed on the College's portal.

Distance Learning is not an entity that stands on its own at Penn College. Programs and courses are developed to supplement or advance progress in targeted academic majors. Currently, the College's distance learning portfolio provides the following opportunities:

- B.S., Applied Health Studies
- B.S., Applied Management
- B.S., Automotive Technology Management
- B.S., Dental Hygiene, Online Completion

- B.S., Health Information Management
- B.S., Nursing (BSN)
- B.S., Business Administration Management
- B.S., Emergency Management Technology

These programs are designed as completion-degrees, for students who hold a two-year degree or the appropriate credential to advance their education within the discipline. Consequently, the distance learning offerings at Penn College are aimed at satisfying the course requirements of the aforementioned eight programs. In addition to the major course requirements, the College has also committed to providing numerous options for completing both directed and open electives via distance learning. Students who are enrolled in a distance learning major get priority in scheduling distance learning courses within their respective programs. Courses that are not bound by seat restrictions based on major are open to all students who are eligible to schedule distance learning courses.

This model continues to work for the College. Philosophically, Penn College is committed to providing a career-focused curriculum that blends general education, industry-specific training, and hands-on experience. Distance learning at Penn College echoes this philosophy, generating courses and programs that add value to the College's curriculum portfolio and uphold the overarching mission. The following paragraphs provide further evidence of this commitment and demonstrate significant progress in addressing the components of this recommendation.

Distance Learning Guidelines

The *Distance Learning Guidelines* function as a framework for the development, delivery, and support of distance learning courses at Penn College. The most recent charge of the Distance Learning Taskforce

was to evaluate the *Guidelines* for currency and completeness. The resultant effort yielded the following improvements:

- **Transitioning the *Guidelines* from document format to an HTML-based format, hosted on the College's portal** – This change provides a more centralized resource that is easy to maintain and update, search, and is accessible online by all College constituents.
- **Addition of new sections to address 'best practices' in online course development/delivery** – These sections include: "Planning the Content," "Best Practices for Online Learning," "Managing an Online Course," "Expectations for Course Content," and "Resources for Faculty."
- **A compensation package that better reflects the effort that is involved in developing a new distance learning course** – The rate of compensation has been doubled for both development and delivery of a new distance learning course.

The *Distance Learning Guidelines* continue to evolve as more resources are consolidated into its contents. Future improvement will continue to be driven by distance learning faculty, the Distance Learning Taskforce, and the Associate Vice President for Instruction.

Online Presence
In addition to making the *Guidelines* more usable, accessible, and relevant, a directed effort was made to ensure that all distance learning resources, support, and training modules were logically placed for ease of access. To meet this end, the following enhancements were launched:

- **A distance learning portal page** – This page serves as a 'dashboard' for all things distance learning at Penn College, including resources and guidance for faculty developers and for distance learning students. Access to materials on the page is audience-based, so end users only see what is relevant to them.

  Faculty-specific resources include the following:
  - a listing of all distance learning majors;
  - information on how students schedule distance learning courses;
  - a listing of all distance learning courses developed to date;
  - a "Getting Started" page that details the procedure for launching a distance learning course development project;
  - a link to the *Distance Learning Guidelines*;
  - syllabi for the 5-course *Online Teaching and Learning Series*;
  - guidelines for Copyright and Fair Use; and
  - links to tutorials and resources for the learning management system and associated third-party tools.

  Student-centric resources include the following:
  - a listing of the minimum technical requirements;
  - links to various student resources – "Student Information System (SIS)," "Madigan Library," "The College Store," "Counseling Services," "Disability Services," "Online Tutoring," and "Student Guidebook"; and
  - a link to Information Technology Services for account information, downloads, software discounts, and technical assistance.

- **A public-facing web page that consolidates essential information for prospective distance learning students** – This web page contains procedures for applying, program logistics,

considerations related to student aid, guidance for transferring credits, and information related to the eight degree/certificate programs.

Professional Development

The *Online Teaching and Learning Series* was developed to provide a pedagogically grounded sequence of on-demand training modules for distance learning course developers. Faculty who are new to distance learning are guided through the course series by a senior faculty developer. Topical coverage includes the following:

- Introduction to the Learning Management System (PLATO);
- Best Practices for a Quality Online Course (Part I and Part II);
- Technology Tools (Web 2.0); and
- Evaluating an Online Course.

The online *Series* is housed within the College's learning management system – PLATO. This mode of instruction was selected as it effectively immerses the faculty-participants into the learning environment as students. As they learn about the learning management system, best practices, and technology tools, they experience the online environment from a student perspective.

Adding to the host of online resources for faculty-developers, the Office of Instructional Technology (OIT) has developed a comprehensive repository of tutorials and documentation for the College's learning management system and associated third-party tools – *OIT Training Center*. This resource contains the following items:

- A collection of multimedia tutorials for all major functions of the learning management system;
- Course templates for creating accessible content pages;
- How-to guides that explain the most common learning management system operations; and
- Links to download supported third-party software.

Rounding out the online resources for distance learning faculty, the College has obtained an enterprise license for Lynda.com. Lynda.com provides a wide-ranging collection of tutorials and videos related to teaching with technology.

Throughout the year, the Offices of Instructional Technology and Professional Development provide numerous classroom-based opportunities for faculty to advance their online teaching acumen. The following list captures a representative subset of the topical offerings.

- Educational Theory and Practice (facilitated by the Associate Vice President for Instruction)
- Learning Management System (PLATO) Essentials (Series)
- Accessibility (Series)
- Lecture Capture
- Desktop Capture
- Online Collaboration
- Assessment
- Media in the Classroom
- Teaching with Emerging Technologies

Technical Support

In addition to the aforementioned resources, students and faculty have several options for getting assistance. These mechanisms include:

- The **ITS Help Desk "Quicklink"** is prominently located on the College's main portal page. This option launches the College's ticketing system, in which the end user can report an issue or request assistance. A dispatcher routes the ticket to the appropriate work area.
- From the learning management system Home page, students and faculty can submit a "**Request for PLATO support**" to obtain technical assistance related to the PLATO learning management system. This option sends an email directly to the learning management system support staff.
- As a self-help option, the learning management system contains a **context-sensitive Help** feature for both faculty and students. A collection of **Student Tutorials** is also available to students from their learning management system Home page. These tutorials cover the most common functions that students will employ during their participation in an online or web-supplemented course.

Recommendation 3 - Review of the Core Curriculum Goals

Pennsylvania College of Technology has established a core curriculum for each of its credentials. The core is intended to serve as a broad foundation that will extend the competence students develop within their majors. The current 10 goals were adopted in 2009. Under the leadership of QTA, the Core Curriculum Assessment Sub Committee (CCASC) was created in 2010 to provide oversight and leadership for the design, development, and implementation of a systematic core curriculum assessment plan within a 3-year cycle. Membership of CCASC included faculty from each of the six academic schools and staff members from the Assessment, Research & Planning Office (ARP) and Academic Affairs. The current 10 goal areas are: *Communication, Critical Thinking, Information Literacy, Citizenship and Cultural Sensitivity, Physical and Mental Fitness, Lifelong Learning, Computing Literacy, Quantitative Literacy, Scientific Literacy,* and *Art Appreciation.*

The Self-Study Steering Committee recommended a review of core curriculum performance data to determine student competence within the 10 core areas, and to validate the core itself. Specifically, they recommended two full assessment cycles prior to making any changes.

> **Recommendation # 3:** Review of the Core Curriculum Goals (Chapter Ten). The review of the goals of the core curriculum shall be undertaken by a to-be-identified task force, which will use all available goal assessments in completing its task by December 2016. The provost will determine the membership, timeline, and process and will ensure the involvement/assistance of QTA and the Assessment, Research and Planning Office (ARP).

Current Core Goal Assessment

Under the guidance of CCASC, the College identified student learning outcomes and conducted direct and/or indirect assessments on Core Curriculum goals for two cycles. The second 3-year cycle of Core Curriculum assessment was completed in Spring 2016.

The CCASC, along with ARP and faculty representatives, coordinated and monitored the assessment activities in the core areas. At the completion of each cycle, the CCASC prepared a comprehensive Core Report that provides stakeholders information on methodology, analysis, and recommendations employed for the assessment of each goal (Example in Appendix 2.0). A review of these reports highlighted inadequacies in the current assessment practices of core. For example:

- *Unclear definitions of certain core goals*. Without a clear and standardized definition of critical thinking, it was challenging to assess student's ability to think critically across various fields of study.
- *Deficiencies in assessment tools*. Out of the 10 core curriculum goals, five were assessed only through indirect measures. While indirect measures do provide some idea as to how students are doing, they fail to serve as reliable and objective evidence of students' performance in the specific areas. With many of the indirect assessments, it was challenging to identify true peer institutions, as the nature of Penn College programs differs greatly from the peer institutions. Examples: SAILS, CAT, NSSE.
- *Key assessment did not represent an accurate sample of the student population*. Conducting the assessment in CSC124, *Information, Technology, and Society*, excludes all students who have tested out of the course, thus eliminating high performing students from being assessed. The assessment focuses too much on course-level assessment, and does not represent a true picture of student growth in computing literacy.

Establishment of Task Force
Information from the core assessment reports provided sufficient evidence that both the assessment strategies for core and the core itself were in need of review. As a continued follow-up to the self-study recommendation, a Core Curriculum Review Committee was established in 2015. The group was charged with reviewing the institutional core goals and recommending appropriate changes based on the two cycles of feedback provided by the CCASC. This committee's membership includes faculty representation from all six academic schools, along with staff representation from the College's Assessment, Research and Planning Office (ARP), the library, and Student Affairs. Early in the Fall 2015 semester, a subcommittee was formed and met regularly throughout the 2015-16 academic year between regular Core Curriculum Review Committee meetings. The purpose of this subcommittee was to develop drafts of the new core goals based on discussions that took place in the full committee meetings and report back to the full committee at regular intervals throughout the academic year. During the 2015-16 academic year, the committee developed a draft of the document titled "Foundations, Perspectives, Specialization, and Integration." (Appendix 2.1)

The committee evaluated the current statement of goals against two different yardsticks. First, it tried to determine whether the current statement of goals reflected present and planned practice at the College. Next, it compared the current statement to emerging standards in higher education using guidelines developed by the Lumina Foundation and programs in place at a variety of colleges, especially those that focus on technical education.

The resulting document treats the core curriculum as an integral part of a college education. Instead of simply revising the list of goals, the committee provided an outline of a complete education that shows the place of the core curriculum in context, defines key terms, and proposes student outcomes in each area. Throughout the process, the committee resisted the urge to consider the core curriculum as a series of courses to be completed—instead, it describes the core curriculum as a constellation of skills, knowledge, and approaches to learning that are introduced, often in specialized courses, then reinforced and developed across the curriculum.

The framework is divided into several sections:
- The first section defines a college education, explains the broad goals of the College, and introduces the concept of the four domains.

- The second section, called "Foundations and Perspectives," describes the domains that most closely resemble the established core curriculum. In this section, the authors define and explain the importance of the foundations and perspectives and provide lists of the sub-categories within each domain.
- The third section of the document, called "Specialization and Integration" defines those terms and explains how they work together with foundations and perspectives to create a total education. The section includes a list of assessable outcomes that demonstrates the abilities the committee foresees for Penn College students.
- The rest of the document contains definitions of each foundation and perspective and proposes assessable learning outcomes for each.

This framework continues to be a work in progress. During the 2015-16 academic year, representatives of the committee shared their work with and solicited ideas from their respective schools and departments. Additionally, this draft was presented to QTA, Deans' Council, and President's Council near the end of the Spring 2016 semester. The next step in the process (Phase II) of redefining the core curriculum requirements is underway. The committee will need to look at how best to integrate the foundations and perspectives into courses across the curriculum.

The committee drafted a new core curriculum that operationalizes the framework developed in Phase I. The committee believed it was important to present the proposed framework (Phase I) along with a proposed core curriculum that outlines the general education requirements for students (Phase II). In the 2016-2017 academic year, the committee's work was formally presented to the College community, seeking faculty feedback, addressing faculty concerns, and garnering the necessary approvals to implement this new Core.

Core Review Timeline

Academic Year	Objectives
2014/2015	• Establish Core Review Committee
2015/2016 (Phase I)	• Solicit ideas from committee members on general education at Penn College • Review research and peer institutions for guidance • Establishment of subcommittee to take lead • Develop framework for general education at Penn College • Develop student learning outcomes for each foundation and perspective in the framework • Present work to QTA, Deans' Council and President's Council for feedback
2016/2017 (Phase II)	• Develop the core curriculum that will support the drafted framework and learning outcomes for both two-year and four-year degrees • Solicit feedback from committee members and their constituents as curriculum is developed • Revisit QTA, Deans' Council, and President's Council to update on progress
2017/2018 (Phase III)	• Formally present the framework for general education, associated student learning outcomes, and core curriculum for two-year and four-year degrees to College community • Hold forum(s) to solicit feedback from constituents • Address concerns brought forward from community • Seek approval from necessary bodies (AS&I, Curriculum, College, Deans', & President's Council) • Begin work with QTA to develop rubrics and assessment tools
2018/2019 & forward (Phase IV)	• Programs will begin to implement required changes to their programs of study as part of program review process • Continue work with QTA and programs to establish course- and program-level assessment

Core Assessment During Interim Period

The second cycle of core assessment, completed in the Spring 2016 semester, was expected to be the final cycle of assessment of the current 10 core goals. However, as noted in the timeline, the new core curriculum and assessment practices will not be ready for implementation until 2018/19. During this interim period, QTA decided to continue assessment of the current core goals another cycle. In response to the recommendations in the Core Reports, new direct measures, rather than commercial testing instruments, will be used where appropriate to provide more valid data. For example, to assess information literacy, instead of the Standardized Assessment of Information Literacy Skills (project SAILS) test, the library will use an online tutorial administered to all students taking English 111; the tutorial provides students with a series of online lectures that address the Association of College & Research Libraries (ACRL) Information Literacy Standards. Students are then assessed on their learning through a series of quizzes, and the results are directly measured against the standards. These results are reviewed annually and, if appropriate, adjustments are made to the tutorial as prescribed by student assessment results.

In some Core areas (Computing Literacy, Communication, Quantitative Literacy, Scientific Literacy), the current metrics will continue to be used. For Core goals that were previously assessed by indirect measures (Art Appreciation, Physical and Mental Fitness), an increasing effort will be made to work with faculty and department heads to identify means of direct measures of student success. The information collected from this third cycle can also shape the work of the Core Curriculum Review Committee.

QTA committee members felt the initial objectives of the CCASC have been met and there is no longer a need for this committee. In the early stages, CCASC, had faculty representative from each of the school. In 2014/15 QTA increased its membership to have faculty representatives from the six schools. Some of the members on CCASC were also members of QTA. The Core Review Committee also had some of the same membership. The CCASC committee was dissolved at the end of Summer 2016. The Core Review Committee will work closely with QTA and ARP as the assessment of the core curriculum moves forward.

Recommendation 4- Level of Under-preparedness

> Specifically, this study group recommends that an ad hoc committee apply all the data gathered in the course of the self-study and identify additional data required to gain a clear and accurate picture of the level of under-preparedness of entering students. Additional points of review may include the College's curriculum portfolio/academic requirements as well as relevant academic policies and current services. To ensure the adequacy of data to support findings/changes, the study should take a 3-year approach.

The definition of "low score," as it relates to placement testing, was revised in Fall 2012 in response to data revealing the inability of students with significant academic deficiencies to be successful, despite considerable interventions and resources. Low score is defined as a result on the English, reading, and/or math placement exam that falls below the minimum acceptable level for admission. There are now two types of low scores: a score on an individual placement exam (Penn College test) that falls below the minimum acceptable level for placement into a developmental course, or significant deficiencies in all three developmental areas. Students who earn either type of low score may not enroll in any Penn College courses until the low score status is eliminated through remediation, retesting, or appropriate transfer credit; such students will be denied admission to the College.

Prior to 2014, under-prepared students whose placement results indicated deficiencies in all three placement disciplines, English, mathematics and reading, were not permitted to enroll in their major

until the deficiencies had been addressed through enrollment and completion of the developmental semester or completion of an alternate plan. The intent of the developmental semester was to provide students the opportunity to demonstrate that they were capable of applying themselves in the college setting, with significant support services, as well as address the identified deficiencies.

"The Developmental Semester at Penn College: Proposed Changes for Students Success" report was completed in June 2011. Building on the outcomes of this report, in 2013, under the leadership of Academic Services and First Year Programs, additional analysis of the under-preparedness of entering students was conducted and results of this study were reported in the "Conditional Acceptance Program: A Proposal to Support Student Learning and Meet Institutional Goals." The full report is located in Appendix 2.2. Briefly, the significant findings include:

- Students in the developmental semester were retained at a significantly lower rate than other first-year students. The fall-to-spring retention rates for students in the developmental semester were 10% to 30% lower than all first-year students. The fall-to-fall retention rates for students in the developmental semester were 13% to 33% lower than all first-year students.
- The graduation rate for students in the developmental semester remained around 14% since 2005, substantially lower than the College's 50.7% six-year (BS) graduation rate and 32.9% three-year (AAS) graduation rate.
- Students in the developmental semester were more likely to have academic difficulties than their peers. This can be demonstrated by their disproportional representation among early alert system referrals (counseling, tutoring, mentoring, and midterm workshop) from faculty and staff for first-year students between 2010 and 2012.

	2010	2011	2012
Percentage of developmental semester students among all first-year students	6.1%	5.1%	4.8%
Percentage of developmental semester students among all first-year students referred to early alert system	15.5%	14.5%	11.5%

The outcomes of these analyses suggest that students in the developmental semester continued to perform poorly despite significant improvement initiatives focused on academic support that were undertaken by the College in previous years. The under-prepared students are not likely to succeed even with the exceptional support offered by the College, and their failure bears significant costs for the College and, equally important, for the students.

This evidence supported the College's decision to terminate the developmental semester and replace it with the Conditional Acceptance Program (CAP) in Fall 2014. Students whose placement test results indicate developmental needs in all three placement disciplines are automatically assigned to the Conditional Acceptance Program (CAP). Conditionally accepted students will not be permitted to enroll in a major until they have fully remediated at least one tested subject area. Students who have MTH006 (a higher level developmental math class that prepares students for college level algebra and trigonometry) as their only math developmental requirement will not be placed into CAP and will be eligible for acceptance into a major.

Students who are placed into CAP have two main remediation options: taking coursework or retesting. Taking coursework includes the co-requisite online CAP Enrichment Series (CAP-ES). CAP-ES is

a non-credit college skills course offered online. It is a required part of CAP, taken along with developmental course(s). CAP-ES is evaluated on a pass/fail basis. To help students enter the College with no (or fewer) developmental classes, the College offers a retest option on placement tests as one way students can remediate deficiencies that placement tests reveal. The Retesting option includes a student-chosen skill development strategy (such as tutoring with a professional or utilizing the online remediation program developed by Penn College) and a retest to re-assess skills.

In Fall 2015, mathematics professors conducted the study called "Mathematics Placement Testing - Retest Process." The assessment project examined the percentage of entering students who were able to improve their placement level as a result of a remediation activity, factors that were linked to success in improving placement levels and the success of these identified students in their first math course at Penn College.

Significant Findings:
- Of students who retested, 58.2% (39 out of 67) improved their placement level at least one level. The mathematics department believes that providing a mechanism for students to remediate deficiencies prior to enrollment improves recruitment efforts and increases retention rates as more students are able to enter directly into their majors
- At the conclusion of the fall 2015 semester, final course grades were examined. Of those who improved their placement level, 76.7% passed their first math class with a C or better; 80% did so with a D or better. Among the six students who were not successful, one received four W's in the fall semester, one ended the fall semester with 4 F's, and one student ended with straight F's.
- Because students who attended Pre-Enrollment Advising sessions improved their placement level at a higher rate than those who did not attend (66.7% versus 50%), the College has implemented a mechanism that provides more feedback to students when they receive their placement level on the SIS (especially useful if they don't return to campus for advising or if they delay their return until summer orientation (Connections). Based on the students' transcripts, placement test scores, and affective survey results, students are given a recommendation for how they should approach their remediation strategy. Faculty may recommend that a student complete the online remediation program (with or without the aid of a tutor), take a summer course, or complete their first course at Penn College during their first semester. Providing this enhanced information improves the advising process for students hoping to remediate their deficiencies

The Mathematics Placement Testing - Retest Process study provided definitive results in the various methods of remediation and how they affect students' long-term academic performance and retention. This information provides a clear basis for discussion with students on the best method of remediation. A copy of the report, including additional significant findings from the study, is located in Appendix 2.3.

Retention
The Office of Academic Services and College Transitions continues to monitor the outcomes of the initiatives taken since 2014. Of those students who successfully remediated and entered the College in the Fall 2014 cohort:
- 78% (39 out of 50) persisted from Fall 2014 to Spring 2015 with a mean GPA of 2.22
- 62% (31 out of 50) persisted from Fall 2014 to Fall 2015 with a mean GPA of 2.54
- 54% (27 out of 50) persisted from Fall 2014 to Spring 2016 with a mean GPA of 2.69

Status	Fall 2014		F14 to S15 Retention			F14 to F15 Retention			F14 to S16 Retention		
Conditional Acceptance Program	N	Mean GPA	N	%	Mean GPA	N	%	Mean GPA	N	%	Mean GPA
Retested Successfully	32	2.369	27	84.4%	2.653	21	65.6%	2.858	19	59.4%	2.429
Tested with Accommodations (FTAT)	4	2.050	3	75.0%	2.271	3	75.0%	2.562	3	75.0%	1.755
Completed CAP/SES	8	2.042	6	75.0%	2.192	4	50.0%	2.350	4	50.0%	2.516
Certificate Program	4	1.852	2	50.0%	0.000	2	50.0%	0.000	0	00.0%	0
Transferred Credits/Test Scores	2	1.611	1	50.0%	1.857	1	50.0%	2.081	1	50.0%	2.328
Total CAP	50	2.224	39	78.0%	2.535	31	62.0%	2.693	27	54.0%	2.363

Evaluation Team's Recommendation

The sole recommendation from the Middle States team focused on the need to continue course-level assessments and provide evidence to the question: Does course-level assessment lead to continuous improvement of student learning?

> The Team recommends that Penn College continue to use the recently adopted assessment plan to analyze its results, to implement its action plans, and to assess their impact as a mechanism to demonstrate that the assessment results at the course level are used to improve student learning.

Required Student Outcomes, also known as Student Learning Outcomes (SLOs) are learning outcomes/competencies the student should be able to demonstrate upon completion of a course. The outcome statements are transparent to all current students, as they are listed on all course abstracts and syllabi for each course at the College.

Assessment of Required Student Outcomes (RSOs) is an integral component of faculty job responsibilities. Faculty may work individually or collectively within their discipline with department heads or program directors. Since the self-study, the faculty-driven process has matured as the culture of assessment continues to strengthen across campus. Faculty have continued the course-level assessment practices described in the self-study with minor improvements to the process.

Course selection for assessment and the number of courses to be assessed every year are determined by the academic school so as to satisfy *the intent to assess required student outcomes in every major course at least once every five years.* Common assessments, developed in collaboration among faculty, are increasingly used to ensure consistency across multi-sectional courses. Course-level assessment is a snapshot of performance. If performance results failed to meet the expected outcome, additional cycle(s) of assessment may be indicated to determine the reason. If additional assessment is warranted by faculty, program, or school leaders for other reasons, the course or specific course outcome(s) may be assigned additional cycles of assessment.

The "Assessing Required Student Outcomes" simplifies the process and standardizes the reporting of results. Appendix 2.4 provides an example of a completed template that is utilized by all the schools. The assessment must examine student performance on each course outcome, using direct assessment

methodology. In addition, if indirect assessment methods are available, they should be included in the reporting. In 2015, this template was modified to expand analysis of trends and the documentation of improved student learning as a result of the assessment. The assessment results are reported to the academic school dean for inclusion in the academic school's "Annual Assessment Report." An example of a school's assessment report is included in Appendix 2.5.

Assessment at the course level is a continuous process. To encourage faculty participation and innovation, the College provides multiple opportunities for faculty support and development. The Assessment Academy, a one-day workshop, educates faculty on the current processes and multiple tools available to assess student learning. Other resources include (a) ongoing professional development sessions, (b) Quality Through Assessment's (QTA's) listing of best practices, (c) easy access to an electronic assessment manual via the Portal, (d) QTA faculty liaisons to each school, and (e) assistance as needed from the Assessment, Research and Planning Office (ARP). These opportunities increase faculty engagement and facilitate development of valuable assessment.

Successful course-level assessment includes measuring whether the outcomes have been met as well as using the results to improve teaching and learning in the course. Evidence of this success across campus include the following examples:

- Over the past academic year, Penn College student averages have improved again in all categories of the Industry Competency Exam (ICE) given in the HVAC majors. Over the last four years, the scores have steadily increased to meet or exceed the national average. Three years ago, the Heat Pump category was one of their weakest areas. After evaluating the scores, adjusting curriculum and modifying classroom activities, this is now one of the top scoring categories. Although the scores have increased over the last four testing cycles, the department will continue to monitor the scores and make necessary improvements to exceed national averages.
- The Accreditation Board for Engineering and Technology (ABET) assessment process, in conjunction with faculty discussions and input from the program's advisory board, has led the Civil Engineering Technology department to re-examine the competencies expected of an associate degree (CT) student entering the workplace. As a result, the department concluded that program changes are needed to enhance student outcomes associated with ABET program criterion Aa. The curriculum revisions will add three new courses, totaling 6 credit hours and eliminate two existing 3-credit hour courses: fluid mechanics and topographic surveying.
- CET323, Water and Wastewater Systems, was re-assessed in Spring 2015. The Spring 2015 reassessment shows a respectable improvement in grades compared to the initial Spring 2014 assessment (64% versus 42%), but the set point of 70% has not yet been met. A close review of the answers indicates that the students appear to understand the sizing criteria for unit operations, but struggle with the geometry involved in sizing the units correctly. Given this observation in the data, the instructor will emphasize the geometric aspects in future course offerings.
- In BWM250, Creating Web Applications, more than 80% of students showed sufficient mastery in the areas evaluated; this is well above the expected level of performance. In 2014, BWM250 was taught as a hybrid course. Feedback from the students and lower student outcomes indicated a need to change the mode of delivery. The student outcomes in 2015 improved after returning the course back to a traditional lecture/lab format. Results are demonstrated in the table below:

BWM250 Course Outcomes	Assignment #2		Assignment #3		Assignment #4		Final Project	
	2014	2015	2014	2015	2014	2015	2014	2015
Exceeded	74%	47%	43%	71%	30%	65%	30%	41%
Satisfied	9%	35%	20%	12%	0%	18%	17%	12%
Approached	0%	17%	10%	12%	9%	12%	17%	18%
Failed to meet	17%	0%	30%	6%	61%	6%	35%	29%

- The Aviation Department annually evaluates the Federal Aviation Administration (FAA) test results as a measure of student outcomes. Pennsylvania College students'scores and the national norm test scores are compared. Due to consistent test averages below the national norm in the past, a requirement for all students to obtain a minimum score on a practice test prior to receiving their authorization was implemented in the fall of 2014. As a result, the general test score showed improvement by exceeding the national norm test results and the Powerplant test scores showed a slight improvement.
- Continuous data analysis show positive effects of the College's developmental math coursework in comparison to national trends. Students who complete the College's developmental coursework have a similar success rate in their follow-up major math courses as students who test directly into college-level math courses. In 2013-14, over 70% of students earned an A, B, or C in the Penn College developmental math coursework.
- In Vehicle Safety Inspection, AMT242, assessment is conducted by reviewing the results of the PA State Inspection license exam. The department recently moved this class to the second year when students have completed more fundamental automotive classes. Results show an increase in the baseline of the exam, with an increase in the number of licenses issued in 2016. The total number of students tested increased; however, nine of the students did not obtain the license. This could be due to out-of-state students who do not need the license.
- A science faculty member conducted research to determine how different learning environments (flipped types vs. traditional) affects student learning in general chemistry. Two significant findings emerged through the study that were beneficial for the College as it attempts to maximize student success. First, students' mathematics levels were a significant predictor of overall success in general chemistry, regardless of the learning environment. Second, students entering the College with a mathematics level of 4 or higher mastered more content (statistically significant) in a flipped based classroom in comparison to a traditional lecture classroom. No significant differences were found for students entering at a level 3 or lower.
- The Madigan Library continues to assess student learning of information literacy using an online library tutorial that is administered to all students taking English Composition 1. These assessments are done in a cyclical manner, including an initial assessment of learning outcomes, adjustments to instruction as a result of review of the outcomes, and a re-assessment of learning outcomes to measure the effect of the adjustments. The program's current learning goals are tied to the Association of College and Research Libraries' (ACRL) Information Literacy Competency Standards; however, these goals are being reviewed with the intent to map them to ACRL's recent (2015) release of the new Framework for Information Literacy for Higher Education. Students in every semester (including summer) view a series of online lectures which address the ACRL Information Literacy Standards. The students are then assessed on their learning through a series of quizzes, the results of which are directly measured against the

standards. These results (see table below) are reviewed annually and, if appropriate adjustments are made to the tutorial as prescribed by student assessment results.

Library Tutorial Individual Module Grades - Average for 3 Semesters			
	AY13/14	AY14/15	AY15/16
Creating a research strategy	75.30%	76.05%	78.67%
Acknowledging sources	86.53%	94.37%	88.13%
How to use a database	94.35%	95.69%	94.08%
How to use the catalog	82.19%	86.66%	83.14%
How to evaluate resources	72.12%	76.90%	78.07%
Scholarly, popular & trade journals	93.03%	82.04%	93.84%

III. Challenges and Opportunities

The College periodically conducts a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis as part of its planning process. While the primary responsibility for the SWOT analysis lies with President's Council, the senior administrators individually seek insight from their respective divisions. Thus, the resulting SWOT analysis captures views from across the campus. The PRR Committee reviewed the SWOT analysis conducted during Fall 2015 as a means of identifying the challenges and opportunities the College is currently facing.

Each of the relevant issues were categorized into one of the 14 standards from the Characteristics of Excellence. Committee members reached out to responsible departments for additional insight and research. Summarized below are those items the committee felt represented the greatest challenges and opportunities to which the College would need to respond within the next five years. In most instances, the challenges were aligned with a corresponding opportunity.

RESOURCES (STANDARD 2 AND 3)

The most recent SWOT analysis indicates a number of opportunities and challenges related to resources. Several issues are related to personnel costs, while others may be categorized as relating to the budgeting and financial structure of the College.

Personnel-related Cost Issues

The College has traditionally provided a competitive salary for employees as well as a very generous benefits package. The cost of two elements of the benefits package, health insurance and retirement, has increased dramatically in recent years, driving the College's personnel costs significantly higher.

In Pennsylvania, public institutions must offer a traditional pension plan sponsored by the Commonwealth. Penn College offers both the defined-benefit pension plan through the state and a defined-contribution plan through TIAA. While most employees are enrolled in defined-contribution plans (69.85%), there remain a significant number in the traditional defined-benefit pension plan (30.15%). Like many of these traditional pension plans across the country, there is a large and growing unfunded liability in the state system. Actuarial costs are passed along to the participating organizations, such as Penn College. Rate hikes on a year-to-year basis have reached 25% in recent years, dramatically increasing the cost of benefits for the College. There appears to be no immediate solution for the growing defined-benefit pension cost, as participation in the plan is required by state law. A change to the pension plan requires legislative action, and attempts to a craft changes in the system have not yet been successful.

Likewise, health care costs have also risen sharply in recent years. The College participates with several local school districts and other organizations in a self-insurance consortium. The rates have risen sharply in recent years, as much as 20% annually. The College has addressed these rising costs with two initiatives. The first is an aggressive risk management program targeting employee wellness. The result of these efforts has been realized through improved health of employees, greater preventative actions, and reduced numbers of major claims.

The second effort to address health insurance costs is in the midst of implementation. The College, with the agreement of the Faculty Association, shifted to a qualified high deductible plan supported with College-funded Health Savings Accounts (HSAs), thus minimizing the negative financial impact on employees. The coverage of the plan is essentially the same as the prior plan, ensuring high quality care. The plan also meets the guidelines of the Affordable Care Act to avoid future excise taxes. The plan will initially save the College more than $600,000 annually, with savings increasing sharply in following years.

Increasing personnel costs have at least two other contributing factors: instructional methods and the contractual salaries of faculty. Penn College's Mission includes a commitment to hands-on technical education. Accomplishing this requires intensive laboratory and clinical instruction with very low student-to-faculty ratios. It is not unusual to have clinical or labs with five or fewer students, which increases the cost of instruction. The College and the faculty have mitigated this by assuring that courses where larger numbers of students can be accommodated without sacrificing quality of learning are running fully subscribed.

The College has one collective bargaining unit on campus, the Faculty. The relationship with the Faculty Association has been amicable and productive for many years. There are, however, inherent costs and limitations on flexibility in every labor contract. The Agreement stipulates compensation and benefits, among many other items. The system for determining faculty compensation recognizes qualifications and experience as essential items, and there is no element recognizing differences among disciplines. Thus, a very senior faculty member may be compensated very highly even if the market for their respective discipline is very crowded. Likewise, the system sometimes precludes the ability to offer competitive salaries in high demand disciplines that are among the strongest programs at the College.

The Agreement has included annual increases in salary for all faculty beyond increases in shared health care costs. These raises, often agreed upon in prior years, have added costs to the College in years when revenues have been flat or reduced. Contractual items are reviewed periodically and were thoroughly examined in the negotiation of the most recent Agreement.

Budgeting and Financial Structure

Penn College, while affiliated with Penn State University, is independent in almost every way. This is particularly true in terms of finances. The College receives an annual appropriation from the Commonwealth of Pennsylvania for operating expenses, but no allocations are made for capital. The College has, for many years, incurred debt to finance renovations and new construction on campus, as well as to equip the capital-intensive classrooms and laboratories required for effective applied technology education.

The College has stated its Vision as "a national leader in applied technology education." Fulfilling such a vision requires the institution to maintain state-of-the-art facilities and instructional equipment. While capital funding has not yet been made available from the state, the College consistently addresses needs for new or replacement equipment and facility renovations within the constraints of the operating budget. Long-term facilities priorities are identified via the Facilities & Site Master Plan with input from all divisions within the College. These are executed through annual capital expenditures and renovation projects. Capital needs for instruction are managed through a Master Equipment List (MEL; See Appendix 3.0) in which long-term school and department needs are listed and prioritized by school deans. The MEL is then used a guide for considering and soliciting applicable grants by the schools, as well for targeting specific fundraising and donation opportunities through the Institutional Advancement

and the Corporate Relations office. The College is very active in creating relationships with organizations, many of whom are manufacturers of the equipment used in instruction and/or employers of Penn College graduates. These efforts often lead to equipment loans/donations and direct financial contributions to the College.

The budget at Penn College is largely reliant on tuition revenue and student fees. The most recent annual appropriation from the Commonwealth is approximately 13% of the total budget. The remaining 80%+ of the budget is derived from tuition and fees. This heavy reliance on tuition and fees has led the College to strategically address enrollment and retention.

The College has also benefited from increased financial support from the Commonwealth. The legislature recognizes the funding disparity at Penn College compared to other public institutions in Pennsylvania. For the last several years, the state appropriation to Penn College has increased, raising the proportion of the operating budget funded with state dollars from approximately 11% to the current level of 18%.

In recent years, the College created a strategic emphasis on enrollment management with a holistic view of the process. The Enrollment Management department, a distinct operating unit, was created to provide unified leadership on initiatives related to recruitment and retention. These efforts have led to gains in retention rates for five consecutive years and the development and implementation of a marketing and recruitment plan. A more thorough discussion on enrollment issues are addressed later in this section.

The College, despite these financial limitations, recognizes that the faculty and staff benefit from ongoing professional development. This is essential with applied technology education, where advances are made continually. While the College has an extensive set of professional development opportunities developed and delivered in-house, some critical professional development is often only available externally. The College regularly budgets for professional development within the academic schools for these needs. There also exists a dedicated fund within the VPAA/Provost's office to address needs beyond the capacity of the school-level funding.

Institutional Advancement/Alumni Support

The Institutional Advancement office comprises Alumni Relations, Annual Giving, Corporate Relations, and The Penn College Foundation. Through these areas of Institutional Advancement, relationships are developed with various constituencies to advance the mission of the College and provide support for students.

The alumni constituency group is the largest, yet the most challenging. As an institution approaching 102 years old, initial mass outreach efforts to alumni did not start until the late 1990's. When the first Director of Alumni Relations was hired, the institution did not have complete alumni records, and the director was charged primarily with creating the electronic database and then "finding" alumni. A strong alumni relations presence was not in place for decades after many graduates left the institution. The first Annual Giving position at the college was also created after Alumni Relations was established. Unfortunately, a long tradition of alumni support is not in place. This history leaves the College at a disadvantage, as consistent alumni engagement is key to alumni giving.

Many students come to Penn College with little or no exposure to or understanding of philanthropy, especially philanthropy to higher education. Outreach to students by the Institutional Advancement

staff has been limited based on staffing resources and priorities. A new position has been created within Institutional Advancement to focus on student philanthropy, with the goal of building overall awareness of philanthropy, as well as educating students about Penn College's philanthropic initiatives. This investment in current students will translate into more educated and philanthropic alumni and will create a pipeline for future support.

Beginning in fiscal year 2015-16, a different approach to alumni donor acquisition was put into place, focusing non-donor solicitation resources on program-specific needs and specific donor interests. These acquisition efforts proved to be successful, and use of this model will continue in the coming years. Relationships with business and industry result in opportunities for students, including scholarship support and entrustments/donations of equipment and technology. Many companies have established annual and endowed scholarships to support students enrolled in programs that directly relate to their industries.

Equipment entrustment is another area of focus. This arrangement is mutually beneficial to Penn College and the equipment manufacturers or distributors. The College and students benefit by having access to state-of-the-art equipment and technology for a defined period of time without having to spend College funds to purchase the equipment. Manufacturers benefit by increasing brand awareness on campus and familiarity with the equipment among our students. Entrustment agreements are reviewed and renewed regularly with the option to rotate out or replace equipment with more current technology. Despite these beneficial initiatives, the department's ability to further these initiatives is challenged by its limited staff. Therefore, prioritization of efforts, in collaboration with Academic Affairs, helps to ensure that focus is on the greatest needs. Additional emphasis is being placed on non-governmental grants through the office of Corporate Relations in an effort to identify potential funding sources to be used for the purchase of equipment or to support scholarships.

In an effort to increase the workforce pipeline, business and industry representatives are reaching out to middle and high school students to better educate them on the available career paths and the need for applied technology education. Penn College Corporate Relations supports companies in these efforts by providing information about the College to be shared with prospective students. The results are expected to increase student recruitment to Penn College and ultimately create more Penn College graduates to help meet the high demand for skilled employees.

Aa strong connection exists between the College and community leaders. Penn College is well respected in this region, which results in support for students in the form of scholarships and planned gifts. The Penn College Foundation administers most of the scholarships at Penn College. The Foundation Board of Directors is composed of 35 alumni and community leaders who serve as advocates for the college and help to provide student scholarships and other financial assistance. The Institutional Advancement Office is challenged in its overall effort to raise financial support due to the need for more alumni connection to the institution, competition for discretionary funds, and staff limitations.

Future Opportunities
- **Donor retention and increased stewardship** – successful fundraising programs rely on new donors as well as existing donors who renew or increase their support. A key component to donor renewal is stewardship. Previous donors decide to continue supporting an organization based on efficient and effective stewardship of their previous gifts. There is opportunity to add significant donor relations outreach to the existing program.

- **Larger scale donor acquisition** – While the new approach to donor acquisition has been successful, this personalized approach is limited by staff resources. Added staff would allow outreach to additional constituencies via phone, mail, email, and face-to-face solicitation and would assist in identifying areas of donor interest.
- **Major Gifts and Planned Giving** are areas of opportunity to engage annual donors at a much higher level of commitment during life and through their estate plans. While the existing program has some degree of outreach to alumni regarding major and planned giving opportunities, there is significant potential for growth.
- **Business and industry partnerships and non-governmental grants -** Support from business and industry continues to be a key initiative at Penn College. New relationships are developed each year that result in scholarship support for students and significant donations of equipment and technology, as well as internship and employment opportunities for students. In addition, efforts continue to steward existing corporate partners and continue to grow the relationships.

ENGAGEMENT (STANDARD 9 AND 13)

Diversity

Issues surrounding diversity are a significant priority for Penn College. The importance of this aspect of student life is reflected in the institution's College Values and is explicitly identified as a priority in the Institutional Initiatives, with a goal to "*Build a supportive and inclusive campus environment through the advancement of diversity and social justice.*" Diversity and cultural life at Penn College encompasses resources, co-curricular events, and support on issues related to race and ethnicity, religion, gender, and sexual orientation/gender identification.

The 2013 administration of the EBI Campus-wide Student Climate/Diversity Assessment indicated that Penn College students have little experience with diversity prior to enrolling, making educational programming an important component of the College's diversity initiatives. The data also indicate that while students generally find their experiences at the College to be welcoming, there is room for improvement in support services focused on minority subpopulations, support from faculty and staff, and programming and educational opportunities that would challenge students' world views and expand their sense of the global society they are about to enter.

Respect for diversity and the expectation that all members of the Penn College community feel welcomed, safe, and included is incorporated into the Community of Respect presentation during "Connections" summer orientation and repeated during First Year Experience courses, which include components in sexual misconduct, bystander intervention, and diversity. Regular observances of Black History Month, Women's History, the holidays of world religions, and Pride Week are all integrated into student life programming, encouraging students to engage with different people, ideas, and experiences.

In 2014, a Safe Zone program, designed to visibly designate people and places that are understanding of and welcoming to LGBTQA students, was developed as an ongoing professional development program for faculty and staff. In 2015, an Ally program geared toward students was also undertaken based on requests from students who were interested in becoming trained and designated as an ally.

In 2015, the College made a renewed effort to engage students in diversity and inclusion practices and increase student participation in service activities. As part of those efforts, the position of Assistant

Director of Student Activities for Diversity & Cultural Life was changed to the Director for Diversity & Community Engagement. This position assumed responsibilities for education and programming related to diversity and multiculturalism, as well as programs and services related to community service and service learning.

The initial results of the 2016 EBI Campus Climate survey indicate modest gains on several measures, but the College continues to lag in the Visibility category regarding the presence of diversity among peers, staff, and faculty. In Fall 2016, a new position, the Director of Campus & Community Engagement was created to respond to the evolving needs of our students. The Director will supervise the Coordinator of Diversity & Cultural Life, a position that will develop campus-wide diversity programming initiatives and provide direct support to students. The Coordinator will also assist with campus-wide education on civic responsibility, multiculturalism, community service and service learning.

Student Life

Despite concerted efforts to increase extra-curricular and co-curricular programming (including athletic events) Thursday through Sunday, the most recent EBI Resident Student Satisfaction Survey indicates only 53% of on-campus students stay "most weekends" (defined as 3-4 weekends per month). While this is a marked improvement from previous years, it continues to be an area in need of growth. The most common reason given is that they travel back home to see friends, family, boyfriend/girlfriend (45%). Similarly, the 2015 NSSE data indicate that first-year students are less satisfied with the quality of their social interactions than students at our peer institutions by a margin of 10%. First-year student retention issues related to social dissatisfaction were also reflected in the 2014 Former Student Survey, whereby 60.7% of first-year students who did not return to Penn College cited social concerns (dissatisfaction with social life or activities, feeling alone or isolated, etc.) as part of their decision to leave.

This ongoing challenge has been attributed, in part, to a mindset students bring with them when they come to Penn College. Our 2015 CIRP data indicate that over 80% of incoming freshmen at Penn College enter with little intention to become engaged in campus life; only 3.2% of incoming students described themselves as having a "high likelihood of college involvement," as compared to 27.3% expressing that intention nationally. Similarly, Penn College students reported significantly lower scores than students at other institutions in the Leadership and Civic Engagement themes.

Efforts to enhance student engagement are ongoing. The development of programs like Leadership Boot Camp, which focuses on developing skills in students interested in involvement on campus, is one example of these efforts. Another recent effort that has shown success is partnering with high-profile faculty to develop programming around current events. These roundtables have received significant attention, and students respond positively when faculty role models encourage engagement. These efforts support the Strategic Initiative Goal to "*Increase the level of co-curricular engagement among students.*"

Community Service

Providing service and support to the campus, Williamsport, and the surrounding community is a tradition at Penn College. The Strategic Plan 2014-17 identified the goal (Strategic Initiative 1.07) to *Increase Community Service.* Student-athletes, recognized student organizations, and fraternities all have requirements to provide community service each year. Periodic campus-wide initiatives are also undertaken, such as a service event held on Martin Luther King Day that connected staff and students to a day of service at a variety of community organizations. The newly-created Director for Campus &

Community Engagement position will continue to work with students and faculty to develop service learning projects that tie directly to academic programs.

Student Mental Health
Like most postsecondary institutions, Penn College is facing rapidly escalating demand for mental health services. This demand was also matched by an unfortunate cluster of student suicides that occurred between Fall 2013 and Fall 2015. Campus wide mental health awareness campaigns were undertaken, and in September 2015, Penn College was awarded a 3-year, $300,000 Substance Abuse and Mental Health Services Administration (SAMHSA) Campus Suicide Prevention Grant. The funds enabled Penn College to develop a campus-wide, comprehensive suicide prevention and intervention program.

After completing a needs assessment, the College developed a 3-year strategic plan with the assistance of the Jed Campus Program; this program is an initiative of The Jed Foundation, designed to empower schools through an evidence-based framework for student support with emphasis mental health, substance abuse, and suicide prevention. Some of the key initiatives of the grant and strategic plan are "gatekeeper" and "bystander" trainings for faculty, staff, and students. All incoming students complete gatekeeper and bystander trainings via the Connections orientation program and First Year Experience course. Additionally, the College will be implementing a social norms and social media campaign focused on stigma reduction and mental health and wellness, including promotion of the National Suicide Prevention Lifeline. These campaigns focus on underserved or at-risk populations, with emphasis on veterans, students with disabilities, LGBTQ community, and racial and ethnic minorities.

Counseling Services provides on-going professional development for faculty and staff to address and teach best practices for working with students in distress and prevention of mental health crises. They have also implemented an Interactive Screening Program for at-risk students, a referral network, an online self-screening tool, and a monthly article in the parent and family newsletter addressing mental health and wellness concerns.

The final component of the grant and strategic plan addresses the need for policy revisions and suicide and mental health crisis response plans. The College is working to revise several policies that are currently in place to include mental health concerns and expand services to meet student needs.

ENROLLMENT (STANDARD 8)

Enrollment declines have become a common trend for colleges and universities nationwide, including Penn College. The College's leadership has turned its attention to this situation and the need to identify the challenges specific Penn College, as well as opportunities to strategically address enrollment issues. Through visioning, strategic planning, campus-wide involvement and collaboration, and targeted implementation plans, Penn College is working diligently to increase enrollment.

Contributing to the enrollment challenge for colleges and universities are the unfavorable trends in high school enrollments. The National Center for Education Statistics recently released high school enrollment projections through 2023. Enrollment in public schools grades 9 through 12 for the Northeast Region is projected to decline by 6.5%. Specifically, enrollment in Pennsylvania public high schools is expected to decline 4.4% (page 43). This impacts the projection of high school graduates for the Northeast with a decline of 10.0% and, more specifically, 11.0% for Pennsylvania (page 51). Penn College currently draws approximately 88.6% of its total student enrollment from Pennsylvania, with a

majority of the remaining students coming from surrounding states in the Northeast. When the true first-year student availability is on the decline, it makes it even more difficult for colleges to garner their share of those students, especially when students can choose from over 4700 colleges nationwide.

One positive prediction for growth is in the Hispanic student population, which suggests that there will be a 49% increase in the graduation rate of Hispanic students in the coming years (page 17). The predicted growth in Hispanic student graduation from high school is far greater than for any other race/ethnicity. To more positively facilitate interaction with Spanish speaking students and families, Penn College created a new staff position for a bi-lingual admission representative and identified bi-lingual staff and faculty from across campus.

A second positive indicator is that the fall enrollment of first-time freshmen entering college is projected to increase by 14% (2012-2023), as a larger percentage of the smaller pool of high school graduates will gravitate towards earning a degree to be competitive in the future workforce (page 28). This indicates that in order to be competitive in the job market of the future, a college education is imperative and high school students see this as important for their success. The College's "Degrees that Work," with a 95.4% overall graduate placement rate, certainly bodes well for Penn College's degrees that lead to employment upon graduation.

Not unlike most colleges and universities, Penn College has experienced an enrollment decline (519 headcount, 8.7% since 2011). A specific area of decline for the institution has been in the out-of-state student enrollment, down from 626 to 542 since 2011 (84 students). In 2001, the tuition differential for out-of-state increased from a 1.2 to 1.3. The differential factor was again increased in 2013 to 1.5. The out-of-state tuition differential has been identified as a likely factor impacting out-of-state student enrollment. New initiatives to increase all enrollment, including out-of-state enrollment, have been implemented through the strategic Enrollment Management Plan (Appendix 1.1).

In July 2014, the College was reorganized to include a newly created Enrollment Management department, bringing together key offices focused on new student recruitment and retention, under the leadership of a single vice president. The offices housed under Enrollment Management in 2016 include: Admissions, Financial Aid, the Registrar, Academic Services & College Transitions (which includes K12 outreach initiatives, placement testing and advising, and transfer student services), the Academic Success Center, and International Programs. A strategic Enrollment Management Plan was created with targeted initiatives to increase enrollment through new student recruitment and retention.

There are three primary goal areas of the Enrollment Management Plan: (1) to identify pathways for increasing student enrollment (marketing/recruitment); (2) to coordinate matriculation services to provide students with the knowledge to successfully transition to the College (matriculation process); and (3) to increase student success (retention). Progress is being made toward fulfilling the goals outlined in the plan. Examples of notable achievement include the following:

- Penn College offers a dual enrollment, PC NOW program to high school students at no cost to the student; participating secondary partners pay a nominal fee for participation. Students take Penn College courses in their respective high schools, taught by high school teachers who are approved and trained by Penn College faculty. Students earn Penn College credit, recorded on a Penn College transcript. The PC NOW program is accredited by the National Alliance of Concurrent Enrollment Partnerships. The accreditation ensures that academic standards and expectations are as rigorous as the courses offered by the College, and that Penn College faculty

are integrated in the evaluation and assessment process with each high school teacher. Goals related to dual enrollment have been to increase the number of participating secondary partners, the number of students participating in PC NOW courses, and the matriculation rate of PC NOW students to Penn College. The number of participating secondary partners has increased from 17 in 2011 to 40 in Fall 2016. The total population of students taking PC NOW courses has increased from 417 in Fall 2011 to 1,234 in Fall 2015. The number of high school students who matriculate to Penn College that have taken PC NOW courses has increased from 68 in Fall 2011 to 95 in Fall 2015.

- New strategies for new student recruitment were implemented during Fall 2015, resulting in increased exposure of the College and positive growth in applicant pools. New approaches to planning for Admissions staff travel, identified as a goal in the College's Recruitment Plan, resulted in a 47% increase in overall travel. That travel resulted in an additional 41 traditional high school visits made, 109 more college fairs attended, and 107 more Career and Technical Centers visited. In total, Admissions Representatives made 794 visits in Fall 2015, up from 537 in Fall 2014. Representatives made first-time visits to Ohio, West Virginia, and California. To remove the financial barrier to the application process, a waiver of the application fee for all students who apply online was instituted for the Fall 2015 semester. As of July 1, 2016, the number of total applications received by the College increased by 1,740 over July 1, 2015, up from 5,100 to 6,840, an increase of 34%.

- To assist students with navigating the college admission and enrollment processes, the development of a "student dashboard" is in progress, and is expected to be introduced to students during the 2016-17 academic year. Students will be able to access their personal Admissions Enrollment dashboard through the Student Information System (SIS). The dashboard will provide a one stop shop for students to track their progress through all tasks necessary for successful matriculation to the College, i.e. status of application, receipt of transcripts, SATs, placement test date, etc. An Admissions prototype enrollment dashboard for staff was introduced in 2014. The staff dashboard provides staff with a comprehensive view of where a student is in the matriculation, thereby enabling staff to more easily and thoroughly serve students and to give them a concise summary of what still needs to be completed prior to the start of the semester. The staff and student dashboards are similar in design and content.

- Concerted efforts to positively impact enrollment by raising institutional retention rates have also continued. Since 2009 when the College engaged in the Foundations of Excellence self-study process, the overall retention rates have raised 11%. In Fall 2016, semester retention rates of students in both associate and bachelor degree programs continued to rise; fall to fall retention of associate degree students was 71% and for bachelor degree students, 77%. Initiatives, including the First-Year Experience course, improved academic advising, the adoption of an early alert intervention system, and academic service and mentoring for all students have contributed to the improved retention rates. Since 2011, Penn College has experienced a shift in student enrollments in associate and baccalaureate degree programs. Bachelor degree enrollment has increased from 44.9% to 53% proportionally while associate degree and certificate enrollment has decreased from 51.8% to 45.9% proportionally. Increasing enrollment in both categories to continue the sustainability of the College is a top institutional priority.

- Transfer-related initiatives have been part of departmental re-alignment; these initiatives are now under the direction of Enrollment Management within the department of College Transitions. The current focus of this area is evaluating current articulation agreements and expanding relationships and coordinating services with transfer office contacts at other postsecondary institutions. The department is also evaluating resources to assist students once they are enrolled. An assessment of all initiatives will be outlined and evaluated in the future.

SUCCESSION PLANNING (STANDARD 5)

The institution faces several challenges in the formal implementation of a succession plan, most of which are tied to the lack of integration between performance management and leadership development. The College is currently facing challenges posed by an aging workforce. For details on the aging population of the institution, please see the following chart:

CLASSIFICATION	AVERAGE AGE
Administrative, Professional, Technical (APT)	50
Faculty	53
Classified	50
Service	52

This data is based at the start of Academic year 2016-17

Without a solid foundation of leadership development for succession of key positions, the College is at risk of losing tacit knowledge and "institutional memory." As demonstrated in the chart below, over the past four years, 92 employees with 20 plus years of service have retired.

Retirees 2012-2016	Years' Experience 40+	Years' Experience 30-39.99	Years' Experience 20-29.99	Years' Experience 15-19.99
2012/13	2	5	21	3
2013/14	0	4	9	2
2014/15	1	2	20	7
2015/16	0	9	19	13

Some of the specific challenges are identifying talented candidates for leadership development and succession; tying performance reviews to individualized leadership development plans; retaining potential succession candidates for extended periods of time, ensuring the fulfillment of key positions; and the lack of financial resources to mitigate the number of employees moving to other institutions for better salaries and benefits.

As the College has identified these key areas in need of improvement, several efforts are in place to overcome these challenges, including the integration of succession planning into the College's strategic plan. The College's Human Resources Professional Development Office has implemented a College-wide weekly Professional Development Hour and new programs to further develop employee leadership skills through the Faculty Leadership Institute and Staff Leadership Institute programs. The focus of these programs are to explore foundational leadership competencies, share practices and techniques for addressing leadership challenges, understand the changing organizational environment, provide opportunities for employees to network and collaborate, and to grow professionally.

Although the College has been facing other organizational challenges (enrollment, transition of health benefits), succession planning is not an issue that can be ignored with the impending retirement of the baby boomers and the demographic shift of fewer people available to fill key positions. The College will

need to continue to develop/implement a succession plan to ensure the organization is prepared to support service continuity and to have appropriate staffing to achieve its strategic initiatives.

EDUCATIONAL OFFERINGS (STANDARDS 11 AND 13)

Penn College continues to position itself as *a national leader in applied technology education*. Through its commitment to providing students with the skills and knowledge they need to be successful in the 21st century workforce, the College has purposefully remained in step with the latest technological advances. With a curriculum portfolio that houses more than 100 industry-valued degrees, Penn College relies on its faculty and advisory board framework to inform instructional technology decisions. This focus on program-specific technology requirements produces both challenges and opportunities for technology planners.

Keeping programs viable and relevant requires a significant technology investment. With limited financial resources, the most significant challenge becomes finding a balance between maintaining an industry-standard technology footprint for 'hands-on' learning, and supporting new teaching paradigms with technologies that foster active learning, group collaboration, and synthesis. The following details the most prevalent instructional technology challenges and opportunities at Penn College.

Distance Learning
At present, the College offers eight degree-completion majors via distance learning in the areas of applied health, applied management, automotive technology management, dental hygiene, health information management, and nursing. These programs have historically yielded consistent enrollment numbers, attracting adult learners and established professionals seeking to advance in their respective careers. Despite the success of these programs, the College remains conservative in its approach to distance learning expansion, keeping with its hands-on focus and comparatively small student-to-teacher ratio.

Academic leaders are charged with evaluating market demand and potential opportunities for distance learning growth. Again, the primary focus is on 'degree completion' and on programs that are complimentary to the extant residential curriculum portfolio. Given Penn College's established niche of providing high-demand, hands-on education, the prospect of distance learning expansion brings the following challenges and opportunities:

Challenges:
- Producing online completion programs that align with residential degrees
- Competing with similar institutions that offer the same degree for less
- Attracting, training, and retaining faculty to teach online

Opportunities:
- Developing a marketable blend of hands-on and online learning
- Creating channels for expansion through articulation agreements and formalized partnerships
- Bundling select courses into competency credentials or certificates that would attract working professionals seeking to advance in their careers or broaden skillsets

Classroom Technology

With a heavy emphasis on technical education, Penn College makes significant investments in keeping its classrooms and labs current with industry standards. Particularly for lab environments, operating under this premise ensures that students are learning on equipment that is common to the occupational area in which they will eventually work. Some examples of this commitment include the following:

- An on-campus fine-dining restaurant, *Le Jeune Chef*, provides a live laboratory for both culinary and hospitality students to hone their skills. Additionally, select food preparation areas are equipped with video capture and recording capability, allowing students to review complex skills until mastery is achieved.
- A nursing simulation laboratory, comprised of an integrated video, audio, and diagnostic system, delivers real-time, real-world scenarios for evaluation and action by practicing students. Manikin interactions and scenario prompts can be applied remotely by lab supervisors via a closed network.
- A gaming and simulation computer lab combines high-end workstations with a switchable projection setup, optimized for group collaboration and peer review. An adjacent break-out room provides students with an area to brainstorm, develop story boards, and test prototypes on contemporary gaming systems.

There are numerous other teaching and learning contexts at Penn College that employ this same level of technology integration. As a result, a substantial amount of human and financial resources are expended on an annual basis just to maintain the hardware systems and associated software for select academic programs. Furthermore, as the College's instructional technology investments continue to expand, it becomes more difficult to deploy technologies for collaboration, screen mirroring, and content sharing in more traditional classroom settings. Some additional challenges and opportunities include the following:

Challenges:
- Providing scalable technology solutions for teaching and learning applications across disciplines
- Obtaining auxiliary funding and/or corporate sponsorship to explore more contemporary classroom collaboration tools
- Engaging faculty in the process of identifying, selecting, and testing new instructional technologies for improving teaching effectiveness and student learning

Opportunities:
- Developing a 'Center for Teaching and Learning with Technology' that provides faculty with a venue for technology experimentation, adoption, and integration into teaching practice
- Convening an 'Instructional Technology Steering Committee,' comprised of faculty and technology leaders, to evaluate and coordinate instructional technology initiatives
- Earmarking a fixed sum of money each year for technology experimentation, feasibility studies, and small-scale deployments

Mobile Device Support

Mobile devices have become ubiquitous across college campuses; Penn College is no exception. In fact, a recent internal survey reported that many students have multiple devices in their possession – smart phone, tablet, laptop, etc. To date, smart phones have not really found a place in the classroom and are generally viewed as an annoyance. Conversely, developing teaching strategies that employ such devices can add a new dimension to the classroom experience, and some faculty are experimenting with ways to use these mobile devices as part of the learning and assessment activities in the classroom.

Technologies such as screen mirroring, personal response, and geolocation have educational applications with mobile application support and/or are app-dependent. Consequently, Penn College continues to evaluate the challenges and opportunities associated with the proliferation of mobile devices on its campuses. These include the following:

Challenges:
- Maintaining sufficient network bandwidth to support the growing number of mobile 'connections'
- Providing technical support for multiple mobile platforms
- Developing technology plans that promote mobile device use in the classroom but do not marginalize students who may not possess a device

Opportunities:
- Developing strategies for integrating smart phone use into teaching and learning contexts
- Creating a College-branded 'app' that communicates timely and relevant information to students, faculty, and staff
- Partnering with student leaders to conceive and plan mobile-centric technology deployments

Penn College is heavily invested in remaining current with technology, but more importantly, it is committed to the success of its students. Positive student outcomes and instructional effectiveness drive instructional technology adoption and integration at Penn College. As educational technologies continue to advance and contemporary methods of teaching demand more learner-centered classrooms, Penn College has positioned itself to lead in this transformation.

IV. Enrollment and Finance Trends and Projections

Penn College is no exception to the challenges of declining enrollment and rising costs that many colleges and universities, nationwide, are facing. Maintaining financial stability, without sacrificing quality of education or services provided to students, has been the institution's main focus.

With a high reliance on student tuition revenue, declining enrollments have had a tremendous impact on College finances the past few years. In an effort to avoid high tuition rate increases to close the gap, the College has worked to reduce expenditures as an alternative to remediate the decreasing revenues. Every effort has been made to keep tuition rate increases as low as possible, as reflected in Table 1. While many Pennsylvania colleges have seen a decrease in their state funding, Penn College has been fortunate to have received increases in state appropriation funding for the last three years. State-related institutions, like Penn College and Penn State, receive appropriations based not on enrollment, but on percentage changes in the previous year's appropriation and/or lump sum increases at the discretion of the legislature. Even with this positive trend, the state appropriation when calculated on a per FTE basis, still ranks below that of the state system schools.

The table below is a highlight of the significant indicators of the financial condition of Pennsylvania College of Technology.

Percentage Changes in College Financial Indicators					
Year	Operating Budget* Change	Tuition** Increase	FTE Enrollment	Enrollment Change	% Change In Annual State Appropriation	State Appropriation % of Budget
2011-12	-2.92%	2.99%	5520	-5.73%	-9.75%	13.01%
2012-13	0.95%	5.54%	5262	-4.67%	5.26%	13.56%
2013-14	4.53%	4.00%	5290	.53%	14.72%	14.89%
2014-15	4.66%	3.85%	5262	-.53%	12.83%	16.05%
2015-16	1.33%	2.78%	5122	-2.66%	11.37%	17.64%
2016-17	-1.04%	2.03%	5069	-1.03%	2.50%	18.27%

* Operating fund excluding Grants and Capital Project Funds (original approved budget) ** Credit hour charge net of specialized fees

Even with the financial challenges of declining enrollment, and only modest increases from the state, the College's financial health remains solid. This can be seen in the financial statements, which received unqualified audit opinions the past three years, and in July 2016 the Standard & Poor's bond rating of "A" stable was, once again, affirmed. Audited Financial Statements and U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Post-secondary Education Data System (IPEDS) enrollment statistics are included in Appendix 4.0 and Appendix 4.1 respectively .

The College has designed an enrollment management plan to strategically address recruitment and retention of students and is projecting modest enrollment growth over the next five years. Over the period, as the new strategies are implemented, headcount is projected to grow on average .65% with an estimated increase in head count of 180 students over 5 years.

Student aid programs continue to serve as a way to directly assist students financially. A scholarship campaign was launched by the Penn College Foundation in conjunction with the College's 100-year

anniversary. The campaign raised $6.4 million in pledges and planned gifts and resulted in 75 new named scholarships, including 45 endowed or building-to-endowed scholarships that will provide perpetual aid to students. In 2014-15, total scholarships awarded amounted to $819,227. In 2015-16, this rose to $912,587 and is projected to be in excess of $1 million for 2016-17.   Scholarship dollars awarded increased by $364,680 between 2012 and 2016, a 67% increase. In addition, the number of scholarships has increased, thereby impacting more students. In 2011-2012, 372 students received a scholarship; in 2016-2017, that number is projected to increase to 532.

Donor support has also played an important role in closing the gap with declining enrollment. Cash and in-kind gifts totaled $2.5 million for 2014-15 and $2.6 million for 2015-16. Equipment entrustments have saved the College $671,323 for fiscal year 2015-16 by avoiding expenses associated with equipment purchase or rental.

The College has approached its financial challenges as an opportunity to methodically and carefully evaluate operations across the College.   A campus wide right-sizing initiative was launched in early 2015-16 to balance the declining student body with the staffing requirements. Each member of President's Council was responsible for their respective areas and worked collaboratively to evaluate workflows and explore efficiencies, with emphasis on ensuring the same quality in instruction and student services. In addition, the College offered an early retirement incentive. Together, the right-sizing effort and the retirement incentive resulted in estimated savings in salary and benefits for the 2016-17 fiscal year of approximately $2.9 million. In addition, the College moved to a consumer-driven health plan for its employees effective July 1, 2016, to stem the escalating cost of health care and the Affordable Care Act. This is expected to provide significant savings to the College in future years.

In 2013, the College entered into a two-year contract with McAllister & Quinn, a higher education consulting service to focus on increasing the strategic focus of the College with a goal of expanding external funding efforts through federal grants and foundations. With the assistance of McAllister & Quinn, the College was able to secure a five-year federal grant with the National Science Foundation totaling $616,417 to increase retention, degree completion and career exploration for 20 students within the School of Industrial, Computing and Engineering Technologies. Another three-year federal grant, through the U.S. Department of Health & Human Services, will help develop a campus-wide comprehensive suicide prevention and intervention program that will total $306,000. The College's Institutional Advancement Office was also awarded a $530,000 grant for an endowed scholarship fund through the Stabler Foundation. The College has renewed its contract with McAllister & Quinn for an additional two years, through January 2017. The total of all grants and contracts received by the College for 2015-16 totaled $11,548,434. Grants and Contract totals for 2014-15 and 2013-14 totaled $12,669,714 and $13,108,563 respectively.

Penn College Enrollment Data 2011-2016

Enrollment status and degree level of student population 2011 to 2016.
As shown in the table and discussed in Section III, Challenges and Opportunities, enrollment had an 8.7% headcount decline from 2011-2016. It is important to note that despite the lower enrollment trends the College remains financially stable. The full-time and part-time student ratio remains relatively constant. For the past five years, full-time students constitute 84% of the whole student population. The percentage of currently enrolled baccalaureate students has increased by 8 points since 2011.

Year	Enrollment Status		Degree Level			(Headcount)
	Full Time	Part Time	Baccalaureate	Associate	Certificate	
2016	84.0%	16.0%	53.0%	44.8%	1.1%	5457
2015	83.8%	16.2%	51.3%	45.6%	1.1%	5514
2014	84.9%	15.1%	49.3%	48.0%	1.4%	5623
2013	84.1%	15.9%	47.1%	49.4%	1.4%	5678
2012	84%	16%	46.4%	50.1%	1.7%	5671
2011	83.1%	16.9%	44.9%	51.8%	1.7%	5976

Age and residency demographics for enrolled students 2011 to 2016.

The age distribution among currently enrolled students has been consistent over the past five years, with about 80% of annual enrollment falling into the traditional age category. The majority of Penn College students come from within Pennsylvania. Out-of-state students have seen a slight drop by 0.5% from 2011 to 2016. The data from the tables are generated from the 3rd week reports and do not include PCNow (dual enrollment) students.

Year	Traditional (24 or younger)	Non-Traditional (25 or older)	In-state	Out-of-state	International	Total (Headcount)
2016	80.7%	19.3%	89.0%	10.0%	1.0%	5457
2015	81.0%	19.0%	88.8%	9.8%	1.3%	5514
2014	80.3%	19.7%	88.2%	10.5%	1.3%	5623
2013	80.5%	19.5%	87.7%	11.1%	1.2%	5678
2012	79.2%	20.8%	87.5%	11.3%	1.2%	5671
2011	78.1%	21.9%	88.9%	10.5%	0.6%	5976

Transfer vs. New/Re-enroll 2011 to 2016

The transfer population has not seen a consistent trend of growth or decline from 2011-2016.

Year	New/Re-enroll	%	Transfer	%	Total (Headcount)
2016	1460	76.8%	442	23.2%	1902
2015	1445	75.7%	464	24.3%	1909
2014	1603	78.3%	444	21.7%	2047
2013	1722	79.6%	441	20.4%	2163
2012	1711	77.1%	507	22.9%	2218
2011	1625	73.5%	585	26.5%	2210

V. Assessment of Institutional Effectiveness and Student Learning

ASSESSMENT OF CURRENT ASSESSMENT PRACTICES

During the Spring 2015 semester, the QTA committee conducted a formal evaluation of the College's current assessment practices at the academic level to ensure that these processes resulted in improved student learning. QTA members held multiple focus group meetings of school leaders. Conclusions of this self-assessment included:

- The College's Assessment plan, the "Plan & Process" document and manual, were underutilized by internal stakeholders and out-of-date.
- Data provided for program review were inconsistent between schools and the Assessment, Research and Planning Office (ARP).
- The current program review cycle time frame of three years was too quick to implement recommendations and reassess the impact on student learning.
- Faculty and administrators invested in the program review process received minimal feedback on the content and quality of the report.
- The program review templates to track student learning outcomes were not used consistently across schools.

Action steps to address these issues occurred in 2015-16 academic year with QTA oversight. Since the assessment practices have been modified since the 2012 self-study, the process and changes are discussed in greater detail in the context below.

THE PLAN AND PROCESS

The College's assessment plan, "The Plan & Process: Assessment at Pennsylvania College of Technology" (commonly referred as the Plan & Process) provides the framework for conducting assessment of student learning and institutional effectiveness. Shown in Appendix 5.0, this document provides the foundation for assessment practice. The document, reviewed and revised annually by the QTA committee, aims to satisfy the following purposes and audiences:

- An account of how student learning and services will be assessed, the data collection tools and approaches that will be used, and the timeline for implementation;
- An introduction to assessment for new faculty and administrators;
- A guide for administrators charged with overseeing assessment in their divisions;
- A roadmap for faculty and staff completing assessment projects; and
- A resource for those undertaking external accreditations, at the institutional, department, or programmatic level.

After the focus groups, the Plan & Process underwent major revisions to provide an overview of assessment processes and expectations at the academic and non-academic unit level. The section on "Partners in Assessment" was expanded to specify the roles and responsibilities of assessment for all stakeholders. The "Assessment Plans Components" Chapter IV, uses a table format to establish the

elements, assign primary responsibility, schedule the timeline, identify the audience or use of the assessment results, and provide access to the assessment activity through hyperlinks.

ACADEMIC AFFAIRS

Program Review

Program review is the fundamental step in maintaining curricular integrity, relevance, current information, and functions as a key component of the assessment of institutional effectiveness and student learning. An ideal model for program review is both effective and efficient, while serving as a benchmark allowing program comparison, motivation for currency and establishing aspirational goals, and even models. Providing both quantitative and qualitative data, program review is also key in the allocation of institutional resources.

Deans, assistant deans, directors (in Health Sciences), department heads, and faculty are directly or indirectly involved in the completion of the reviews. Commencing in Academic Year 2016-17, each program will be reviewed on a five-year cycle. Over the five-year time span, all course-level required student outcomes, College core goals, and program goals are assessed by program faculty in collaboration with their director or department head. This data supplies information for the program review. To provide consistency in the reporting of outcomes, all faculty are required to use the revised learning outcome templates. Details on these assessments are described below.

Analysis of student learning outcomes is a major component of the program review report. Questions to answer include:

- Are we achieving our stated goals?
- How have we improved the program based on previous assessments?
- Have we used the assessment process to improve student learning?

Authors are required to reflect on previous program review outcomes and must address (a) What recommendations were made in previous Program Review(s)?, (b) What actions have been taken on these recommendations?, and (c) What evidence is there of improved student learning? The current cycle of assessment, using measured student outcomes, must demonstrate how Required Student Outcomes (RSOs), as well as core and program goals, are achieved in the curriculum. Analysis of the outcomes is a key component of the program review. Authors are required to move beyond simply reporting the data to analyze what the data imply. Indirect measures such as graduation rates, student achievements, graduate school, probation numbers, etc., can provide additional insight beyond the direct measures of course and program learning outcomes. Appendix 5.1 illustrates the Welding & Fabrication Engineering Technology 2015-16 Program Review content on program assessment.

Course Level Outcomes - Course level assessment and examples are described in detail in Section II of this report.

Program Level Outcomes - Curriculum Mapping

In a college of applied technology, student learning outcomes must demonstrate progressive gains throughout the semesters of a curriculum. Competencies are first introduced, later developed, and then applied or reinforced. Curriculum mapping, a program audit, is a method to align instruction with desired program goals. It can also be used to explore what is taught and how. Benefits of mapping

include: (a) documentation of what is taught and when, (b) exposure of gaps in the curriculum, (c) facilitating communication among faculty, (d) improving program coherence, and (e) encouraging reflective practice. A curriculum map must be completed for each major within a program using the new "Curriculum Mapping" template. A sample of a completed Curriculum Map is located in <u>Appendix 5.2</u>. After the initial cycle, the map should be reviewed every five years for any changes in core or program goals or course numbering/offering. If the curriculum is changed within the time period, a revised curriculum map is required for submission with the curriculum change proposal.

Faculty, in collaboration with the department head/program director, will indicate where core and program goals are introduced, developed, and applied within their curriculum. General education courses should not be listed in the curriculum map as satisfying core goals since the intent is for programs to demonstrate where College core is reinforced within their programs. For example, faculty should not list ENL 111 to satisfy the Communication Core goal; rather, they should identify the courses within the major where communication skills are developed.   After completing the template, the group discusses the following questions and includes a summary of the findings in the documentation of program review:

- • Are there core or program goals that are not associated with any course?
- • Are there courses that do not contribute to the achievement of any core or program goals?
  - o   Why are these courses needed in the curriculum?
  - o   Would the program/major be deficient if a course were removed from the curriculum?
- • Are appropriate levels of the desired performance associated with each goal?
  - o   Introduced, Developed, Reinforced, or no connection
- • Do we have a place to measure mastery within the context of the program goals?
- • If answers to the above are "no," what changes do are needed in the curriculum to achieve the desired results?

Program Level Outcomes - Core and Program Goals

Program goals should reveal the answer to the question: "What should graduates of this program be able to do?" The current Goals of the Core Curriculum reflect broad, non-specific categories of learning (e.g., critical thinking, communication, science literacy, information literacy) that provide context for curricula, teaching, and student learning. The Goals of the Core Curriculum and program goals for all majors are listed in the College Catalog. The history and transition of assessment of the Core Curriculum is discussed in detail in Section 2. It is important to note, however, that the shift to assess the core goals within the programs was initiated in Fall 2015 after approval from Deans' Council. Within each of the schools, this is an ongoing effort. The College will continue this assessment method until the revised core/plan is completed as discussed in Section II of this report.

Assessment of Program Goals is collaborative work amongst faculty within their discipline and their department head or program director. As part of this process, all programs undergo program-level assessment of student learning outcomes once on a five-year cycle, using the "Core and Program Goal" template. Programs that involve numerous program goals, may cluster the goals if they reflect closely related outcomes. At the completion of course-level assessments, the program director/department head work together with faculty on linking course outcomes to program goals. Since multiple outcomes may satisfy a program goal, the highest or senior-level outcome shall be documented. The linking of student learning outcomes to core and program goals verifies curriculum coherence. Programs are asked to use multiple assessment measures, of which at least one must be a direct measure. Indirect

assessment methods (graduation rates, etc.) should also be included in the reporting if available. A Core and Program Goal Assessment model from nursing faculty is located in Appendix 5.3.

Program Review Data

QTA recognized the concern expressed by the focus groups related to inconsistency of data reported by ARP and the schools. In order to streamline and enhance data gathering efforts for academic program review, the Office of Assessment, Research & Planning introduced interactive, graphical ZOHO dashboards in 2015-16. These dashboards include information on student enrollment, master schedule, and degrees awarded. Users have the ability to filter, customize, and drill-down to see the underlying records. Early feedback on the utility of the information is positive and is expected to produce more consistent presentation of data across programs.

The ARP Office maintains a Program Review site on its portal page that is designed to serve as a virtual "one stop shop." Specific Program Review requirements, program data, detailed writing guidelines, required templates, deadlines, and examples of best practices are provided. Required student outcomes from course-level assessment are reported by programs on the Academic Affairs Outcomes tab on the ARP portal.

Program Review Committee

Program reviews, as with accreditation self-studies, flow through the dean to the Vice President of Academic Affairs and Provost (VPAA & P). Established in 2015, the Program Review Committee, chaired by the VPAA & P, critiques and responds to submitted reviews to meet the request for additional feedback. The committee provides written feedback via the Program Review Feedback Rubric and provides additional feedback via a face-to-face meeting with the invested leader and faculty. This formal process of review and feedback may lead to one or more data-based decisions: curriculum revision, revision of program goals, termination of major, change of credential (e.g., move from certificate to associate degree), request for facility improvements, identification of equipment needs, identification of marketing strategies/needs, request for additional faculty or support staff, and/or identification of needed professional development for faculty. Any changes that result from the Program Review become a focus in subsequent reviews; thus, the assessment process is cyclical. To provide transparency to the public, Program Review results are added to each major's webpage in the form of an executive summary.

Curriculum Review Process

The function of the Curriculum Committee is to review additions, deletions, and modification of curricula in a critical manner before giving their approval to move to the next stage. The Curriculum Manual identifies the comprehensive components of a proposal and the pathway by which it moves for approval. Proposals include the goals for the new major and a completed "Goal Support Matrix" to establish the major's curricular coherence with those goals as well as with the goals of the core curriculum. The proposal requirements also include a statement regarding accreditation opportunities. Other key components include employment opportunities, similar programs at competing institutions, marketing strategies, and fiscal needs. The latter encompasses facility, equipment, and staffing requirements, tying into both budget and planning. The proposal itself parallels elements required by accrediting agencies, as well as the College's Program Review template.

Curriculum Committee meetings are open to any member of the College community, who may express concerns for the Curriculum Committee to consider during their deliberations. A reviewer should

examine significant components and raise any concerns during the Curriculum Committee meeting. The following list highlights some of the areas related to assessment, but is not exclusive.

1. Does the rationale for the program/revision align with Penn College's mission and values? Will this major add value to students' education?
2. Are the program goals appropriate for the degree level and career requirements?
3. Are the core requirements sufficiently emphasized in the technical/major classes? Does the selection of math and communications course requirements make sense for the major and degree level? Are other core courses better suited to this major?
4. Does the major support growing career positions? What is the job outlook for graduates in 5 years, 10 years?

Individual courses or groups of courses are also submitted frequently. For courses, reviewers should focus on how the revisions support the program goals and learning outcomes for students:

1. Are the student outcomes appropriate for the type of course, e.g., lectures, lab, internship, etc.?
2. Are the required student outcomes measurable? Will reasonable evidence of student learning be available?

Asking these questions of developers cultivates thoughtful curriculum development, and having rational answers to these questions will assure the integrity and value of the majors for the benefit of the students who are or will be enrolled. This discussion is the critical element of the Curriculum Committee's charge and responsibility to the College community.

Accreditations

Penn College pursues both voluntary and required accreditations. The latter represents majors requiring accreditation for graduate employment (e.g., Nursing and Aviation); the former has no such requirement (e.g., Plastic and Polymer Engineering Technology, ETAC-ABET). Faculty teaching in the programs with required accreditation work on the self-studies as part of their regular responsibilities; faculty engaged in voluntary accreditations are supported through compensation or release time. In both instances, assistance is provided by ARP along with technology support. Self-studies move through the school dean to the Vice president for Academic Affairs & Provost (VPAA&P) to the President before they are submitted; thereby, program information flows through administrative levels. A listing and schedule of accreditations is located on the Academic Affairs portal page. The current accreditation listing is shown in Appendix 1.2.

Madigan Library

The assessment practices of the Madigan Library is based on a 3-year strategic plan. Goals are reported on each year, and the plan is reviewed in depth every three years. The library goals support the college mission via the institutional Strategic Goals and Initiatives and/or Academic Affairs plan. Each department within the library has goals that support the Academic Affairs plan and/or the Madigan Library Strategic Plan. Effectiveness indicators are reported annually. Data is analyzed on a yearly cycle to identify trends in use, both positive and negative. The trends constitute a significant component in short-term and long-term budgetary decisions as well as resource allocation. The library director prepares an annual report based data provided by department managers; the report is shared with the VPAA & Provost. An example of the annual report is shown in Appendix 5.4.

Professional Development on Assessment

The systematic assessment of all employees ensures a focus on Mission, Values, Goals, and Initiatives. It also enables the College to identify areas for improvement that can be fostered through professional development. The College continuously provides professional development for faculty and staff in learning assessment-related activities. The Academic Program Review Series is offered on an annual basis. The following table lists the course offerings for Fall 2015/Spring 2016.

Date of Session	Title of PD Session	PD Course Number	Total time of session
11-19-2015	Foundation of Academic Program Review**	F16 031	1.5 hours
1-19-2016	Report Writing Best Practices	F16 086	1.5 hours
2-2-2016	Assessment Changes and Strategies	F16 087	1.5 hours
2-4-2016	Understanding Cost and Revenue Data	F16 085	1.5 hours
3-1-2016	Analyzing Internal Productivity Measures	F16 088	1.5 hours

The Quality Through Assessment (QTA) Committee sponsors an annual Assessment Academy. In Fall 2015, thirty faculty members attended this seven-hour conference style professional development. This event included the following sessions:

- "Just Who is Sitting in Front of You? Profile of a PCT Student"
- "Creating Assessment"
- "How Do I Know? Strategies for Teaching Metacognitive Skills"
- "New Requirements for Course Level Assessment"
- "Thinking and Writing"

INSTITUTIONAL EFFECTIVENESS

Non-Academic Division Assessment

All non-academic divisions at Penn College are expected to engage in an ongoing process of assessment of their programs and services. Assessment serves the dual role of demonstrating institutional effectiveness to internal and external constituencies and guiding continuous improvement of programs and services. To gauge the progress of non-academic divisions' assessment activity since the self-study, QTA's 2015-16 work included a goal to "Evaluate the assessment processes and reporting mechanisms of institutional effectiveness of non-academic units." Non-academic divisions include:

- Student Affairs
- Financial Operations
- College Services
- Workforce Development

- Institutional Advancement
- Public Relations/Marketing
- Information Technology
- Enrollment Management

The committee agreed that a face-to-face interview was more appropriate than a formal survey. A list of questions was established and members of the committee scheduled individual interview with the vice president of each division. Across the board, leaders demonstrated assessment was happening. However, the formal documentation was lacking for some divisions. Based on the outcomes of the interviews, a more formalized process was instituted.

The criteria for the assessment of non-academic divisions provide the flexibility to be adapted to the specific functions of each unit. At a minimum, the assessment process for non-academic division should include these essential components:

1. Mission Statement. The mission statement should be aligned with the mission of the College, reviewed and/or revised every five years and be available to internal stakeholders on the portal.
2. Goal Statements: Unit goals should be measurable, align with the Mission Statement, and link to Strategic Plan/Initiatives, Academic Affairs Plan, Enrollment Management Plan, or other college-wide initiative. The goals should reflect essential functions or activities of the unit and be available to internal stakeholders on the portal.
3. Assessment Plan – The assessment plan should describe, in brief, the division's assessment process. This documentation will be incorporated into the Plan & Process.
4. Assessment & Evaluation - Evidence and results of assessment activities need to be documented systematically by using either self-designed templates or the generic template provided by QTA/ARP . It will be the division's responsibility to store the documentation of the assessment activities and analysis.
5. Executive Summary Report - Progress on the implementation of the assessment plans is reported through annual reports. These annual reports are both retrospective and prospective in nature. The report should:
    *   Highlight key assessment outcomes from the previous year
    *   Based on the outcomes, explain what actions were or will be taken to improve services or student learning
    *   Discuss the impact of the assessment outcomes on planning and resource allocations for the next academic year (cycle).

The report will be shared with QTA and the President and will serve as a basis for the President to make recommendations on strategic planning/funding to the President's Council. The Executive Summary Reports will be housed within the QTA portal and will serve as documentation of past efforts at continuous improvement and guide future initiatives directed toward this end. An example of a non-academic assessment report is found in Appendix 5.5. Non-academic divisions have made important progress on implementation of their plans. As a result, there is clear evidence of service improvement and program effectiveness.

Student Affairs

Student Affairs operates under the guidance of three documents: (a) the Strategic Goals and Initiatives of the College, (b) the Student Affairs Strategic Plan, and (c) the Goals of the Core Curriculum. In an effort to ensure that the objectives of each department and the division as a whole are accomplished, each department within Student Affairs engages in assessment activities that are matched to the identified areas of responsibility. Each year, directors work with their respective departments to identify key areas of focus for the coming year and develop assessments to measure both operational outcomes and student learning outcomes as appropriate, using the aforementioned strategic goals for the College, the Division, and Enrollment Management.

In 2015-2016, Student Affairs engaged in 25 formal assessment activities, as detailed in Appendix 5.6. These activities focused on both operational issues designed to improve efficiency and assure quality services, as well as student learning outcomes related to educational programming and activities. Eight assessment activities focused on dimensions of Penn College's Strategic Goals, 16 assessments explored the Strategic Goals for Student Affairs, and one program designed to support an Enrollment

Management goal was assessed. In addition to the activities documented in this report, Student Affairs routinely engages in a number of operational assessment activities designed to ensure the ongoing strength of existing programs. Appendix 5.7 provides a sample goal analysis from the 2015-16 Student Affairs Assessment Report.

Role of Performance Review

Institutional effectiveness is the sum of all parts, not the least of which is employee performance; therefore, the College has devised a comprehensive system tailored to faculty and staff responsibilities. The College Mission, Values, and Goals overarch the work of all employees. For example, the commitment to hands-on education (first Value statement) implies that faculty remain current in both the theory and the tools of their discipline, while the College maintains its commitment to provide instructional support through work stations in laboratories and professional development to ensure currency and state-of-the-art equipment.

Faculty responsibilities, as specified in the Agreement, underscore the primary role of the faculty: effective teaching. The faculty evaluation system further maintains the "student-centered environment" of the second core value through its two key components: dean's/director's classroom observations and student evaluations (note: unlike other colleges, there is no peer component). The Penn College Faculty Evaluation/Development Plan is designed to provide appropriate, manageable instruments and procedures for the assessment and support of faculty in order to establish and maintain the quality of instructional service central to the College's mission and philosophy. All student course evaluations, starting in Fall 2016 will be online through SmartEvals. The online surveys will begin at the 60% point of the course and conclude at the 80%. All survey results are released in December after grades are in, even for the 8-week classes, since students in the shorter courses will possibly have the same instructors for the second eight weeks. Faculty will get an email after the results are released with the results of their surveys in PDF form.

Employee Performance Evaluations utilize forms specific to their employment category. The core values of Student-Centered Environment and Community of Respect figure in those evaluations. As is true for all faculty/staff appraisals, the evaluations include the identification of strengths and weaknesses with prescriptions for overcoming weaknesses.

In addition, the College initiates periodically - generally on a five-year cycle - employee review of the College's leadership, which provides another dimension to the standard performance review of administrators. This review invites employees to review all levels of leadership that support their position. For example, faculty members are provided the opportunity to evaluate their directors/department heads, assistant deans/deans and the provost. Conducted electronically, the system maintains the anonymity of responders. The responses are synthesized and presented in a report that factors into the annual performance appraisal. Using an internally developed instrument, during Spring and Fall of 2015, all employees were given the opportunity to evaluate their supervisors and leaders within their reporting lines, including the President. Academic leadership was evaluated by faculty members in Spring 2015. Administrative leadership was evaluated in Fall 2015. With few exceptions, most employees report very favorable opinions of their supervisors. As part of the assessment process, the Board of Directors participate in a self-evaluation. The Spring 2017 survey results are reported in Appendix 5.8. Outcomes of this annual activity are reviewed with members in the April board meeting. The board will use and document the information obtained from this continual assessment to improve their effectiveness.

Campus Wide Assessment

Penn College uses a variety of survey instruments to measure its effectiveness in a vast array of institutional effectiveness areas. To keep abreast of national trends in key student outcomes areas, the College participates regularly in several national surveys, namely the CIRP Freshman Survey and the National Survey of Student Engagement. The information obtained from the surveys is used to identify possible challenges facing enrolled students and to make improvements to relevant programs. NSSE results have been used heavily by the Student Affairs division in its strategic planning.

Given the overall lower levels of student engagement in comparison to our peers and the national cohort, Student Affairs set a goal to improve the level of co-curricular and social engagement among students. This goal was operationalized through an outcomes-based programming model that was developed in 2014 and implemented 2015-2016. The purpose of the model was to ensure that the different dimensions of engagement were addressed systematically throughout the programming over the course of the academic year. The model is routinely used in program planning to ensure that students have the opportunity to engage in activities that meet each dimension of the model within an academic year. In recognition that faculty interaction is an area of strength in the NSSE, the Strategic Plan includes an objective to "enhance interdepartmental and college-wide collaboration to optimize student engagement." This goal focused largely on engaging faculty in student affairs programming. Some examples of this include the David London My Last Words Lecture Series and roundtable events facilitated by faculty.

The College participated in Tufts University's National Study of Learning, Voting, and Engagement (NSLVE). Penn College students' voting habits in the 2012 Presidential Election (27% voting rate) and the 2014 Midterm Election (8% voting rate) were compared to national averages (see Appendix 5.9). The data was used as one assessment measure for the Core Curriculum goal on Citizenship and Cultural Sensitivity. The low voting rate inspired multiple campuswide initiatives. Over the past few years, the College held three voter registration drives and information sessions. Political science faculty hosted viewings of all presidential debates in 2012 and 2016, and sponsored a Question & Answer series for locally based members of the U.S. House of Representatives in 2014 and 2016. It is hopeful the College will be accepted into a follow-up survey to determine if these initiatives were successful in improving student voting rates.

Aside from national surveys, Penn College administers institutional surveys to collect students' feedback on the services and education they receive from the College. These surveys represent a joint effort between ARP and various campus units. Major in-house surveys include, but are not limited to, graduate surveys, employer surveys, and academic advising surveys.

The Graduate Survey, which has been in place for over 10 years, explores initial educational and career outcomes as well as satisfaction with student services and program instruction. The Employer Survey is designed to gather feedback about the level of employer satisfaction with Penn College graduates and to reveal areas where improvement in needed. Career Services has used these results and employer input in career development programming and as a primary source for rubrics used to evaluate student resumes and interview skills.

The most recent institutional survey is the Academic Advising Survey initiated by Academic Affairs. The purpose of the survey is to ask students to evaluate the quality of advising services provided by their

institution-designated advisers. The advising survey results are used by the Excellence in Academic Advising Committee to identify where there are weaknesses that can be addressed through new professional development opportunities. The school deans refer to the school results during school and program meetings to reinforce sound advising practices. And, finally, the survey questions directly correlate to questions on the faculty evaluation form, which allows the specific adviser's results to be discussed between the adviser and the dean during evaluation periods, with the goal of making improvements where needed.

Role of the Office of Assessment, Research and Planning

The Assessment, Research and Planning Office (ARP) collects, analyzes, and disseminates information in support of institutional effectiveness, including assessment, accreditation, institutional research, planning, policy analysis, and decision making. Specifically, many of the institution-wide assessment activities mentioned above (NSSE, CIRP, graduate and advising surveys) are ARP-led efforts. Formal assessment activities within the ARP Office were conducted periodically in the past, however a new annual assessment plan was implemented July 1, 2016. Nevertheless, informal assessment activities and interventions are constant and immediate. All provide guidance for continual self-improvement through evidence-based decision making. Examples include surveying constituents about the relevance, availability, and effectiveness of statistics reports; interviewing academic deans concerning program needs assessments; and incorporating recommendations from the College's QTA committee.

Role of the Quality Through Assessment Committee

The Quality through Assessment Committee (QTA), was established in 2006. The committee composition has evolved since the self-study to include a faculty member as the chairperson (with release time) and a faculty representative from each school. Previously, there were only two faculty members on the committee. Other members include Academic Affairs and Student Affairs representatives, a Deans' Council representative, and two representatives of the Assessment, Research and Planning Office (ARP). QTA supports the Mission and Values of the institution through assessment. The group is charged with organizing assessment components to demonstrate the full range of assessment activity within the institution and providing a locus of control and oversight to which and from which assessment activities are initiated, gathered, refined, evaluated, reported, and maintained. QTA's annual goals reside on the public website, as do the annual year-end assessment reports.

VI. Linked Institutional Planning and Budgeting Processes

PENN COLLEGE INITIATIVE-BASED STRATEGIC PLAN COMPONENTS

Mission, Vision and Values: The College's Mission states its purpose and aim, identifies the primary recipients of its services as students, and defines both the nature of those services (baccalaureate and associate degrees) and the standards to which the College aspires in delivering them. The Vision captures the essence of the College's Mission in both current and aspirational terms to be a national leader in applied education. The College's operating principles comprise its Values, which guide internal conduct, as well as the College's relationship with its operating environment.

Review of the College's Mission, Vision, and Values is completed every three years, as described in the Plan and Process, to correspond with and facilitate accreditation activities and as determined appropriate by the President, who also determines the mechanism for the review. The results of the review are presented to College Council, which ensures that the College community is given the opportunity to provide input prior to approval of any changes. Following the approval of College Council, the Board of Directors reviews or approves the changes, as appropriate. The College Mission statement was reviewed and revised in March 2015 to include a statement on a "shared commitment to diversity."

Strategic Goals: These are specific targets that the College strives to attain in fulfilling its Mission. Strategic Goals, by their definition, may be relatively long lived within the Plan; the goal to provide a distinctive educational experience that engages students is an example of this. Goals may be initiated by any member of the campus community through Governance action. Addition or modification of a goal requires College Council approval. The current four strategic goals of 2014-17 were approved through this process.

Strategic Initiatives: Strategic Initiatives, assigned to members of President's Council, are undertakings implemented to achieve a Strategic Goal. On an annual basis, President's Council reviews the results of assessment in the fall and develops the resulting initiatives in time for budget preparation. The initiatives reside in the Plan until complete, and may require more than one year to achieve. The initiatives are reviewed and approved by College Council and the College Board; however, they can be proposed by any member of the College community through Governance and can be approved at any time through the year.

Success Indicators: Success indicators are quantifiable results or documentable milestones that measure the outcome of a Strategic Initiative. The effectiveness of initiatives are assessed, in part, through these measures.

THE PLANNING PROCESS

Strategic Plan
The Penn College Initiative-Based Strategic Plan (Appendix 6.0) is a dynamic, 3-year planning model developed to reflect and respond to the realities of technological change in curricula and constantly evolving workforce needs. Moreover, the planning cycle is in-sync with budget development, allowing

for informed resource allocation. While the Plan itself spans three years, it is reviewed annually. Initiatives and success indicators may shift year to year and are expressed in measureable terms, allowing for assessment. While ARP is the custodian of the initiative-based Strategic Plan, including its assessment, senior administrators are its architects. Given that President's Council represents all divisions of the College, the members represent their constituents as the Strategic Goals, Initiatives, and Indicators are reviewed/revised. College Council serves as a reviewing body. The College Board of Directors receives annual updates on changes/progress. Thus, the Plan functions as a College-wide instrument. Key features of the planning process are the plan's:

- *Bi-cameral planning process*. No component is added to the Plan without the approval of College Council and the Board of Directors. In like fashion, all progress reports through completion are reviewed by each body.
- *Integration into annual planning*. The Plan's initiatives are referenced by Administrative/Professional/Technical (APT) staff at the director level and above; as they develop their annual objectives, they reference specific elements of the Plan, as appropriate, thereby ensuring that the Plan substantiates their year's work. Thereafter, as mid-year and annual reviews are conducted, attention is paid to the accomplishment of those initiatives. The mid-year review is informal; while the end-year review is part of the formal evaluation process.
- *New Initiatives Request Process*. When cost center administrators request resources beyond the base budget, they must provide assessment data for rationale of request on the New Initiatives Request Form (see example in Appendix 6.1).
- *Transparency*. The planning process is transparent so that the results of assessment, the formulation and budgeting of initiatives, and the establishment of operational plans are open to input from all appropriate stakeholders.
- *Annual assessment of progress*. Annual progress reports are made to the College's Board of Directors and College Council. Normally these are drafted after the conclusion of the fiscal year.
- *Validation.* The Strategic Plan is a highly endorsed and referenced documented that directs the planning process across campus.

The planning process is both top-down and bottom-up. The Strategic Plan directs the efforts of the divisions by providing concrete initiatives, and the divisions share updates and evidence that documents the progress toward, and eventual achievement of, the stated initiatives.

Academic Affairs Plan
The College's Strategic Initiatives drives the 3-year Academic Affairs Plan which is updated each spring and provides guidance for school and departmental plans. The Academic Affairs plan incorporates those initiatives identified at the College level for which the division has responsibility. Other initiatives are driven by inputs from environmental scanning or may originate within the academic schools. This plan is primarily drafted by the senior staff of the division with input from Deans' Council. The plan is reviewed in draft form by the President and must also gain approval in its final form.

The most recent plan is shown in Appendix 6.2. Goals, strategies, and success indicators are comprehensively reviewed annually by the Deans' Council, with adjustments based upon completion of initiatives and/or upon necessary changes based on assessment results.

School and Department Plans
The school and program Mission and Goal statements are posted on the public website and published in the College catalog. School missions and goals were reviewed and revised in 2013-14 with the

reorganization that consolidated eight schools into six. The school plans, while updated annually, span a 3-year period and have clear long-range implications. While each academic school develops a 3-year plan based on the development and revision of department plans, the components vary to fit the particular mission of the school. Standard in most of the school plans are the five key points:

- Accreditation/Assessment/Student Learning
- Curriculum/Instruction
- Professional Development
- Personnel/Staffing
- Facilities/Equipment

The school 3-year plans, (example provided in Appendix 6.3), are intended to address budget in relation to accreditation requirements, curriculum, facilities and equipment, and personnel. Progress reports on the plan are part of the mid-year review conducted by the Vice President for Academic Affairs & Provost (VPAA&P) with each dean. The plans are tied to the respective school's mission statement to ensure continuity of purpose; the school's mission statement supports the College mission. The School 3-Year Template, located on the Academic Affairs Planning page on the portal, demonstrates the alignment of department and/or school goals to a College or Academic Affairs goal or initiative.

Departmental plans support the school plan and are cyclical, based on the program review cycle for the department. The results of the program review are among the primary inputs to the development of a departmental five-year plan, which will be developed in summer and early fall following the conclusion of the program review, and will extend through the academic year in which the next program review is conducted. Assessments made in conjunction with accreditation self-study, if available, are also a major input into the plan. Departmental plans are reviewed by the appropriate school dean in collaboration with the Provost to assure alignment and appropriate focus of resources and efforts.

Student Affairs Strategic Plan

Strategic planning is the art of planning and preparing for change. Recognizing that the institution and its students change rapidly, the Student Affairs Division regularly engages in a purposeful strategic planning process intended to support and foster positive change, while at the same time, affording maximum flexibility to respond to unforeseen circumstances. The 2014-2017 Student Affairs Strategic Plan, including updates for 2015 and 2016, can be found in Appendix 6.4. This document serves as the Student Affairs' "roadmap" to enacting positive change over the next several years.

In an effort to ensure that the objectives and plans of each department, as well as the Division as a whole, are accomplished, each department engages in assessment activities that are matched to its specific areas of responsibility. Each year, directors work with their respective departments to identify key areas of focus for the coming year and develop assessments to measure both operational outcomes and student learning outcomes as appropriate.

Enrollment Management Plan

The mission of the Office of Enrollment Management (OEM) is dedication to attracting, admitting, and retaining successful students. To achieve this goal, OEM is committed to facilitating collaboration among all campus offices to ensure that students receive the core services needed to be successful from pre-enrollment through graduation. The office is responsible for campus-wide coordination and assessment of recruitment, matriculation, enrollment, and retention initiatives designed to contribute to the College's Mission.

The Enrollment Management Plan's goals and initiatives are listed on the OEM portal site and serve for the academic years 2014-15; 2015-16; 2016-17. Data from 2013-14 serves as the base upon which all

goals are measured. First level (X) of numbering represents top-level Goals, 2nd level (X.X) represents Initiatives that move toward the accomplishment of the Goal, and 3rd level (X.X.X) represents the key action steps (success indicators) or outcomes, with completion date targets and performance metrics leading to the accomplishment of the Initiative. A sample page of the electronic Enrollment Management plan is located in Appendix 1.1.

Facilities and Site Master Plan

Pennsylvania College of Technology and its predecessor, The Williamsport Area Community College, have been involved in proactive facility planning for a number of years. The "Facilities and Site Master Plan 2015-2020" is the latest in a series of plans that represent the College's systematic look toward the future. Central to this planning process are the goals outlined in the current plan, which has well-established links to the College's Strategic Plan. This edition of the plan places the major facility and site projects within the framework of Goals and Initiatives drawn from the Strategic Plan. For example, even after a major addition and renovation of the welding lab facilities in 2010, the current facilities are operating at capacity. An addition to the facility was added to the plan in order to expand the capacity, which aligns with Strategic Goals #1 and #3.

Decisions regarding the operational implementation of the plan are made at a weekly General Construction meeting where stakeholders are invited to attend as needed. Discussions include timelines, impact on resources, budget implications, and priorities. Facilities upgrades, maintenance, repairs, and other requests are prioritized by resources available.

Information Technology Services Strategic Plan

The mission of the Information Technology Services department is to provide an advanced computing, networking, telecommunications, classroom technology, and technical support infrastructure that supports the College's teaching and learning, administrative, communication, and community outreach functions. The ITS Strategic Plan supports the mission of the College. The plan originates with broad input from all of the ITS departments and is vetted and approved by President's Council. ITS has several goals defined in its strategic plan, which includes defined measures. Recent assessment activity includes a survey of students to collect data on issues with Internet access and Wi-Fi problems on campus. The survey outcomes connected assessment to budgeting, as additional areas of Wi-Fi access points and Internet bandwidth were added.

Institutional Advancement Action Plan

Institutional Advancement is responsible for Alumni Relations, Corporate Relations, Annual Giving, and the Pennsylvania College of Technology Foundation. Institutional Advancement supports the College's Mission while seeking opportunities to cultivate donors. The division supports student learning and success and the delivery of administrative and academic services and programs through strong visibility, outside funding, alumni engagement, and strategic community and corporate partnerships.

The division of Institutional Advancement fully engages in routine assessment activity through its individual departments and their collaborative teamwork. The division's assessment plan, the Institutional Advancement Action Plan, integrates goals between departments. Success indicators link directly into the College's Strategic Plan and Initiatives. The Institutional Advancement staff, under the guidance of the Vice President for Institutional Advancement, review the metrics and progress in December and again at the end of the fiscal year. If necessary, adjustments are made at these

times. Assessment outcomes are reviewed with the college president and shared with the other members of President's Council

Other Non-Academic Division Plans
Since the self-study, the other non-academic divisions (Financial Operations, College Services, and Public Relations & Marketing) have taken steps to formalize their assessment activities, starting with a posted Mission statement on their portal sites.

These divisions have begun a prescribed, ongoing process of assessment of their programs and services. Assessment activities are intended to demonstrate institutional effectiveness and inform strategies for continuous improvement. The criteria for the assessment of non-academic divisions provide the flexibility to be adapted to the specific functions of each unit. Administrators are encouraged to use the Assessment Plan Template (Appendix 6.5) for guidance. Each division reports on its progress through an Executive Summary Report that identifies outcomes, actions taken to improve services, and the impact of the assessment outcomes on planning and resource allocations. This report is reviewed by QTA and shared with the President to serve as a foundation for strategic planning. This annual report is also posted on the QTA's Institutional Effectiveness portal page.

PLANNING AND BUDGETING CYCLE

The annual planning cycle begins with the College reviewing the results of assessment activities as they have been reported over the course of the year. Normally, this process culminates in early fall semester, although the ongoing nature of assessment dictates that results are determined and reviewed throughout the year. There are five major sources for assessment results:

- Institution-wide assessments of a cyclical or special undertakings reported to the campus community by the office of Assessment, Research and Planning (NSSE, GIC, etc.)
- Annual Assessment School Reports on student outcomes developed through academic program review, course review, or accreditation initiatives undertaken by the schools
- Reports on student outcomes outside the academic area
- Reports on assessment activities undertaken by other College offices
- Executive summaries of assessment activities by non-academic units

Results such as these are normally reviewed by the Quality Through Assessment Committee (QTA) and compiled in annual assessment reports that are shared with the President. These reports ultimately reside on the public website**.**

The assessment reports also play a vital role in the budgeting process. Each fall, cost center administrators (CCAs) begin budget planning with a base level of funding, and CCAs work with their respective departments to establish their budget for the following fiscal year. When initiatives beyond the base allocation are desired by a cost center, the CCA must propose funding for that initiative through the New Initiative Request process. Through this process, the CCA describes the initiative requiring additional funding and its cost, as well as rationale for the initiative. New initiatives are expected to be based upon need established through assessment data, and be linked to strategic goals.

The Vice President for Finance compiles a listing of the new initiatives linked to the appropriate strategic goal. This is included in the budget package that goes to the Board of Directors with the budget for approval. In the table below is an example of the 2016-17 initiatives and associated Strategic Goals.

Pennsylvania College of Technology Budget FY2016-2017 Recommendation New Initiatives	
Strategic Goal 1 – *Provide a distinctive educational experience that engages students*	**$125,300**
Nursing – advanced manikins for geriatric and obesity patients	
Physician Assistant- expanded testing bank to facilitate summative evaluation	
Campus Mobile App	
Instructional simulation software development	
Counseling Center assessment of psychological symptoms software	
Strategic Goal 3- *Assure the long term financial strength of the College through sound stewardship of all College Resources*	**$497,900**
Replacement of entire server infrastructure	
Redundant internet connection	
Strategic Goal 4 – *Promote the College's mission and vison to both a regional and national audience*	**$78,600**
Increase recruitment travel	
High school programming for on campus national day celebrations	
New communication "sales" system for recruitment	
Total	**$701,800**

When the budget is prepared, it is comprehensively reviewed in the spring semester by President's Council with final approval by the Board. At that time, College personnel responsible for implementing the initiatives set their annual plans. Thus, procedures for implementing the initiatives are set in motion with a clear understanding of the expected outcomes. The planning cycle is represented below:

July/August	October/November	December	February	April/June
•New Aademic year, fiscal year and assessment cycle begins	•Administrative and academic units review the results of assessment with ARP and President's Council	•President's Council updates the strategic plan and formulates major initiatives	•The updated strategic plan is posted for the campus community to review and is communicated to the Board	•Budget is developed by administrative and academic units based upon the major initiatives and is approved by President's Council and then the College Board

REPORTING ON PLANNING PROGRESS

The plan is reviewed annually, normally at the end of the fall semester following collection of the above-referenced annual reports and the formulation and approval of any new goals or initiatives. The plan and the annual progress reports are reviewed and approved each year by both College Council and the College's Board of Directors. This allows planning to be tied to initiative and budget development annually. To provide an archive of planning information, the Strategic Planning site includes individual status report pages for the three most recent reporting years. Additionally, a Retired Goals & Initiatives page includes a full listing of all retired goals and their associated initiatives.

Conclusion

As the foregoing narrative in Chapters 1-6 illustrates, Penn College is dedicated
to educational excellence and improvement through peer evaluation and accreditation. Self and peer
assessment are vital for public accountability and the improvement of academic quality. Improving
student learning and service to students, and responding to the needs of stakeholders, grounds the
College's activities. The periodic review process presents an opportunity for the faculty, administration,
directors, and staff to collaborate in reflecting upon progress made, recognizing current challenges, and
charting a course for the College's next steps.

In summary, good things are happening at Penn College. The College is currently ranked 7th in the
category of Top Public Regional Colleges (North) by U.S. News. In an overall assessment of the Best
Regional Colleges (North) that includes public and private institutions, Penn College is ranked No. 13, up
from No. 36 during the 2012 self-study period. The College's dedication to veterans has earned the
institution "Military Friendly" status for the seventh consecutive year. A total of 382 veterans, including
70 new students, enrolled at Penn College for the Fall 2016 semester. The College offers more than 100
diverse degrees that meet the needs of the contemporary workforce, as demonstrated by the current
enrollment of 1,084 students in 30 programs (16 AAS, 14 BS) considered Green Career Fields. The 1st to
2nd year retention rate for first-time, full-time students pursuing bachelor's degrees improved from 69%
in 2012, to 77% in 2016. The overall graduate placement rate, a three-year average of 95.2%, provides
evidence that **degrees that work**® really works.

While good work is occurring, more work remains. Penn College faces the same narrowing pool of
prospective students that leaves the state's regional public institutions facing a difficult future. The
challenges of enrollment have been addressed extensively in the narrative. Under the leadership of
Enrollment Management, all stakeholders will continue their steadfast work to meet this challenge.
Succession planning and talent development is critical, and must become a priority at all levels of the
institution to ensure a healthy internal talent pool that will keep the institution competitive and thriving.
College Council needs to explore alternative methods to measure the overall effectiveness of our
governance system. QTA and Human Resources will continue to develop and schedule professional
development activities focused on assessment, with attention to the needs of faculty in the writing and
assessing of Required Student Outcomes (RSOs), and the use of assessment results for the improvement
of educational effectiveness.

Lastly, the self-study recommendation to review the general educational goals is itself an outcome of
assessment. As a result of this assessment and the work of the Core Curriculum Review Committee, the
College will take the next steps in the approval, implementation, and assessment of revised institutional
core goals. The 2021-2022 self-study can be expected to highlight the successful integration of revised
goals for the core curriculum, including a comprehensive set of strategies for their ongoing assessment.

Glossary

Academic Success Center:	organized and staffed to provide expanded student services, such as online early-alert/retention system, study skills workshop, mentoring, writing center, and tutoring resources
Academic Services:	transitions new students into the College by guiding them through the pre-enrollment process
Advanced Automotive Technology Center:	campus three miles west of the main campus, where major courses focused on automotive technology are taught
Agreement:	negotiated contract between Penn College and the faculty association (PCEA) in which faculty load, responsibilities, salary and benefits are delineated
APT:	acronym for Administrative, Professional and Technical employee classification; includes upper level administrators, vice presidents, deans, directors, coordinators, and individuals who perform technical functions such as Information Technology Services staff members, and lab assistants
ARP:	Assessment, Research, and Planning office, supports institutional effectiveness by providing information needed for assessment, accreditation, planning, policy analyses, institutional decision making, federal reporting and academic program review
AS&I:	committee (Academic Standards & Issues) within the College governance system charged with reviewing and making recommendations related to instructional methodology and materials, program evaluation, core competencies/courses/credentials, student retention/probation/termination, and academic standards
Aviation Center:	campus six miles east of the main campus, where major courses focused on aviation technology are taught
CCAs:	Cost Center Administrators
Career Services:	fosters excellence in career development, preparation, and professional opportunities for students and alumni. Services include career fairs, job search assistance, and on-campus recruiting
CIRP:	Cooperative Institutional Research Program, a freshman survey
College Council:	College governance system comprises elected and appointed members of the College faculty, staff, and students representing each school and division and each employee category; charges include primary administration of the shared governance system, oversight of the standing committees and subcommittees, and recommendations to the College president on matters of policy and procedure
College Governance:	"College-wide mechanism for input into shared planning, decision making, and evaluation through elected and appointed representatives of faculty, staff, and students" (from the mission statement for the governance system)

College Transitions Office:	offers career-based events for K-12 students and facilitates our state-wide dual enrollment program for comprehensive high schools and career and technology centers
Conditional Acceptance Program (CAP):	students whose placement test results indicate developmental needs in all three tested subject areas (math, English, and reading) are automatically assigned to the Conditional Acceptance Program (CAP). Conditionally accepted students will not be permitted to enroll in a major until they have fully remediated at least one tested subject area
Connections:	student orientation program designed to help students and parents understand both requirements of college study and expectations of college life
Core Curriculum Assessment Sub-Committee (CCASC):	Quality Through Assessment (QTA) Committee created the Core Curriculum Assessment Sub-Committee to provide oversight and leadership for the design, development, and implementation of a systematic core curriculum assessment plan
Core Curriculum Review Committee:	committee assigned the task of reviewing and revising the existing core education curriculum
Corporate Advisory Board:	ten members from business, industry, and public service; charged with promoting the active exchange of ideas and information for the mutual benefit of the College and its community
CUL:	acronym for courses that meet the standards for a cultural diversity focus
Curriculum Committee:	committee within the college governance system whose function is to review and recommend new, revised, and to-be-deleted courses, programs, or curricular proposals
Deans' Council:	provost's leadership team, which includes the deans and the assistant deans for each of the six academic schools in the College, as well as the dean of academic services and college transitions, associate vice president for instruction, the executive director for assessment, research and planning, the director of the Madigan library and the director of academic operations
Developmental Semester:	Discontinued. Students whose placement test results indicate a need for remediation in all three test areas (math, English, reading) must successfully complete the Conditional Acceptance Program (see above) before entering their desired major
Distance Learning Taskforce:	ad hoc committee established to review and address needs of distance learning programs and courses
Dual enrollment:	partnership with regional Pennsylvania secondary partners, which allows high school students to earn Penn College credits at their secondary location during the school day; prerequisites and placement requirements, textbooks, syllabi and course content are identical to courses taught on the College campus
Earth Science Center:	campus 15 miles south of the College's main campus, where major courses in the School of Transportation and Natural Resources Technologies are taught

Enrollment Management:	responsible for campus-wide coordination and assessment of recruitment, matriculation, enrollment, and retention initiatives designed to contribute to the mission of the College
Facilities and Site Master Plan:	plan that represents the College's systematic look toward the future in terms of its physical plant development and property holdings
Fi Year Experience (FYE):	required course that provides strategies and practices to ensure a positive first-semester experience and continued success for students new to the College
Institutional Advancement:	responsible for raising support for the College through cash, in-kind contributions, and service; includes the College Foundation and Alumni Affairs
JED Campus Program:	a nationwide initiative of The Jed Foundation designed to empower schools with a framework and customized support to enhance student mental health and substance abuse and suicide prevention efforts
Low score:	students whose placement test results fall below the minimum acceptable level for admission; such students are denied admission to the College
MEL:	Master Equipment List
NSSE:	National Survey of Student Engagement
Penn College Now(PC Now):	College's dual enrollment program (see dual enrollment above) offered in regional secondary sites that enable high school students to earn Penn College credit
Pennsylvania College of Technology Foundation:	a non-profit, tax exempt organization, established in 1981 whose purpose is to secure financial and other support for the College and provide student scholarships/financial assistance, solicit funds, and promote the College; resides within the division of Institutional Advancement.
Plan and Process:	*(The Penn College Plan and Process: 2016-17)* serves as a record of assessment undertaken by the College and a guide for faculty and staff engaged in assessment activities throughout the institution
Penn College Magazine:	magazine dedicated to sharing the College's educational development, goals, and achievements with students, alumni, faculty, staff and the community (paper and online)
Penn College at Wellsboro:	additional location 60 miles north of the main campus that services Pennsylvania's Northern Tier business and industry training needs, as well as noncredit personal and professional development
PLATO:	Platform for Learning and Teaching Online learning management system. PLATO is an implementation of Desire2Learn, a web-based course management system, that allows students to access course-related materials, electronic drop boxes to submit assignments, on-line quizzes, access to grades and more
President's Council:	President's leadership team, consisting of representatives from Academic Affairs, Student Affairs, Financial Operations, Institutional Advancement, Information Technology, Enrollment Management, College Services, Workforce Development, and Public Relations & Marketing

Program Review:	process through which all degree programs, on a 5-year cycle, conduct a self-assessment
Public Relations & Marketing (PRM):	coordinates and presents College messages, materials and visual images to support the institution's Enrollment Management Plan and Strategic Goals
QTA:	Quality through Assessment Committee, consisting of faculty, staff, and administration from Academic Affairs, Student Affairs, and Assessment Research and Planning, to support assessment processes that ensure mission-focused academic programs and quality teaching and learning
Required Student Outcomes (RSOs):	student learning outcomes defined in terms of the knowledge, skills, and abilities attained upon completion of a course
SAILS:	Standard Assessment of Information Literacy Skills
SAMHSA:	Substance Abuse and Mental Health Administration; the entity that oversees the College's Garrett Lee Smith Suicide Prevention Grant
SIS:	online system (Student Information System) that enables students to check their application status; view class schedules, grade reports, and financial information; verify their meal plan balances; process class schedules online; etc.
Strategic Plan:	current planning process and document (approved in 2009) relies upon goals and strategic initiatives to guide the institution and direct allocation of resources
TIAA-CREF	Teachers Insurance and Annuity Association of America- College Retirement Equities Fund

Appendix 1.0

Periodic Review Committee Members

Co-chair Tom Gregory, Associate Vice President for Instruction

Co-Chair Mary Jo Saxe, Associate Professor, Chair Quality through Assessment Committee

Daniel Brooks, Instructor, School of Construction and Design Technologies

Dennis Correll, Associate Dean for Enrollment Management

LeAnn Henry, Assistant Professor, School of Sciences, Humanities and Visual Communications

Gerri Luke, Dean of Business & Hospitality

Jennifer McLean, Associate Dean of Student Affairs

Walter Shultz Jr, Director Office of Instructional Technology

Karen Stugart, Manager of Financial Operations

Mallory Weymer, Coordinator of Student Health & Wellness Education/Suicide Prevention Specialist

Juan Zhou, Assistant Director of Assessment, Research and Planning

Appendix 1.1

CollegeWire   **Departments**   Schools   Forms   Governance   SGA

Policy and Procedure   PCT E-mporium   myWorkgroups

myStudentGroups

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Enrollment Management Plan

The goals and initiatives listed below are to serve for the academic years 2014-15; 2015-16; 2016-17. (Data from 2013-14 serves as the base upon which all goals will be measured)

Note: first level (X) of numbering represents top-level Goals, 2nd level (X.X) represent Initiatives that move toward the accomplishment of the Goal, 3rd level (X.X.X) represents the key action steps (success indicators) or outcomes with completion date targets and performance metrics leading to the accomplishment of the Initiative.

Please click the title of the Goal or Initiative to expand (or collapse) sections for detailed information about success indicators.

Enrollment Goal

By fall 2017, increase enrollment to 6,000 (headcount).

Year	Headcount	Credit Hours
Fall 2014	5,785	78,676
Fall 2015	5,785	78,676
Fall 2016	5,892	80,131
Fall 2017	6,000	81,600

*enrollment numbers according to third week data

Goal 1 - Recruitment/Marketing - Identify pathways for increasing student enrollment.

1.01 Develop a comprehensive Recruitment Plan

1.02 Increase the % of our out-of-state students to at least 12% of our total student population by fall 2017

1.03 Increase the % of our transfer enrolled students to at least 8.5% of our total population by fall 2017.

1.04 Increase the number of enrolled ESL students to 50 by fall 2017 and the number of international students in regular/technical majors by 30 by fall 2017.

1.05 Directly recruit and enroll student-athletes annually from coach initiated contacts.

1.06 Increase the % of our Veteran enrolled students to at least 6.5% of our total population by fall 2017.

1.07 Increase the % of our minority enrolled students to at least 11% of our total population by fall 2017.

1.08 Promote opportunities to transition students from non-credit training into credit programs and professional certifications/licensures.

1.09 Develop communications plans for students about their opportunities to complete a degree or to pursue continuing education by spring 2015.

1.10 Increase PCNow high school enrollment.

1.11 Increase the % of our CTC/AVTS enrolled students to at least 6% of our total population by fall 2017.

1.12 Increase opportunities for, and participation of, current students and faculty in recruitment.

1.13 Actively engage alumni in referrals and recruitment of prospective students.

1.14 Involve parents in the recruitment of prospective students.

1.15 Develop programs to provide opportunities for increased exposure of high school guidance counselors to Penn College.

1.16 Develop and implement a new Marketing Communications Plan focused entirely on the recruitment and retention of students by February 2015.

Goal 2 - Matriculation Process - Coordinate matriculation services to provide students with the knowledge to successfully transition to the College.

Goal 3 - Student Retention - Increase student success.

Appendix 1.2

School Code	Pennsylvania College of Technology Program Accreditations/Certifications/Recognitions/Endorsements As of November 2016		original date earned	date(s) reaffirmed	expiration	date of next review/ reaffirmation	date of next periodic review report	deadline for next self study	date of next site visit
	Pennsylvania College of Technology	Middle States Commission on Higher Education	1970	6/28/2012			11/1/2017	2021	2022
School Code	**School of Business & Hospitality**								
BH	Accounting BS (BSA, BAA) and AAS (BA)	Accreditation: Accreditation Council for Business Schools and Programs (ACBSP) [1]	2006	5/2012		2022	2/2015	2021	Spring 2022
BH		The International Assembly for Collegiate Business Education (IACBE)	2001		Discontinued		10/22/2007	Spring 2010	Discontinued
BH	Business Administration Banking & Finance Concentration (BBF) Concentration	Accreditation: Accreditation Council for Business Schools and Programs (ACBSP) [1]	2006	5/2012		2022	2/2015	2021	Spring 2022
BH		The International Assembly for Collegiate Business Education (IACBE)	2001		Discontinued		10/22/2007	Spring 2010	Discontinued
BH	Business Administration Management Concentration (BBM)	Accreditation: Accreditation Council for Business Schools and Programs (ACBSP) [1]	2006	5/2012	2022	2022	2/2016	2021	Spring 2022
BH		The International Assembly for Collegiate Business Education (IACBE)	2001		Discontinued		10/22/2007	Spring 2010	Discontinued
BH	Business Administration Marketing Concentration (BBK)	Accreditation: Accreditation Council for Business Schools and Programs (ACBSP) [1]	2006	5/2012	2022	2022	2/2016	2021	Spring 2022
BH		The International Assembly for Collegiate Business Education (IACBE)	2001		Discontinued		10/22/2007	Spring 2010	Discontinued
BH	Business Management (BM)	Accreditation: Accreditation Council for Business Schools and Programs (ACBSP) [1]	2006	Jun-12	2022	2022	Feb. 2016	2021	Spring 2022
BH		The International Assembly for Collegiate Business Education (IACBE)	2001	2009	Discontinued		10/22/2007	Spring 2010	Discontinued
BH	Legal Assistant/Paralegal AAS (LA)	Approved by the American Bar Association	1994	Aug. 2014			Feb. 2016 Interim report	May 2019	Fall 2020
BH	Legal Assistant/Paralegal Studies BS (BLA)	Approved by the American Bar Association	1994	Aug. 2014					
BH	Nurse-Health Care Paralegal Studies (LX)	Approved by the American Bar Association	1994	Aug. 2014			Feb. 2016	May 2019	Fall 2020
BH	Technology Management (BTM)	Accreditation: Accreditation Council for Business Schools and Programs (ACBSP) [1]	2006	5/2012	2022	2022	2/2016	2021	Spring 2022
BH		The International Assembly for Collegiate Business Education (IACBE)	2001	2009	Discontinued		10/22/2007	Spring 2010	Discontinued
BH	Baking and Pastry Arts (BK)	Accreditation: American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) [1]	1997	6/30/2016	6/30/2022	May 1 annually		09/2021	10/2021
BH	Culinary Arts Technology (CY)	Accreditation: American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) [1]	1993	6/30/2016	6/30/2022	May 1 annually		09/2021	10/2021
BH	Hospitality Management (HM)	Accreditation: Accreditation Commission for Programs In Hospitality Administration (ACPHA)	1998	Winter 2011	Winter 2018	Winter annually		09/2017	10/2018
	School of Construction & Design Technologies								
CDT	Architectural Technology AAS (AT)	Accreditation: Association of Technology, Management, and Applied Engineering (ATMAE) [1]	11/2015		11/2021	4/2021		01/2021	04/2021
CDT	Civil Engineering Technology BS (BCT)	Accreditation: Accredited by the Engineering Technology Accreditation Commission of ABET [1], 111 Market Place, Suite 1050, Baltimore, MD 21202-4012	2001	8/20/2015	9/30/2017	7/1/2016	7/1/2016	July, 2018	Sept. 2019
CDT	Civil Engineering Technology AAS (CT)	Accreditation: Accredited by the Engineering Technology Accreditation Commission of ABET [1], 111 Market Place, Suite 1050, Baltimore, MD 21202-4012	1986	8/20/2015	9/30/2017	7/1/2016	7/1/2016	July 2018	Sept. 2019
CDT	Building Construction Technology (CB)	Endorsement: Pennsylvania Builders Association	1997	8/2014	6/30/2017	4/2017	n/a	3/2017	4/2017
CDT	Residential Construction Technology and Management (BRM) (BRC) (BRN) (BRA)	Endorsement: Pennsylvania Builders Association	1997		Discontinued				

	Pennsylvania College of Technology Program Accreditations/Certifications/Recognitions/Endorsements As of November 2016		original date earned	date(s) reaffirmed	expiration	date of next review/ reaffirmation	date of next periodic review report	deadline for next self study	date of next site visit
	Pennsylvania College of Technology	Middle States Commission on Higher Education	1970	6/28/2012			11/1/2017	2021	2022
CDT	Residential Builder (RB)	Endorsement: Pennsylvania Builders Association	1997	8/2014	6/30/2017	4/2017	n/a	3/2017	4/2017
CDT	Masonry Technology (MN)	Endorsement: Pennsylvania Builders Association	8/2/2014	8/2014	6/30/2017	4/2017	n/a	3/2017	4/2017
CDT	Construction Management (BCM)	Accreditation: American Council for Construction Education Accreditation [1] (ACCE)	7/1/2008	Jul-13	7/30/2019		5/1/2016	11/30/2018	Spring 2019
CDT	Heating, Ventilation & Air Conditioning Technology (HP) (HV) (PH)	Accreditation: Partnership for Air-Conditioning, Heating, Refrigeration Accreditation (PAHRA)	8/8/2003	1/1/2012	12/31/2016	Oct./Nov. 2016		March 2016	Fall 2016
CDT		Endorsement: Air Conditioning Contractors of America (ACCA)	2003						
CDT	Heating, Ventilation & Air Conditioning Design Technology (BHD)	Accreditation: Partnership for Air-Conditioning, Heating, Refrigeration Accreditation (PAHRA)	8/8/2003	1/1/2012	12/31/2016	Oct./Nov. 2016		March 2016	Fall 2016
CDT		Endorsement: Air Conditioning Contractors of America (ACCA)	2003	Continued until notified by ACCA					
CDT	Surveying Technology (SU)	Accreditation: Accredited by the Engineering Technology Accreditation Commission of ABET [1], 111 Market Place, Suite 1050, Baltimore, MD 21202-4012	1996	8/08/2013	9/30/2019	Jan. 31, 2018		July 1, 2018	Sept. 2019
School of Health Sciences									
HS	Dental Hygiene	Accreditation: The Dental Hygiene major is accredited by the Commission on Dental Accreditation. [1][2] The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611-2678. The Commission's web address is: http://www.ada.org/117.aspx	12/1977	Sept. 2011		2018		2018	2018
HS	Nursing - baccalaureate (BSN) (BGN) Nursing - associate (NR) Practical Nursing (NU) Health Arts: Practical Nursing Emphasis (HN)	Accreditation: Accreditation Commission for Education in Nursing (ACEN); Approved by the Pennsylvania Board of Nursing.	2003 1993 2003	Fall 2015	Fall 2023				Fall 2023
HS	Occupational Therapy Assistant (OC)	Accreditation: Accreditation Council for Occupational Therapy Education (ACOTE) [1][2]	1988	April 2015		2021/2022	Apr. 2016	2020/2021	2021/2022
HS	Emergency Medical Services (ER) *and* Paramedic Technician (PE)	Accreditation: Commission on Accreditation of Allied Health Education Programs (CAAHEP) (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) [1]	1979	09/2015	01/2020	2020			2020
HS		PA Department of Health, Bureau of Emergency Medical Services	1979	11/10/2013	1/1/2017	1/1/2017		2016	n/a
HS	Exercise Science (XS) formerly Physical Fitness Specialist (FS)	Recognized by the National Strength and Conditioning Association (NSCA)	06/2007	8/2013	05/2019	5/1/2019			
HS	Physician Assistant (BPA)	Accreditation: Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) [1]	1998 (Provisional 1996)	09/2006	N/A	2017		2015	2017
HS	Radiography (RD)	Accreditation: Joint Review Committee on Education in Radiologic Technology (JRC-ERT) [1][2]	1974	01/2010 awarded 8 additional years	01/2018	2017	n/a	n/a	2017

	Pennsylvania College of Technology Program Accreditations/Certifications/Recognitions/Endorsements As of November 2016		original date earned	date(s) reaffirmed	expiration	date of next review/ reaffirmation	date of next periodic review report	deadline for next self study	date of next site visit
	Pennsylvania College of Technology	Middle States Commission on Higher Education	1970	6/28/2012			11/1/2017	2021	2022
HS	Surgical Technology (SG)	Accreditation: The Penn College Surgical Technology major is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) [1] (www.caahep.org) upon the recommendation of Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (www.arcstsa.org); Commission on Accreditation of Allied Health Education Programs, 1361 Park Street, Clearwater, FL 33756, (727) 210-2350	05/2006	05/21/2010	2020	2020	Program requires annual report due May 1st	n/a	2020
HS	Health Information Technology (HI)	Accreditation: Commission on Accreditation for Health Informatics & Information Management Education (CAHIIM)	7/17/2001	7/2011			Annually Spring		n/a
HS	Health Information Management (BHI)	Accreditation: Commission on Accreditation for Health Informatics & Information Management Education (CAHIIM)	3/8/2012				Annually Spring	March 2013	n/a
School of Industrial, Computing & Engineering Technologies									
ICET	Automated Manufacturing Technology (AF)	Accreditation: National Institute of Metalworking Skills (NIMS)	2001	5/22/2015	May 2020	2019/2020	NA	May 2019	May 2020
ICET	Information Assurance & Security (BIS)	Coursework has been certified by the National Security Agency to meet the requirements of the NSTISSI 4011 INFOSEC curriculum	2008	2013	2018	NA	Discontinued/Valid through 2018		
ICET	Engineering CAD Technology (EN)	Endorsement: American Design Drafting Association (ADDA)	1997	Fall 2016	8/31/2017	Summer 2017	N/A	N/A	N/A
ICET	Machinist General (MG)	Accreditation: National Institute of Metalworking Skills (NIMS)	2001	5/22/2015	May 2020	2019/2020	N/A	May 2019	May 2020
ICET	Manufacturing Engineering Technology (BAF)	Accreditation: National Institute of Metalworking Skills (NIMS)	2001	5/22/2015	May 2020	2019/2020	N/A	May 2019	May 2020
ICET	Plastics & Polymer Engineering Technology (BPS)	Accreditation: Accredited by the Engineering Technology Accreditation Commission of ABET [1], 111 Market Place, Suite 1050, Baltimore, MD 21202-4012	1996	8/13/2013	9/30/2019	1/31/2018	7/1/2018	7/1/2018	Fall 2018
ICET	Plastics & Polymer Technology (PS)	Accreditation: Accredited by the Engineering Technology Accreditation Commission of ABET [1], 111 Market Place, Suite 1050, Baltimore, MD 21202-4012	2001	8/13/2013	9/30/2019	1/31/2018	7/1/2018	7/1/2018	Fall 2018
ICET	Machine Tool Technology (MY)	Accreditation: National Institute of Metalworking Skills (NIMS)	2001	5/22/2015	May 2020	2019/2020	N/A	May 2019	May 2020
ICET	Welding (WE)	Certification: American Welding Society (AWS) Test Facility	1997	8/2014	8/2017	5/2015	5/2015	5/2017	5/2017
ICET	Welding and Fabrication Engineering Technology (BWE)	Certification: American Welding Society (AWS) Test Facility	1997	8/2014	8/2017	5/2015	5/2015	5/2017	5/2017
ICET	Welding Technology (WA)	Certification: American Welding Society (AWS) Test Facility	1997	8/2014	8/2017	5/2015	5/2015	5/2017	5/2017
School of Sciences, Humanities & Visual Communications									
SHVC	Applied Human Services (BHS) Human Services (HS)	Accreditation: Council for Standards in Human Service Education (CSHSE)	5/2006	5/2011	5/2017	5/2017		5/2017	Spring 2017
SHVC	Early Childhood (EC)	Accreditation: National Association of the Education of Young Children's (NAEYC) Commission on Early Childhood Associate Degree Accreditation	6/2010	n/a	Discontinued		Annually Spring	Fall 2016	Discontinued
School of Transportation & Natural Resources Technologies									
TNRT	Diesel Technology (DD)	Accreditation: National Automotive Technicians Education Foundation (NATEF)	6/7/2004	Spring 2014		2019	2016	2018	2019
TNRT	Forest Technology (FR)	Accreditation: Society of American Foresters [1]	1990	Fall 2009		yearly report	2011		2019
TNRT	Heavy Construction Equipment Technology: Technician Emphasis (HE) *and* Caterpillar Equipment Emphasis (CH)	Accreditation: Associated Equipment Distributors (AED)	2004	Fall 2014				2018	2019
TNRT	Landscape/Horticulture Technology: Landscape Emphasis (LE)	Accreditation: Professional Landcare Network (PLANET)	2002	Fall 2009		yearly report		2015	2016

|	Pennsylvania College of Technology Program Accreditations/Certifications/Recognitions/Endorsements As of November 2016		original date earned	date(s) reaffirmed	expiration	date of next review/ reaffirmation	date of next periodic review report	deadline for next self study	date of next site visit
	Pennsylvania College of Technology	Middle States Commission on Higher Education	1970	6/28/2012			11/1/2017	2021	2022
TNRT	Automotive Technology Management (BAU)	Accreditation: Association of Technology, Management, and Applied Engineering (ATMAE) [1]	2005	11/2015	11/2021	4/2021		01/2021	04/2021
TNRT	Automotive Service Technician (AM)	Accreditation: National Automotive Technicians Education Foundation (NATEF)	October 1988	4/2014	2019	4/2019	2016	11/2018	4/2019
TNRT	Automotive Technology (AU)	Accreditation: National Automotive Technicians Education Foundation (NATEF)	October 1988	4/2014	2019	4/2019	2016	11/2018	4/2019
TNRT	Automotive Technology/Ford ASSET (FA)	Accreditation: National Automotive Technicians Education Foundation (NATEF)	1998	4/2014	2019	4/2019	2016	11/2018	4/2019
TNRT	Automotive Technology/Honda PACT (AH)	Accreditation: National Automotive Technicians Education Foundation (NATEF)	11/2010	4/2014	2019	4/2019	2019	11/2018	4/2019
TNRT	Aviation Maintenance Technology (BAV)	Accreditation: National Center for Aerospace & Transportation Technologies	4/1/2008	4/2008		yearly/review	no prr	none	no site visit
TNRT	Aviation Maintenance Technician (AC)	Certification: Federal Aviation Administration, approved under Title 14 of the Code of Federal Regulations (CFR) Part 147	1972			yearly/review	no prr	none	Unannounced
TNRT	Aviation Technology (AD)	Certification: Federal Aviation Administration, approved under Title 14 of the Code of Federal Regulations (CFR) Part 147	1972			yearly/review	no prr	none	Unannounced
TNRT	Collision Repair Technician (CL)	Accreditation: National Automotive Technicians Education Foundation (NATEF)	5/1993	3/2014	3/2019	3/2019	2016	2018	3/2019
TNRT	Collision Repair Technology (CR)	Accreditation: National Automotive Technicians Education Foundation (NATEF)	5/1993	3/2014	3/2019	3/2019	2016	2018	3/2019
Children's Learning Center									
	Children's Learning Center	Accreditation: National Association for the Education of Young Children (NAEYC)	1999	11/30/2012	12/1/2017				
		Accreditation: The Middle States Commission on Elementary Schools Early Age	2014		12/1/2021				
Tutoring Center									
	Tutoring Center	Certification: College Reading and Learning Association	2000	Jun-14	Jun-19	Jun-19	none	none	none
Penn College NOW									
	Penn College NOW	Accreditation: National Alliance of Concurrent Enrollment Partnerships (NACEP)	Apr-11		May-18			2017	

[1] Recognized by Council for Higher Education Accreditation (CHEA)

[2] Approved by the U.S. Secretary of Education

*Candidate Status

2014-2015 REPORT

Core Curriculum Assessment Sub-Committee, Cycle 2
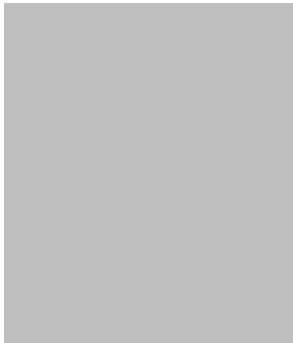
The Core Curriculum Assessment Sub-Committee reports to the *Quality Through Assessment (QTA)* committee*.*

Pennsylvania College of Technology

PENNSTATE

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INTRODUCTION

Pennsylvania College of Technology has established a core curriculum for each of its credentials. The core is intended as a broad foundation that will extend the competence students develop within their majors. Through the courses that satisfy core requirements, students are challenged to integrate knowledge from a variety of disciplines and to extend their learning experience to areas beyond the major. The intended goals of the core curriculum are integrated with and are indirectly measured by students' demonstrated competence in their major courses.

GOALS OF THE CORE CURRICULUM

In collaboration with faculty and staff, Penn College has developed the following expected learning outcomes:

- ***Art Appreciation*** - Students will articulate their critical understanding of and respect for aesthetic principles.
- ***Citizenship and Cultural Sensitivity*** - Students will possess the knowledge and skills needed to engage in responsible, respectful, and ethical behaviors as individuals and as members of groups in personal and professional environments.
- ***Communication*** - Students will critically evaluate written and oral communication and express themselves in professionally appropriate ways.
- ***Computing Literacy*** - Students will use current and emerging information technologies to research, collect, and organize data; analyze the impact of current and emerging information technologies; and secure personal identity and information assets.
- ***Critical Thinking*** - Students will apply critical thinking skills across a variety of academic, professional, and technical disciplines.
- ***Information Literacy*** - Students will recognize when research is needed and have the ability to access, critically evaluate, integrate, and responsibly use the information from a variety of sources.
- ***Lifelong Learning*** - Students will develop the commitment and skills that prepare them for lifelong learning and adapting to continually changing environments.
- ***Physical and Mental Fitness*** - Students will apply knowledge of how personal and social wellbeing are integrally linked with maintaining physical and mental health.
- ***Quantitative Literacy*** - Students will demonstrate the ability to think logically and solve problems using quantitative skills.
- ***Scientific Literacy*** - Students will apply scientific concepts, principles, and thought processes within the various disciplines.

CORE CURRICULUM ASSESSMENT SUB-COMMITTEE (CCASC)

In the fall of 2010, under the leadership of the Quality Through Assessment (QTA) Committee, the Core Curriculum Assessment Sub-Committee (CCASC) was created to provide oversight and leadership for the design, development and implementation of a systematic core curriculum assessment plan. Membership of CCASC include faculty from each of the six (6) academic schools and staff members from Assessment, Research & Planning (ARP) and Academic Affairs. A list of the 2014-15 CCASC members can be found in Appendix E.

CCASC was tasked with following roles and responsibilities:

- Ensure that key objectives appear in syllabi for courses designed to satisfy core curriculum goals.
- Determine means of assessing student learning outcomes (SLO) for each goal of the core curriculum.
- Identify topic/components that are to reside in special-designated courses so as to create a matrix by which the courses are assessed (will be useful for curriculum review/action as well as for faculty designing such courses).
- Set the schedule for assessing core and special-designated courses.
- Set means of validating core (and timing for doing so) to ensure its propriety/fit with institutional goals/values.
- Monitor the implementation of planned core curriculum assessment activities.
- Furnish QTA and ARP with the results of core curriculum assessments.
- Recommend strategies for strengthening the outcomes assessment measures of the core curriculum to QTA.

The CCASC began meetings in September 2010 and has met routinely from that time until the present.

ASSESSMENT OF THE CORE CURRICULUM

During the 2014-2015 Academic year, the Core Curriculum Assessment Sub-Committee (CCASC) coordinated and monitored the assessment activities in three core areas: Critical Thinking, Citizenship and Cultural Sensitivity and Physical and Mental Fitness. In order to implement the assessment activities effectively, CCASC coordinated with the Assessment, Research & Planning Office, as well as faculty representatives from all schools.

CRITICAL THINKING

Goal: Students will apply critical thinking skills across a variety of academic, professional, and technical disciplines.

For the second cycle of the core goal, critical thinking, the Core Curriculum Assessment Sub-Committee (CCASC) determined it was in the best interest of the institution to continue using Tennessee Tech University's *Critical Thinking Assessment Test* (CAT), which was used for the previous critical thinking cycle. The CAT instrument is predominantly a short-answer essay exam that includes 15 questions. It can be completed by most students at community colleges and 4-year institutions in less than an hour (although it is not a timed test).

The test involves two parts. In Part I, a series of questions about different real world topics is presented that probe students' ability to think critically on each of those topics. The topics cover a broad range of issues and students are prompted over successive questions to think about each of these issues in depth. The questions require students to evaluate hypotheses and claims, provide alternative explanations for observations, and describe additional information that might be needed to fully evaluate ideas. A very detailed and refined scoring guide is used to guide the evaluation of student responses to each question.

In Part II, students are given a real-world problem to solve. This problem requires students to first identify relevant pieces of information based on article titles (simulating the experience of searching a database for information that might be needed to solve a real-world problem). Students are then instructed to open a packet of 8 short readings (4 relevant, 4 irrelevant) that contains the articles. The subsequent questions require students to integrate and apply the information in the relevant articles to solve the real-world problem. Students must not only identify safe solutions, but also the best solution given the constraints of the problem, and explain their reasons for this choice. Students are also asked to explain how significant changes to the problem situation/constraints would alter their recommended solution.

Skills assessed by the CAT instrument include the following:
- Evaluating Information
    - Separate factual information from inferences.
    - Interpret numerical relationships in graphs.
    - Understand the limitations of correlational data.
    - Evaluate evidence and identify inappropriate conclusions.
- Creative Thinking
    - Identify alternative interpretations for data or observations.
    - Identify new information that might support or contradict a hypothesis.
    - Explain how new information can change a problem.
- Learning and Problem Solving
    - Separate relevant from irrelevant information.
    - Integrate information to solve problems.

- o Learn and apply new information.
- o Use mathematical skills to solve real-world problems.
- Communication
  - o Communicate ideas effectively.

Source: http://www.tntech.edu/cat/

The assessment of critical thinking is also embedded within the National Survey of Student Engagement (NSSE). Prior results from this survey were also considered in conjunction with the CAT study.

METHODOLOGY

The Critical Thinking Assessment Test (CAT) was administered to 135 students in 10 capstone classes in the Spring of 2015. Instructors were provided with instructions for proctoring the test. The classes included in the study were:

COURSE NUMBER	COURSE NAME	STUDENTS
FHD 496-01	Culinary Senior Project	13
MGT 497-25	Business Policy and Strategy	18
BCM 497-01	Senior Capstone Project	16
CET 496-01	Design for Capstone Project	10
NUR 495-98	Research and Theory in Clinical Practice	20
BBT 496-01	Senior Seminar – Lab	16
DSG 496-01	Senior Seminar – Lab	12
ART 496-01	Senior Project	16
AVC 496-98	Senior Project	14

RESULTS

Critical Thinking Assessment Test (CAT)
The Center for Assessment and Improving of Learning at Tennessee Tech University presented Pennsylvania College of Technology with its CAT Institutional Report Spring, 2015.

Of the 127 tests scored and included in the study, the average score was 16.59 on a scale ranging from 0 to 38. Comparatively, of the 95 tests scored and included in the 2011-12 study, the average score was 18.71 on a scale ranging from 0 to 38.

Penn College students were most proficient in the following areas:

1. Using basic mathematical skills to help solve a real-world problem.
2. Separating relevant from irrelevant information when solving a real-world problem.
3. Summarizing the pattern of results in a graph without making inappropriate inferences.
4. Evaluating whether spurious information strongly supports a hypothesis

These four skills were also the highest proficiency levels for Penn College students in the 2012 CAT administration.

Penn College students were least proficient in the following areas:

1. Identifying additional information needed to evaluate a hypothesis.
2. Identifying suitable solutions for a real-world problem using relevant information.
3. Evaluating how strongly correlational-type data supports a hypothesis.
4. Providing relevant alternative interpretations for a specific set of results.

The skills numbered 1 and 2 were also the lowest proficiency levels for Penn College student in the 2012 CAT administration. Other skills identifies as low performing in 2012 were:

1. Providing alternative explanations for a pattern of results that has many possible causes.
2. Identifying and explaining the best solution for a real-world problem using relevant information.

Students of the identified peer institutions (found in Appendix A) significantly outperformed Pennsylvania College of Technology students in the following areas:

1. Identifying additional information needed to evaluate a hypothesis.
2. Determining whether an invited inference is supported by specific information.
3. Using and applying relevant information to evaluate a problem.

Complete CAT results are available upon request.

The National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement (NSSE), hosted by the Indiana University Center for Postsecondary Research (CPR), is a national survey of freshman and senior students in four-year programs that measures the quality of the undergraduate experience, especially as it relates to institutional engagement in teaching and learning activities. For the purposes of this report, all responses charted are from senior students only. See Selected Peer Institutions in Appendix D.

Prompt: How much has your experience at this institution contributed to your knowledge, skills, and personal development in thinking critically and analytically?

1=Very little, 2=Some, 3=Quite a bit, 4=Very much

Penn College ■ **PCT Comp Group** ■ **NSSE**

NSSE 2012 — Penn College 3.3, PCT Comp Group 3.4, NSSE 3.4
NSSE 2015 — Penn College 3.3, PCT Comp Group 3.2, NSSE 3.3
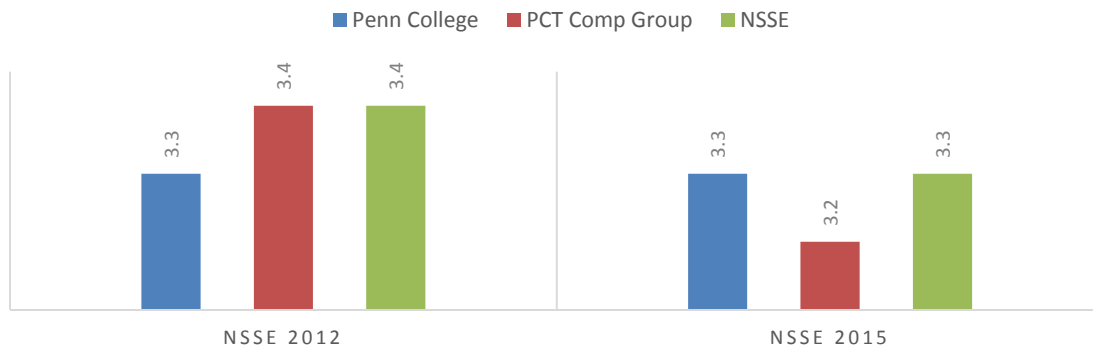
Prompt: During the current school year, how much has your coursework emphasized analyzing an idea, experience, or line of reasoning in depth by examining its parts?
1=Very little, 2=Some, 3=Quite a bit, 4=Very much

Penn College ■ **PCT Comp Group** ■ **NSSE**

NSSE 2012 — Penn College 3.3, PCT Comp Group 3.3, NSSE 3.3
NSSE 2015 — Penn College 3.1, PCT Comp Group 3.1, NSSE 3.1
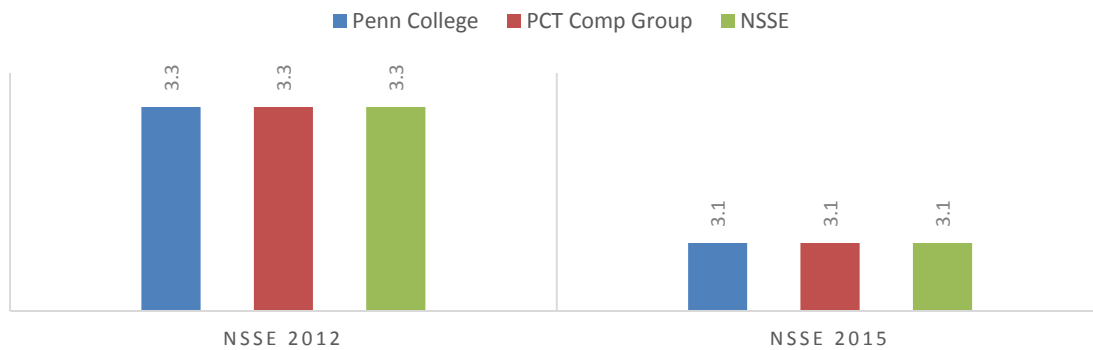
Prompt: During the current school year, how much has your coursework emphasized applying facts, theories, or methods to practical problems or new situations?
1=Very little, 2=Some, 3=Quite a bit, 4=Very much

Penn College ■ **PCT Comp Group** ■ **NSSE**

NSSE 2012 — Penn College 3.4, PCT Comp Group 3.3, NSSE 3.3
NSSE 2015 — Penn College 3.3, PCT Comp Group 3.1, NSSE 3.1
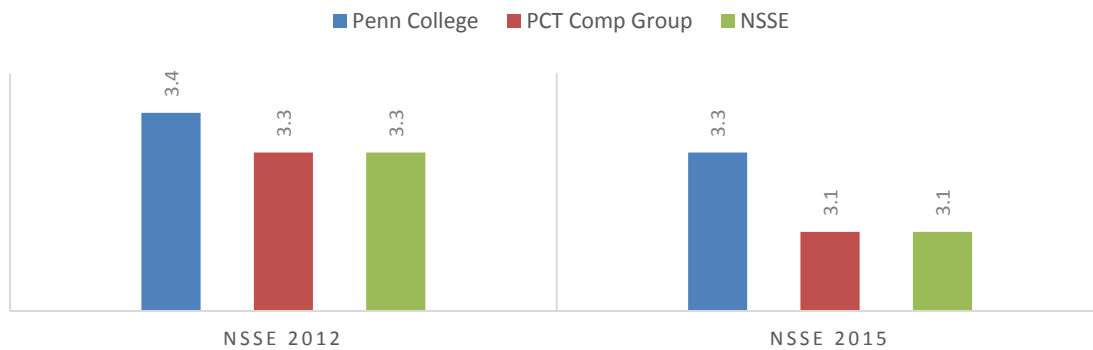
Prompt: During the current school year, about how often have you combined ideas from different courses when completing assignments?

1=Never, 2=Sometimes, 3=Often, 4=Very Often
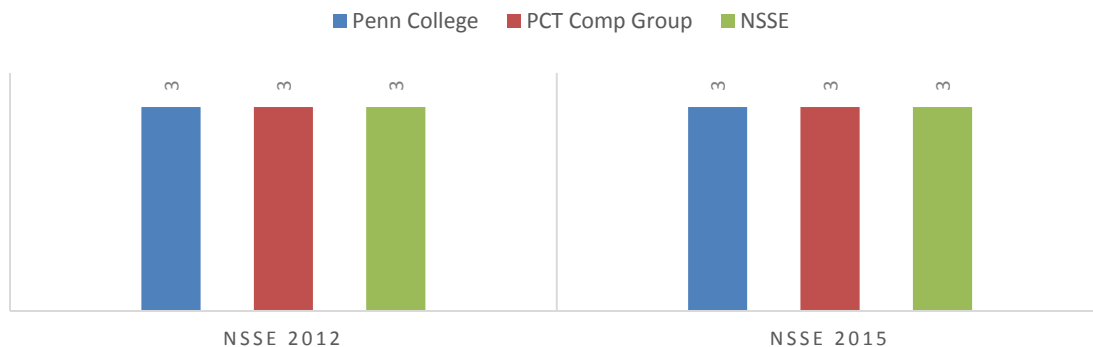
CLOSING THE LOOP

The following actions were proposed/accomplished following the Spring 2012 Core Assessment Report:

- Provide information sessions to Deans' Council and faculty to review the results of CAT and the implications for student learning.
    - o Critical thinking assessment results were discussed at Deans' Council meeting in 2013-14. Resources were provided to Deans' Council members to facilitate discussion with faculty at School meetings.
- Add professional development sessions focused on improving critical thinking.
    - o In the semesters following Spring 2012, David Richards and Richard Taylor offered several professional development sessions focusing on critical thinking. These sessions included an overview of the CAT results and their associated implications for PCT.
- Administer CAT in 2014-15 to select capstone courses as a means of determining impact of changes since 2011-12 administration.
    - o PCT honored this commitment and administered CAT in 2014-15 to comparable capstone courses to those used in 2011-12.
- Use a pre-test on critical thinking unit in 2014-15 FYE classes; final exam to include related questions. Follow with a post-test of persisting seniors in 2017-18.
    - o Upon further review, this recommendation was rejected by the CCASC because it was deemed that the CAT instrument was not a good fit for PCT going forward. New recommendations (below) address steps for adopting a new methodology to assess critical thinking.

RECOMMENDATIONS

In an effort to further understand and expand upon Penn College students' Critical Thinking skills, the following actions and recommendations are being made:

- Examine other methods of assessing Critical Thinking in the classroom; potentially adopt an assessment that offers a crossover for Critical Thinking and Information Technology
- Administer a freshmen assessment in a large group setting that is considered part of the course, offering more 'buy-in' from participants. Post-test same students as they approach graduation.
- Explore the idea of adopting a Critical Thinking course designator.
- Revive professional development on Critical Thinking in conjunction with emphasis in capstone and WRT courses.
- Hold a town hall meeting for faculty with the intent of developing a cross-disciplinary assessment with the potential of credentialing incentives. These should be on-going, not a one-time-only professional development offering.
- Support students in areas identified as "least proficient" by the CAT evaluation.

CITIZENSHIP AND CULTURAL SENSITIVITY

Goal: Students will possess the knowledge and skills needed to engage in responsible, respectful, and ethical behaviors as individuals and as members of groups in personal and professional environments.

METHODOLOGY

Several preexisting sources of indirect evidence related to this topic have been gathered. Presented in chronological order, the first and most compelling source considered was The National Survey of Student Engagement (NSSE); primarily due to the results including peer group comparisons. The remaining sources all share a common bond because they measure the perceptions of Penn College graduates at various points in time. The Exit Survey was conducted pre-commencement. The Graduate Survey was conducted roughly a year post-graduation. The Alumni Survey was conducted 3+ years post-graduation.

National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement (NSSE), hosted by the Indiana University Center for Postsecondary Research (CPR), is a national survey of freshman and senior students in four-year programs that measures the quality of the undergraduate experience, especially as it relates to institutional engagement in teaching and learning activities. For the purposes of this report, all responses charted are from senior students only. See Selected Peer Institutions in Appendix D.

Prompt: During the current school year, about how often have you included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments?
1=Never, 2=Sometimes, 3=Often, 4=Very Often
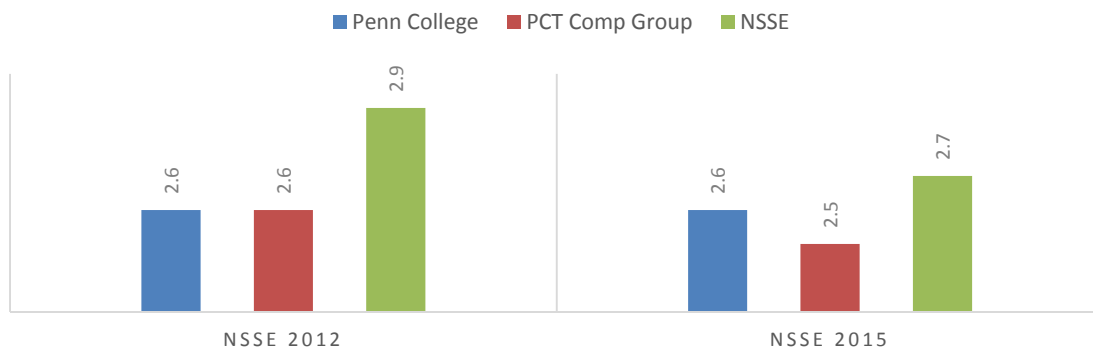
Prompt: During the current school year, about how often have you examined the strengths and weaknesses of your own views on a topic or issue?
1=Never, 2=Sometimes, 3=Often, 4=Very Often

Penn College **PCT Comp Group** **NSSE**

NSSE 2012   **NSSE 2015**
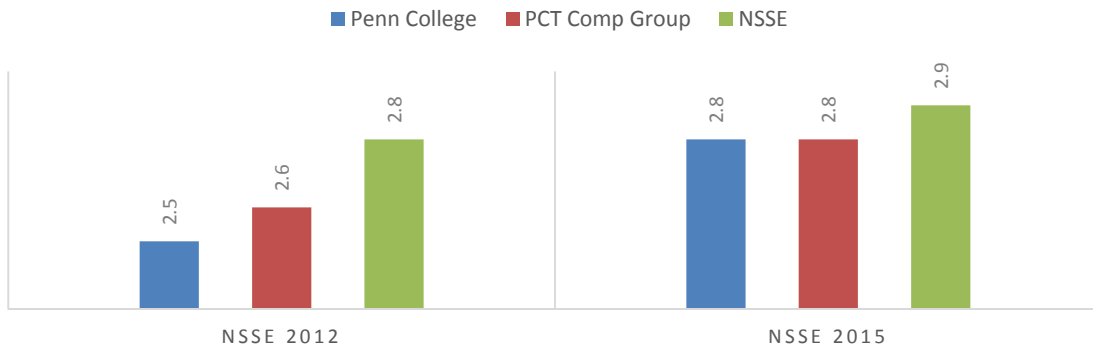
Prompt: During the current school year, about how often have you tried to better understand someone else's views by imagining how an issue looks from his or her perspective?
1=Never, 2=Sometimes, 3=Often, 4=Very Often

Penn College **PCT Comp Group** **NSSE**

NSSE 2012   **NSSE 2015**
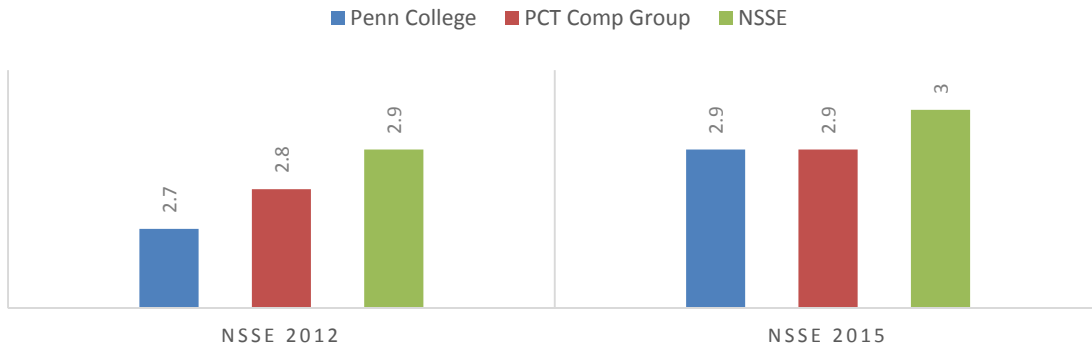
Prompt: During the current school year, about how often have you learned something that changed the way you understand an issue or concept?
1=Never, 2=Sometimes, 3=Often, 4=Very Often

Penn College **PCT Comp Group** **NSSE**

NSSE 2012   **NSSE 2015**
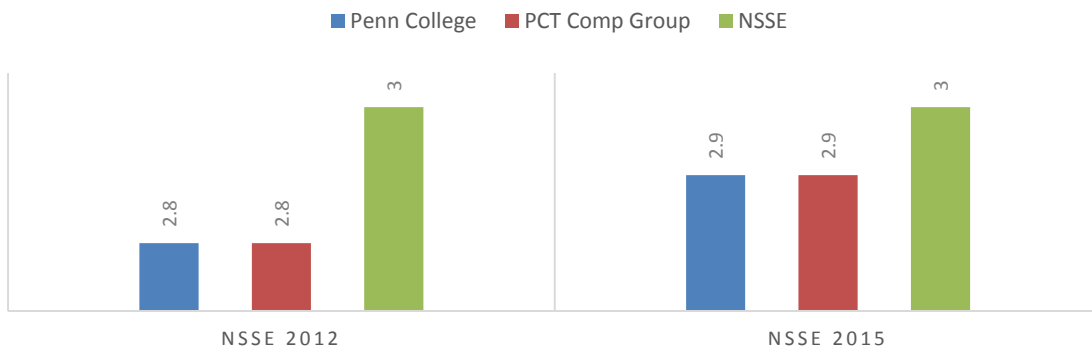
Prompt: How much does your institution encourage contact among students from different backgrounds (social, racial/ethnic, religious, etc.)?
1=Very little, 2=Some, 3=Quite a bit, 4=Very much
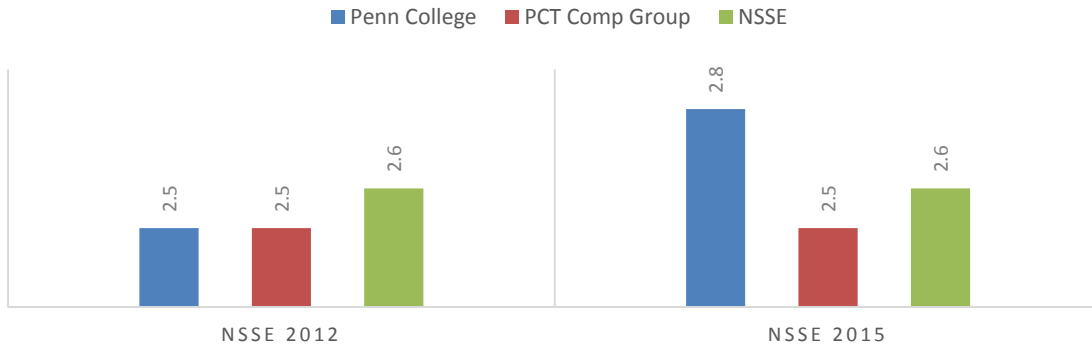
Penn College | PCT Comp Group | NSSE

NSSE 2012: 2.5, 2.5, 2.6
NSSE 2015: 2.8, 2.5, 2.6

Prompt: How much has your experience at this institution contributed to your knowledge, skills, and personal development in developing or clarifying a personal code of values and ethics?
1=Very little, 2=Some, 3=Quite a bit, 4=Very much

Penn College | PCT Comp Group | NSSE

NSSE 2012: 2.8, 2.7, 2.8
NSSE 2015: 2.8, 2.9, 2.8
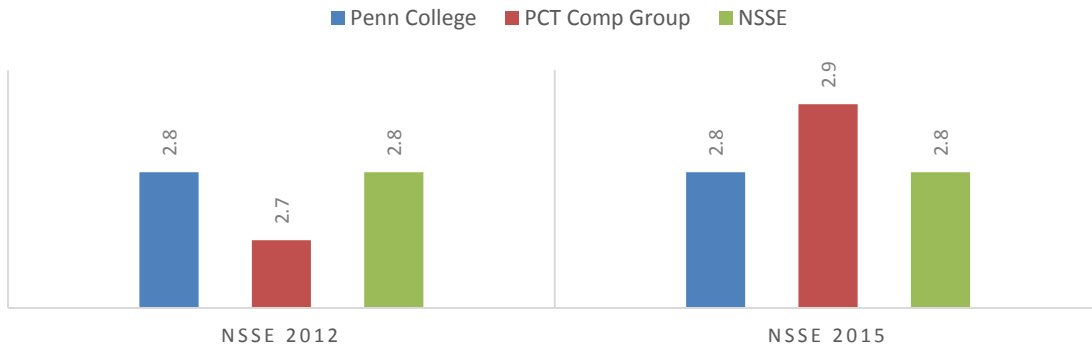
National Study of Learning, Voting and Engagement (NSLVE)

The National Study of Learning, Voting and Engagement offers a view of student voting rates for Pennsylvania College of Technology. The study is conducted by Tufts University, Jonathan M. Tisch College of Citizenship and Public Service, and provides data collected from the National Student Clearinghouse and publicly available voting records collected by a company called Catalist from 2012. The chart below compares Pennsylvania College of Technology of students to the 137 Public Baccalaureate Peer Institutions included in the Carnegie Classification.

2012 STUDENT VOTING RATE

Voting Rate

PENN COLLEGE: 26.9
PEER COMPARISON: 46.2
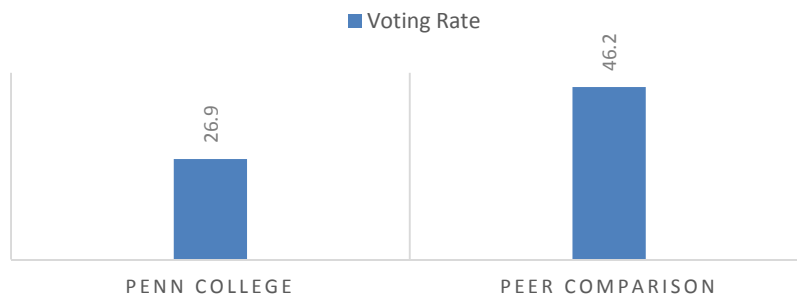
Pennsylvania College of Technology's Student Voter Registration and Voting Rates in 2012:

Total Student Enrollment	6,006
Ineligible to Vote Because Too Young	399
Number of Students Who Registered	3,011
Number of Students Who Voted	1,507

CLOSING THE LOOP

The following actions were proposed/accomplished following the Spring 2011 assessment:
- Expand knowledge and opportunities for Service Learning organizations and opportunities campus wide.
- Identify opportunities to enhance experiences with citizenship and diversity through co-curricular partnerships; living-learning communities may provide such opportunities through experiences that connect to their intended professions.
  - In the fall of 2015, the institution created a new position, Director for Diversity & Community Engagement to specifically focus on institutional goals relating to citizenship and diversity. Prior to fall 2015, several student affairs programs addressed citizenship and diversity. These include:
    - Development of Safe Zone (faculty/staff) and Ally (student) training in fall 2014 o increase knowledge about and inclusion of LGBTQ+ communities. In the first year of the program over 120 faculty and staff completed the program.
    - Combining the Multicultural Mixer and LGBTQA Student Mixer into the Multicultural Lawn Party to increase community among students.
    - Increased focus on Constitution Week program and Dream Week program to encourage student participation in civic life and volunteerism.
    - The addition of an annual Hispanic Heritage Month observance
    - The addition of Tunnel of Oppression, a program designed to expose students to incidents of oppression and discrimination.
    - The addition of Pride Week celebration in spring 2015 to celebrate the LGBTQA community.
    - Development of round table series collaboration with Student Activities and Sciences, Humanities and Visual Communications faculty which investigates various current issues including: diversity, climate change, history of space travel, the war on drugs, etc.

RECOMMENDATIONS

In an effort to further understand and expand upon Penn College students' demonstration of Citizenship and Cultural Sensitivity, the following actions and recommendations are being made:

- Involve Social Sciences & Humanities faculty in development of direct assessment methods.
- Support existing efforts by Student Affairs and the Library encouraging voting participation by students.
- Investigate readily available, related statistics and resources including campus judicial proceedings and campus police crime data.
- Expand scope of Craig Miller-led, humanities-based roundtable discussions to focus on Citizenship and Cultural Sensitivity topics.
- Review incidents of sexual harassment and alcohol abuse since the implementation of training provided to new students.

PHYSICAL AND MENTAL FITNESS

Goal: Students will apply knowledge of how personal and social wellbeing are integrally linked with maintaining physical and mental health.

METHODOLOGY

Several preexisting sources of indirect evidence related to this topic were gathered. Presented in chronological order, the first and most compelling source considered was The National Survey of Student Engagement (NSSE); due primarily to the fact the results include peer group comparisons. ACHA-NCHA II (described below) offers students' perceptions on a variety of prevalent health topics. The remaining sources all share a common bond because they measure the perceptions of Penn College graduates at various points in time. The Exit Survey was conducted pre-commencement. The Graduate Survey was conducted roughly a year post-graduation. The Alumni Survey was conducted 3+ years post-graduation.

National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement (NSSE), hosted by the Indiana University Center for Postsecondary Research (CPR), is a national survey of freshman and senior students in four-year programs that measures the quality of the undergraduate experience, especially as it relates to institutional engagement in teaching and learning activities. For the purposes of this report, all responses charted are from senior students only. See Selected Peer Institutions in Appendix D.

Prompt: How much does your institution emphasize providing support for your overall well-being (recreation, health care, counseling, etc.)?
1=Very little, 2=Some, 3=Quite a bit, 4=Very much

Legend: ■ Penn College ■ PCT Comp Group ■ NSSE

Penn College: 3.1
PCT Comp Group: 2.7
NSSE: 2.8
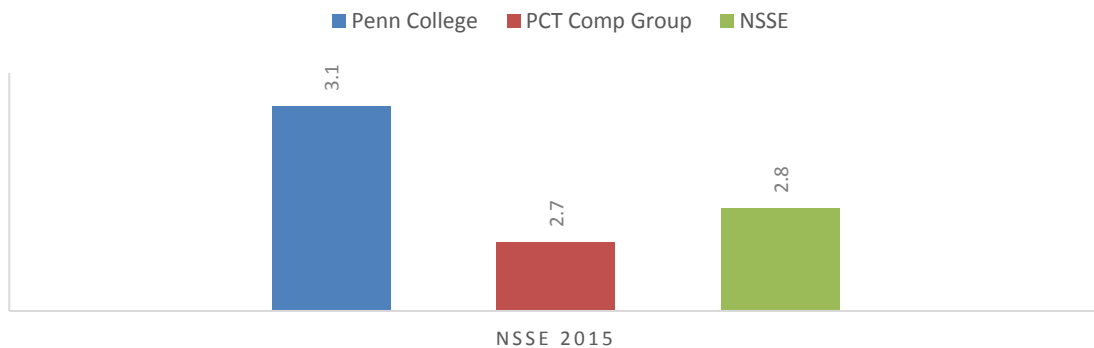
NSSE 2015

**There is no comparative data for this prompt, as it is new to NSSE 2015.

ACHA-NCHA II

The American College Health Association's National College Health Assessment II (ACHA-NCHA II) is a national research survey created to assist college health service providers, health educators, counselors, and administrators in collecting data about their students' habits, behaviors, and perceptions on the most

prevalent health topics. Results of the Spring 2014 survey for Penn College consist of 1,304 respondents; a 24.7% overall response rate.

From the Executive Summary, key findings included the following:

The following chart identifies the top 5 factors students reported as affecting their individual academic performance, defined as: received a lower grade on an exam, or an important project; received a lower grade in the course; received an incomplete or dropped the course; or experienced a significant disruption in thesis, dissertation, research, or practicum work.

ACADEMIC IMPACTS
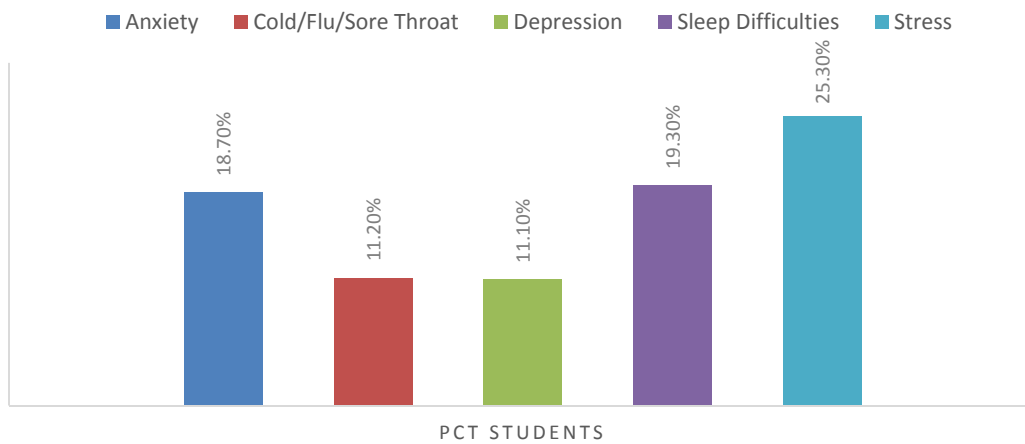
Students reported that within the last 12 months, the following have been traumatic or very difficult to handle:

MENTAL HEALTH
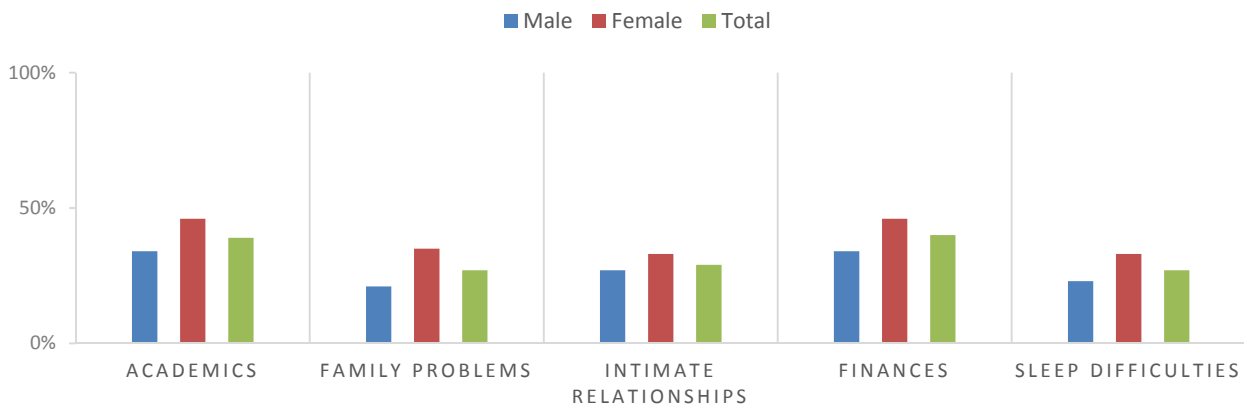
Students reported experiencing the following within the last 12 months:

MENTAL HEALTH

■ Male ■ Female ■ Total

Bar chart showing percentages by Male, Female, and Total for categories: Felt overwhelmed by all they had to do; Felt exhausted (not from physical activity); Felt things were hopeless; Felt very lonely; Felt overwhelming anxiety; Felt very sad. Y-axis ranges from 0% to 100%.
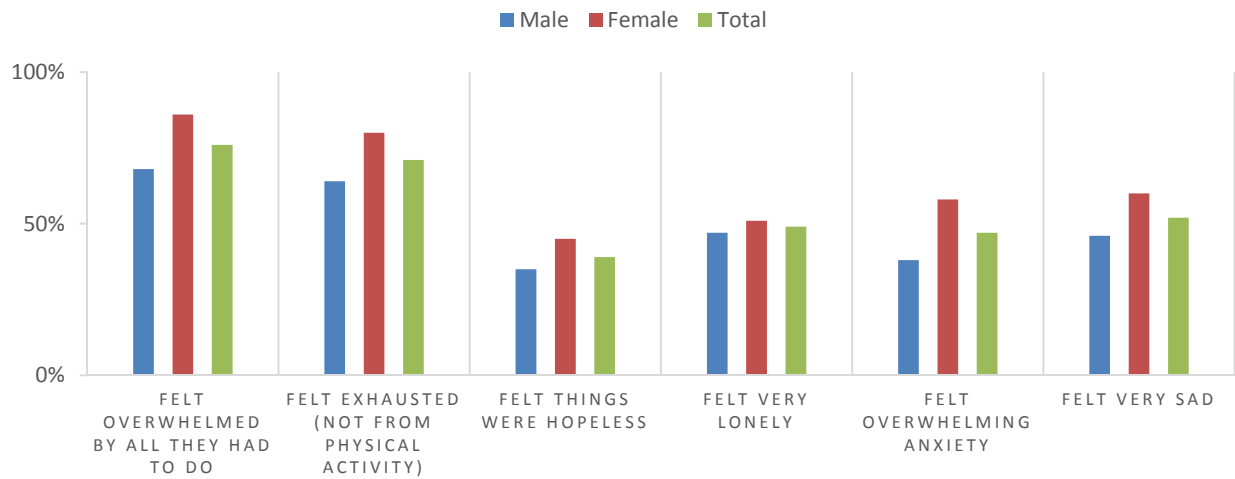
STUDENT PARTICIPATION

The following charts and data are direct evidence obtained from the Athletics Office and Student Health Center, providing a longitudinal view of student participation in various capacities. The areas of focus are participation in intramurals, competitive athletics and student health programs and facilities.

STUDENT PARTICIPATION IN INTRAMURALS,
(Including use of the field house, outdoor basketball courts, tennis courts, sand volleyball courts, athletic field and intramural field)

■ Number of Students

Bar chart of Number of Students by year: 2009 – 2010: 15,983; 2010 – 2011: 13,927; 2011 – 2012: 17,527; 2012 – 2013: 21,122; 2013 – 2014: 25,930; 2014 – 2015: 26,976.

FITNESS CENTER USAGE

Legend: ■ Male ■ Female ■ Total

	2012-13	2013-14	2014-15
Male	2,413	2,294	2,129
Female	1,234	1,177	1,002
Total	3,647	3,471	3,131
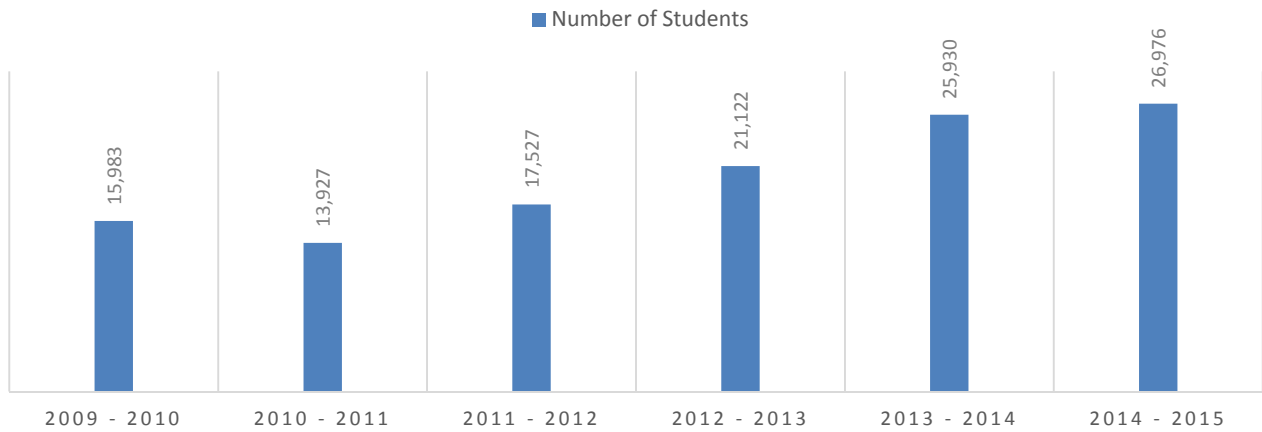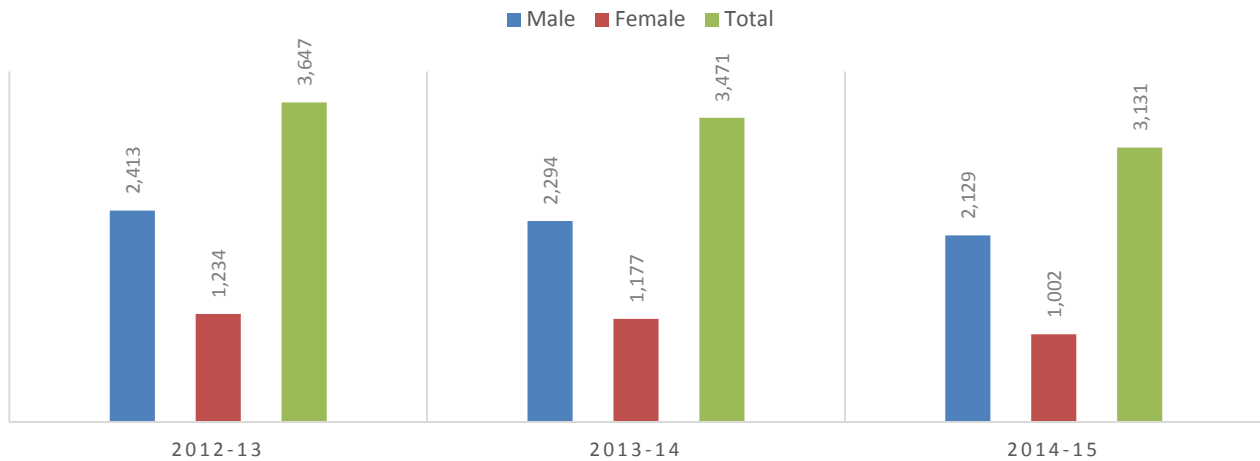
CLOSING THE LOOP

- Initiate use of Student Success.org as part of both alcohol education and sexual misconduct education efforts.
  - o Student Success has been used since Fall 2012. Between Fall 2012 and Fall 2014, all incoming students were required to complete two educational modules: one on sexual assault, and one on alcohol. In Fall 2015, Student Success had revised their programs in such a way that we were able to assign a single module that focused on sexual assault because it also more fully integrated alcohol responsibility into the content of that module. Students were informed of this requirement via email, and were reminded of the expectation during Connections and in FYE in the fall. When students login to the course, they are given a pretest to assess prior knowledge on these issues, and upon completion of the modules they are given a posttest. Results are shared with the college to track learning outcomes.
  - o Prior to Fall 2015, many FYE faculty integrated completion of this assignment into their grading scheme for FYE, and in Fall 2015 it was formally added as a point-bearing assignment. Completion rates for the Student Success modules are around 2/3 of all incoming students and that number is expected to increase now that it is a formal FYE assignment. Further, statistically significant learning gains have been identified for the majority of the learning outcomes associated with the program. This indicates that students are gaining important knowledge about sexual assault and alcohol responsibility prior to and at the very beginning of their first year of college, which is a time that the data indicate is particularly dangerous.
- Instituted the elimination of student fees for use of the Fitness Centers as regards utilization/student health.
- Increase outreach activities aimed at improving health education and broadening health promotion efforts campus wide.
  - o In response to increased regulations and escalating student needs, health education efforts have focused largely on sexual misconduct, mental health, and suicide prevention. To date, the bulk of sexual misconduct programming has been geared to first year students through the use of Student Success, a lesson integrated into the first three weeks of FYE, and the heavy promotion of Sex Ed Boot Camp during PC3. Ongoing programming efforts have been through awareness campaigns and largely coordinated through the efforts of the Bystander Intervention Education committee. Mental health is an additional focus of concern for the campus community, as data from our National

College Health Assessment indicate that depression and anxiety are significant health issues for our students. Suicide prevention programming has also been implemented with emphasis on September programs to coincide with National Suicide Prevention Month.   In addition to these efforts, alcohol education, healthy eating, and relationship programming is regularly implemented through awareness campaigns and events that are hosted by several different departments in Student Affairs.

- Expand the availability and easy identification of healthy food options in the dining units.
  - Dining Services released the NetNutrition® tool, providing nutritional information and healthy meal-planning tools for students. The tool allows for students to review healthy options at each dining facility across campus.

RECOMMENDATIONS

In an effort to further understand and expand upon Penn College students' demonstration of Physical and Mental Fitness, the following actions and recommendations are being made:

- Redefine goal and involve Social Sciences & Humanities, Exercise Science, and other Health Sciences faculty in development of direct assessment methods.
- Noting that intramural activity increased while fitness center usage declined, consider adjusting resources accordingly.
- Incorporate pertinent Counseling Services statistics as one of several measures of mental fitness.
- Examine students' physical fitness activities that occur beyond the purview of PCT.
- Address stress management challenges identified by students in ACHA-NCHA results.

APPENDIX A: 2015 NSSE SELECTED PEER INSTITUTIONS

- Abraham Baldwin Agricultural College
- CUNY New York City College of Technology
- Ferris State University
- New York Institute of Technology
- Paul Smith's College
- Pittsburg State University
- SUNY College at Cortland
- SUNY College of Agriculture and Technology at Cobleskill
- SUNY College of Environmental Science and Forestry
- SUNY College of Technology at Alfred
- SUNY College of Technology at Canton
- SUNY Institute of Technology at Utica-Rome
- University of Wisconsin-Stout

APPENDIX B: 2014-15 CORE CURRICULUM ASSESSMENT SUB-COMMITTEE MEMBERSHIP

Baumgardner, Chip
Assistant Professor, Business Administration/Management, School of Business & Hospitality Representative

Cygan, Brian
Director of Assessment, Research, and Planning

Gregory, Tom
Associate Vice President for Instruction, Committee Chair

Kessler, Christine
Associate Professor, Physician Assistant, Health Sciences Representative

Klinger, Roy
Instructor, Collision Repair, School of Transportation and Natural Resources Technologies

McLean, Jennifer
Associate Dean of Student Affairs, Student Affairs Representative

Richards, David
Professor, Physics, Sciences, Humanities & Visual Communications Representative

Taylor, Richard
Associate Professor, Plumbing & Heating, Construction & Design Technologies Representative

Watson, Paul II
Dean of Academic Services and First Year Programs

Weaver, Jeff
Associate Professor, Electronics, Industrial, Computing & Engineering Technologies Representative

Zhou, Juan
Ouctomes Assessment Specialist, Assessment, Research and Planning

Appendix 2.1

Core Education: Foundations, Perspectives, Specialization, and Integration

Pennsylvania College of Technology is a public institution that provides comprehensive, hands-on technical education at the baccalaureate and associate degree levels. We combine a strong tradition of technical training and an innovative approach to total education that results in **Degrees that work . . . for a lifetime.**

An education at **Pennsylvania College of Technology** involves a complex collaboration between students, faculty, staff, the local community, the community of intellectual and scholarly research, and the world at large. The goal of that collaboration is to prepare students to succeed in their studies, and then to carry that success into their personal, work, and civic lives.

Meeting our overarching goal relies on meeting a variety of smaller goals; that is why we encourage students to understand tradition, pursue innovation and creativity, maintain intellectual curiosity, value well-being, embrace life-long learning, and show respect for people and ideas.

To achieve the goals we have set for the College and for our students, our work is divided into four, interconnected domains: **Foundations, Perspectives, Specialization,** and **Integration**. Each domain is valuable in itself and as an integral part of a comprehensive education.

FOUNDATIONS & PERSPECTIVES
Foundations and **Perspectives** form the core of a comprehensive college education. Our **Core Education** helps students develop the practical and intellectual skills needed for college-level work and the breadth of experience and knowledge to understand their work in a global context.

Foundations are the practical, intellectual, and social skills: *communication, collaboration, critical and ethical thinking, quantitative thinking, and technology* that are crucial to every student at every stage of education and at every stage of life.

Because they are so important to students and employers, **Foundation** skills are introduced in a series of specialized, *required* courses, and then developed and reinforced in every program from the first day of classes through the completion of internships, capstone work, and graduation. While the primary emphasis of most courses may not be *communication, collaboration, critical and ethical thinking, quantitative thinking,* or *technology,* all courses should provide students with meaningful opportunities to use and develop their **Foundation** skills. NOTE: The required **Foundations** courses are virtually the same for students seeking Baccalaureate and Associate degrees (see **Degree-Specific Core Education Requirements**).

The Pennsylvania College of Technology makes a college-wide commitment to the **Foundations**, which are addressed through academic course work, program design, Student Affairs initiatives, and extra-curricular activities. (Link to **Foundations** page)

Foundations include:
- Communication
- Collaboration
- Critical and Ethical Thinking
- Quantitative Thinking
- Technology

Perspectives are points of view. They offer a variety of ways of understanding, interacting, and influencing the world. Through **Perspectives** students identify, explain, and utilize the approaches used by academics and professionals to study, or analyze, or understand problems and offer solutions.

Each **Perspective** is a method, or a set of guiding principles that we can study for its own sake in a course dedicated to that perspective, or a point-of-view that we apply to a problem in a variety of courses across the curriculum.

Students develop an understanding and use the skills, concepts, and methods of the **Perspectives** in wide variety of situations—ranging from specific courses that focus on a single **Perspective**, to courses that combine a variety of the **Perspectives**, to daily interactions between students, faculty, staff, and members of the community.

In order to gain the breadth of knowledge crucial to success in education and beyond, **Bachelor of Science** and **Associate of Arts** students are required to select courses in each of the **Perspectives** categories; **Associate of Applied Arts** and **Associate of Applied Science** students select Perspective courses from two categories.

Bachelor of Science and **Associate of Arts** students will then have the opportunity to choose to explore one or more **Perspective** areas in greater depth, which could form the basis of an **Immersion** sequence or lead to a minor field of study (Links to **Perspectives** page and **IMPLEMENTING CORE EDUCATION**).

Perspectives include**:**
- Arts
- Global and Cultural Diversity
- Historical
- Natural Science
- Social Science

SPECIALIZATION & INTEGRATION
Specialization and **Integration** build on the **Core Education**. Students develop and use the skills, knowledge, and broad experience of the **Foundations** and **Perspectives** to

delve deeply into specialized knowledge of the academic major and an integrated approach to study, work, and society.

Specialization, the most familiar part of a college education (the traditional major), requires a depth of knowledge and a high level proficiency within a clearly defined area of study.

Students at each degree level learn and apply concepts, skills, and methods specific to their field or major course of study. **Specialization** is, however, always tied to the **Foundations** and **Perspectives** and builds on skills, knowledge, and approaches developed in these domains.

Integration, the link between **Foundations**, **Perspectives,** and **Specialization,** is the identifying characteristic of a college-educated person. **Integration** requires students to combine the deep knowledge and high proficiency of **Specialization** with the broad knowledge gained through **Foundations** and **Perspectives.**

Students at each degree level produce work that integrates concepts, skills, and methods from their primary field of study with appropriate skills, knowledge, and approaches from the **Foundations** and **Perspectives**. Students have many opportunities to demonstrate their integrated approach to education, from Immersion sequences to Capstone projects.

NOTE: We propose that Associate degree programs implement a capstone or summative course experience explicitly integrating the **Foundations** and at least one **Perspective**. (Links to **Immersion** sequence, minors, and **Capstone** page)

Through **Specialization** and **Integration,** students will:
- demonstrate competence in field-specific practice and knowledge;
- describe purposes, methods, and limitations of a field;
- practice applied skills in a field;
- learn and employ key concepts and methods of inquiry;
- examine and explain significant debates and questions within and between fields;
- construct and defend evidence-based arguments; and
- produce work that integrates concepts and methods from different **Perspectives**.

FOUNDATIONS

Communication: The ability to search out and comprehend information and ideas from others, and to compose spoken and written work that transmits ideas or information to others.

The communication foundation prepares students to:
1. demonstrate comprehension of information and ideas gathered through conversation, reading, and research;
2. draft, assess, and revise effective documents following the conventions of written American English using common, college-level and professional forms; and
3. converse at appropriate levels in a variety of social and work situations, use and react appropriately to non-verbal cues, and compose and deliver effective presentations following the conventions of spoken American English or American Sign Language.

Collaboration: The ability to work with others to establish objectives, allocate work, measure performance against standards, evaluate results, document the process, and apply what was learned in present and future processes.

The collaboration foundation prepares students to:
1. explain and use shared leadership processes to define problems, effectively divide work among members in a group, and establish controls for individual and group accountability;
2. form and assess intermediate goals needed to achieve desired objectives and design performance feedback processes to measure team effectiveness and efficiency; and
3. design and articulate strategies for working with others in diverse settings.

Critical and Ethical Thinking: The ability to analyze and evaluate situations and arguments from multiple perspectives, including the values that shape our self-identity and our relationships with other people, other cultures, and our environment, in order to form intellectually and ethically defensible judgments.

The critical and thinking foundation prepares students to:
1. construct logical and moral arguments using analysis of diverse sources and points-of-view by identifying and evaluating premises, assumptions, values, contexts, and conclusions, and anticipating counterarguments;
2. analyze problems by identifying incomplete or missing information, determining ways to acquire that information (fieldwork, lab work, research, or interviews) and postulating a range of decisions based on a critical evaluation of the evidence; and
3. identify, synthesize, and use reliable evidence collected using accepted research methods and properly acknowledge sources of information.

Quantitative Thinking: The ability to explain and use the vocabulary, symbols, and methods of mathematics in order to identify patterns, describe relationships, reason logically, and make informed decisions.

The quantitative thinking foundation prepares students to:

1. apply and adapt a variety of strategies, including technology, to investigate conjectures, to solve problems, and to judge the reasonableness of the results;
2. use mathematical models to represent and understand quantitative relationships and to interpret physical and social phenomena; and
3. use the language and symbols of mathematics to communicate mathematical ideas precisely.

Technology: The ability to describe, develop, evaluate, select, and use a wide variety of tools and tool systems in the classroom, the workplace, and in everyday life.

The technological foundation prepares students to:

1. analyze and critique various forms of technology in real and simulated situations;
2. select, develop, and use (or reject) standard and specialized technologies in a particular field; and
3. demonstrate proficiency with appropriate mechanical and computerized technology for general use and for use in field-specific applications.

PERSPECTIVES

The **arts** perspective develops an understanding and appreciation of the creative process and aesthetic experience. It encourages the exploration and analysis of a variety of creative processes and problem-solving strategies, as well as an understanding of the diversity of artistic experience and expression.

The **arts** perspective prepares students to:
1. describe and participate in the creative process and articulate developed responses to artistic works;
2. explain the connections between art and culture and the ways in which art can be an expression of a diverse society; and
3. describe artistic concepts, narratives, and/or applications as they apply to form.

The **global and cultural diversity** perspective examines the connections between our own lives and the lives of people around the world. It encourages a broad, critical review of our own experience and the experiences of other individuals and cultures, as well as an enhanced understanding of the cultural, social, economic, and political factors that shape our world. In practice, this perspective encourages our students to become global citizens who are prepared to understand, participate in, and shape civic society. Thus, an understanding of the functions and structures of civil societies, as well as the ability to participate in the roles and responsibilities of citizenship are integral to global and cultural diversity.

The **global and cultural diversity** perspective prepares students to:
1. identify the importance of diversity and the role it plays in shaping individual views;
2. explain the challenges and benefits of a diverse, inclusive society in order to develop the skills and attitudes necessary to live and work effectively in global and diverse settings; and
3. identify structures and institutions of political and legal systems and explain their importance within various fields and in global and civic life.

The **historical** perspective provides a foundation for exploring the past with an eye towards understanding the present and thinking critically about the future. Through an analysis of multiple perspectives and sources the interpretative framework of history provides context for understanding and evaluating contemporary institutions, politics, and cultures.

The **historical** perspective prepares students to:
1. demonstrate the importance of viewing and understanding the past from multiple perspectives;
2. explain processes of change in historical context; and
3. draw concrete connections between the past and present.

January 23, 2017

The **natural sciences** perspective develops scientific knowledge and understanding as a process characterized by gathering, organizing, evaluating, and analyzing empirical evidence. The scientific method, a cornerstone of the natural sciences perspective, encourages a systematic approach to problem-solving characterized by the formulation of a hypothesis that predicts results arrived at through repeatable experimentation.

The **natural sciences** perspective prepares students to:
1. explain and use concepts, terminology, and methodologies of one or more of the natural sciences;
2. describe and use scientific theories, models and laws essential to one or more applied technology situations; and
3. construct and evaluate valid experiments using the scientific method.

The **social science** perspective applies the principles of the scientific method to the study of humans as individuals and in groups. The goal of the social sciences is to understand and improve the quality of life and the quality of experience using research and application as pathways to solving economic, political, and social problems.

The **social science** perspective prepares students to:
1. apply the principles of the scientific method to researching individuals, groups, as well as political, economic, or social problems;
2. use social science theories to analyze and predict human behavior; and
3. use research on individuals, groups, and/or political, economic, or social problems to propose solutions.

Conditional Acceptance Program:

A Proposal to Support Student Learning and Meet Institutional Goals

April 19, 2013

CONTENTS

References

A. The Developmental Semester at Penn College: Proposed Changes for Students Success, June 30, 2011
B. Policy P4.30 Developmental Studies Program

Introduction

Background

The College has a long history of providing the students it admits with exceptional support, including those students most at risk of academic failure. But continuing assessment of the developmental semester indicates that the dedication of resources involved in such support does not equate to academic success for most students who place into the developmental semester. The data suggest, in fact, that these students are not likely to succeed even with the exceptional support offered by the College, and their failure bears significant costs for the College and, equally important, for the students.

Students in the developmental semester continue to perform poorly despite significant improvement initiatives undertaken by the College over the past several years. Among these initiatives have been twice-a-semester meetings of students in the developmental semester with Academic Affairs staff to discuss academic expectations and resources, improved pre-enrollment advising for students who place into the developmental semester, redefinition of the population permitted to matriculate into the developmental semester, required mentoring for students in the developmental semester, redesign of the orientation course required for students in the developmental semester, and inclusion of FYE in the developmental semester to allow triple developmental students to interact with non-developmental students, to encourage engagement with the College culture as a whole, and to earn credit toward their programs during their first semester.

One approach taken by many institutions to assist underprepared students in the transition to college while also minimizing cost to the students and college is a "conditional acceptance" program. Conditional acceptance means many different things at different institutions, but generally those conditional acceptance programs designed to assist in the college transition for academically underprepared students fall into one of two categories. Summer Bridge programs that allow developmental students to focus solely on developing basic skills are the most common form of conditional acceptance programs, followed closely by first semester programs that offer support and expectations similar to academic probation. Despite the flavor of individual programs, all conditional acceptance programs provide students with appropriate resources to succeed, but they also maintain high expectations of students, one of which is that students immediately demonstrate improvement in basic skills or success in college-level coursework. Given the dwindling resources available to colleges in the form of public financial support and the dwindling resources available to students in the form of financial aid, it is incumbent upon colleges and universities – including Penn College – to provide reasonable support for underprepared students and to "cut them loose" when these students demonstrate they are not ready to take full advantage of that support.

At Penn College, the following conditions exist: students with developmental requirements in all three disciplines tend to have lower first semester GPAs than other first semester students, lower fall to spring and fall to fall retention rates than other first year students, and lower graduation rates than students who were not assigned to the developmental semester when they matriculated. Students assigned to the developmental semester are also disproportionately represented among students using judicial and administrative resources and ignoring support services. While this description does not apply to every student in the developmental semester, it does describe the general outcomes of the developmental semester. The following proposal is intended to mitigate this situation without sacrificing

the College's commitment to open enrollment. As has been noted many times over the past several years, open enrollment does not mean the absence of standards. This proposal, then, is part of an evolving process to hold students accountable for meeting minimal standards that provide reasonable assurance that the students can be academically successful.

Note: The information in this proposal and all recommendations apply to students in the developmental semester, referred to internally as Triple-H (horizontal) students. This involves students whose placement results indicate the need for developmental coursework in the three tested disciplines of English, math, and reading at the beginning of the fall or spring semester in which the student intends to matriculate. This population should not be confused with other students with developmental requirements in fewer than all three disciplines.

It is also important to note that some students may have three or more required developmental *classes* in two tested disciplines. While these students are referred to internally as Triple-V (vertical) students, they are, in fact, a subset of double developmental students, and the recommendations herein do not apply to them.

Current Developmental Standards

According to the *College Catalog*, students whose placement results indicate deficiencies in all three placement disciplines, English, mathematics, and reading, will not be permitted to enroll in their major until the deficiencies have been addressed through enrollment in the developmental semester or completion of an alternate plan.

- An alternate plan may include enrolling part-time at the College until completing most required developmental course work; enrolling in and completing summer courses, remedial programs, or courses at another institution that satisfy developmental requirements; or working with a tutor and retesting without deficiencies.
- Full-time enrollment in the 12-credit Developmental Semester is intended to improve the student's academic skills and understanding of career majors offered by Penn College. The Developmental Semester includes appropriate developmental courses in math, English, and reading as well as ORN 002 (Orientation) and FYE 101 (First Year Experience). After successfully completing this semester, students may enter their major. Students in the developmental semester are assigned a mentor and must complete the 12 credits with a 2.0 semester GPA to remain enrolled.

While many students take advantage of alternative plans to meet developmental requirements that remove them from the developmental semester, the majority of students who place at this level choose to participate in the developmental semester during their first semester at the College. While the developmental semester provides students the opportunity to prove that they are capable of applying themselves in the college setting and offers significant support while they are doing so, the fact remains that the semester comes at a significant cost in terms of time and money – for both students and the institution – and can prevent a student from entering his or her major for as much as a year after matriculation. Combined with historically substandard academic performance in remedial courses that manifests in low retention and graduation rates, this approach to students who are not yet prepared for college-level work warrants reconsideration.

Major Findings

For purposes of this analysis, students in the developmental semester were identified by examining the rosters of the Orientation class (ORN) for the period of fall 2007 through fall 2012. Students who were not required to complete a developmental semester (students who chose to take ORN though they did

not have developmental requirements in all three discipline areas) were eliminated from the data set. Likewise the data set did not include students who had developmental requirements in all three discipline areas but did not enroll in ORN because they were attending part time.

The students in the data set were then tracked longitudinally by semester by examining their official transcripts to determine retention and GPA over time. The results were compared to other data sources from the Office of Assessment Research and Planning (ARP), published reports on the ARP web site, the results of Academic Review, and MAP-Works to ensure the appropriateness and accuracy of conclusions drawn from this data.

Academic Performance

The major findings are summarized in Table 1: Retention and Academic Performance from Fall 2007 through Fall 2012. Not surprisingly, some differences in retention rates and GPA appeared among the various data sources depending upon how the student cohort was defined and when students were considered to have been retained (first day rosters vs. third week rosters of subsequent semesters). The offices of Assessment, Research, and Planning and Academic Services and First Year Programs are working together to standardize data definitions and to automate reporting in the future. The data in Table 1, however, reflect the following conditions:

- The cohorts reflect those students enrolled in ORN at the beginning of the third week of classes who had developmental requirements in all three discipline areas.
- Retention rates reflect students' enrollment at the beginning of the third week of classes in subsequent semesters.
- The >2.0 column reflects those students who achieved the minimum 2.0 semester grade point average required by Policy P4.30 Developmental Studies Program. For comparison, between the fall of 2005 and the spring of 2010, the average of all first semester students achieving at least a 2.0 first semester GPA was approximately 65%.
- Differences between the fall-to-spring retention and >2.0 columns are due primarily to a) some students being granted administrative exceptions to their suspensions for receiving less than a 2.0 during their developmental semester and b) the withdrawal of some students who achieved greater than a 2.0 during their developmental semester but chose not to return to the College the following semester (or who were suspended for disciplinary reasons during their first semester).
- First semester GPA for students in the developmental semester reflects the mean at the end of the first semester for students who were enrolled in ORN at the beginning of the third week of classes and who had developmental requirements in all three discipline areas.
- Retention rates for all first year students are those on the Assessment, Research, and Planning portal site under Program Review data.
- First semester GPA for all first year students comes from MAP-Works.

Table 1: Retention and Academic Performance from Fall 2007 through Fall 2012

	Fall 2007				Fall 2008				Fall 2009			
	Fall	Fall to Spring	>2.0 GPA	Fall to Fall	Fall	Fall to Spring	>2.0 GPA	Fall to Fall	Fall	Fall to Spring	>2.0 GPA	Fall to Fall
Students in Developmental Semester	61				92				71			
Developmental Semester Retention		63.9%	56.5%	50.8%		58.7%	56.5%	46.7%		69.0%	64.8%	46.5%
All First Year Students Retention		84.8%	~65%	63.6%		82.6%	~65%	60.8%		82.0%	~65%	59.8%
Developmental Semester Average GPA	2.11				1.95				2.15			
All First Year Students Average GPA												

Table 1: Retention and Academic Performance from Fall 2007 through Fall 2012 (cont.)

	Fall 2010				Fall 2011				Fall 2012		
	Fall	Fall to Spring	>2.0 GPA	Fall to Fall	Fall	Fall to Spring	>2.0 GPA	Fall to Fall	Fall	Fall to Spring	>2.0 GPA
Students in Developmental Semester	90				67				73		
Developmental Semester Retention		48.1%	47.8%	32.2%		49.3%	46.9%	26.9%		53.4%	50.7%
All First Year Students Retention		77.5%		59.2%		75.4%		59.0%		84.8%	
Developmental Semester Average GPA	1.82				1.7				1.75		
All First Year Students Average GPA					2.42				2.77		

A review of Table 1 and its supporting data indicates the following. It is important to note that these conclusions hold true, regardless of the data source examined. Data for the spring semesters are not shown simply for ease of comparison and because the spring enrollment is typically about 25% of the fall enrollment.

- While the smaller number of students entering the developmental semester in the spring makes each contribute a greater share to any mean, students who matriculate in the spring are generally retained at a lower rate than students who matriculate in the fall. The difference varies from approximately 2% to 40%.

- While the smaller number of students entering the developmental semester in the spring makes each contribute a greater share to any mean, students who matriculate in the spring *generally* have a lower first semester mean GPA than students who matriculate in the fall. The difference varies from approximately 0.1 to 0.8 over the years examined. The most notable exception to this rule was in academic year 2010 when the mean first semester GPA for students in the developmental semester was approximately .3 higher for students who matriculated in the spring than for those who matriculated in the fall.
- Students in the developmental semester are retained at a significantly lower rate than other first year students. The fall to spring retention rate for students in the developmental semester varies from 10% to 30% lower than all first year students for the period examined here. The fall to fall retention rate for students in the developmental semester varies from 13% to 33% lower than all first year students for the period examined here.
- During the time for which we have collected and analyzed first semester GPA for all students, the first semester mean GPA for students in the developmental semester has been substantially lower than that of all first year students. While data are certain for only the past two years, the mean GPA for students in the developmental semester has varied from .8 to 1.0 lower than that for all first semester students – *though their entire course load with the exception of FYE (in the fall of 2012) is below the level of college level work.*
- Students in the developmental semester are likely to graduate from any degree program at a rate of about 14% since 2005. This is substantially lower than the College's 50.7% six-year (BS) graduation rate and 32.9% three-year (AS) graduation rate.

What is not readily apparent from Table 1 is that traditionally marginalized populations that face economic risk as well as academic risk are also disproportionately represented in the developmental semester. In the fall of 2011, when African American students comprised approximately 7.5% of the first year student population, they comprised approximately 25% of the students in the developmental semester. In the fall of 2012, when African American students comprised approximately 5.2% of the first year student population, they comprised approximately 30% of the students in the developmental semester. While there is no official record of the number of dependents this population possessed, at least a half dozen each semester reported to their faculty or the dean being single parents struggling to pay for school and support their families.

Use of Support Services

In 2011, the proposal "The Developmental Semester at Penn College: Proposed Changes for Student Success" noted that "though it is more difficult to quantify and compare with other populations the behavioral and emotional characteristics of these students, those involved with students in their developmental semester anecdotally report that many of these students face significant personal issues and transition problems, and demand more time and attention from their instructors and other campus service providers than do their peers."

While the measure remains imperfect, we now have data indicating that while students in the developmental semester comprised approximately 6.1 % of the first year students in academic year 2010, they were disproportionately represented among referrals for first year students. Students in the developmental semester made up 15.5% of the referrals on first year students and 16.3% of the first year students for whom referrals were submitted. The same held true for academic year 2011 during which developmental students comprised approximately 5.1% of the first year students. Students in the developmental semester accounted for 14.5% of referrals on first year students and 16.7% of the first year students on whom referrals were submitted. The trend, though less dramatic, continued in the fall of 2012 during which students in the developmental semester comprised about 4.8% of first year students. They accounted for 11.5% of referrals on first year students and 9.5% of first year students on whom referrals were submitted.

Though they continue to be disproportionately identified as needing additional assistance, students in the developmental semester are less likely than other first year students referred for mentoring to meet with a mentor (even after the meetings became a requirement of ORN), less likely than other first year students with poor midterm grades to attend a midterm workshop (one student in three years in the developmental semester has attended the workshop, though all have been personally encouraged to attend by the dean) and until the fall of 2012, unlikely to attend tutoring. Prior to the fall of 2012, fewer than 40% of students in the developmental semester attended any tutoring, though they were frequently reminded of the positive correlation between tutoring and GPA. This trend does appear to have reversed itself for the fall of 2012 when 56% of students in the developmental semester attended at least one tutoring session as was required by their ORN class. (Unfortunately, the trend did not continue into the spring semester when only about a third of students in the developmental semester had attended tutoring by the midterm.)

Finally, while students in the developmental semester are more likely than their peers to require administrative outreach and follow up and are less likely to use support services that might improve their academic performance, they are also disproportionately represented among students in the judicial system. In the fall of 2012, when the College began monitoring this population, 10% of all first semester students under the age of 21 were involved in some form of judicial hearing as a result of violating the Student Code of Conduct. Students in the developmental semester under the age of 21, however, were involved in some form of judicial hearing at more than three times the rate for their peers.

Financial Aid

Like most students at Penn College, most students in the developmental semester receive some form of financial aid. In the fall of 2012, for example, 96% (70 of 73) of students in the developmental semester received financial aid, much of it in the form of loans. Fifty percent of these students had Expected Family Contributions of less than $1000, and at the end of the semester, students in the developmental semester had a combined debt of $336,580 in the form of Stafford, Parent Plus, and private loans. The average loan debt for these students for one semester was $5100, though only around half received a satisfactory GPA or were retained to the spring semester. This is not just debt for the students, however; at least four students were dropped for poor academic performance and attendance and the value of their loans was returned to the lending agency. The students, then, owe the College for these loans, and until they are paid, this can also be considered College debt.

Recommendations

A major concern in the design of the original developmental semester was ensuring that students were enrolled in sufficient credits to qualify for financial aid. While this proposal recommends a reduction in the number of credits students would be enrolled in during the proposed program, it is important to note that students would be eligible for the Pell Grant, the Stafford Loan, the federal Parent Plus loan, and several private alternatives. Depending upon the specific courses a student takes during this program, the student might qualify for a PHEAA grant as well.

Eliminate the fall and spring developmental semesters.

Offer a summer conditional acceptance program.

As is the case currently with the developmental semester, the summer conditional acceptance program will be an option students may use to remediate their triple developmental status. Existing options for alternative plans, including remediating and retesting or transferring equivalent courses, should remain. If, however, a student plans to matriculate in the fall semester and has not remediated a triple developmental status prior to the start of the conditional acceptance program, the conditional acceptance program will be the only option at Penn College available to the student.

The summer program will require students to enroll in courses in two of three developmental areas. Students must take two of their developmental courses and may enroll in no other courses.

The two courses should be determined by the student in consultation with a representative from the college familiar with developmental policy and the content of developmental classes and should consider the student's skill levels and path to graduation. Some students will be able to remediate their triple developmental status by working privately with a tutor and retesting or by taking a course at their local community college and transferring those credits to Penn College. These are viable alternatives, but to determine the *best* alternative, it is critical that students speak in depth about their skill levels, mindset, previous educational experiences, and educational goals with a College representative who can advise them about pedagogically sound approaches to remediation,

To satisfactorily complete the conditional acceptance program, students must complete both courses with a C or higher. The conditional acceptance program allows students to focus on only two disciplines (in courses that are comparable to middle school or high school content) with fewer distractions than are present during a typical semester. To ensure that the students are capable of satisfactorily completing subsequent developmental or college-level course work, it is reasonable to expect "average" performance during this period of minimal distraction and optimal support.

Students who do not satisfactorily complete the conditional acceptance program or successfully remediate their triple developmental status through an alternative plan will not be permitted to matriculate.

As was noted in the proposal "The Developmental Semester at Penn College: Proposed Changes for Student Success," only two students required MTH006 as part of a developmental semester between the spring of 2008 when changes were made in the math placement process and the spring of 2010 that marked the end of data collection for that proposal. Since then, only three more students have required MTH006 as part of a developmental semester. Of these five students, one withdrew prior to the 80% point of his first semester, and the rest were retained to the following semester with first semester GPAs above 3.0. Additionally, students with MTH006 as a requirement in their developmental semester have the requirement because they desire to enroll in baccalaureate programs. Were they to indicate an associate program as their desired major, they would not be considered triple developmental. For these reasons, it is appropriate to exclude these students from the conditional acceptance program (though they may and should certainly exercise any appropriate option to remediate their deficiencies).

The conditional acceptance program, then, shall apply to students whose placement results require any of the following combinations:
- ENL 001, RDG 001, MTH 005
- ENL 001, RDG 111, MTH 004
- ENL 001, RDG 111, MTH 005

Recommendations regarding other aspects of the program, in addition to those specifically related to coursework, include:

- Require all students in the conditional acceptance program to meet at least weekly with an academic mentor.
- Require all students in the conditional acceptance program to complete a study skills workshop series designed specifically for triple developmental students.
- Require all students in the conditional acceptance program to participate in social activities offered as part of or complementary to the program.
- Responsibility for planning, implementation, oversight, and on-going assessment of the conditional acceptance program should be assigned to the Dean of Academic Services and First Year Programs.

Conclusion

Upon approval of this proposal, a work group will be convened to identify in detail the requirements and logistics of the conditional acceptance program. While this proposal presents the conceptual framework for the conditional acceptance program, additional elements may be necessary as determined by this work group. A full outline of the program and its requirements will be available by the beginning of the fall semester of 2013. Necessary policy, procedure, and catalog changes will be completed in the fall of 2013 to support recruitment, placement, and scheduling activities, including necessary collaboration with Residence Life, Dining Services, and Student Activities to ensure appropriate accommodations and activities for students in the conditional acceptance program. The conditional acceptance program will begin during the summer of 2014 for students who intend to enroll in college-level classes in the fall of 2014.

Submitted by: Carolyn Strickland, Assistant Vice President for Academic Services and Eugene McAvoy, Dean of Academic Services and First Year Programs

Appendix 2.3

Mathematics Placement Retesting Analysis

Joanna Flynn & Ed Owens

Background: The placement test process at Penn College determines how students' current skills in math, reading, and English compare to what is needed for success in their major. To help students enter the College with no (or fewer) developmental classes, the College offers a retest option on placement tests as one way students can remediate deficiencies that placement tests reveal. After students take their placement tests in mathematics and receive their scores, they have the opportunity to take a retest after participating in some kind of remediation activity. The mathematics department believes that providing a mechanism for students to remediate deficiencies prior to enrollment improves recruitment efforts and increases retention rates as more students are able to enter directly into their majors

The following information is provided to students on Penn College's website.

<div style="border:1px solid">

Professional Remediation and Retest

You may request a retest if you plan to work with a tutor to brush up on your skills. To be approved for a retest, we require that you work with a professional who can assess your skill level and provide you with the materials, instruction, and guidance that you need to strengthen your skills. You may choose to remediate by doing one of the following:

- *work with a private tutor (teacher or other professional)*
- *attend a learning center*
- *take adult education courses (or other noncredit courses)*
- *participate in other programs designed to build skills in your deficient area*

This option works well for those who have experience with the subject area but need to refresh their skills. It is not recommended for students with little or no background in the deficient area.

https://www.pct.edu/academics/academicservices/RequestingaRetest.htm

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In an effort to improve the remediation and retest process for students in mathematics, an analysis was conducted, beginning in the fall 2015 semester, to look at the success of students taking the retest and what factors contributed to improving their placement levels.

Methodology: Entering fall 2015 students who retested the math portion of the placement exam were identified with help from staff from the Academic Services office. Initially, 101 students were identified. Those students who tested with accommodations were excluded from this study. Since we were looking at the remediation process that students undertook, the effect of testing with accommodations introduced another variable into the analysis. We wanted to be certain that any improvement on the exam was due to the remediation process, rather than extended time or other accommodations the student may have received. After removing these students, a sample of 67 students who retested, but did not make use of accommodations, remained. Data on these students were compiled, including original placement level, retest placement level, number of levels of improvement, location of retest

(on-campus or off-site), whether they attended a pre-enrollment advising session, their current MTH class for fall 2015, and current instructor.

Results:

Performance on retest: The first question we answered was how students performed on the retest. 58.2% of the identified students improved their placement by at least one level (*Figure 1*). 47.8% of students improved one level; while 10.4% improved two levels, as shown in *Figure 2*.

Figure 1: Percent of Students who Improved
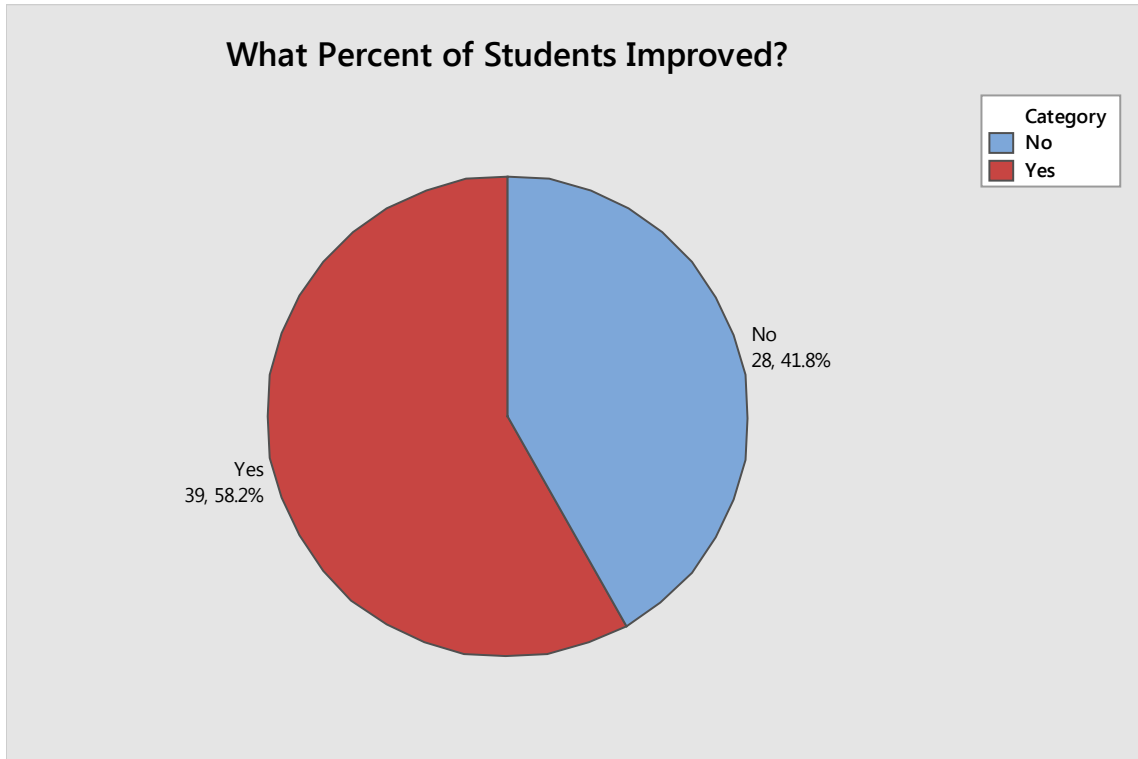
Figure 2: Number of Levels of Improvement

Number of Levels Improved	Count	Percent
0	28	41.8%
1	32	47.8%
2	7	10.4%

Location of Retest: Next, we explored different factors that could help explain why some students were successful and others were not. There was a significant difference (p-value = 0.004) in the percent of students who improved placement levels when location was taken into account. 55.22% of students took the retest on-campus; the remaining 44.78% took the test off-site. *Figure 3* shows that among students who retested at Penn College, 73% improved at least one placement level, while for those testing off-site, only 40% improved.

Figure 3: Improvement by Location of Retest
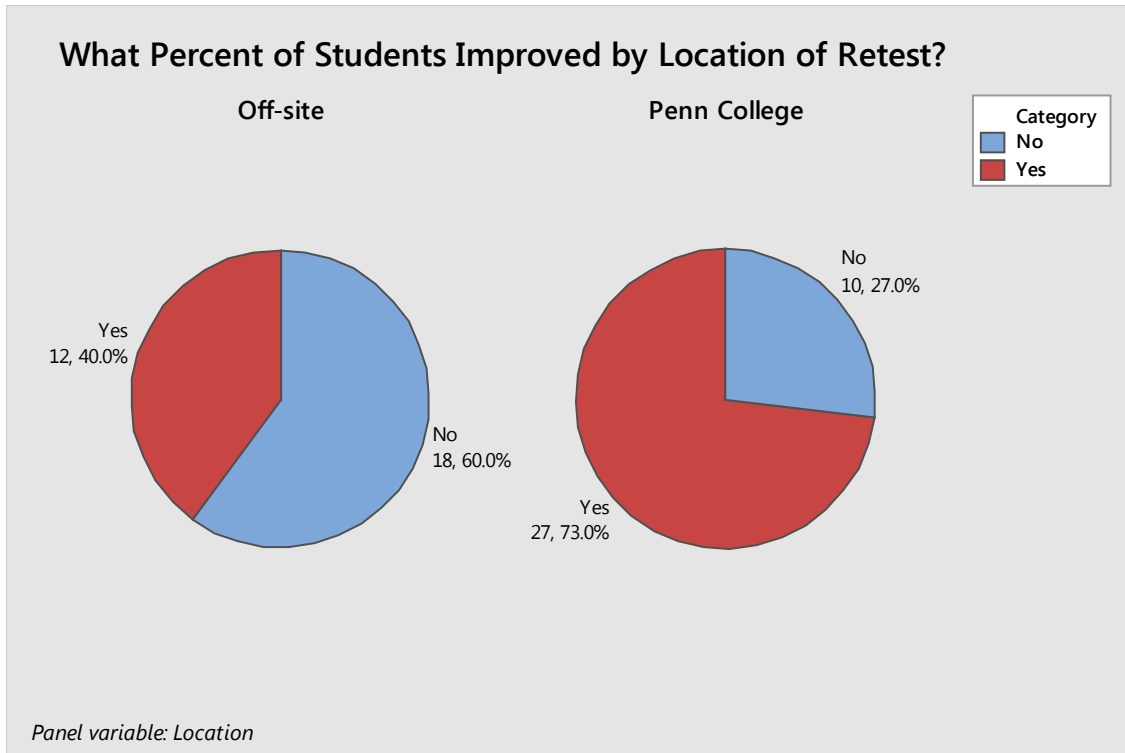
Pre-Enrollment Advising Session Attendance: Another factor considered was the students' attendance at the pre-enrollment advising sessions where students have the opportunity to discuss retesting strategies with staff from the office of Academic Services as well as a faculty member from the mathematics department. In the sample, 33 out of the 67 students (49.25%) attended the advising session. Among those who tested at Penn College, 56.8% attended the advising session. Among those students who tested off-site, 40% attended the advising session. Of those students attending the advisement session, 66.7% improved their placement level; whereas, only 50% of those who did not attend improved their scores (*Figure 4*).

Figure 4: Improvement by Advising Session Attendance

What Percent of Students Improved by Advising Session Attendance?

No   **Yes**

Category
No
Yes

Yes
17, 50.0%

No
17, 50.0%

No
11, 33.3%

Yes
22, 66.7%

Panel variable: Advising Session
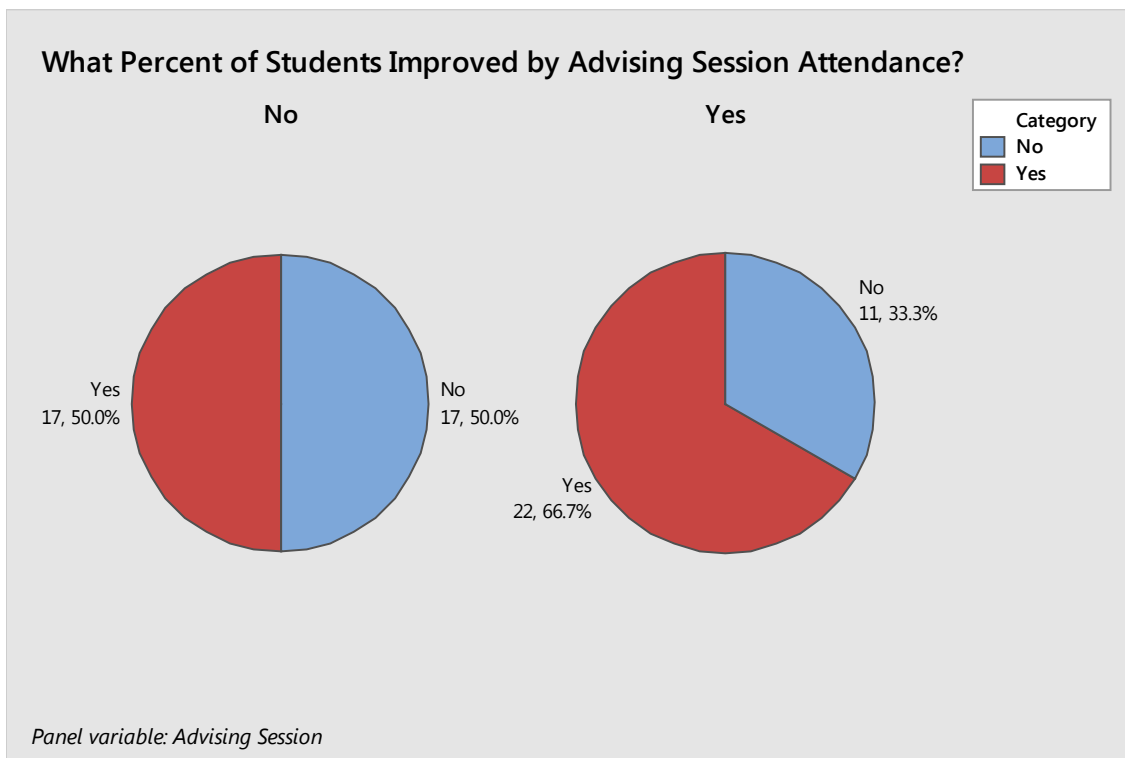
Initial Placement Level: Next we examined whether students at a certain initial level were more likely to see their placement level improve. *Figure 5* summarizes the performance based on initial level. Among the 11 students who were level 1 to begin, 9 (81.8%) improved their placement level. Among the 42 students who were level 2 to begin, 21 (50%) improved their placement level. Among the 13 students who were level 3 to begin, 8 (61.5%) improved their placement level.

Figure 5: Improvement by Initial Level
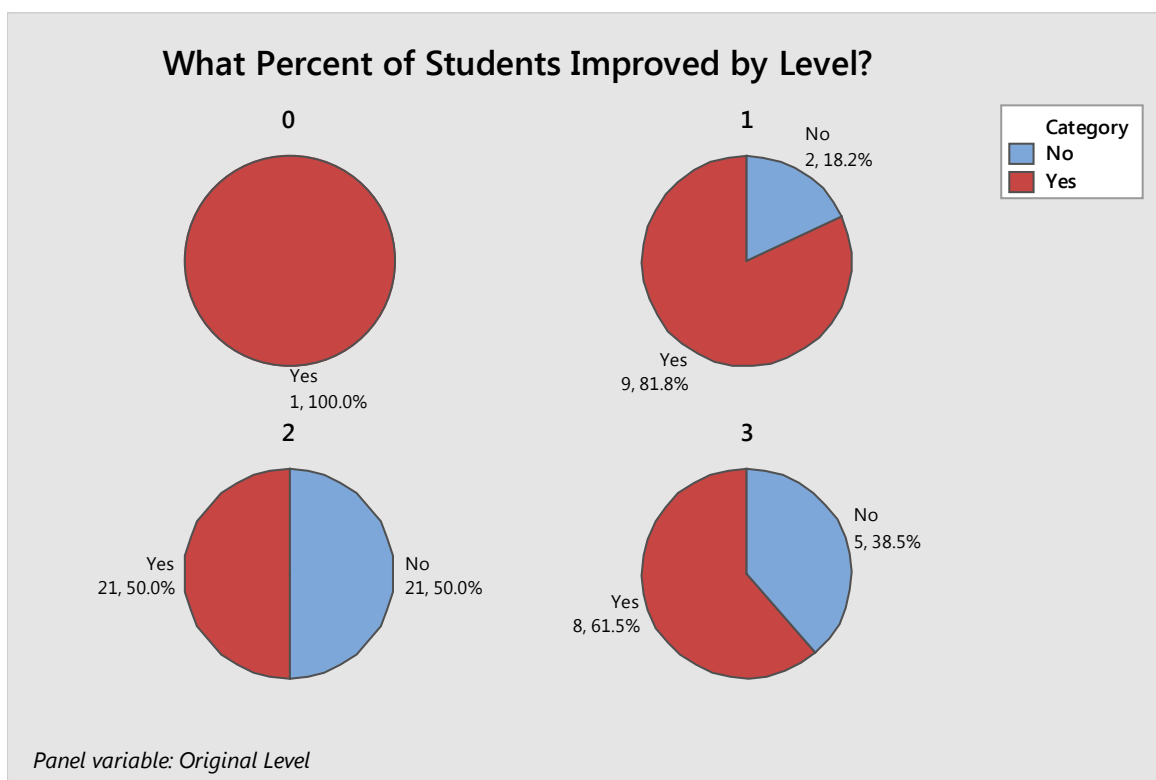
Additional analysis: Eight (11.94%) of the 67 students who were included in the sample did not enroll in the fall 2015 semester. Among those students who did not enroll at Penn College, 37.5% (3 students) did improve their placement level. In addition, six students (8.96%) in the sample were students who did enroll at Penn College, but did not schedule a math class in the fall. These students ended up testing out of any developmental requirements, and then postponed their 100-level math class until another semester.

Supplementary Analysis: In an effort to understand why some students improved their placements levels while others did not, a paper-and-pencil survey (included in Appendix A) was distributed to all students in the sample who were currently taking a math class. Instructors were asked to hand out and collect the surveys from students during the week of September 14, 2015. Fifty-one students completed the surveys.

Performance on Retest: The percent of students who improved their placement level among currently registered math students was 56.9% (*Figure 6)*. This percentage closely matches the overall improvement rate of the initial sample of 67 students. *(Note: On the survey, students were asked to indicate whether or not their placement level had improved. Eight students incorrectly identified their status. Seven students indicated improvement when in fact they did not. One student indicated no improvement when in fact he did. Survey responses were corrected before the analysis was conducted. Even though the students were not required to self-identify, many did. In other cases, surveys could be associated with a particular instructor, so corrections could be made.)*

Figure 6: Improvement among Surveyed Students
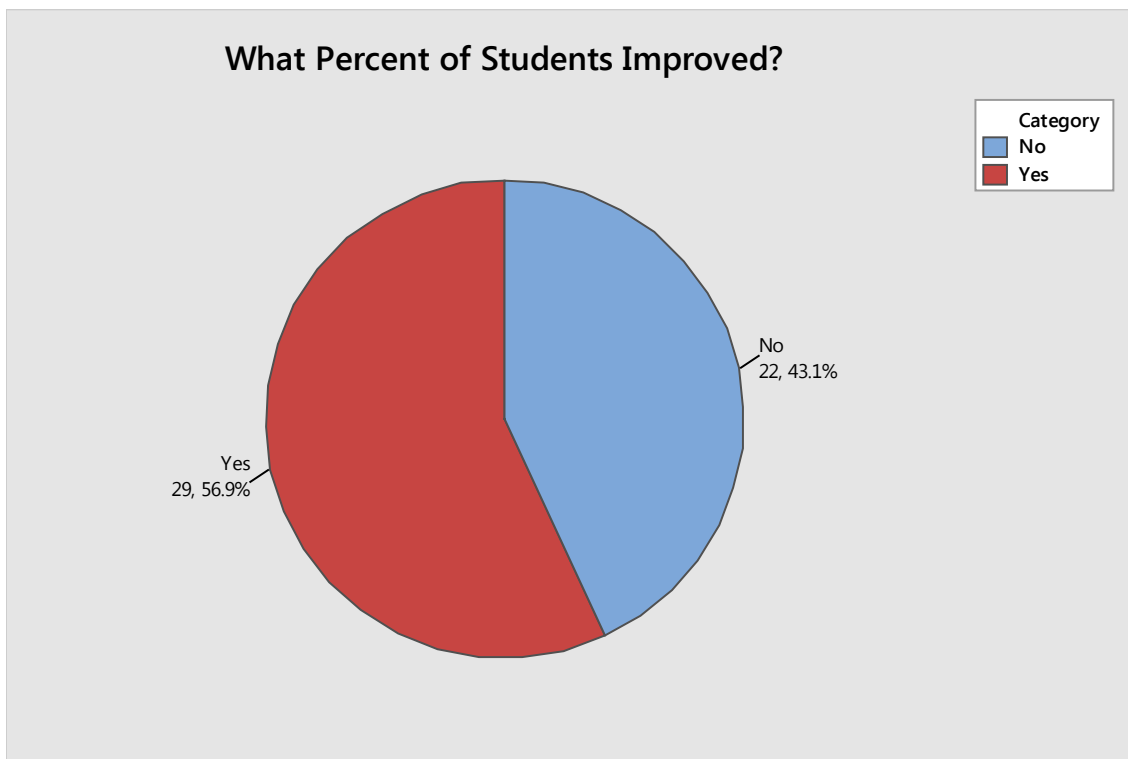
Reasons that students may not have improved: On the survey, students who did not improve were asked why they thought they had not improved their placement level. A sample of responses is provided below:

- *I didn't work on the math as much as I did reading and that is where my increase was.*
- *I didn't understand some of the problems since I worked alone.*
- *Most likely not prepared.*

- *I didn't have the right resources to learn. I can't learn by reading off a computer. I need someone to physically show me how to work out the math.*
- *I didn't have time to work through most of the online problems.*
- *I needed to be taught in person and the placement test was more like Algebra II, something I never took.*
- *I wasn't prepared due to distractions in the same week.*
- *The test was much harder than the practice.*
- *They didn't improve because I wasn't taking it too serious.*
- *I did not study long enough.*
- *Didn't know what to study.*
- *Not much preparation.*

Type of Remediation Activities: The survey allowed us to examine the strategies that students used to remediate their deficiencies. Students were asked to identify the type(s) of activity used to prepare for the retest.

Question 3:

> *What type(s) of activity did you use to prepare for the retest? CIRCLE all that apply.*
> a. *Worked with a private tutor*
> b. *Worked with a teacher at school*
> c. *Used the online remediation program that Penn College developed (on PLATO)*
> d. *Attended a learning center like Sylvan or Huntington*
> e. *Worked on my own to prepare*
> f. *Other: _____*

Students were allowed to select any that they used. The results are as follows:

Figure 7: Activities Used to Remediate

Activity	Yes
Worked on own	64.7%
Used online remediation (PLATO)	56.9%
Worked with private tutor	41.2%
Worked with teacher at school	21.6%
Attended a learning center	3.9%

Main Remediation Activity: Students were then asked to identify the MAIN activity they used. The most common responses were working with a private tutor (29.8%) and using the online remediation program (29.8%). 23.4% of the students' main activity was working alone (*Figure 8*).

Figure 8: Main Activity Used to Remediate
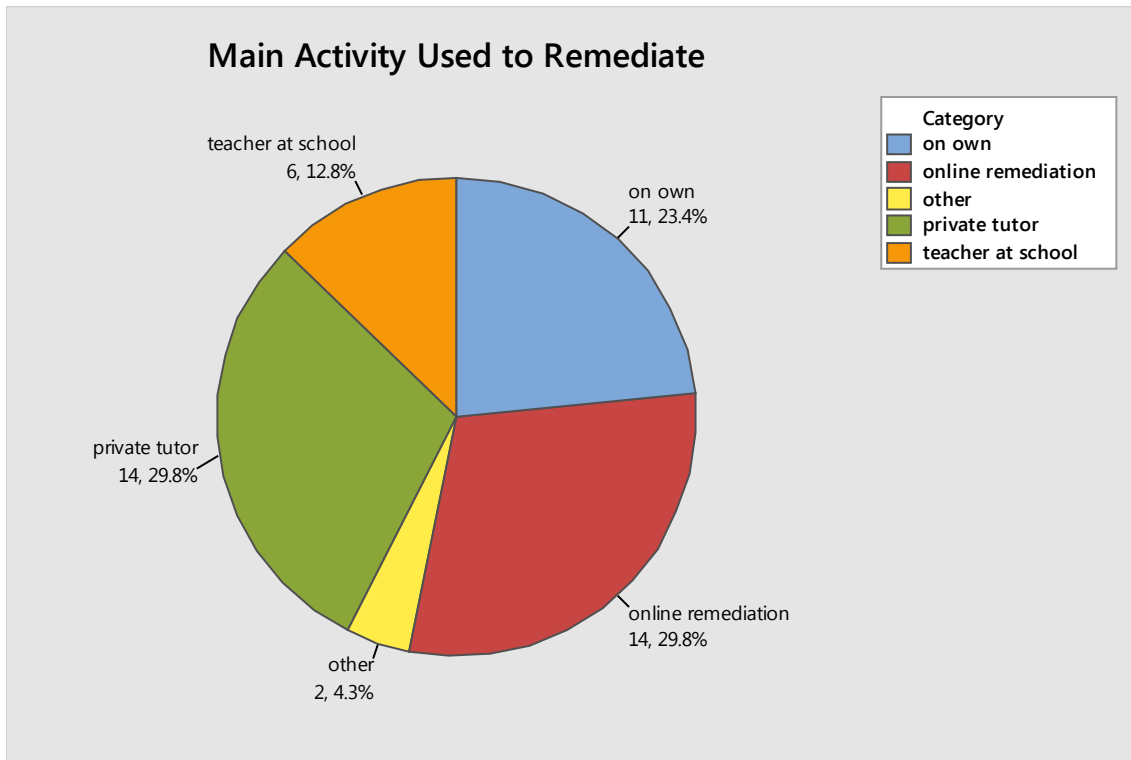
Improvement by Remediation Activity: In an effort to steer students to the activities that give them the best chance of success, the percentage of students who improved was examined based on the main remediation activity they utilized. Among the 14 students who worked with a private tutor, 11 (78.6%) improved their placement level. Among the 14 students who used the online remediation program, 8 (57.1%) improved. Among the 11 students working on their own, less than half (45.5%) improved their placement level (*Figure 9*).

Figure 9: Improvement by Main Activity

Panel variable: Main Activity
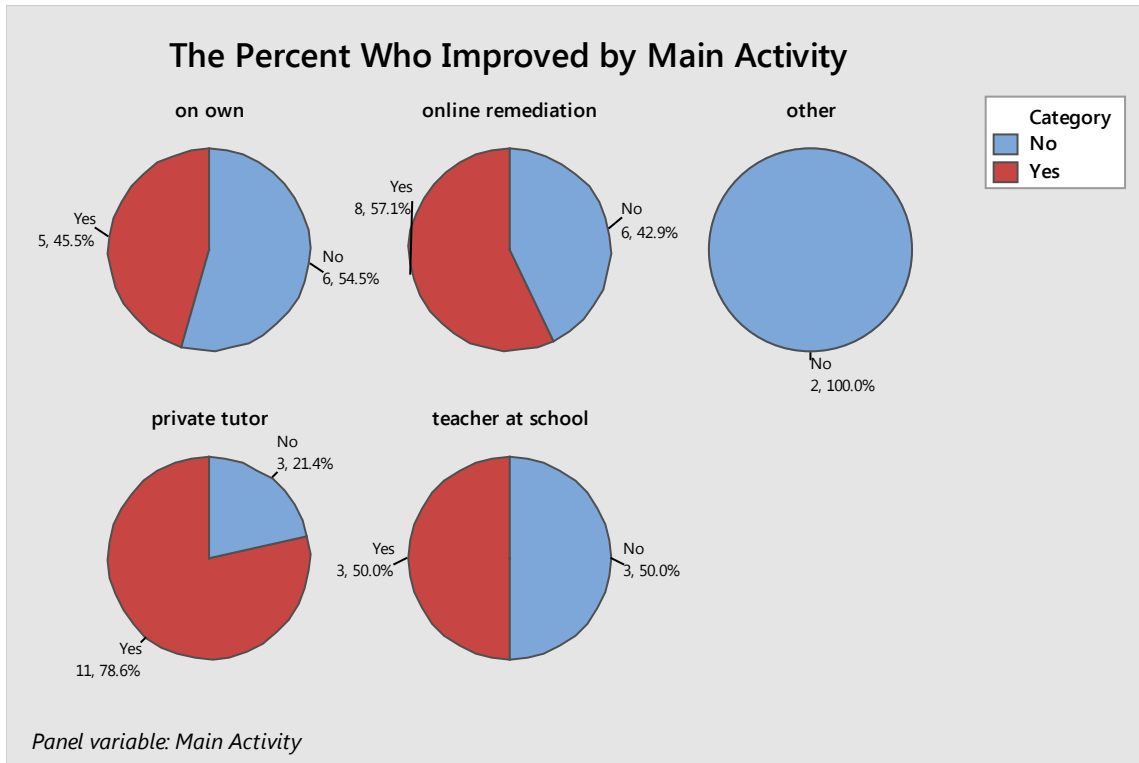
Online Remediation Program (PLATO): Among those who used the Penn College-created online remediation program on PLATO, over two thirds (69%) worked on it alone (*Figure 10*). Among the 14 students who used the remediation program as their main activity, 12 (85.7%) worked through it alone.

Figure 10: Use of Online Remediation on PLATO
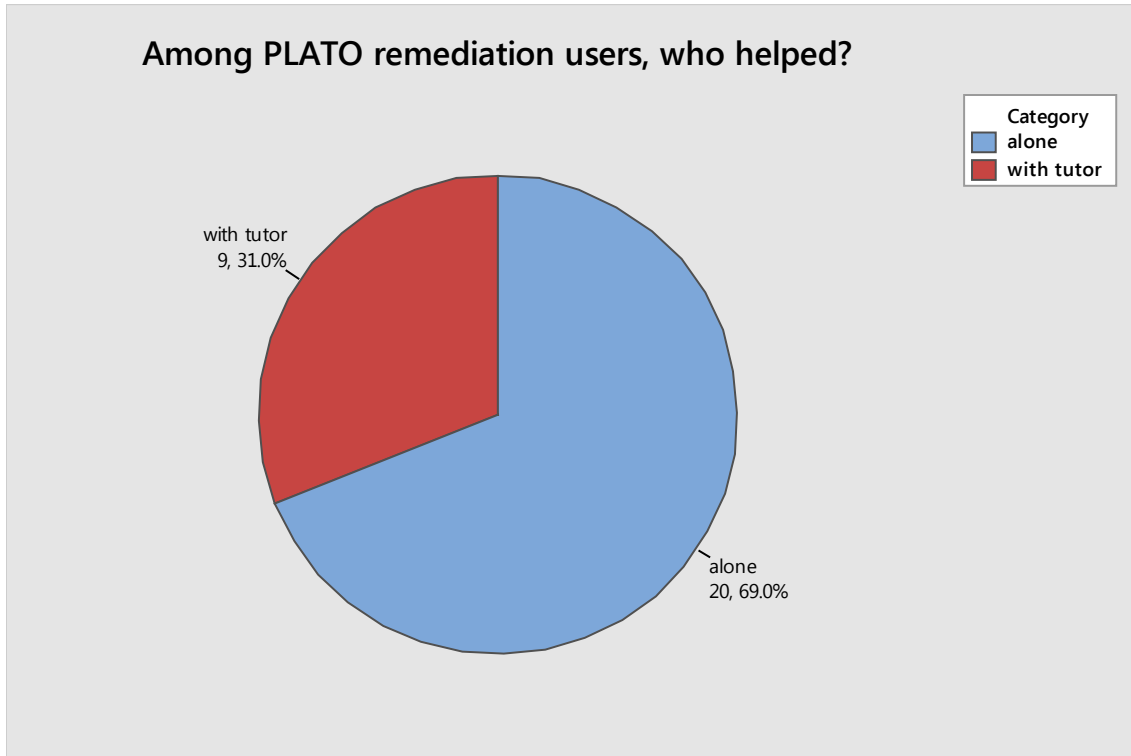
Among those students who indicated the online remediation program was their main activity, two students worked with a tutor (100% success). Among the 12 students who worked alone, 50% experienced success in improving placement level (*Figure 11*).

Figure 11: Improvement by Use of Online Remediation

Improvement in Placement Level using Online Remediation

alone	with tutor	Category

Yes 6, 50.0%   No 6, 50.0%

Yes 2, 100.0%

Panel variable: PLATO with who?
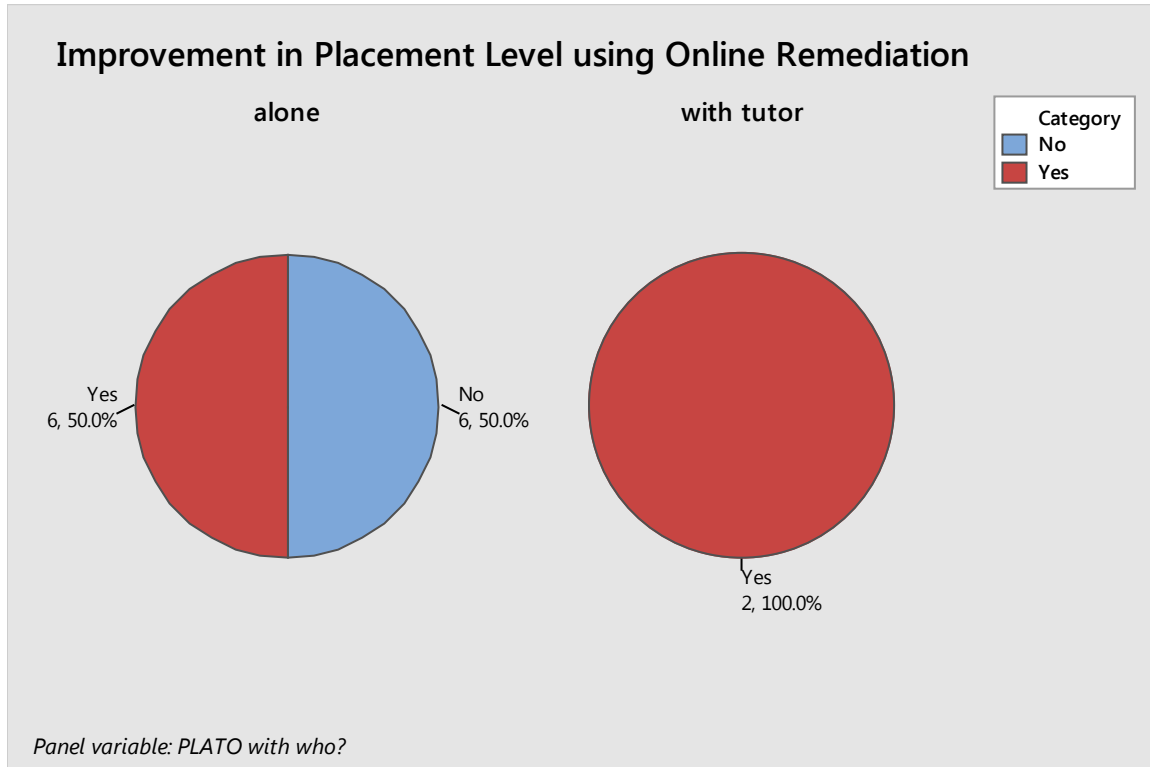
Comments on online remediation program (PLATO): Students who used the online remediation program that Penn College created on PLATO were asked to comment on how they found it helpful. With the exception of two comments, feedback was positive. Representative comments are provided below:

Positive comments:

- *It explained problems very well.*
- *It gave me a lot of examples to work on.*
- *Gave good samples of the questions.*
- *There were a lot of problems that were similar to the placement test.*
- *Reviewing problems similar to the ones on the test helped.*
- *It helped me explain to my tutor what I needed help with.*
- *More sample questions would have helped.*
- *I found this helpful because they gave you a lesson first, so that refreshed my mind.*
- *I went through each one, saw what I needed improvement in and focused on those topics.*
- *It explained things well and was easy to follow.*

- *It was simple and easy to use.*
- *It helped me brush up on basic math skills/rules that I had forgotten.*
- *The videos really helped explain how to go about the problems step-by-step.*

Negative comments:

- *I found it hard to use and learn from being out of school for so long.*
- *It helped a little. It was confusing.*

Length of Time to Remediate: The length of time students prepared for the retest was also considered as a predictor of success. 42% of students spent at most 2 weeks preparing for the retest (*Figure 12*). Another 42% of students spent 3 to 4 weeks. Just 16% spent at least one month preparing. Of course, what wasn't measured was the intensity of the preparation that occurred during that reported time frame.

Figure 12: Time to Prepare for Retest

How Long Did Students Prepare for Retest?

Category
- 1-2 weeks
- 3-4 weeks
- more than a month
- more than two months

more than two months
1, 2.0%

more than a month
7, 14.0%

1-2 weeks
21, 42.0%

3-4 weeks
21, 42.0%
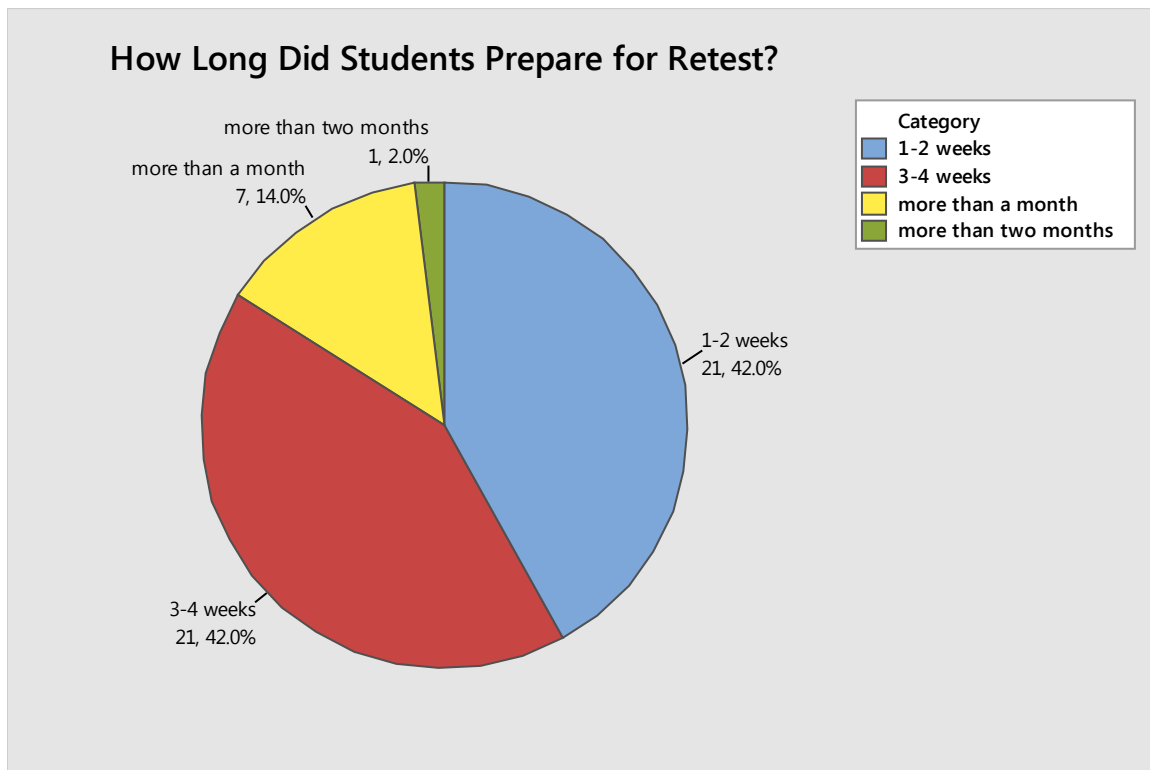
Length of Time to Remediate by Location: We know from *Figure 3* that students who tested at Penn College were significantly more likely to improve their placement level. Why might that be? One factor might be the level of commitment and time the student took to prepare. Over half (52.4%) of the students who took the retest at an off-site location spent one to two weeks preparing (*Figure 13*). Students taking their tests at Penn College were more likely to spend at least a month preparing.

Figure 13: Time to Prepare by Location of Retest
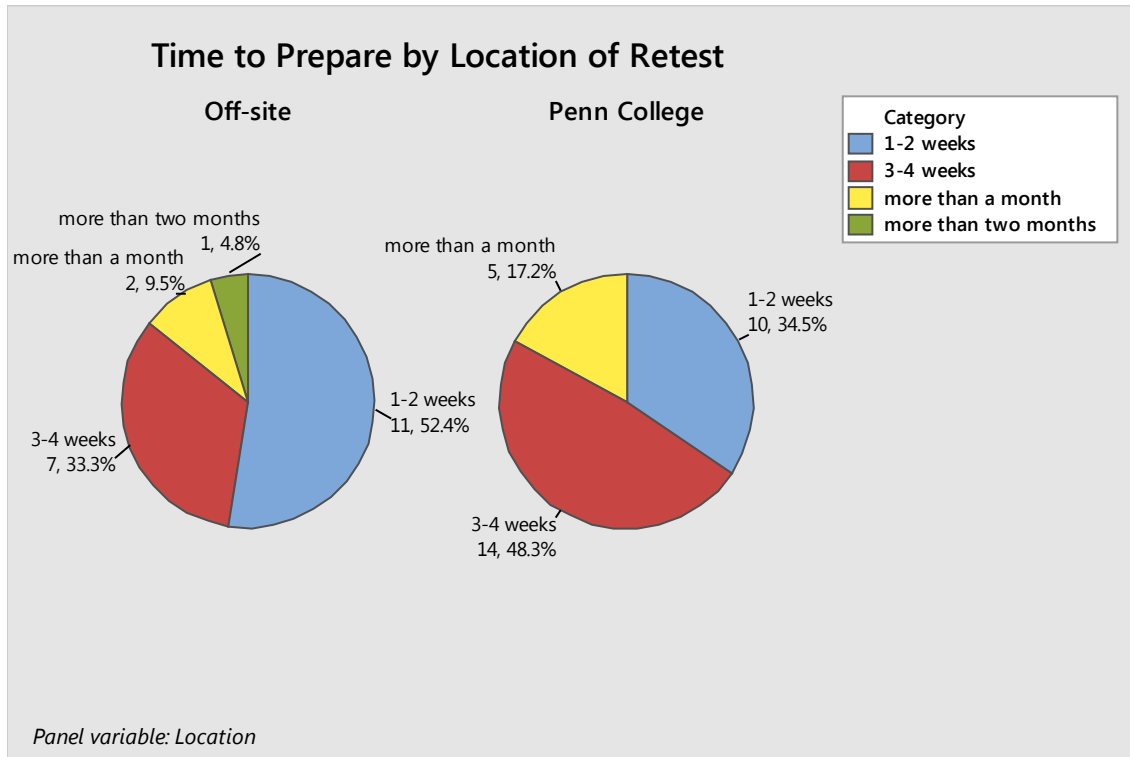
Improvement by Time Spent: The percentage of students improving placement levels was analyzed by time spent on remediation. Among the students who spent 1 – 2 weeks, less than half (47.6%) improved (*Figure 14)*. The majority of students who spent more than two weeks did improve their placement level.

Figure 14: Improvement by Time Spent Remediating
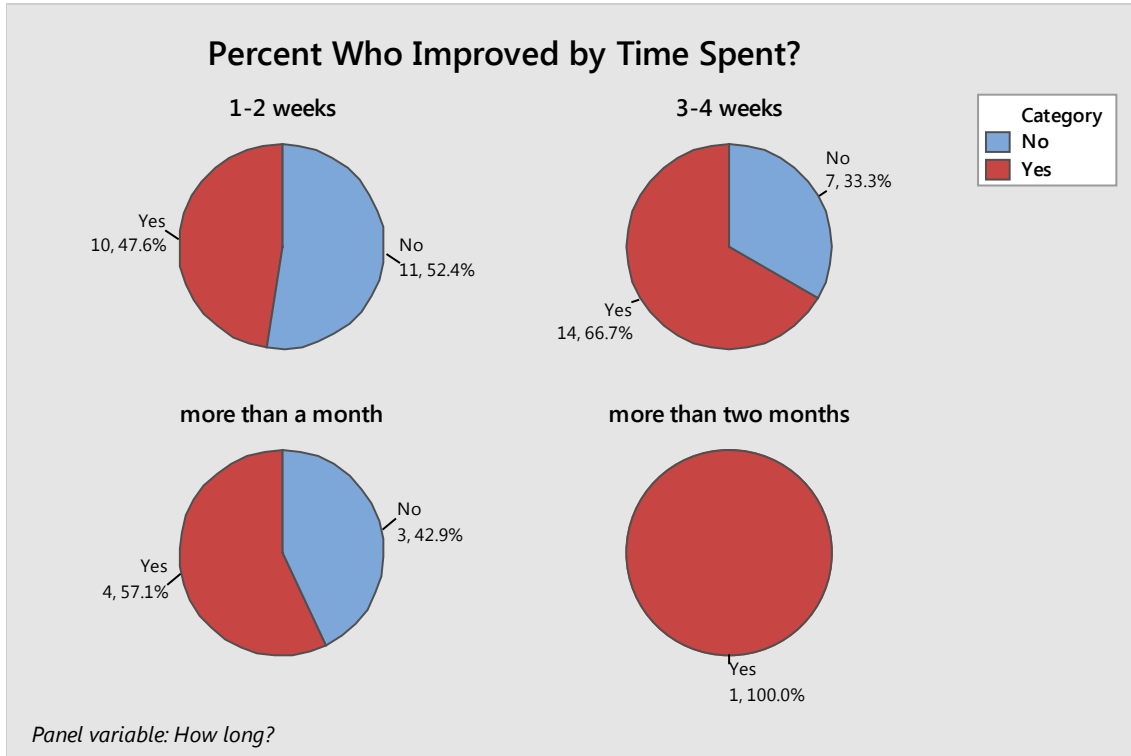
Conversations with Math Representatives: When students attend pre-enrollment advising sessions, they have the opportunity to speak with the mathematics department head or another representative from the department. Additionally, a math department head/representative may be contacted at a later time for assistance on how to prepare to retest (and also to discuss if retesting is a good idea for a particular student). 48% of the sample indicated that they had spoken with someone (either in person or by phone) (*Figure 15*). 20% of students were not sure. This is not surprising since students speak with many staff members during advising sessions, tours, open houses, etc. and they may not remember those to whom they spoke. They may also think of conversations they've had with advisers regarding their math situation as being a conversation with a math department representative. Additionally, many conversations with math faculty take place on the phone or via email with the parents or tutors, rather than the students themselves. Students may not be aware of conversations taking place.

Figure 15: Conversations with Math Dept. Representatives

Percentage of Students Who Spoke with Math Dept. Representative

Category
- No
- Not sure
- Yes

No
16, 32.0%

Yes
24, 48.0%

Not sure
10, 20.0%
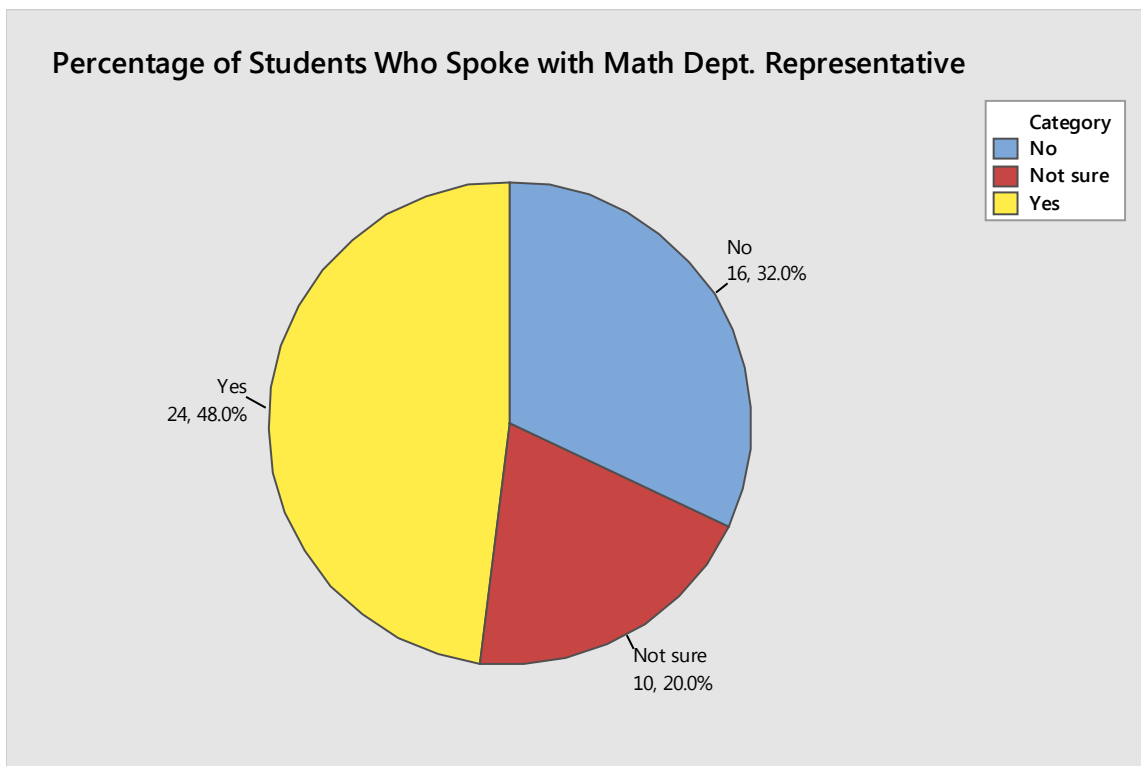
Improvement by Conversation with Math Representatives: There was not a significant difference in the percent of students who improved their placement level between those who reported that they did and did not speak with a math department representative (66.7% versus 62.5%). For reasons mentioned above, we don't believe that this provides clear evidence of the relationship between conversations and improvement. In the future, the math department representatives will maintain their own record of conversations that have taken place.

Figure 16: Improvement by Conversations with Math Dept. Representatives
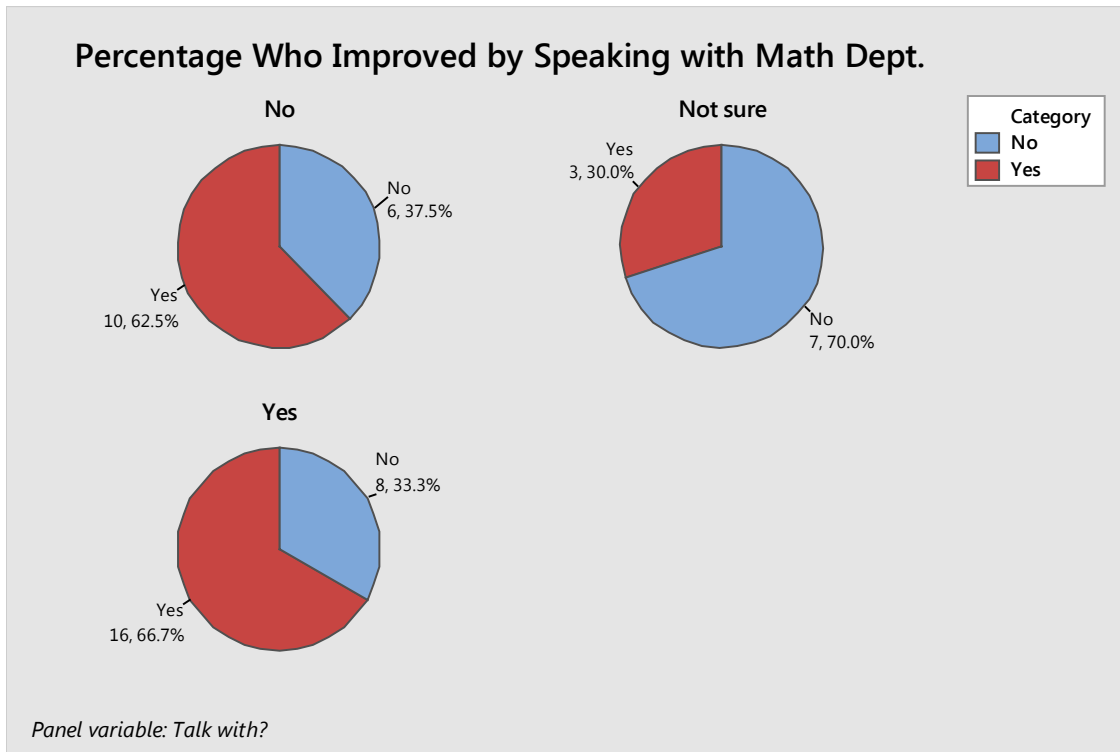
Improvement by Sample Test Usage: The math department has prepared a sample practice test that students can use at any time to prepare for the official placement test. Along with the sample test results, students are able to view instructional videos (developed by the math department) to explain each of the questions on the sample test. Additionally, students are provided with supplemental activities and resources that they can use to review concepts that they missed. We recommend that students complete the sample test prior to taking the test the initial time. In discussions with students, however; we learn that many students do not complete the sample test before the initial test. On the survey, we asked students if they completed the sample test as part of the remediation process. Among those students who did, 61% improved their placement level; while for those who did not, only 40% improved their level (*Figure 17).* This is another indication of the preparation that students undertook before retesting.

Figure 17: Improvement by Sample Test Completion
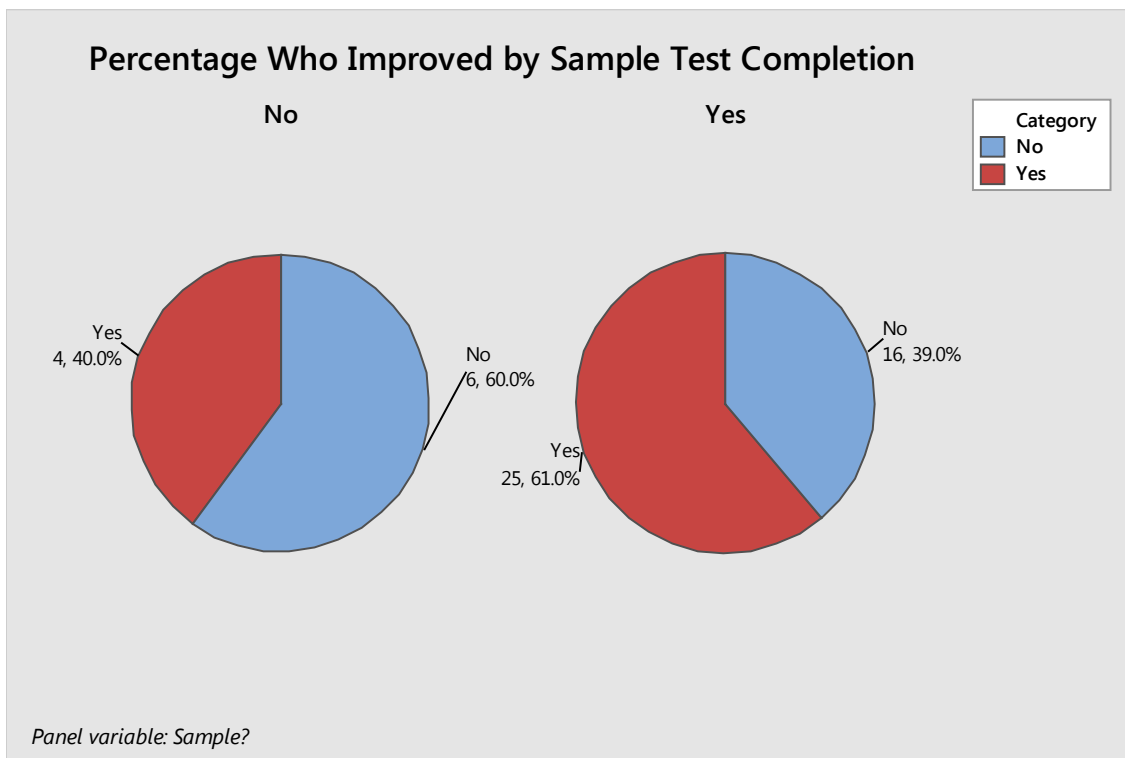
Midterm Analysis

The analysis of the success of the remediation and retest process does not end with the retest. The purpose of placement testing is to determine the beginning course in which the students will achieve success. We needed to examine how students are doing in their first math course at Penn College. At midterm, faculty were asked to provide the letter grade of each of the identified students who had been asked to complete the surveys. Among the students whose placement level improved, 86.7% of students were passing their math class at midterms (*Figure 18*). 70% of the students had C's or higher. 56.7% of students were maintaining A's or B's. Among the students whose placement level improved, 91.3% were passing with C's or higher. 56.5% of students were maintaining A's or B's.

Figure 18: Midterm Grade Distribution by Improvement
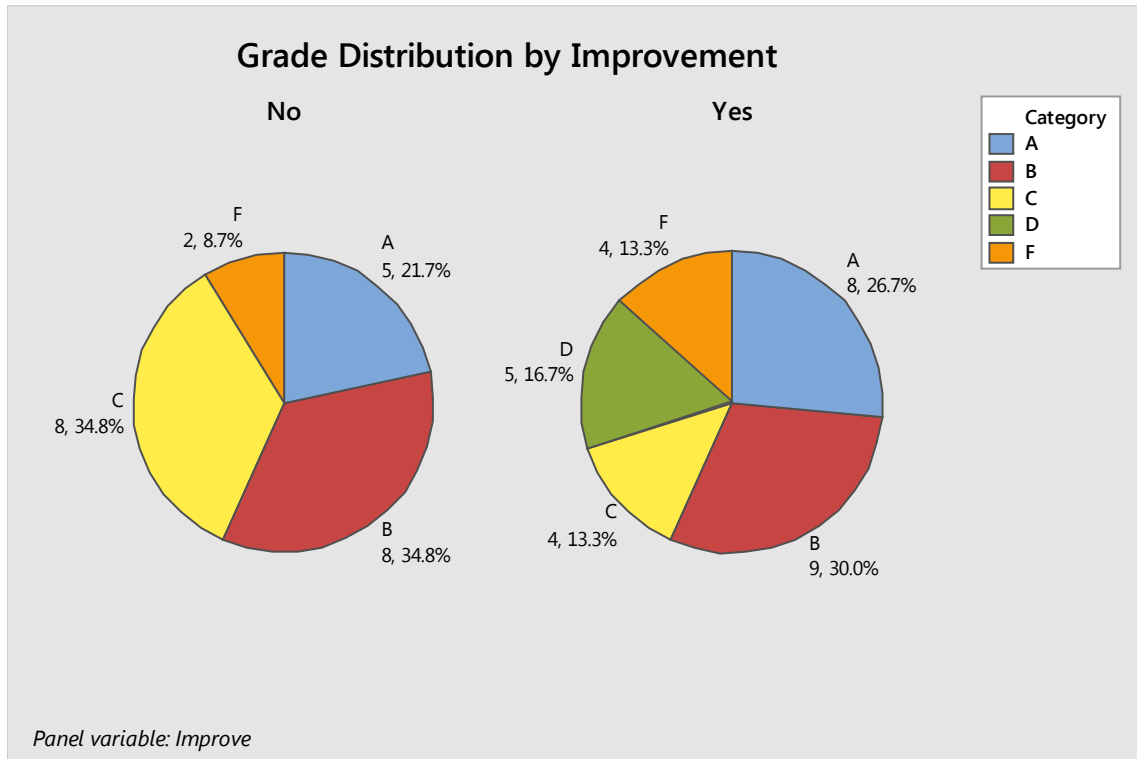
Among the students who improved their placement levels, the midterm grade distribution is given below by current math class.

Figure 19: Midterm Grade Distribution by Course (Improved Placement Level)

	A	B	C	D	F	Passing
MTH 005 (n=5)	20%	20%	20%		40%	60%
MTH 006 (n=7)	57.1%	28.6%	14.3%			100%
MTH 124 (n=7)	14.3%	28.6%	14.3%	42.9%		100%
MTH 151 (n=1)		100%				100%
MTH 153 (n=1)		100%				100%
MTH 180 (n=9)	22.2%	22.2%	11.1%	22.2%	22.2%	77.8%

Among the students who did not improve their placement levels, the midterm grade distribution is given below by current math class:

Figure 20: Midterm Grade Distribution by Course (Not Improved Placement Level)

	A	B	C	D	F	Passing
MTH 004 (n=2)			50%		50%	50%
MTH 005 (n=15)	26.7%	40%	26.7%		6.7%	93.3%
MTH 006 (n=4)	25%	50%	25%			100%
MTH 124 (n=1)			100%			100%
MTH 151 (n=1)			100%			100%

Next Steps:

At the conclusion of the fall 2015 semester, the students' final grades will be examined just as they were at midterm. For those students who improved their placement level, but were not successful in their first math class, qualitative data will also be collected from the instructors of the courses. (Completed December 2015 – Appendix D).

<u>Discussion</u>:

So what did this analysis tell us? How can we improve the process for students in the future? The first question to examine is why are the students who are taking the retest on campus more successful? Does it have to do with the actual setting/environment that they are testing in? Does it have to do with the way they are taking the test – online versus paper and pencil? Are the off-site students less likely to get advice on how best to remediate their deficiencies because they attend advising session at a lower rate? Does it have to do with the level of commitment that these students have? Are those that spend the time and money to drive to campus more serious than those who just take it closer to home? A future assessment should try to get at that answer.

Second, aside from the location, which students are being more successful in their attempts to improve their placement levels? This is important information that we can share with students who are going through the remediation process. In this study, students who worked with a private tutor (as the main remediation activity) were most likely (78.6%) to be successful in the remediation process. Those working alone were the least likely (45.5%) to see their placement level improving. As we advise students about the retest process, we will certainly stress the effect of having a tutor on the improvement of test scores.

Among those who were surveyed, 42% of the students indicated that they took one to two weeks to prepare for the retest. For the majority of students, this is not a sufficient enough of time to address their weaknesses. Of those students, over half did not improve their placement level. Our conversations with students should emphasize the importance of spending enough time on the topics. We generally recommend 6 to 8 weeks of <u>productive</u> preparation time.

Students should also be strongly encouraged to utilize the sample placement tests available to them as students who completed the sample tests were more likely to improve (61% vs. 40%). This aspect is not only important for students who are retesting, but for students who are taking the placement test for the first time. Our conversations with students suggest that this is an under-utilized resource available to students.

Third, a concern that was realized while conducting this analysis is those students who test into a developmental math class, remediate and retest, improve their level to at least a 3, and then do not schedule a math class their first semester. Waiting over four months to take a course, after remediating, is likely setting up a student for difficulty/failure in the next math course they take. All the efforts to remediate have been forgotten by that time. These students should be tracked in the future semesters.

At the conclusion of the fall semester, we will analyze the final grades in the classes, but initial indications are that the retest process, in general, is serving the students. Among those students who improved their placement level, we hoped that we would not see high failure rates indicating that the students were placed into a class for which they weren't prepared and couldn't be successful. That is not the case. Similarly, we hoped that we would not see that students were not being challenged in their current math course, if they didn't improve their placement level. With over 43% of students earning C's and F's, it appears not the case.

Recommendations:

1. The remediation process is successful with over 58% of students improving their placement level at least one level. We should continue to properly advise students who can benefit from the remediation and retest process thus saving them time and money. The prospect of saving time and money can only help with recruitment and retention of students at the College.
2. Future assessments should be conducted to examine the success of these students in their first math class at Penn College. At the conclusion of the fall 2015 semester, the success rates of students in their math courses will be examined. (Completed – Appendix D)
3. Because a variety of strategies seem to be working for different students, we should continue to provide students with appropriate advising on how best to remediate their deficiencies; in particular, those students who are testing off-site.
4. Since level 1 students show remediation success, we should put greater emphasis on promoting this option to students who find themselves placing into MTH 004.
5. We believe that we should revise the information provided to students on the website (page 1) to specifically mention the online remediation program on PLATO for students at level 1 and level 2. Since level 2 students had the lowest improvement rate, we believe that we should be sure to make students aware of the online remediation program that we developed for them. Comments from students who used the program were very positive, but almost 45% of students did not utilize this resource.
6. The majority of comments regarding the sample placement tests on PLATO were positive, but a few were negative. As a result, the entire PLATO site was reviewed and the math department is currently working with OIT to improve the functionality of the site. This is important as students begin to prepare to placement test for the fall 2016 semester.
7. Because students who utilized the sample placement tests in their remediation preparation were more successful, the math department believes that we need to find more ways to stress the importance to students – both before the initial test and any subsequent retest. We developed an information sheet (Appendix B) that was distributed to over 90 students as faculty members discussed placement testing with families at Open House. We will continue to distribute this information at Open House events. Additionally, we have recommended to Academic Services that they reorder the items on their "Preparing for Test Day" website so that "Review test samples" is located first. Again, the goal is to draw attention to them.
8. During pre-enrollment advising sessions with students, the department head and other math department representatives will share the results of this analysis. We will stress the importance of utilizing a tutor, allowing enough time for remediation to be effective, and the importance of completing the sample placement exam and using the resources that are provided.
9. To better reach students who are testing off-site (and who may not return to campus for pre-enrollment advising sessions), the math department is recommending that we work with IT to develop the programming required to provide additional information to students when they receive their placement test scores on the SIS. This information can be used to identify good candidates for the retesting process. Appendix C includes a draft of comments

that we would like to see shared with students when they receive their scores. The math department will work with Academic Services to see if this can be achieved.

10. Students are required to work with a professional in order to remediate. When students fill out the retest form, they are asked to provide the name of the professional with whom they plan to work. There is no additional follow-up or confirmation, so it is possible that these arrangements are not formalized enough to benefit the student. The tutor may also not have sufficient information to help the student improve. As a result, the math department recommends that the retest request form be revised to require students to provide the email address for the professional. An information sheet has been developed that could be automatically sent to the professional tutor to assist him/her in addressing the student's weaknesses.

11. The math department representatives will maintain a record of the students who received advice from math faculty, since we questioned the self-reported data of students. We also should consider the survey not being anonymous so that we can better link variables that were related to success both on the retest and in the classroom.

12. The math department should continue this assessment in subsequent academic years to track the success of students who take part in the remediation and retest process. This includes tracking the students who retest out of a developmental requirement, but then put off their required math course until a subsequent semester.

According to our records, you retook the mathematics placement test after participating in a remediation activity. We would appreciate your help to improve this process for future students. Please answer the following questions and return this survey to your math instructor. Your information will be kept confidential.

1. Did you take your retest at Penn College or at an off-site location?
   a. Penn College
   b. Off-site

2. Did you improve your placement level after retesting?
   a. Yes, my placement level improved by at least one level.
   b. No, my placement level stayed the same.

3. What type(s) of activity did you use to prepare for the retest? CIRCLE all that apply.
   a. Worked with a private tutor
   b. Worked with a teacher at school
   c. Used the online remediation program that Penn College developed (on PLATO)
   d. Attended a learning center like Sylvan or Huntington
   e. Worked on my own to prepare
   f. Other: _____

4. If you used more than one activity, what was the **main activity** you used to prepare? CIRCLE one.
   a. Worked with a private tutor
   b. Worked with a teacher at school
   c. Used the online remediation program that Penn College developed (on PLATO)
   d. Attended a learning center like Sylvan or Huntington
   e. Worked on my own to prepare
   f. Other: _____

5. As you prepared for your retest, did you complete the sample math placement exam on the website?
   a. Yes
   b. No

6. If you used the online remediation program that Penn College created (on PLATO), did you work on it alone or with a tutor?
   a. Alone
   b. With a Tutor
   c. I didn't use the remediation program

7. If you used the online remediation program that Penn College created (on PLATO), did you find it helpful? Explain your answer.

8. Before you decided to remediate and retest, did you and/or your parents speak with someone in the math department for advice on how best to prepare for the retest? This most likely would have occurred at the pre-enrollment advising sessions or by phone at a later date.
   a. Yes
   b. No
   c. I'm not sure

9. Approximately, how long did you prepare for the retest?
   a. 1 – 2 weeks
   b. 3 – 4 weeks
   c. More than a month
   d. More than two months

10. If your placement level did NOT improve, why do you think that it didn't?

Please share any additional comments about the re-testing process below.

Preparing for Your Math Placement Exams

Review sample tests

The sample tests will give you a good idea of what to expect on the placement exams and allow you to gauge how your current knowledge matches with concepts represented in the test questions. **Students who complete the sample placement exams do better on their placement exams!**

> ➢ Register for the sample math placement exams
>> o www.pct.edu/academics/academicservices/PreparingforTestDay.htm
> ➢ Take Pre-Algebra, Elementary Algebra, and Intermediate Algebra Practice Placement Exams and watch the instructional videos on any questions missed.
> ➢ Use the test analysis form to analyze your test results and identify areas to review and practice prior to your test date.

Brush up on rusty skills

Once you have taken the sample tests, use old text books and materials to refresh your memory or brush up. As you review, focus on the concepts with which you already have some experience or familiarity. The placement tests measure the knowledge and skills you have acquired over time; therefore, attempting to master new concepts would be impractical. For example, trying to learn calculus if you've never had the class would not be a good use of your time.

Mathematics Placement Testing FAQs:

https://www.pct.edu/academics/shvc/coreCourses/mathFAQ.htm#6

Appendix C: Comments for Assigning Placement Levels

1. Based on your placement test scores and the math courses that you have already completed, we recommend that you remediate your deficiencies with a professional tutor and request a retest prior to the beginning of your first semester.

2. Based on your placement test scores and the math courses that you have already completed, we recommend that you consider taking your math course over the summer. Your results indicate that you could handle the accelerated pace of a summer course.

3. Based on your placement test scores and the math courses that you have already completed, we recommend that you take your math course during your first semester at Penn College.

4. Based on your placement test scores and the math courses that you have already completed, we recommend that you complete the online Math Skills Development Program and request a retest prior to the beginning of your first semester. You may work through the program independently or with the help of a professional tutor.

5. Based on your placement test scores and the math courses that you have already completed, we recommend that you take the *Functions & Graphs* placement test. If you do well on this exam, you may be able to complete your math requirements in less time and at a lower cost.

6. Based on your placement test scores and the math courses that you have already completed, we recommend that you contact your school office or academic adviser about taking MTH 190 or a credit by exam. In doing so, you may be able to complete your math requirements in less time and at a lower cost.

7. Based on your placement test scores and the math courses that you have already completed, we recommend that you contact your school office or academic adviser about taking MTH 240 or a credit by exam. In doing so, you may be able to complete your math requirements in less time and at a lower cost.

8. Based on your placement test scores and the math courses that you have already completed, we recommend that you meet with a math department faculty member during your pre-enrollment advising session. If you can't attend the session, you may also contact the mathematics department head, Mr. Ed Owens (eowens@pct.edu) to discuss your options for completing your math requirements.

Distribution of Final Grades for All Students in Sample

Category
A
B
C
D
F
W

W
1, 1.9%

F
9, 17.0%

A
15, 28.3%

D
1, 1.9%

C
15, 28.3%

B
12, 22.6%
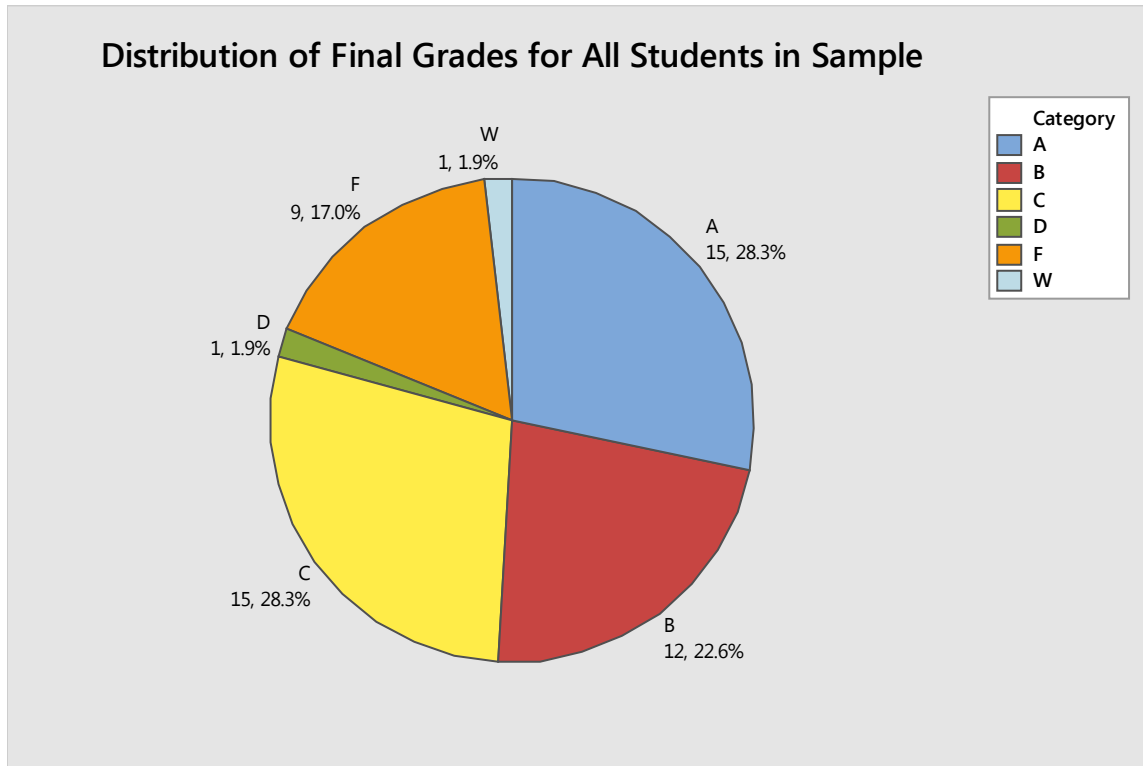
Final Grade Distribution for all Students in Sample

	All Students in Sample
A	28.3%
B	22.6%
C	28.3%
D	1.9%
F	17.0%
W	1.9%

Distribution of Final Grades for All Students by Improvement

Panel variable: Improve
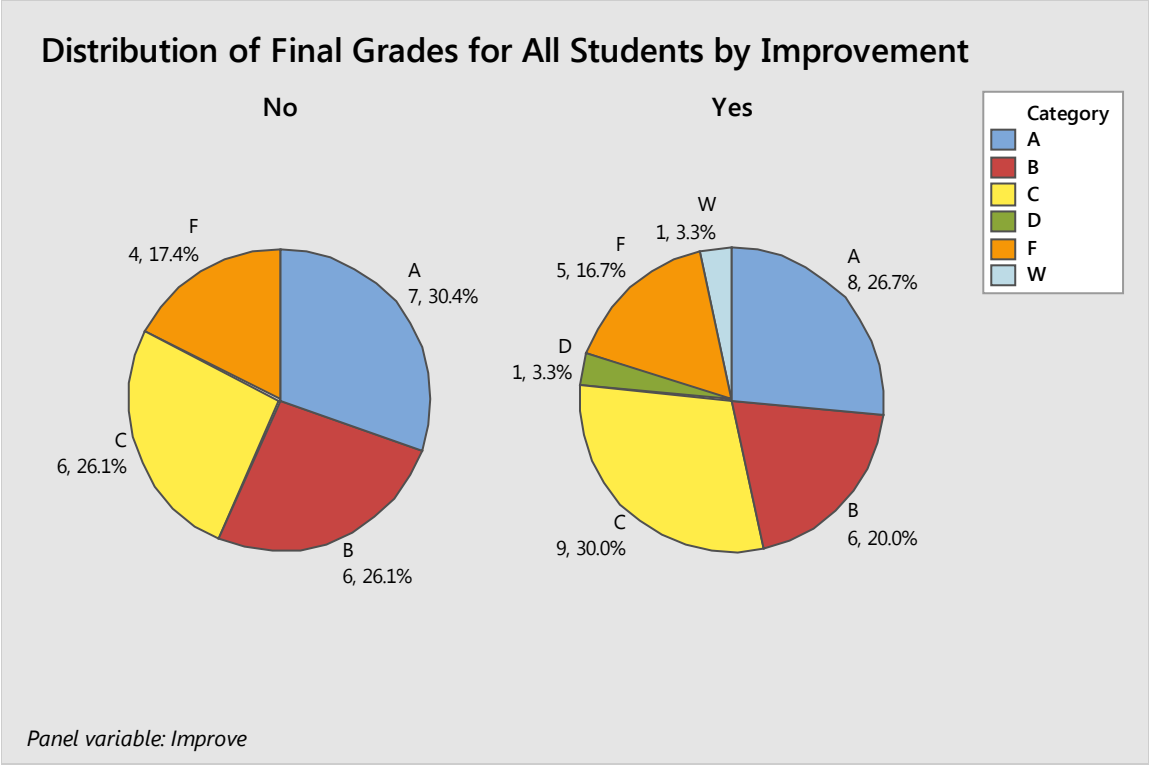
Final Grade Distribution by Improvement

	Improved Level	Didn't Improve Level	All Students in Sample
A	26.7%	30.4%	28.3%
B	20.0%	26.1%	22.6%
C	30.0%	26.1%	28.3%
D	3.3%	*	1.9%
F	16.7%	17.4%	17.0%
W	3.3%	**	1.9%

*D's are not given in developmental classes. **Student may not withdraw from developmental classes.

Comparison of Success Rates

76.7% of students who improved their placement level passed their first math class with a C or better. 80% did so with a D or better.   Among the six students who were not successful was one student who received four W's in the fall semester, one student with 4 F's in the fall semester, and one student with straight F's.

82.6% of student who did not improve their placement level passed their first math class with a C or better.

Among the students who improved their placement levels, the final grade distribution is given below by current math class.

Final Grade Distribution by Course (Improved Placement Level)

	A	**B**	**C**	**D**	**F**	**W**	**Passing**
MTH 005 **(n=5)**	40%	20%	-	-	40%	-	60%
MTH 006 **(n=7)**	42.9%	28.6%	14.3%	-	14.3%	-	85.7%
MTH 124 **(n=7)**	-	14.3%	57.1%	14.3%	14.3%	-	85.7%
MTH 151 **(n=1)**	-	100%	-	-	-	-	100%
MTH 153 **(n=1)**	-	100%	-	-	-	-	100%
MTH 180 **(n=9)**	33.3%	-	44.4%	-	11.1%	11.1%	77.8%

Among the students who did not improve their placement levels, the final grade distribution is given below by current math class:

Final Grade Distribution by Course (Not Improved Placement Level)

	A	**B**	**C**	**D**	**F**	**Passing**
MTH 004 **(n=2)**		50%			50%	50%
MTH 005 **(n=15)**	40%	13.3%	33.3%		13.3%	86.7%
MTH 006 **(n=4)**	25%	50%			25%	75%
MTH 124 **(n=1)**			100%			100%
MTH 151 **(n=1)**		100%				100%

ASSESSING REQUIRED STUDENT OUTCOMES

THE PROCESS OF ASSESSING REQURIED STUDENT OUTCOMES – COURSE LEVEL

Assessment of required student outcomes (RSO) is an integral component of faculty job responsibilities, by working individually or collectively within their discipline with department heads or program directors. Detailed information on the process can be found in Chapter VII.

MAJOR COURSES

As part of Program Review all courses designated as "major courses" will undergo course level assessment of required student outcomes once on a five year cycle. Course outcomes may be clustered if/as they reflect closely related outcomes. The assessment must examine student performance on each course outcome, using direct assessment methods. If indirect assessment methods are used they should also be included in the reporting.

Course selection and number of courses to be assessed every year are determined by the school so as to satisfy the intent to assess required student outcomes (RSOs) in every major course once -every-five years. This schedule should be shared with Assessment, Research and Planning Office. The Assessing Required Student Outcomes Template shall be used by all schools and is intended to simplify the process and the reporting of results.

DEVELOPMENTAL COURSES

Required student outcomes will be assessed for all developmental courses following the core goal cycle, at least once every five years. If additional assessment is warranted by faculty or school leaders, the course or specific course outcome(s) may be assigned additional cycles of assessment. Course level assessment is a snap shot of performance. If performance results failed to meet the expected outcome, if additional data is needed to determine trends, or if annual data is needed for core goal assessment additional cycle(s) of assessment may be scheduled. The Assessing Required Student Outcomes Template shall be used by all schools and is intended to simplify the process and the reporting of results

NON-MAJOR COURSES

General education classes in the departments of Art & Design, Communication & Literature, Mathematics, Natural Science, and Social Science & Humanities should also be assessed on a 5 year cycle within a time frame that permits outcomes analysis to be incorporated into core goal evaluations. The school will determine the schedule of the department assessment cycle and may alter it if deemed necessary to have additional cycles of assessment for a particular course, or course outcome(s) or departmental goal. The school will establish the courses to be assessed with focus on courses regarded as "key" to achievement of departmental goals or strategic initiatives. The Assessing Required Student Outcomes Template shall be used by all schools and is intended to simplify the process and the reporting of results

RSO TEMPLATE DIRECTIONS:

1. List course title, course number and sections
2. Date - Semester and academic year - Fall /Spring 20XX
3. List department that houses the course.
4. List previous course code (if applicable).
5. Name the faculty member responsible for completing the assessment.
6. Faculty should confirm that the Required Student Outcomes on the course abstracts match their course syllabus. Current course abstracts are located on the Academic Affairs site on the portal. The Required Student Outcomes are the outcomes that must be evaluated at the course level.
7. Follow-up—Describe any actions taken after the completion of the previous cycle and give a brief description of how you used previous RSO assessment results to improve student learning.
8. RSO Summary Table -
   a. First Column - faculty will list the Required Student Outcomes.
   b. Second Column - Special Designated Courses - this column will indicate if a required student outcome in the course reflects the requirements and expectations of a specially designated course (WRT, STS, and/or CUL). Some classes may meet more than one designation. The criteria for each of the three categories are found in the Curriculum Manual under Academic Affairs on the portal.
   c. Third Column - Assessment Methods are the tools or instruments used to gauge progress toward achieving the required outcomes. For reliable assessment results, a combination of direct assessment methods (e.g. scoring rubrics, embedded assignments) and indirect assessment methods (e.g. surveys, interviews) is recommended. Chapter VI in the "Plan & Process" contains listing of direct and indirect methods. Multiple sections of a course are encouraged to have at least one common assessment tool for consistent and accountable results.

d. Fourth Column - Expected Results - What level of student performance will be accepted as evidence of successful achievement of desired course outcomes? Faculty set the benchmark - for example 80% of the students will earn a 75% or higher on writing assignment.

e. Fifth Column - Previous Cycle results and the number of students in that assessment. This will allow faculty to identify possible trends in student performance and identify issues with instructions and student learning.

f. Sixth Column - actual results of this cycle's assessment.

g. Seventh Column - is provided if an additional year of assessment is indicated under the action plan.

9. Analysis of results – interpret what the assessment results indicate about student learning in the class.

10. Actions to be taken - Faculty should check all that apply and include a detailed statement to explain the steps that will be taken as a result of the assessment. If a change is indicated, the actions should be implemented within the 5 -year cycle

11. Faculty should estimate the time frame for completion of the action steps.

ASSESSING REQUIRED STUDENT OUTCOMES
COURSE LEVEL – REPORT TEMPLATE

1. **Course Title and Number:** Point of Purchase ART310

2. **Date:** June 1, 2016

3. **Department:** Art

4. **Previous Course Code (if applicable):** _____

5. **Faculty Responsible for Assessment:** Nicholas Stephenson

6. **Required Student Outcomes (RSO) on syllabus match those on abstract** ___ ☐ _____ Yes _____ No

If no, curriculum revision indicated as part of action plan.

7. Follow-up: Provide brief description of how you used previous course assessments to improve student learning.

    This is the first assessment for this course.

8. Required Student Outcomes Assessment Summary:

Required Student Outcome – Course Level	Special Course Designator (WRT, STS, CUL)	Assessment Method(s) Measures		Expected Results (Benchmark)	Previous Cycle Results N=Number of Students	Actual Results AY 2015-16 N=Number of Students	Results of Additional Year of Study N=Number of Students
Produce ideas for different products in a variety of media.		Direct	Assignment #4 – Beer Packaging Assignment	70% of Students will score at least 75% or higher	NA	N = 13 72% of Students scored at least 75%	
		Indirect					
Evaluate, analyze, and interpret current point of purchase design.		Direct	Assignment #1 - Redo Assignment	70% of Students will score at least 75% or higher	NA	N = 16 % of Students scored at least 75%	
		Indirect					
Analyze and evaluate the historical development of packaging and label design.		Direct	Assignment #2 – "Zing!" Assignment	70% of Students will score at least 75% or higher	NA	N = 14 78% of Students scored at least 75%	
		Indirect					
Demonstrate appropriate conceptual and hand skills in two and three-dimensional design.		Direct	Speed Problem 1 - Kid's Shampoo Label	70% of Students will score at least 75% or higher	NA	N = 17 94% of Students scored at least 75%	
		Indirect					
Analyze and interpret the impact of culture on packaging design and the impact packaging design has had on culture.		Direct	Assignment #3 – Book Jacket Assignment	70% of Students will score at least 75% or higher	NA	N = 13 72% of Students scored at least 75%	
		Indirect					

		Direct					
		Indirect					

9. Analysis of Results and Description of How Results will be used for Continuous Improvement:

All Required Student Outcomes should be evaluated and rewritten to be more assessable. Currently, the metrics used to measure these goals are incredibly "soft" and the goals are nebulas and inappropriate for an upper-level graphic design course intended to produce portfolio pieces.

With revised and more appropriate outcomes data should be more applicable and useful in assessing the course.

10. Action(s) to be Taken:

_____ Repeat same assessment for specific outcome(s) for additional year for further study

_____ Collect/Analyze additional data and Information

____X___ Revise required student outcome (number, level, and or wording of course outcomes) and repeat assessment

___X___ Modify course outcomes to reflect current technology/curriculum and repeat assessment

___X___ Modify assessment tool(s) and repeat assessment

_____ Adjust allotment of time to topic and repeat assessment

_____ Amend sequence of course material and repeat assessment

_____ Major Curriculum Revision indicated

_____ Other (explain)

11. Planned Completion Timeline: Academic Year (AY)_____

Longer term (3-5 years)___X__

School of Business and Hospitality
Assessment Summary 2015-16

During 2015-16, the programs within the School continued with ongoing assessments plans. Two of our programs, Accounting and Hospitality Management, underwent program reviews that were fed by the assessment activities. Program Review recommendations flowed from the assessments, research and advisory board inputs of both programs. This entire process contributed to planning for the upcoming year and future of both programs. Within both programs, it became immediately evident that curriculum changes were essential to the long-term viability of the programs. That process was begun immediately with recommended changes being submitted to the Curriculum Committee simultaneous to the Program Reviews being written.

As the programs adjust to new timelines, templates and processes for assessment, an obvious weakness surfaced. Faculty who assess similar courses should work collaboratively to agree on the most effective tool to assure consistency of the assessment and outcomes. Further, exam questions are heavily relied on as measurement tools. When essay or short answer questions were employed, few of the faculty made use of rubrics to determine the resulting scores. As reflected in the business administration assessment results, the vast majority reflected *"no need for change".*

In Hospitality, there was some confusion with how the instructors defined direct and indirect measurements, and how the results are being reported. Assessment tools should continue to be refined and repeated to improve understanding of student learning. The use of rubrics is also recommended, where applicable.

Recommendations: Training on assessment and, most especially, the use of rubrics and other robust measurement tools is needed. If *"no needed change"* is the common results, measurement benchmarks and tools should be reconsidered. Curriculum proposal needed to make course RSO's more easily assessable, and, assessment tools should then be revised and repeated to improve understanding of student learning. Further, faculty who teach across multiple offerings of the same course need to be willing to employ similar assessment tools. Consideration will be given to providing faculty with assessment training during August startup activities this upcoming academic year.

PROGRAM SUMMARIES:

Business Administration
Assessments completed: MGT105, MGT115, MGT216, MGT315, MGT330, MGT410, MGT497

MGT105: Primarily exam questions were used to measure the three student outcomes. The RSO's measure included: Define and describe basic economic concepts of supply and demand, market competition, and methods of government influence on the economy; Define and describe basic accounting concepts of revenue and expense generation, debits and credits, debt and equity, and financial statements; Define and describe concepts in finance related to financial markets, behavioral finance, money and banking, and investments. Across all sections, 80% or higher achieved the desired pass rate of 70%. The benchmark established was 70% of students would achieve the stated goals. The one area noted for improvement: only 53.8% of non-business majors were able to achieve the benchmark of 70% of students passing at a 70% or higher rate. Faculty recommend that the assessment be repeated with attention to ways to improve results in the student outcome for accounting for non-business majors.

MGT115: A variety of instruments were used to measure the outcome studied. The RSO measured: Explain the four functions of management, planning, organizing, leading, and controlling. Across all sections, 80% of the students met the 70% or higher benchmark established. At his time, *"no need for change".*

MGT216: Exams were used as the measurement tool. RSO: Demonstrate an understanding of the basic concepts in international and multinational business; 86% of the students achieved a 75% or higher on the exams. *No change needed.*

MGT315: A short answer question was used to measure the following outcome: Articulate different perspectives to moral philosophy that can be applied to the business environment; e.g. deontological theories, teleological theories, and virtue ethics. 76% of the students achieved a 75% or higher on their answer. It is recommended that the assessment be repeated.

MGT330: A Final Paper was used to measure the following outcome: analyze strategic level case studies and prepare written and oral reports that use course concepts to explain why the decision was a success or failure. It was not apparent that a rubric was used. 100% of the students achieved the desired result of an 85% or higher. *No change needed.*

MGT410: A Final Team Project was used to measure the following outcome: Examine real world organizational situations and apply pragmatic solutions based on organizational behavior principles and practices to positively impact organizational performance. 67% of the students achieved the desired result of 70%. Recommended was to "have students produce project timelines and allocation of assigned tasks among members" and to repeat the assessment.

MGT497: All student outcomes were assessed by employing two different tools: MGT497 Capstone Project grade with rubric employed to assess the project and the Major Field Test of Business, a national exam. 100% of students achieved a 70% or higher score on each of the ten areas of evaluation. For the Major Field Test, our goal was to be within 5% of the national average in each of the subject areas. We achieved that goal in all areas except accounting & finance.

Next Steps and Timeline: Recommend the department review all the assessments and adjust measurement tools and/or strategic pedagogical approaches within individual course offerings.

Impact on Resource Allocation: none at this time.

Hospitality
Assessments Completed: FHD 101, 211, 268, 415, FHD 118, 209, 211, 270, 320, and 325.

Findings:

FHD 101: Sixteen of the seventeen RSO's were assessed within three different sections of the course. The instructor used a variety of assessment instruments, including written test questions, hands-on performance tests, and lab evaluation forms. There is some confusion with how the instructor defined direct and indirect measurements that will be clarified in the future. Overall, 77%, of the students reached the Expected Benchmark. RSO #9 should also be assessed in the future.

FHD 118: Eight assessment tools were used to measure the current 36 RSO's. The instructor grouped the RSO's into six groups and noted curriculum action is needed to bring the abstract to current curriculum writing standards. Overall, student performance met the intended benchmark with 4 of the 6 groupings.

FHD 209: All seven RSO's were assessed utilizing 10 different assessment instruments. Results were excellent, with 9 of the 10 intended benchmarks being met. The instructor noted that RSO #5 does need to be revised to better reflect the intended lecture component of the course.

FHD 211: All eleven RSO's were assessed in both Fall and Spring semesters. A variety of assessment instruments were used and identified. In Fall 2015, students only reached the intended benchmarks for 3 of the 11 RSO's (27%), however, Spring 2016 students successfully met or exceeded the intended benchmark in 10 of 11 RSO's (91%).

FHD 268: All 17 RSO's were measured, within seven groupings, utilizing 12 different assessment instruments. Results were excellent with 100% completion of the assigned benchmarks. Explanation of assignments was attached and detailed. Many assessment tools were summative assignments, part of a major project within the course.

FHD 270: All 10 RSO's were assessed within 10 separate, direct instruments. Results were excellent, with all intended benchmarks being met.

FHD 320: Five RSO's were measured during the spring semester utilizing two different assessment tools. Four of the RSO's were grouped under a "Project" assignment with an 87% success rate. One RSO was measured using a final exam test question and fell below the intended benchmark of 75% with only a 65% success rate.

FHD 325: Six RSO's (of the ten total) were assessed within six separate, direct instruments. Results were excellent, with all intended benchmarks being met.

FHD 415: Multiple assessments and instruments used to measure two RSO's. There is some confusion with how the instructor defined direct and indirect measurements, and how the results are being reported, which will be clarified in the future. Results appear to be excellent, however, with 100% completion of the assigned benchmarks.

Next Steps and Timeline:

Assessment training and guidance is needed to continue to develop the effectiveness of the assessment tools utilized and to improve department reporting on the new QTA templates. Training on the development of rubrics is also recommended. The department head will provide a more comprehensive assessment plan for all programs, in line with the new Program Review schedule and QTA reporting guidelines. With support from the school office, he would also like to provide faculty with assessment training during August startup activities, this upcoming academic year.

Impact on Resource Allocation: None at this time.

<u>**ACCOUNTING and FINANCE**</u>
Assessments Completed: ACC113. ACC123, ACC210, ACC285, ACC331, ACC341, ACC346, ACC430, ACC461, FIN150, FIN305, FIN350, FIN370, FIN450
BSA/BA Program

ACC113: A variety of instruments were used to measure the outcomes studied. RSO: Identify the four basic financial statements for an organization and prepare the income statement, statement of retained earnings, the balance sheet, and the statement of cash flow. Across all sections, 79% of the students met the 70% or higher benchmark established. RSO: Explain how the statements interrelate and interpret the statements using basic profitability, liquidity, and solvency ratios and horizontal and vertical analyses. Across all sections, 74% of the students met the 70% or higher benchmark established. RSO: List and complete the steps of the accounting cycle including closing and reversing entries for a corporation. Across all sections, 70% of the students met the 70% or higher benchmark established. RSO. Apply technology to the accounting processes by the use of small business accounting software such as Peachtree. Across all sections, 66% of the students met the 70% or higher benchmark established.

ACC123: A variety of instruments were used to measure the outcomes studied. RSO: Identify the major categories of costs and cost behaviors; use the costs to compute product costs and prepare reports. Across all sections, 91% of the students met the 70% or higher benchmark established. RSO: Apply various methods used in cost-volume-profit analysis. Across all sections, 89% of the students met the 70% or higher benchmark established.

ACC210: A variety of instruments were used to measure the outcomes studied. RSO: Identify the various components in the employee hiring process including the various aspects of the Federal forms; 85% of the students met the 75% or higher benchmark established. RSO: Describe the various pay systems that could be used by an employer - hourly, piece rate, salary, commissions, bonuses, etc.; 80% of the students met the 75% or higher benchmark established. RSO: Demonstrate how the various local, state, and federal laws affect the payroll of a business including Social Security (FICA), income tax withholding, unemployment compensation, worker's compensation, overtime, and minimum wage provisions; 60% of the students met the 75% or higher benchmark

established. RSO: Identify the various fringe benefits that an employee could take advantage of and their effect on the payroll including investment (401k) and retirement considerations; 80% of the students met the 75% or higher benchmark established. RSO: Recognize the special issues that could arise involving the payroll of a business including the 'independent contractor vs. employee' controversy, handling of tips, and the advanced earned income credit; 85% of the students met the 75% or higher benchmark established.

ACC285: A variety of instruments were used to measure the outcomes studied. RSO: Use the various concepts of what determines includable and excludable income; 29% of the students met the 75% or higher benchmark established. RSO: analyze the tax consequences of gains and losses created by property dispositions of individuals and businesses including non-taxable transactions; 48% of the students met the 80% or higher benchmark established. RSO: identify and demonstrate the various tax consequences of adjustments, deductions, credits, and other taxes, tax payments, and interest and penalties; 66% of the students met the 70% or higher benchmark established.

ACC331: A variety of instruments were used to measure the outcomes studied. RSO: Use the various concepts of what determines includable and excludable income; 29% of the students met the 75% or higher benchmark established. RSO: analyze the tax consequences of gains and losses created by property dispositions of individuals and businesses including non-taxable transactions; 48% of the students met the 80% or higher benchmark established. RSO: identify and demonstrate the various tax consequences of adjustments, deductions, credits, and other taxes, tax payments, and interest and penalties; 66% of the students met the 70% or higher benchmark established.

ACC341: A variety of instruments were used to measure the outcomes studied. RSO: Comprehensively review the accounting process including journal entries and adjusting entries; 100% of the students met the 70% or higher benchmark established. RSO: Identify the relevancy of the time value of money in accounting and solve accounting and valuations using future and present value; 83.3% of the students met the 70% or higher benchmark established.

ACC346: A variety of instruments were used to measure the outcomes studied. RSO: Compute earnings per share in a simple or complex capital structure and analyze the accounting for the issuance, conversion and retirement of convertible securities; 90% of the students met the 80% or higher benchmark established. RSO: Differentiate between and explain the temporary and permanent differences in reporting for income taxes and the presentation of deferred income taxes on the balance sheet; 90% of the students met the 80% or higher benchmark established.

ACC430: A variety of instruments were used to measure the outcomes studied. RSO: Identify the principles of federal taxation as it relates to corporations, partnerships, estates and trusts; 92% of the students met the 80% or higher benchmark established. RSO: Compare the practices available to achieve maximum understanding of current legislation; 85% of the students met the 80% or higher benchmark established. RSO: Develop an understanding of the procedures relating to proper fundamentals of tax preparation and reporting; 92% of the students met the 80% or higher benchmark established.

ACC461: A variety of instruments were used to measure the outcomes studied. RSO: Learn proper accounting protocol for business segments and how to report financial statements on an interim basis; 90% of the students met the 80% or higher benchmark established.

FIN150: A variety of instruments were used to measure the outcomes studied. RSO: Explain the evolution of the American banking system from colonial times to the present day, demonstrating an understanding of problems endured by the industry such as the collapse of banks during the depression, deregulation, and the savings and loan crisis; 85% of the students met the 75% or higher benchmark established. RSO: Describe traditional bank organizational structure, including typical departments and the activities and responsibilities of various bank employees; 89% of the students met the 75% or higher benchmark established. RSO: Explain the regulatory

environment of banking with in-depth knowledge of the Federal Reserve System, its structure, services, monetary and credit policies and regulations; 82% of the students met the 75% or higher benchmark established.

FIN305: A variety of instruments were used to measure the outcomes studied. RSO: Define personal financial goals and identify strategies for achieving those goals. Across all sections, 84% of the students met the 80 % or higher benchmark established. RSO: Calculate the effects of the time value of money on savings, investments, and credit. Across all sections, 82% of the students met the 80 % or higher benchmark established. RSO: Prepare a budget and personal financial statements. Across all sections, 88% of the students met the 80 % or higher benchmark established.

FIN350: A variety of instruments were used to measure the outcomes studied. RSO: Differentiate the possible conflicts of interest within a firm, how they may be resolved or alleviated through explicit and implicit financial contracts, and how this may impact investment decisions. Across all sections, 83% of the students met the 80 % or higher benchmark established. RSO: Critique and apply methods to plan, budget and allocate financial resources. Across all sections, 77% of the students met the 80 % or higher benchmark established. RSO: Examine and assess the impact of international financial markets on the financial management of domestic enterprises. Across all sections, 87% of the students met the 80 % or higher benchmark established.

FIN370: A variety of instruments were used to measure the outcomes studied. RSO: Describe monetary theory, using classical and modern approaches. 85% of the students met the 80 % or higher benchmark established. RSO: Explain the measure of the money supply, and identify and discuss the causes and impact of inflation. 83% of the students met the 80 % or higher benchmark established. RSO: Demonstrate knowledge of capital and money markets. 95% of the students met the 80 % or higher benchmark established.

FIN450: A variety of instruments were used to measure the outcomes studied. RSO: the management of transaction exposure to exchange rate fluctuations and to solve problems using futures contract hedging, forward contract hedging, money market hedging, and currency option hedging; 90% of the students met the 80 % or higher benchmark established. RSO: determine whether to hedge or not to hedge and estimate the funds needed for future payables or the funds to be received after converting foreign currency receivables to home currency denominations; 90% of the students met the 80 % or higher benchmark established. RSO: assess the changing geo-economic and political world and the impact on long-term financial commitments. 90% of the students met the 80 % or higher benchmark established.

Next Steps and Timeline/Impact on Resources:

ACC 113: Additional evidence to support restructure pedagogy and to permit more dedicated time to technology applications. Timeline: Pilot Fall of 2016. Larger implementation Spring 2017. No Impact on resource allocation.
ACC123, ACC285, ACC346, ACC430, ACC461, FIN150, FIN305, and FIN450: Continue to collect data. Test more outcomes in 2016-17. No Impact on resource allocation.
ACC210: Continue to collect data; test more outcomes; implement technology applications such as QuickBooks or Sage. No Impact on resource allocation.
ACC331: Continue to collect data; test more outcomes; offer ACC331 in the Spring to increase hands-on opportunities with VITA, and employ Principle Tax Professor has a strategy in place. Timeline: Spring 2017. No impact on resources.
ACC341: Eliminate the "review" RSO, apparently not needed. Timeline: Fall 2016. No impact on resources.
FIN350: Adjust pedagogy to emphasize more practice with TVM application problems; continue to collect data; test more outcomes. Timeline: Fall 2016 and Spring 2017.
FIN370: Adjust pedagogy to emphasize more FED policy current events with group discussions; continue to collect data; test more outcomes. Timeline: Fall 2016.

Appendix 3.0

Master Equipment List - Dean's View - No -Acquire

⊕ new item

Dean's View - Non-Acquired   All Items   Dean's View - Acquired   •••   [Find an item 🔍]

✓	Edit	MEL ID	School	Date	Major(s)/Course(s)	Equipment Name	Installation Location	Quantity Required	Per Unit Cost	Total Estimated Cost	Priority
◢ **School : BH** (3)											
	📝	1,711	BH	10/1/2015	BK, CY, BCA	Miwe Single Rack Gas-Fired Rotating Rack Oven	LEC B129	1	$26,000.00	$28,775.00	Needed
	📝	1,710	BH	10/1/2015	BK, CY, BCA	Miwe Condo Electric Deck Oven with Loader	LEC B129	1	$38,000.00	$38,725.00	Needed
	📝	1,707	BH	10/1/2015	BK, CY, HM, BCA	Walk in Freezer with compressors	LEC B140	1	$27,800.00	$27,800.00	Critical
◢ **School : CDT** (3)											
	📝	1,716	CDT	11/10/2015	AT, BSD	Contex HD iFLex Scanner	LECB 2015	1	$6,890.00	$7,100.00	Needed
	📝	1,713	CDT	10/20/2015	HP, HV, BHD	Hydronic Boilers Set	BTC 137	8	$2,850.00	$22,800.00	Needed
	📝	1,641	CDT	11/7/2013	AT, BSD	Bienfang/Seal Hot/Cold Vacuum Press 3648H and Stand	LECB2017	1	$6,431.90	$6,931.70	Needed
◢ **School : HS** (7)											
	📝	1,738	HS	8/17/2016	RAD, BAR	Del Medical Radiographic Suite	ATHS W235	1	$89,600.00	$94,976.00	Critical
	📝	1,736	HS	8/16/2016	RD, BAR	MRI & CT Simulator	ATHS W235	1	$32,500.00	$32,500.00	Critical
	📝	1,734	HS	8/16/2016	RD, BAR	Full Body, X-ray Phantom	ATHS W235	1	$28,879.00	$29,321.00	Critical
	📝	1,721	HS	1/4/2016	DH	3870EA Large Cap Sterilizer	ATHS W227	1	$13,251.00	$13,251.00	Critical
	📝	1,720	HS	1/5/2016	DH	Schick 33 Size 1 Sensor w/6	ATHS W227	1	$3,918.00	$3,953.00	Critical
	📝	1,696	HS	12/12/2014	FS	PreCore EFX835/P30 DA XTrainer	BARDO GYM 101	1	$5,395.00	$5,395.00	Critical
	📝	1,692	HS	12/4/2014	NR	SimMan 3G Manikin and Accessories	ATHS W110	1	$104,808.00	$105,009.00	Needed
◢ **School : ICET** (32)											
	📝	1,732	ICET	4/12/2016	EL, MT, RE, MH, PW	Student Workbenches	ETC 123	17	$10,693.00	$181,781.00	Needed
	📝	1,731	ICET	4/12/2016	EL, MT, EO, PW, MH	Hampden Model MFM-100	ETC 124	12	$1,707.00	$21,000.00	Needed
	📝	1,730	ICET	3/18/2016	MG, MY, AF, BAF	CNC Toolroom/Bed Milling Center	CAL 140	1	$28,121.00	$29,821.00	Critical
	📝	1,729	ICET	2/19/2016	MG, MY, AF, BAF	CNC Toolroom Milling Center (Mill)	CAL 140	1	$30,596.00	$32,444.00	Needed
	📝	1,728	ICET	2/19/2016	MG, MY, AF, BAF		CAL 140	1	$29,563.00	$31,176.00	Needed

	Edit	MEL ID	School	Date	Major(s)/Course(s)	Equipment Name	Installation Location	Quantity Required	Per Unit Cost	Total Estimated Cost	Priority
						CNC Toolroom Turning Center (Lathe)					
✓	📝	1,727	ICET	3/18/2016	BWE, WA, WE	Omniscan MX2 model Phased Array UT Machine	MTC A-132	8	$33,422.00	$267,376.00	Needed
	📝	1,726	ICET	3/18/2016	BWE, WA, WE	Nortec 600 eddy current machines	MTC A132	3	$9,999.00	$89,991.00	Needed
	📝	1,725	ICET	5/18/2016	BWE, WA, WE	Powerwave (w/advanced module) S350 with single power feed 84 (GMAW WELDING MACHINE)	MTC A132	18	$15,543.00	$279,774.00	Critical
	📝	1,722	ICET	1/22/2016	BPS, PS	Rotational Molding Machine	ATHS E113	1	$130,000.00	$130,000.00	Needed
	📝	1,717	ICET	10/26/2015	BBT	Lab Stations Hardware & Software-Tridium Vykon	BTC 110C	43	$2,730.00	$183,130.00	Critical
	📝	1,709	ICET	10/8/2015	MH	Vibration Analysis	BWD 147	1	$18,000.00	$18,000.00	Needed
	📝	1,708	ICET	10/8/2015	MH	Mechanical Training System-Level 5	BWD 147	1	$11,452.00	$11,452.00	Needed
	📝	1,704	ICET	1/20/2015	BWE, WA, WE	Powerwave S350 with single power feed 84 (GMAW welding machine)	MTC A132	5	$6,557.00	$32,785.00	Useful
	📝	1,703	ICET	1/15/2015	BWE, WA, WE	Torch Mate XHD Plasma Cutting System	MTC A132	1	$123,099.00	$127,249.00	Critical
	📝	1,701	ICET	12/10/2014	RO, BEE	Vision camera checker model IS7050-01-410-000	BWD 152	4	$4,190.00	$18,460.40	Needed
	📝	1,689	ICET	11/14/2014	Welding	ESAB Heliarc 3531 460V/THX 401 W DLX	MTC Welding Labs A, B, D	10	$9,489.00	$94,890.00	Critical
	📝	1,686	ICET	5/8/2014	ET, BEE, BWE, WA	FANUC Robotics 200iD/4S R030iB	BWD 152	2	$44,500.00	$89,000.00	Needed
	📝	1,685	ICET	5/8/2014	ET, BEE, BWE, WA	FANUC Robotics M-1iA/.5A R-30iB	BWD 152	2	$42,500.00	$85,000.00	Needed
	📝	1,665	ICET	1/7/2014	MG, MY, AF, BAF	Induction Heating Unit	MAC lab	1	$20,000.00	$22,000.00	Useful
	📝	1,664	ICET	1/6/2014	MG, MY, AF, BAF	CNC Wire EDM	MAC lab	1	$70,000.00	$75,000.00	Needed
	📝	1,663	ICET	1/2/2014	MG, MY , AF, BAF	CNC Wire EDM	MAC lab	1	$25,000.00	$28,000.00	Useful
	📝	1,662	ICET	1/2/2014	MG, MY, AF, BAF	CNC Small Hole EDM Machine	MAC Lab	1	$40,000.00	$42,000.00	Needed
	📝	1,639	ICET	12/6/2013	BWE, WA	Olympus Delta Premium, Professional Standard	MTC Tool Room	1	$26,500.35	$26,500.35	Useful

Edit	MEL ID	School	Date	Major(s)/Course(s)	Equipment Name	Installation Location	Quantity Required	Per Unit Cost	Total Estimated Cost	Priority
					Chassis Analyzers					
	1,625	ICET	3/19/2013	ET, BEE, BWE, WA	FANUC Robotics with ROBOGUIDE	BWD 152	5	$40,500.00	$161,984.00	Needed
	1,624	ICET	4/25/2013	BWE, WE, WA	ChamberMate	MTC Welding Lab	1	$62,352.00	$64,752.00	Critical
	1,594	ICET	8/6/2012	BPS, PS	Extrusion Blow molder	ATHS E107A	1	$291,789.00	$294,589.00	Needed
	1,538	ICET	5/6/2011	BPS/PS	Film Tear Tester	ATHS E128	1	$10,500.00	$10,800.00	Critical
	1,536	ICET	5/6/2011	BPS/PS	Film Thickness Profiler	ATHS E109	1	$20,000.00	$20,100.00	Critical
	1,535	ICET	5/6/2011	BPS/PS	Film Dart Drop Tester	ATHS E128	1	$7,500.00	$7,800.00	Critical
	1,512	ICET	10/19/2010	MG, MY, AF, BAF	Haas 5th Axis CNC Trunnion Rotary Table	CAL 140	1	$37,000.00	$37,500.00	Needed
	1,506	ICET	5/18/2010	MG, MY, AF, BAF	Metal Disintegrator	MAC EDM Lab	1	$16,500.00	$17,500.00	Needed
	1,461	ICET	6/29/2009	MG, MY, AF, BAF	Vertical milling machine	MAC	8	$18,230.00	$152,000.00	Needed

School : NC (3)

Edit	MEL ID	School	Date	Major(s)/Course(s)	Equipment Name	Installation Location	Quantity Required	Per Unit Cost	Total Estimated Cost	Priority
	1,440	NC	2/17/2009	Practical Nursing	Self Contained Vertical Headwall	NC 101	1	$5,021.78	$5,146.78	Useful
	1,439	NC	2/17/2009	Practical Nursing	Baxter IV Pump	NC 101	1	$1,875.00	$1,924.00	Needed
	1,438	NC	2/17/2009	Practical Nursing	Hospital Bed	NC 101	2	$1,536.74	$3,073.48	Critical

School : SHVC (1)

Edit	MEL ID	School	Date	Major(s)/Course(s)	Equipment Name	Installation Location	Quantity Required	Per Unit Cost	Total Estimated Cost	Priority
	1,733	SHVC	7/6/2016	BF	Pro-Brewer System	LEC B1091	1	$6,250.00	$6,250.00	Critical

School : TNRT (23)

Edit	MEL ID	School	Date	Major(s)/Course(s)	Equipment Name	Installation Location	Quantity Required	Per Unit Cost	Total Estimated Cost	Priority
	1,737	TNRT	9/15/2016	HY	Utility Task Vehicle (used)	Operations Site	1	$7,000.00	$7,500.00	Critical
	1,718	TNRT	12/4/2015	HE, CH	100 Ton Field Track Press w/tooling package	ESC LAB 168	1	$18,000.00	$18,000.00	Needed
	1,702	TNRT	5/15/2015	AU	Hunter Alignment Machine w/Hawkeye Elite Sensors & Console	ATC 148	1	$30,000.00	$30,000.00	Needed
	1,695	TNRT	12/10/2014	AU, AM, AK, BTA, BAU	Cylinder Honing Machine	ERC	1	$55,000.00	$55,000.00	Useful
	1,694	TNRT	12/10/2014	AU, AM, AK, BTA, BAU	Line Homing Machine	ERC	1	$22,000.00	$22,000.00	Useful
	1,681	TNRT	11/28/2014	AC/AD/BAV	S-300 Helicopter	AVC Hanger	1	$100,000.00	$120,000.00	Needed
	1,669	TNRT	12/3/2013	HE, CH	2000 or newer 16,000-20l,000 Hydrostatic Track Type Tractor w/AC & Heat	ESC 168B	1	$50,000.00	$51,000.00	Critical
	1,645	TNRT	12/16/2013	AU	Crankshaft Polisher and Motorized Stand	ERC 110	1	$5,000.00	$5,000.00	Needed
	1,637	TNRT	10/29/2013	HY		Operations Site	1	$30,000.00	$34,000.00	Critical

	Edit	MEL ID	School	Date	Major(s)/Course(s)	Equipment Name	Installation Location	Quantity Required	Per Unit Cost	Total Estimated Cost	Priority
✓						Track type bulldozer					
	📝	1,636	TNRT	10/3/2013	HE	Compact Wheel loader	ESC 168B	1	$45,000.00	$47,500.00	Needed
	📝	1,634	TNRT	10/11/2013	AU, BAU, AM	Wheel Alignment Machine w/sensors and 4/cameras	ATC 150	1	$27,000.00	$27,000.00	Needed
	📝	1,633	TNRT	9/17/2013	HY	2006 or newer heavy duty over the road, single axle, day cab tractor	Training site	2	$25,000.00	$27,000.00	Needed
	📝	1,632	TNRT	10/3/2013	HY	1995 or newer pup trailer.	Training site	1	$10,000.00	$12,500.00	Needed
	📝	1,628	TNRT	5/10/2013	DD	Class 8 Commercial Truck	ESC 168	2	$50,000.00	$100,000.00	Needed
	📝	1,611	TNRT	12/20/2012	BAV	GPSG 1000 Opt 01 sim	Lumley Center A103	1	$19,995.00	$20,095.00	Critical
	📝	1,606	TNRT	12/20/2012	AU	Recycled gas engine performance program	ATC 152	2	$22,000.00	$45,000.00	Critical
	📝	1,596	TNRT	12/27/2012	HY	Used Motor Grader	Operations Site	1	$275,000.00	$285,000.00	Needed
	📝	1,560	TNRT	12/15/2011	AU, AM, BAU, AK	Off Car Brake Lathe	ATC 118	1	$9,500.00	$9,500.00	Critical
	📝	1,415	TNRT	1/14/2009	LE, LP	Hydraulic Dump Trailer	ESC pole shed	1	$4,500.00	$4,500.00	Useful
	📝	1,414	TNRT	1/16/2009	LE, LP	Dingo-track model TX 525 wide track model 22320	ESC Pole shed	1	$21,000.00	$21,000.00	Useful
	📝	1,308	TNRT	9/27/2007	AC, AD, BAV	Pentalift Lift Table (PIN 7P486)	Aviation Hangar	1	$3,200.00	$3,500.00	Needed
	📝	1,307	TNRT	9/27/2007	AC, AD, BAV	Pentalift Lift Table (PIN 7P366)	Aviation Hangar	2	$3,000.00	$6,500.00	Needed
	📝	1,127	TNRT	9/21/2005	CR	Frame Bench	CAL 165 X	1	$39,595.00	$45,595.00	Needed

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PCT E-mporium (Classifieds)
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Pennsylvania College of Technology

Consolidated Financial Statements

June 30, 2014 and 2013

BAKER TILLY

Candor. Insight. Results.

Pennsylvania College of Technology

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June 30, 2014 and 2013

BAKER TILLY

Independent Auditors' Report

Board of Directors
Pennsylvania College of Technology

Report on the Consolidated Financial Statements

We have audited the accompanying consolidated financial statements of Pennsylvania College of Technology and subsidiaries (collectively, the "College"), which comprise the consolidated statement of financial position as of June 30, 2014, and the related consolidated statements of activities and cash flows for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

An Affirmative Action Equal Opportunity Employer

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Pennsylvania College of Technology and subsidiaries as of June 30, 2014, and the changes in their net assets and their cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

The consolidated financial statements of the College for the year ended June 30, 2013, were audited by another auditor who expressed an unmodified opinion on those consolidated financial statements on October 2, 2013.

Baker Tilly Virchow Krause, LLP

Williamsport, Pennsylvania
November 11, 2014

P E N N S Y L V A N I A C O L L E G E O F T E C H N O L O G Y
Consolidated Statements of Financial Position
Assets
June 30, 2014 and 2013

	2014	**2013**
Current Assets:		
Cash and Cash Equivalents	$31,659,995	$26,364,668
Deposits Held by Trustees	4,076,599	3,732,794
Accrued Interest Receivable	9,794	14,999
Accounts Receivable, Net	2,044,242	3,109,386
Contributions Receivable, Net	171,035	159,764
Inventories	1,905,397	2,193,406
Prepaid Expenses	710,000	775,181
Bond Issuance Costs, Net	121,026	123,958
Total Current Assets	40,698,088	36,474,156
Non-Current Assets:		
Deposits Held by Trustees Under Debt Agreements	2,551,034	2,551,034
Contributions Receivable, Net	283,043	372,654
Property and Equipment, Net of Accumulated Depreciation	189,934,381	195,135,439
Beneficial Interest in Agency Endowment Held by Community Foundation	625,111	81,760
Cash Surrender Value - Life Insurance	45,551	45,582
Assets Held in Charitable Remainder Trust	504,756	449,849
Investments Held for Long Term Purposes	19,297,238	15,184,258
Bond Issuance Costs, Net	1,368,316	1,489,344
Total Non-Current Assets	214,609,430	215,309,920
Total Assets	$255,307,518	$251,784,076

The accompanying notes are an integral part of the consolidated financial statements.

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Consolidated Statements of Financial Position
Liabilities and Net Assets
June 30, 2014 and 2013

	2014	2013
Current Liabilities:		
Accounts Payable	$5,606,251	$6,529,627
Accrued Interest Payable	2,104,186	2,129,810
Bonds Payable	3,250,000	2,775,000
Capital Lease Obligations	88,681	53,999
Accrued Salaries and Related Expenses	6,111,670	5,549,982
Payroll Tax and Employee Payable	555,113	1,187,414
Deferred Revenue and Refundable Advances	4,582,870	3,827,495
Funds Held in Custody for Others	156,136	118,943
Other	45,752	51,487
Total Current Liabilities	22,500,659	22,223,757
Non-Current Liabilities:		
Bonds Payable	131,737,504	135,140,477
Capital Lease Obligations	148,587	34,542
Funds Held in Charitable Remainder Trust	418,384	354,397
Due to Charitable Gift Annuities	134,901	159,989
Accrued Postretirement Benefits	8,189,520	7,387,008
Total Non-Current Liabilities	140,628,896	143,076,413
Total Liabilities	163,129,555	165,300,170
Net Assets:		
Unrestricted	81,844,614	78,725,176
Temporarily Restricted	2,820,361	2,174,310
Permanently Restricted	7,512,988	5,584,420
Total Net Assets	92,177,963	86,483,906
Total Liabilities and Net Assets	$255,307,518	$251,784,076

The accompanying notes are an integral part of the consolidated financial statements.

PENNSYLVANIA COLLEGE OF TECHNOLOGY

Consolidated Statements of Activities
For the Year Ended June 30, 2014

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Operating Revenues and Other Support:				
Tuition and Fees, Net of Discounts $1,409,740	$87,066,363			$87,066,363
State Appropriations	15,980,000			15,980,000
Investment Return Designated for Current Operations	454,608	$240,298		694,906
Government Contracts and Grants	13,108,563			13,108,563
Contributions, Gifts and Grants	2,545,258			2,545,258
Recovery of Indirect Costs	492,035			492,035
Auxiliary Enterprises	24,234,380			24,234,380
Other Sources	3,774,892			3,774,892
Total Operating Revenues and Other Support	147,656,099	240,298	-	147,896,397
Net Assets Released From Restrictions	468,859	(468,859)		
Total Operating Revenues and Other Support	148,124,958	(228,561)	-	147,896,397
Operating Expenses:				
Education and General				
Instruction	63,330,847			63,330,847
Academic Support	18,955,640			18,955,640
Student Services	9,902,578			9,902,578
General Institution Support	28,814,881			28,814,881
Other	2,663,228	15,262		2,678,490
Total Education and General	123,667,174	15,262	-	123,682,436
Auxiliary Enterprises	22,232,219			22,232,219
Total Operating Expenses	145,899,393	15,262	-	145,914,655
Changes in Net Assets from Operations	2,225,565	(243,823)	-	1,981,742
Non-Operating Activities:				
Investment Return in Excess of Amounts Designated for Current Operations	1,247,350	354,259	$507,392	2,109,001
Contributions		672,944	1,283,347	1,956,291
Gain on Disposal of Assets	(13,554)			(13,554)
Benefit Related Changes Other Than Net Periodic Benefit Costs	(339,423)			(339,423)
Revision of Donor Restrictions	(500)	(137,329)	137,829	
Non-Operating Income (Loss)	893,873	889,874	1,928,568	3,712,315
Increase (Decrease) in Net Assets	3,119,438	646,051	1,928,568	5,694,057
Net Assets at Beginning of the Year	78,725,176	2,174,310	5,584,420	86,483,906
Net Assets at End of the Year	$81,844,614	$2,820,361	$7,512,988	$92,177,963

The accompanying notes are an integral part of the consolidated financial statements.

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Consolidated Statements of Activities
For the Year Ended June 30, 2013

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Operating Revenues and Other Support:				
Tuition and Fees, Net of Discounts $1,272,900	$82,296,605			$82,296,605
State Appropriations	13,980,000			13,980,000
Investment Return Designated for Current Operations	471,256	$206,297		677,553
Government Contracts and Grants	11,998,397			11,998,397
Contributions, Gifts and Grants	1,243,096			1,243,096
Recovery of Indirect Costs	443,425			443,425
Auxiliary Enterprises	23,366,045			23,366,045
Other Sources	3,907,171			3,907,171
Total Operating Revenues and Other Support	137,705,995	206,297	-	137,912,292
Net Assets Released From Restrictions	388,349	(388,349)		
Total Operating Revenues and Other Support	138,094,344	(182,052)	-	137,912,292
Operating Expenses:				
Education and General				
Instruction	61,760,659			61,760,659
Academic Support	16,689,194			16,689,194
Student Services	9,016,223			9,016,223
General Institution Support	27,992,960			27,992,960
Other	2,733,562	14,906		2,748,468
Total Education and General	118,192,598	14,906	-	118,207,504
Auxiliary Enterprises	21,877,260			21,877,260
Total Operating Expenses	140,069,858	14,906	-	140,084,764
Changes in Net Assets from Operations	(1,975,514)	(196,958)	-	(2,172,472)
Non-Operating Activities:				
Investment Return in Excess of Amounts Designated for Current Operations	645,847	297,244	$105,394	1,048,485
Contributions		604,335	274,119	878,454
Gain on Disposal of Assets	890,414			890,414
Benefit Related Changes Other Than Net Periodic Benefit Costs	150,613			150,613
Revision of Donor Restrictions	(349)	(62,218)	62,567	
Non-Operating Income (Loss)	1,686,525	839,361	442,080	2,967,966
Increase (Decrease) in Net Assets	(288,989)	642,403	442,080	795,494
Net Assets at Beginning of the Year	79,014,165	1,531,907	5,142,340	85,688,412
Net Assets at End of the Year	$78,725,176	$2,174,310	$5,584,420	$86,483,906

The accompanying notes are an integral part of the consolidated financial statements.

P E N N S Y L V A N I A C O L L E G E O F T E C H N O L O G Y
Consolidated Statements of Cash Flows
For the Years Ended June 30, 2014 and 2013

	2014	2013
Cash Flows from Operating Activities		
Increase (Decrease) in Net Assets	$5,694,057	$795,494
Net Realized and Unrealized (Gains) Losses on Investments	(2,016,925)	(1,122,282)
Loss on Early Extinguishment of Debt		
Interest and Dividend Income	(553,983)	(355,680)
Depreciation Expense	10,486,247	10,726,359
Amortization Expense	(38,656)	8,766
Accretion	(126)	(2,610)
Provision for Uncollectible Accounts	394,212	526,017
(Gain) Loss on Disposal of Assets	13,554	(890,414)
Contribution of Equity Securities	(190,744)	(5,044)
Contribution of Property and Equipment	(655,118)	(463,614)
(Increase) Decrease in Deposits Held by Trustees	(343,805)	(276,017)
(Increase) Decrease in Receivables	780,958	(1,721,910)
(Increase) Decrease in Inventories & Prepaid Expenses	353,190	(348,485)
Increase (Decrease) in Payables	(1,019,613)	1,259,139
Increase (Decrease) in Refundable Advances & Other Liabilities	735,931	(407,503)
Increase (Decrease) in Funds Due to Charitable Gift Annuities		20,774
Increase (Decrease) in Funds Held in Custody for Others	37,193	(13,577)
Increase (Decrease) in Accrued Postretirement Benefits	802,512	394,563
Net Cash Provided (Used) by Operating Activities	14,478,884	8,123,976
Cash Flows from Investing Activities		
Purchase of Property and Equipment	(4,655,128)	(3,732,937)
Proceeds from Sale of Property (Net)	11,503	2,046,208
Decrease in Deposits Held by Trustees Under Debt Agreements		
Proceeds from Sale of Investments	6,490,260	5,082,602
(Increase) Decrease in Beneficial Interest in Assets Held by Others and Cash Surrender Value - Life Insurance	(543,320)	(8,273)
Purchase of Investments	(8,391,184)	(6,088,432)
Net Cash Provided (Used) by Investing Activities	(7,087,869)	(2,700,832)
Cash Flows from Financing Activities		
Principal Payments on Bonds Payable	(2,775,000)	(2,685,000)
Interest and Dividend Income Received	553,983	355,680
Payments of Charitable Gift Annuities	(23,398)	(21,461)
Capital Lease Obligations	148,727	(50,359)
Net Cash Provided (Used) by Financing Activities	(2,095,688)	(2,401,140)
Net Increase (Decrease) in Cash and Cash Equivalents	5,295,327	3,022,004
Cash and Cash Equivalents at Beginning of Year	26,364,668	23,342,664
Cash and Cash Equivalents at End of Year	$31,659,995	$26,364,668
Supplemental Disclosure of Cash Flow Information		
Noncash Investing and Financing Transactions:		
Contributions of Property and Equipment	$655,118	$463,614
Contribution of Donated Equity Securities	190,744	5,044
Interest Paid (Not Capitalized)	6,436,472	6,412,731

The accompanying notes are an integral part of the consolidated financial statements.

NOTE 1 – THE COLLEGE AND RELATED ENTITIES

Organization

Pennsylvania College of Technology (College or Penn College) is organized as a Pennsylvania nonprofit corporation under the laws of the Commonwealth of Pennsylvania and is a wholly controlled subsidiary of The Corporation for Penn State. As an affiliate of The Pennsylvania State University, the College maintains its own missions, goals, and board of directors.

The financial statements of the College include, on a consolidated basis, the financial statements of its wholly controlled subsidiary, Pennsylvania College of Technology Community Arts Center, Inc. (Community Arts Center) and a related entity, Pennsylvania College of Technology Foundation (Foundation). All material transactions between the College, Community Arts Center, and Foundation have been eliminated.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements reflect the application of certain accounting policies as set forth in this note. Other policies and practices are covered in other notes where applicable.

Basis of Accounting

The financial statements of Pennsylvania College of Technology have been prepared on the accrual basis of accounting.

Basis of Presentation

The College's financial statements include a statement of financial position, a statement of activities, and a statement of cash flows. The changes in net assets are classified as permanently restricted, temporarily restricted, or unrestricted.

Permanently restricted net assets include only the historical dollar amounts of gifts, including contributions receivable and remainder interests, which are required by donors to be permanently retained. Contributions receivable and remainder interests are reported at their estimated present values.

Temporarily restricted net assets include gifts, contributions receivable, and remainder interests, income, and gains that can be expended but for which restrictions have not yet been met. Such restrictions include time restrictions imposed by donors or implied by the nature of the gift or interpretations of law.

Unrestricted net assets are the remaining net assets of the College.

Donor-restricted gifts that are received and either spent or deemed spent within the same year are reported as unrestricted revenue. Gifts of long-lived assets are reported as unrestricted net assets when the assets are placed in service.

The College has not altered the way in which it administers its various funds, including endowments, and will continue to maintain its accounts in accordance with the principles of "fund accounting." This is the procedure by which resources for various purposes are classified for accounting and reporting purposes into funds that are in accordance with specified activities or

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Continued

objectives. Gifts are recorded in fund accounts, and investment income is distributed to funds annually. Income distributed to funds may be a combination of capital appreciation and yield pursuant to the College's total return investment policy.

Non-operating activities reflect transactions of a long-term investment or capital nature, including contributions restricted for acquisitions of facilities and equipment, contributions restricted with donor-imposed stipulations, and gains and losses on investments in excess of the College's spending policy.

Cash Flows

For the purpose of the Statements of Cash Flows, the College considers all unrestricted highly liquid investments with an initial maturity of three months or less to be cash equivalents.

Inventories

Inventories are stated at the lower of cost or market. Cost is determined using the weighted average method.

Bond Issuance Costs

Bond issuance costs are amortized over the term of the related bonds computed on a straight line basis. Amortization expense amounted to $123,957 and $127,022 for the years ended June 30, 2014 and 2013, respectively.

Expense Allocation

The cost of providing various programs and other activities has been summarized on a functional basis in the statements of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Income Tax Status

The College is exempt from federal income tax on its exempt income under Section 501 (c)(3) of the Internal Revenue Code. However, income from certain activities not directly related to the College's tax exempt purpose is subject to taxation as unrelated business income. In addition, the College qualifies for the charitable contribution deduction under Section 170 (b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509 (a).

The College accounts for uncertainty in income taxes using a recognition threshold of more-likely-than-not to be sustained upon examination by the appropriate taxing authority. Measurement of the tax uncertainty occurs if the recognition threshold is met. Management determined there were no tax uncertainties that met the recognition threshold in 2014 and 2013.

The College's federal Return of Organization Exempt from Income Tax for years ended prior to June 30, 2011 no longer remain subject to examination by the Internal Revenue Service.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Continued

Investments

The College carries investments in marketable securities with readily determinable fair values and all investments in debt securities at their fair values in the statements of financial position. Unrealized gains and losses are included in non-operating investment return in the accompanying statements of activities. See Note 4 for a discussion of fair value measurements.

Accounts Receivable and Uncollectible Accounts

Accounts receivable are stated net of an allowance for uncollectible accounts. The method used to establish the allowance for uncollectible accounts for student receivables is to provide 100 percent of outstanding balances for all completed semesters. The allowance for uncollectible accounts for the general receivables is based on specific identification of uncollectible accounts determined by management.

The College charge-off policy for uncollectible accounts for students provides that the balance remains in the system indefinitely, and, should the student need services from the College, the student must remit payment before the College will provide the requested services. The policy for charge-off of general College and related organizations' receivables is determined by management when all collection efforts have been exhausted.

Contributions Receivable and Uncollectible Accounts

Contributions receivable are stated net of an unamortized discount for contributions to be received after one year and an allowance for uncollectible accounts. An allowance for uncollectible contributions receivable is provided based upon management's judgment including such factors as prior collection history, type of contribution, and nature of the fund-raising activity.

Property and Equipment

Property and equipment are carried at cost or, if donated, at the approximate fair value at the date of donation. Depreciation is computed using the straight line method over the estimated useful lives of the assets. Useful lives range from 10 to 40 years for buildings, 10 years for improvements other than buildings, 10 years for library books and 3 to 20 years for equipment.

Restricted and Unrestricted Revenue and Support

Tuition revenue is recognized in the fiscal year in which the substantial portion of the educational term occurs. State appropriation revenues are recognized in the period in which the Commonwealth of Pennsylvania has appropriated them. Revenues for auxiliary enterprises are recognized as the related goods and services are delivered and rendered. Grant revenues are recognized as the eligible grant activities are conducted. Payments received in advance for tuition, goods, and services are deferred.

Contributions, including unconditional promises to give, are recognized as revenues in the period received. Conditional promises to give are not recognized until they become unconditional; that is, when the conditions on which they depend are substantially met. Contributions of assets other than cash are recorded at their estimated fair value. Contributions to be received after one year are discounted at an appropriate rate commensurate with the risks involved. Amortization of discounts is recorded as additional contribution revenue in accordance with donor-imposed restrictions, if any, on the contribution.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Continued

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions.

Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restrictions expire in the reporting period in which the support is recognized. All the donor-restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions.

Deposits Held by Trustees Under Debt Agreements

Deposits held by trustees under debt agreements represent debt service and other funds held by third-party trustees as required by various debt agreements. These funds are generally invested in short-term securities and will be used for debt service.

Fair Value of Financial Instruments

The College has provided fair value estimates for certain financial instruments in the notes to the financial statements. The estimated fair value amounts for marketable debt and equity securities held by the College and long-term debt have been determined using available market information as supplied by the various financial institutions who act as trustees or custodians for the College. The carrying amounts of cash and cash equivalents, accounts receivable, accounts payable, and long-term debt – current portion are reasonable estimates of their fair value. The carrying values of the student loans receivable are reasonable estimates of their fair value because outstanding loans have been made at the rates available to students for similar loans at such times. The fair value of the College's long-term debt – non-current portion is disclosed at Note 11. These financial instruments are all considered level 2 inputs for fair value measurement purposes, with the exception of the College's cash and cash equivalents, which are considered level 1, and contributions receivable, which are considered level 3. The fair value of investments is presented at Note 7.

Fair value information presented in the financial statements is based on information available at June 30, 2014 and 2013. Although the College is not aware of any factors that would significantly affect the estimated fair value amounts, such amounts have not been updated since those dates and, therefore, the current estimates of fair value at dates subsequent to June 30, 2014 and 2013, may differ from the amounts presented.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Continued

Title IV Requirements

The College participates in Government Student Financial Assistance Programs (Title IV) administered by the U.S. Department of Education (ED) for the payment of student tuition. Substantial portions of the revenue and collection of accounts receivable as of June 30, 2014 and 2013 are dependent upon the College's continued participation in the Title IV programs.

Recent Accounting Pronouncements

In October 2012, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) No. 2012-04, *Technical Corrections and Improvements*. ASU No. 2012-04 includes amendments intended to conform terminology and clarify guidance in the codification to fully reflect the fair value measurement and disclosure requirements of FASB Accounting Standards Codification (ASC) 820, *Fair Value Measurements and Disclosures*. The ASU is effective for periods beginning after December 15, 2013. The College has not yet determined the effect of the adoption of this standard on the consolidated financial statements.

In October 2012, FASB issued ASU No. 2012-05, *Not-for-Profit Entities: Classification of the Sale Proceeds of Donated Financial Assets in the Statement of Cash Flows*. ASU No. 2012-05 requires not-for-profit entities (NFP) to classify cash receipts from the sale of donated financial assets consistently with cash donations received in the statement of cash flows if those cash receipts were from the sale of donated financial assets that upon receipt were directed without any NFP-imposed limitations for sale and were converted nearly immediately into cash. The ASU is effective for fiscal years beginning after June 15, 2013. The adoption of this ASU did not have a significant impact on the College's financial statements.

In April 2013, FASB issued ASU No. 2013-06, *Services Received from Personnel of an Affiliate*. ASU No. 2013-06 requires a recipient not-for-profit to recognize all services received from personnel of an affiliate that directly benefit the recipient not-for-profit entity. The ASU is effective for fiscal years beginning after June 15, 2014. The College has not yet determined the effect of the adoption of this standard on the consolidated financial statements.

NOTE 3 – ACCOUNTS RECEIVABLE, NET

Accounts receivable at June 30, 2014 and 2013, are summarized as follows:

	2014			2013		
	Total Receivable	Allowance for Uncollectible Accounts	Net	Total Receivable	Allowance for Uncollectible Accounts	Net
Student Receivables	$5,189,815	$4,931,791	$258,024	$4,769,039	$4,487,231	$281,808
Other Receivables	1,803,318	17,100	1,786,218	2,880,269	52,691	2,827,578
	$6,993,133	$4,948,891	$2,044,242	$7,649,308	$4,539,922	$3,109,386

NOTE 4 – FAIR VALUE MEASUREMENTS

FASB ASC 820, Fair Value Measurements and Disclosures, provides the framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level I measurements) and the lowest priority to unobservable inputs (level III measurements). The three levels of the fair value hierarchy under FASB ASC 820 are described as follows:

Level I: Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the College has the ability to access.

Level II: Inputs to the valuation methodology include:
- Quoted prices for similar assets or liabilities in active markets;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability;
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the level II input must be observable for substantially the full term of the asset or liability.

Level III: Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2014 and 2013.

Common stock, corporate bonds and U.S. government and agency securities: Valued at the closing price reported on the active market on which the individual securities are traded.

Mutual funds: Valued at the quoted net asset value (NAV) of shares held by the College at year end.

Other investments: Fair value as determined by the custodian.

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, although the College believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

NOTE 4 – FAIR VALUE MEASUREMENTS, Continued

The following tables sets forth by level, within the fair value hierarchy, the College's assets at fair value as of June 30, 2014 and 2013:

| | Fair Value Measurement As of June 30, 2014 using: | | | |
	Level I	Level II	Level III	Total
Financial Assets:				
Long-Term Investments				
U.S. Government/Agency	$1,067,235	$51,095		1,118,330
Corporate Bonds		1,015,315		1,015,315
Equity Securities				
Mutual Funds				
Fixed Income	4,062,316			4,062,316
Value	1,738,133			1,738,133
Blend	3,936,913			3,936,913
Growth	5,205,232			5,205,232
Real Estate	290,636			290,636
Common Stock	1,878,253			1,878,253
Other Investments	52,110			52,110
Long-Term Investments	18,230,828	1,066,410		19,297,238
Deposits Held by Trustees (U.S. Government/Agency)		4,076,599		4,076,599
Deposits Held by Trustees				
Under Debt Agreements (U.S. Govenrment/Agency)		2,551,034		2,551,034
Beneficial Interest in Assets				
Held by Others			$625,111	625,111
Assets Held in Charitable				
Remainder Trust	504,756			504,756
Total Financial Assets	$18,735,584	$7,694,043	$625,111	$27,054,738
Financial Liabilities:				
Funds Held in Charitable				
Remainder Trust			$418,384	$418,384
Due to Charitable Gift Annuities			134,901	134,901
Total Financial Liabilities			$553,285	$553,285

NOTE 4 – FAIR VALUE MEASUREMENTS, Continued

| | Fair Value Measurement As of June 30, 2013 using: | | | |
	Level I	Level II	Level III	Total
Financial Assets:				
U.S. Government/Agency	$1,181,256	$54,800		$1,236,056
Corporate Bonds		1,498,950		1,498,950
Equity Securities				
Mutual Funds				
Fixed Income	2,662,361			2,662,361
Value	2,022,641			2,022,641
Blend	3,421,865			3,421,865
Growth	2,400,819			2,400,819
Real Estate	215,837			215,837
Common Stock	1,678,110			1,678,110
Other Investments	47,619			47,619
Long-Term Investments	13,630,508	1,553,750		15,184,258
Deposits Held by Trustees (U.S. Government/Agency)		3,732,794		3,732,794
Deposits Held by Trustees				
Under Debt Agreements (U.S. Govenrment/Agency)		2,551,034		2,551,034
Beneficial Interest in Assets				
Held by Others			$81,760	81,760
Assets Held in Charitable				
Remainder Trust	402,665	47,184		449,849
Total Financial Assets	$14,033,173	$7,884,762	$81,760	$21,999,695
Financial Liabilities:				
Funds Held in Charitable				
Remainder Trust			$354,397	$354,397
Due to Charitable Gift Annuities			159,989	159,989
Total Financial Liabilities			$514,386	$514,386

NOTE 4 – FAIR VALUE MEASUREMENTS, Continued

Change in fair value measurements for Level III financial assets and liabilities for the years ended June 30, 2014 and 2013, is summarized as follows:

	Financial Assets	
	Beneficial Interest in	
June 30, 2014	Assets	Total
Beginning of the year	$81,760	$81,760
Issuances	$500,000	500,000
Settlements	(2,599)	(2,599)
Investment return, net	45,950	45,950
End of the year	$625,111	$625,111

	Financial Liabilities		
	Charitable	Charitable Gift	
June 30, 2014	Remainder Trust	Annuities	Total
Beginning of the year	$354,397	$159,989	$514,386
Settlements	63,987	(25,088)	38,899
End of the year	$418,384	$134,901	$553,285

	Financial Assets	
	Beneficial Interest	
June 30, 2013	in Assets	Total
Beginning of the year	$74,987	$74,987
Settlements	(2,421)	(2,421)
Investment return, net	9,194	9,194
End of the year	$81,760	$81,760

	Financial Liabilities		
	Charitable	Charitable Gift	
June 30, 2013	Remainder Trust	Annuities	Total
Beginning of the year	$316,072	$162,957	$479,029
Issuances		20,774	20,774
Settlements	38,325	(23,742)	14,583
End of the year	$354,397	$159,989	$514,386

NOTE 5 – CONTRIBUTIONS RECEIVABLE, NET

Contributions receivable at June 30, 2014 and 2013, are summarized as follows:

	2014	2013
In one year or less	$182,109	$176,575
Between one year and five years	298,666	396,600
Five or more years	10,000	20,000
	490,775	593,175
Less: Allowance	(29,305)	(50,561)
Less: Discount	(7,392)	(10,196)
Contributions Receivable, Net	$454,078	$532,418

Contributions receivable in the amount of $454,078 and $532,418 are recorded with the revenue assigned to the appropriate category of restriction as of June 30, 2014 and 2013, respectively. Discount rate used on long-term contributions receivable was based on the Treasury constant maturity rate in effect on the date of the pledge in 2014 and 2013. The College had conditional promises to give as of June 30, 2014 and 2013, of $3,489,000 and $3,354,000, respectively. These conditional promises to give are not included in the financial statements.

NOTE 6 – INVENTORIES

Inventories at June 30, 2014 and 2013, are summarized as follows:

	2014	2013
Food Services	$72,503	$87,133
Textbooks	865,708	1,215,010
Merchandise	950,596	877,345
Other	16,590	13,918
Total	$1,905,397	$2,193,406

NOTE 7 – INVESTMENTS

Investments by major category at June 30, 2014 and 2013, are summarized as follows:

	2014 Fair Value	2013 Fair Value
Fixed Income		
U.S. Government/Agency	$1,118,330	$1,236,056
Corporate Bonds	1,015,314	1,498,950
Equity Securities		
Mutual Funds		
Fixed Income	4,062,316	2,662,361
Value	1,738,133	2,022,641
Blend	3,936,913	3,421,865
Growth	5,205,232	2,400,819
Real Estate	290,636	215,837
Common Stock	1,878,253	1,678,110
Other Investments	52,111	47,619
Total	$19,297,238	$15,184,258

NOTE 7 – INVESTMENTS, Continued

Common stock investments are comprised of domestic and international equities.

The following schedule summarizes the investment return and its classification in the statements of activities for the years ended June 30, 2014 and 2013:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
_2014_				
Dividends and Interest	$308,013	$41,232	$201,862	$551,107
Less Fees	(45,246)	(6,571)	(31,985)	(83,802)
Net Dividends and Interest	262,767	34,661	169,877	467,305
Net Realized Gain/(Loss)	433,890	76,670	326,555	837,115
Unrealized Gain/(Loss)	738,242	483,226	10,960	1,232,428
Total	1,434,899	594,557	507,392	2,536,848
Interest on Short-Term Investments	267,059	-		267,059
Total Return on Investments	1,701,958	594,557	507,392	2,803,907
Investment Return Designated for Current Operations	(454,608)	(240,298)		(694,906)
Investment Return in Excess of Amounts Designated for Current Operations	$1,247,350	$354,259	$507,392	$2,109,001

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
_2013_				
Dividends and Interest	$204,064	$101,509	$50,734	$356,307
Less Fees	(40,927)	(20,504)	(10,186)	(71,617)
Net Dividends and Interest	163,137	81,005	40,548	284,690
Net Realized Gain/(Loss)	165,476	119,628	61,951	347,055
Unrealized Gain/(Loss)	478,058	302,908	2,895	783,861
Total	806,671	503,541	105,394	1,415,606
Interest on Short-Term Investments	310,432	-		310,432
Total Return on Investments	1,117,103	503,541	105,394	1,726,038
Investment Return Designated for Current Operations	(471,256)	(206,297)		(677,553)
Investment Return in Excess of Amounts Designated for Current Operations	$645,847	$297,244	$105,394	$1,048,485

The Board of Directors designates only a portion of the College's cumulative investment return for support of current operations; the remainder is retained to support operations of future years and to offset potential market declines. The amount computed under the endowment spending policy of the investment pool and all investment income earned by investing cash in excess of daily requirements are used to support current operations.

NOTE 8 – PROPERTY AND EQUIPMENT

Property and equipment at June 30, 2014 and 2013, is comprised of the following:

	2014	2013
Land	$17,958,186	$17,016,936
Buildings, including improvements	257,781,391	256,965,454
Land Improvements	10,049,361	9,765,755
Equipment	54,465,251	55,909,558
Library Books	4,615,093	5,262,321
Construction In Progress	1,322,156	626,931
Collectibles	24,341	24,341
Total	346,215,779	345,571,296
Less accumulated depreciation	(156,281,398)	(150,435,857)
Property and equipment, net	$189,934,381	$195,135,439

Depreciation expense charged to operations for the years ended June 30, 2014 and 2013, was $10,486,247 and $10,726,359, respectively. No depreciation expense is provided for collectibles.

NOTE 9 – OPERATING LEASES

The College has a non-cancelable operating lease for equipment that expires August 2017, and a lease for facilities that expires in September 2016. Rental expense for leases amounted to $133,489 and $131,762 for the years ended June 30, 2014 and 2013, respectively. Future minimum lease payments under the operating leases that have a remaining term in excess of one year as of June 30, 2014, are:

Years Ending June 30	Equipment	Facilities	Total
2015	$71,147	$22,152	$93,299
2016	71,147	23,043	94,190
2017	71,147	5,817	76,964
2018	11,858		11,858
Total	$225,299	$51,012	$276,311

NOTE 10 – ENDOWMENT

The College's endowment consists of 182 and 172 individual funds as of June 30, 2014 and 2013, respectively, established for a variety of purposes. Its endowment includes both donor-restricted endowment funds and funds designated by the Board of Directors to function as endowments. As required by GAAP, net assets associated with endowment funds, including funds designated by the Board of Directors to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

NOTE 10 – ENDOWMENT, Continued

Endowment Net Asset Composition by Type of Fund
As of June 30, 2014

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Donor-Restricted Endowment Funds		$1,944,311	$7,512,987	$9,457,298
Board-Designated Endowment Funds	$2,571,812			2,571,812
Total Funds	$2,571,812	$1,944,311	$7,512,987	$12,029,110

Endowment Net Asset Composition by Type of Fund
As of June 30, 2013

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Donor-Restricted Endowment Funds		$1,371,118	$5,584,420	$6,955,538
Board-Designated Endowment Funds	$1,878,010			1,878,010
Total Funds	$1,878,010	$1,371,118	$5,584,420	$8,833,548

Changes in Endowment Net Assets
For the Fiscal Year Ended June 30, 2014

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment Net Assets Beginning of Year	$1,878,010	$1,371,118	$5,584,420	$8,833,548
Investment Income (Loss)	113,804	110,938	507,392	732,134
Unrealized Appreciation	188,452	472,815		661,267
Contributions/Special Events	512,809	376,315	1,283,346	2,172,470
Revision of Donor Restrictions		(137,829)	137,829	-
Appropriation of Endowment Assets for Expenditure	(121,263)	(249,046)		(370,309)
Endowment Net Assets End of Year	$2,571,812	$1,944,311	$7,512,987	$12,029,110

NOTE 10 – ENDOWMENT, Continued

Changes in Endowment Net Assets
For the Fiscal Year Ended June 30, 2013

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment Net Assets Beginning of Year	$1,654,143	$751,319	$5,142,340	$7,547,802
Investment Income (Loss)	72,032	194,382	105,395	371,809
Unrealized Appreciation	91,267	299,513		390,780
Contributions/Special Events	156,835	401,918	274,118	832,871
Revision of Donor Restrictions		(62,567)	62,567	-
Appropriation of Endowment Assets for Expenditure	(96,267)	(213,447)		(309,714)
Endowment Net Assets End of Year	$1,878,010	$1,371,118	$5,584,420	$8,833,548

Funds with Deficiencies

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level that the donor requires the College to retain as a fund of perpetual duration. There were no deficiencies of this nature as of June 30, 2014 or June 30, 2013. Deficiencies result from unfavorable market conditions combined with continued appropriation of certain scholarships and programs that were deemed prudent by the College. Subsequent gains that restore the fair value of the assets of the endowment fund to the required level will be classified as an increase in unrestricted net assets.

Return Objectives and Risk Parameters

The College has adopted investment and spending policies for endowment assets that provide continued financial stability for the College and a revenue stream for spending on the College's mission. Endowment assets include those assets of donor-restricted and board-designated funds that the organization must hold in perpetuity. Under this policy, as approved by the Board of Trustees, the endowment assets are invested in a manner that ensures safety through diversification while obtaining a competitive rate of return with the secondary objective to maintain liquidity. The College expects its endowment funds over time to provide an average compound "real" rate of return of approximately 2-5 percent annually over a full market cycle (bull and bear market). In accordance with the spending policy, the College strives to maintain approximately three years of scholarship expenditures in temporarily restricted net assets. Funds greater than the three year expenditure threshold will be considered for inclusion in the permanently restricted endowments on a case by case basis in accordance with the donor agreements.

NOTE 10 – ENDOWMENT, Continued

Strategies Employed for Achieving Objectives

To satisfy its long-term rate-of-return, the College relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yields (interest and dividends). The College targets a diversified asset allocation that utilizes fixed income and equity-based investments to achieve its long-term objectives within prudent risk constraints.

Spending Policy and How the Investment Objectives Relate to Spending Policy

Commonwealth of Pennsylvania law permits the College to allocate to income each year a portion of endowment net realized gains. Pennsylvania legislation was enacted which limited the amount that may be spent to a minimum of 2% and a maximum of 7% of a three-year moving average of the market value of the endowed assets. The College's investment policy includes an endowment spending rate of no more than 5 percent of the endowment funds' market value. This spending rate constitutes the College's annual appropriation for spending endowment earnings. These spending assumptions are intended to allow for the significant and immediate spending of the income of the portfolio, provide a target rate of return for the endowment fund for the College, and provide a sustainable spending level that will allow for support of the College's scholarship and other programs in support of Pennsylvania College of Technology.

NOTE 11 – LONG-TERM DEBT

Long-term debt at June 30, 2014 and 2013, is summarized as follows:

	2014	2013
Series 1993	$3,500,000	$5,250,000
Series 2005	10,060,000	11,085,000
Series 2008	55,000,000	55,000,000
Series 2011	39,050,000	39,050,000
Series 2012	24,685,000	24,685,000
Total	132,295,000	135,070,000
Net unamortized premium/(discount)	2,692,504	2,845,477
Less current maturities	(3,250,000)	(2,775,000)
Long-term debt	$131,737,504	$135,140,477

- Series 1993 Bonds – Lycoming County Authority College Revenue Bonds issued by the College in 1993 for the purpose of undertaking a series of capital improvement projects. Principal payments are due annually in amounts ranging from $450,000 to $478,000 through November 2015. The outstanding bonds pay interest at the rate of 6.15%.

NOTE 11 – LONG-TERM DEBT, Continued

- Series 2005 Bonds – Lycoming County Authority College Revenue Bonds issued by the College in February 2005 for the purpose of refunding $7,765,000 of the Authority's College Revenue Bonds, Series of 1997, funding a deposit into debt service fund – reserve account, funding various construction and renovation projects, and payment of costs of issuance of 2005 Bonds. Principal payments are due annually in amounts ranging from $505,000 to $1,855,000 through January 2025. The outstanding bonds pay interest at the rate of 5.00%.

- Series 2008 Bonds – Lycoming County Authority College Revenue Bonds issued by the College in February 2008 for the purpose of funding various construction projects at the Penn College campus. Principal payments are due annually in amounts ranging from $1,455,000 to $4,140,000 through October 2037. The outstanding bonds pay interest at rates ranging from 3.50% to 5.50%.

- Series 2011 Bonds – Lycoming County Authority College Revenue Bonds issued by the College in June 2011 for the purpose of refunding $39,275,000 of the Authority's College Revenue Bonds Series 2000. Principal payments are due annually in amounts ranging from $70,000 to $5,230,000 through July 2030. The outstanding bonds pay interest at rates ranging from 3.00% to 5.50%.

- Series 2012 Bonds – Lycoming County Authority College Revenue Bonds issued by the College in May 2012 for the purpose of refunding $28,090,000 of the Authority's College Revenue Bonds Series 2002. Principal payments are due annually in amounts ranging from $410,000 to $2,635,000 through May 2032. The outstanding bonds pay interest at rates ranging from 2.00% to 5.00%.

The bonds were issued and secured by the Indentures. Indentures provide that all bonds issued thereunder shall be limited obligations of the Authority payable solely from and secured solely by the following sources:

A. As security for such obligations, the Authority will pledge to the Trustees all funds established under the Indenture and all income derived from the investment of such pledged funds.

B. As further security for such obligations, the Authority will assign to the Trustees all its rights to receive payment due from the College under the loan agreement.

The loan agreements provide that (a) the Authority will lend receipts of the bonds to the College; (b) the loan agreement is a general obligation of the College; (c) the College shall make payment to the Trustee, as the assignee of the Authority, in amounts necessary to provide payment as and when due of principal and redemption price of and interest on the bonds and any additional payments in the amounts necessary to make up deficiencies in the fund established under the Indentures and for certain other payments required by the Indentures; and (d) the College's obligations under the Loan Agreements are secured by security interest and tuition revenues.

NOTE 11 – LONG-TERM DEBT, Continued

Maturities and sinking fund requirements on bonds payable for each of the next five fiscal years are summarized as follows:

Year	Installments
2015	$3,250,000
2016	3,495,000
2017	3,255,000
2018	4,035,000
2019	4,580,000
Therafter	113,680,000
Total	$132,295,000

The fair value of the bonds payable is estimated based on current rates offered for similar issues with similar security, terms, and maturities using available market information as supplied by the various financial institutions who act as trustees or custodians for the College. At June 30, 2014, the carrying value and estimated fair value of the College's bonds payable, including issuance premiums, were $134,987,504 and $141,230,296, respectively. At June 30, 2013, the carrying value and estimated fair value of the College's bonds payable, including issuance premiums, were $137,915,477 and $141,484,027, respectively. Certain bond issues have associated issuance discounts and premiums; the net issuance premiums totaled $2,692,504 and $2,845,477 at June 30, 2014 and 2013, respectively, and are presented within the statements of financial position as long-term debt. These issuance discounts and premiums are amortized over the term of the respective outstanding bonds.

During the years ended June 30, 2014 and 2013, interest costs of approximately $6,362,000 and $6,451,000, respectively, were incurred and charged to expense. No interest costs were capitalized during the years ended June 30, 2014 and 2013.

NOTE 12 – CAPITAL LEASE OBLIGATIONS

The College has entered into capital leases for dormitory and office equipment. Obligations under capital leases have been recorded in the accompanying financial statements at the present value of future minimum lease payments discounted at an interest rate of 7.0 percent. The capital cost and accumulated depreciation of this equipment at June 30, 2014, was $485,381 and $258,954, respectively.

Future minimum payments under the capital leases are as follows:

Year Ending June 30	
2015	$101,886
2016	76,270
2017	71,147
2018	11,858
Total future payments	$261,161
Less amount representing interest	(23,893)
Present value of future payments	237,268
Less current portion	(88,681)
Non-current portion	$148,587

NOTE 13 – PENSION AND RETIREMENT PLANS

The College has three pension plans covering substantially all its employees. The total pension expense for the years ended June 30, 2014 and 2013, was $6,252,750 and $5,403,746, respectively. These pension plans are multiple-employer plans and are not administered by the College, as follows:

Public School Employees' Retirement System of Pennsylvania (PSERS)

The PSERS plan is a cost-sharing, multi-employer, defined benefit pension plan and was established by law as an independent administrative board, directed by a governing board, which exercises control and management including investment of its assets and is considered a component unit of the Commonwealth of Pennsylvania. The PSERS uses an actuarial reserve type of funding that is financed by member contributions, employer contributions, and earnings from invested assets. The College pension expense for this plan for the years ended June 30, 2014 and 2013, was $218,817 and $179,802, respectively.

State Employees' Retirement System (SERS)

The SERS is the administrator of a cost-sharing, multi-employer retirement system established by the Commonwealth of Pennsylvania to provide pension benefits for employees of state government and certain independent agencies. As provided by statute, the SERS Board of Trustees has exclusive control and management responsibility of the funds and full power to invest the funds. The SERS funding policy provides for periodic member contributions at statutory rates and employer contributions at actuarially determined rates (expressed as a percentage of annual gross pay) that are sufficient to accumulate assets to pay benefits when due. The College pension expense for this plan for the years ended June 30, 2014 and 2013, was $1,925,974 and $1,272,030, respectively.

Teachers Insurance and Annuity Association - College Retirement Equity Fund (TIAA/CREF)

The TIAA/CREF is a national organization formed to administer pension benefits on behalf of its participants at over 6,000 participating institutions. This retirement plan offers a defined contribution plan with benefits determined solely on amounts contributed to the plan plus investment earnings. Contributions to this retirement plan are determined based upon the College's contribution rate established as stipulated in the College Board Policy statements. The College pension expense for this plan for the years ended June 30, 2014 and 2013, was $4,107,959 and $3,951,914, respectively.

NOTE 14 – POSTRETIREMENT BENEFITS OTHER THAN PENSION

The College sponsors a postretirement health benefit plan. The College pays a portion (to a maximum of 100 percent) of the annual premium, up to the amount listed on the schedule below based upon the employee's years of College service rounded to the nearest year at retirement date:

<div align="center">

College Payment Amounts

Years of Service	College Payment
10	$3,000
15	$4,000
20	$6,000
25	Full Coverage

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NOTE 14 – POSTRETIREMENT BENEFITS OTHER THAN PENSION, Continued

The College will continue to pay its share of premium cost until the first (1st) day of the month in which eligible retirees reach their sixty-fifth (65th) birthday or become eligible for Medicare, whichever is later.

Employees who are eligible for full coverage will participate in hospitalization insurance cost sharing at the employee percentage in effect on the employee's effective date of retirement. This percentage will remain fixed as long as the retired, full coverage employee is covered under the College's hospitalization insurance.

Retirees are eligible for the medical coverage at the age of 55 if they have at least 10 years of regular full-time employment; employee is not retiring pursuant to permanent disability retirement provision; employee's retirement shall not only be a retirement from the College, but from employment in the public/private schools of the Commonwealth of Pennsylvania; employee may not be eligible to be included in another employer hospitalization plan; and employee remits quarterly, in advance, the effective monthly composite rate premium to cover the proportionate share of cost of insurance. Effective July 1, 2012, the medical claims cost for each participant varied based on the level of coverage under a tiered rate structure. The retiree group hospitalization and medical insurance plan is paid from the unrestricted net assets of the College.

The following sets forth the plan's postretirement benefit obligation and funded status reconciled with the amounts recognized in the Statements of Financial Position at June 30, 2014 and 2013:

	2014	2013
Change in Benefit Obligation		
Benefit Obligation at Beginning of Year	($7,387,008)	($6,992,445)
Plan Assumptions	(744,505)	329,985
Service Cost	(338,057)	(344,205)
Interest Cost	(355,274)	(328,573)
Actuarial (Loss)/Gain	132,284	(497,760)
Benefits Paid	503,040	445,990
Benefit Obligation at End of Year	($8,189,520)	($7,387,008)

	2014	2013
Change in Plan Assets		
Fair Value of Plan Assets at Beginning of Year		
Employer Contributions	$503,040	$445,990
Benefits Paid	(503,040)	(445,990)
Fair Value of Plan Assets at End of Year	$ -	$ -

	2014	2013
Reconciliation of Funded Status		
Accumulated Postretirement Benefit Obligation	($8,189,520)	($7,387,008)
Unamortized Prior Service Cost	-	-
Unrecognized Net Actuarial Loss	-	-
Accrued Postretirement Benefit at End of Year	($8,189,520)	($7,387,008)

NOTE 14 – POSTRETIREMENT BENEFITS OTHER THAN PENSION, Continued

Included in unrestricted net assets at June 30, 2014, are the following amounts that have not yet been recognized in net periodic pension cost: unrecognized prior service costs of $36,680 and unrecognized actuarial loss of $2,938,321. The prior service cost and actuarial loss included in unrestricted net assets that are expected to be recognized in net periodic postretirement cost during the year ended June 30, 2014, total approximately $284,400.

Net periodic postretirement cost included the following components for the years ended June 30, 2014 and 2013:

	2014	2013
Cost Components		
Service Cost	$338,057	$344,205
Interest Cost	355,274	328,573
Amortization of Prior Service Cost	127,314	127,314
Amortization of Net (Gain)/Loss	145,484	191,074
Net Periodic Postretirement Cost	$966,129	$991,166

The assumed healthcare cost trend rate used in measuring the accumulated postretirement benefit obligation was 8.60 and 9.00 percent for the years ended June 30, 2014 and 2013, respectively. The weighted average postretirement benefit obligation discount rate was 4.08 and 5.00 percent for the years ended June 30, 2014 and 2013, respectively.

If the healthcare cost trend rate assumptions were increased by 1 percent in each year, the accumulated postretirement benefit obligation would be increased by $890,190 and $795,787 as of June 30, 2014 and 2013, respectively. The effect of this change on the sum of the service cost and interest cost components of the net periodic postretirement benefit cost would be an increase of $87,187 and $91,991 as of June 30, 2014 and 2013, respectively. If the healthcare cost trend rate assumptions were decreased by 1 percent in each year, the accumulated postretirement benefit obligation would be decreased by $772,381 and $619,654 as of June 30, 2014 and 2013, respectively. The effect of this change on the sum of the service cost and interest cost components of the net periodic postretirement benefit cost would be a decrease of $73,550 and $70,619 as of June 30, 2014 and 2013, respectively.

The College expects to contribute approximately $552,700 to the plan for the year ended June 30, 2015. Benefits expected to be paid by the plan for the next five fiscal years are as follows:

Years Ending June 30	
2015	$552,726
2016	612,981
2017	601,019
2018	576,062
2019	593,489
2020-2024	3,083,895

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NOTE 15 – COMPENSATED ABSENCES

Eligible employees of the College earn vacation leave based upon the employee's classification and length of service with the maximum accumulation of forty days for reimbursement purposes upon resignation, retirement, or other severance of employment. At June 30, 2014 and 2013, employees of the College had accumulated vacation leave balances representing a liability of $2,288,161 and $2,170,505, respectively.

NOTE 16 – CONTINGENCIES

Litigation

The College is party to various legal actions arising in the ordinary course of its operations. While it is not feasible to predict the ultimate outcome of these actions, it is the opinion of management that the resolution of these matters will not have a material effect on the College's financial statements.

Grants

Amounts received and expended by the College under various federal and state programs (principally related to student financial aid) are subject to audit by governmental agencies. It is the opinion of management that audit adjustments, if any, will not have a significant effect on the financial statements of the College as of June 30, 2014.

Self-Insurance

The College self-insures through the Lycoming County Insurance Consortium Pooled Trust (Consortium) (See Note 22) for certain health care benefits provided to current and former employees. The Consortium has purchased an excess policy which covers employee health benefit clams in excess of $375,000. The College has provided for claims incurred but not recorded in the amount of $950,000 and $653,200 at June 30, 2014 and 2013, respectively.

NOTE 17 – RELATED-PARTY TRANSACTIONS

The College reimbursed The Pennsylvania State University for certain tuition costs in the amount of approximately $880,000 and $954,000 for the years ended June 30, 2014 and 2013, respectively. The Pennsylvania State University reimbursed the College for certain tuition costs in the amount of approximately $1,947,000 and $1,689,000 for the years ended June 30, 2014 and 2013, respectively.

The College purchased services from two companies, which are owned by two members of the Board of Directors, in the amount of approximately $299,000 and $244,000 for the years ended June 30, 2014 and 2013, respectively.

NOTE 18 – COMMITMENTS

The Community Arts Center has contractual obligations with artist groups for the 2014-2015 performance season amounting to $213,543.

NOTE 19 – SIGNIFICANT CONCENTRATION OF CREDIT RISK

The College has concentrated its credit risk for cash by maintaining deposits in financial institutions located within the same geographic region. The maximum loss that would result from that risk totaled $24,893,498 and $19,619,379 at June 30, 2014 and 2013, respectively, for the excess of the deposit liabilities reported by the institutions over the amounts that are insured by the Federal Deposit Insurance Corporation (FDIC). Further, the College maintains deposits with financial institutions under repurchase agreement contracts whereby a pool of investments consisting of U.S. government securities and U.S. government agencies are pledged as specific collateral for the above repurchase agreements.

NOTE 20 – CHARITABLE REMAINDER UNITRUST AND CHARITABLE GIFT ANNUITY AGREEMENTS

The College has entered into Charitable Remainder Unitrust and Charitable Gift Annuity Agreements whereby the donors contributed assets in exchange for distributions for a specified period of time to the donors or other beneficiaries. At the end of the specified time, the remaining assets are available for the College's use. The College received no contributions for the year ending June 30, 2014, and received $20,774 under these agreements for the year ended June 30, 2013. Assets received are recorded at fair value on the date the unitrust or agreement is recognized, and a liability equal to the present value of the future distributions is recorded. The difference between the fair value of the assets received and the liability to the donors or other beneficiaries is recognized as contribution revenue. On an annual basis, the College revalues the liability based on the fair value of the assets and the remaining required payments over the life of the trust or agreement.

NOTE 21 – BENEFICIAL INTEREST IN AGENCY ENDOWMENT HELD BY COMMUNITY FOUNDATION

The Community Arts Center transferred permanently restricted net assets and donor contributed funds to the First Community Foundation of Pennsylvania (First Community). First Community maintains and administers these funds solely for the benefit of the Community Arts Center; however, First Community has been granted variance power to modify any restriction on these funds. First Community is required to distribute annually all or part of the income earned on these funds as First Community deems reasonable and proper, after consultation with the Community Arts Center. Principal may be distributed upon request by the Community Arts Center, approval by First Community, and in accordance with the donor's original restrictions.

The cumulative amount recognized in the statements of financial position as beneficial interest in assets held by others totaled $625,111 and $81,760 at June 30, 2014 and 2013, respectively, as valued by First Community.

NOTE 22 – FUNDS HELD BY TRUSTEE FOR HEALTH INSURANCE

The College joined the Consortium for the purpose of stabilizing rates for employee health insurance. The Consortium consists of Lycoming County educational institutions that have placed all employees in an insurance pool and jointly share all the risks and benefits of such a pool.

NOTE 22 – FUNDS HELD BY TRUSTEE FOR HEALTH INSURANCE, Continued

Funds are contributed to the pool and used to pay claims under the current year's funding arrangement with Blue Cross/Blue Shield. The balance of funds contributed to the rate stabilization fund and not utilized are shown as participant shares in the Consortium and are returned if the participant leaves the Consortium at any time. The College's financial interest in the Consortium as of June 30, 2014 and 2013, was $3,468,887 and $3,195,199, respectively, and is reflected in deposits held by trustees and a designation of net assets in the statements of financial position.

NOTE 23 – FUND RAISING COSTS

The College has incurred fund raising activity costs of approximately $903,000 and $759,000 for the years ended June 30, 2014 and 2013, respectively, that involves influencing potential donors to contribute money, securities, services, materials, facilities, and other assets that further the purposes of the College and related organizations. These amounts are included in general institution support and other in the statement of activities.

NOTE 24 – SUBSEQUENT EVENTS

Subsequent events have been evaluated through November 11, 2014 which is the date the financial statements were issued.

Pennsylvania College of Technology

Consolidated Financial Statements

June 30, 2015 and 2014

Pennsylvania College of Technology

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June 30, 2015 and 2014

Independent Auditors' Report

Board of Directors
Pennsylvania College of Technology

We have audited the accompanying consolidated financial statements of Pennsylvania College of Technology and subsidiaries (collectively, the "College"), which comprise the consolidated statements of financial position as of June 30, 2015 and 2014, and the related consolidated statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Pennsylvania College of Technology and subsidiaries as of June 30, 2015 and 2014, and the changes in their net assets and their cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Baker Tilly Virchow Krause, LLP

Williamsport, Pennsylvania
October 30, 2015

Pennsylvania College of Technology

Consolidated Statement of Financial Position
June 30, 2015 and 2014

	2015	2014
Assets		
Current Assets		
Cash and cash equivalents	$ 30,879,456	$ 31,659,995
Deposits held by trustees	5,584,367	4,076,599
Accrued interest receivable	41,825	9,794
Accounts receivable, net	2,595,537	2,044,242
Contributions receivable, net	212,410	171,035
Inventories	1,901,262	1,905,397
Prepaid expenses	862,094	710,000
Total current assets	42,076,951	40,577,062
Non-Current Assets		
Deposits held by trustees under debt agreements	447,991	2,551,034
Contributions receivable, net	472,344	283,043
Property and equipment, net of accumulated depreciation	182,895,527	189,934,381
Beneficial interest in agency endowment held by Community Foundation	703,870	625,111
Cash surrender value - life insurance	47,216	45,551
Assets held in charitable remainder trust	483,961	504,756
Investments held for long term purposes	23,845,559	19,297,238
Total non-current assets	208,896,468	213,241,114
Total assets	$ 250,973,419	$ 253,818,176

See notes to consolidated financial statements

Pennsylvania College of Technology

Consolidated Statement of Financial Position
June 30, 2015 and 2014

	2015	2014
Liabilities and Net Assets		
Current Liabilities		
Accounts payable	$ 5,763,191	$ 5,606,251
Accrued interest payable	1,860,454	2,104,186
Bonds payable	1,850,000	3,250,000
Capital lease obligations	70,462	88,681
Accrued salaries and related expenses	6,919,277	6,111,670
Payroll tax and employee payable	574,847	555,113
Deferred revenue and refundable advances	3,255,084	4,582,870
Funds held in custody for others	161,333	156,136
Other	52,522	45,752
Total current liabilities	20,507,170	22,500,659
Non-Current Liabilities		
Bonds payable	126,263,836	130,248,162
Capital lease obligations	106,123	148,587
Funds held in charitable remainder trust	418,680	418,384
Due to charitable gift annuities	109,865	134,901
Accrued postretirement benefits	7,156,240	8,189,520
Total non-current liabilities	134,054,744	139,139,554
Total liabilities	154,561,914	161,640,213
Net Assets		
Unrestricted	85,458,730	81,844,614
Temporarily restricted	2,775,760	2,820,361
Permanently restricted	8,177,015	7,512,988
Total net assets	96,411,505	92,177,963
Total liabilities and net assets	$ 250,973,419	$ 253,818,176

See notes to consolidated financial statements

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Pennsylvania College of Technology

Statement of Activities
Year Ended June 30, 2015

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Operating Revenue and Other Support				
Tuition and fees, net of discounts $1,732,592	$ 90,538,658			$ 90,538,658
State appropriations	17,980,000			17,980,000
Investment return designated for current operations	299,600	$ 133,337		432,937
Government contracts and grants	12,669,714			12,669,714
Contributions, gifts and grants	2,012,425			2,012,425
Recovery of indirect costs	383,928			383,928
Auxiliary enterprises	24,403,823			24,403,823
Other sources	2,866,819			2,866,819
Total operating revenues and other support	151,154,967	133,337		151,288,304
Net assets released from restriction	603,004	(603,004)		-
Total operating revenues and other support	151,757,971	(469,667)		151,288,304
Operating Expenses				
Education and general:				
Instruction	65,295,866			65,295,866
Academic support	18,329,857			18,329,857
Student services	10,190,220			10,190,220
General institution support	30,170,238			30,170,238
Other	3,179,384	14,910		3,194,294
Total education and general	127,165,565	14,910		127,180,475
Auxiliary enterprises	22,584,670			22,584,670
Total operating expenses	149,750,235	14,910		149,765,145
Changes in net assets from operations	2,007,736	(484,577)		1,523,159
Non-operating Activities				
Investment return in excess of amounts designated for current operations	31,950	(980)	$ 89,292	120,262
Contributions		557,159	458,532	1,015,691
Gain on disposal and assets	15,280			15,280
Gain on early extinguishment of debt	146,279			146,279
Benefit related changes other than net periodic benefit costs	1,412,871			1,412,871
Revision of donor restrictions		(116,203)	116,203	-
Non-operating income	1,606,380	439,976	664,027	2,710,383
Increase (decrease) in net assets	3,614,116	(44,601)	664,027	4,233,542
Net Assets at Beginning of Year	81,844,614	2,820,361	7,512,988	92,177,963
Net Assets at End of Year	$ 85,458,730	$ 2,775,760	$ 8,177,015	$ 96,411,505

See notes to consolidated financial statements

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Pennsylvania College of Technology

Statement of Activities
Year Ended June 30, 2014

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Operating Revenue and Other Support				
Tuition and fees, net of discounts $1,409,740	$ 87,066,363			$ 87,066,363
State appropriations	15,980,000			15,980,000
Investment return designated for current operations	454,608	$ 240,298		694,906
Government contracts and grants	13,108,563			13,108,563
Contributions, gifts and grants	2,545,258			2,545,258
Recovery of indirect costs	492,035			492,035
Auxiliary enterprises	24,234,380			24,234,380
Other sources	3,774,892			3,774,892
Total operating revenues and other support	147,656,099	240,298		147,896,397
Net assets released from restriction	468,859	(468,859)		-
Total operating revenues and other support	148,124,958	(228,561)		147,896,397
Operating Expenses				
Education and general:				
Instruction	63,330,847			63,330,847
Academic support	18,955,640			18,955,640
Student services	9,902,578			9,902,578
General institution support	28,814,881			28,814,881
Other	2,663,228	15,262		2,678,490
Total education and general	123,667,174	15,262		123,682,436
Auxiliary enterprises	22,232,219			22,232,219
Total operating expenses	145,899,393	15,262		145,914,655
Changes in net assets from operations	2,225,565	(243,823)		1,981,742
Non-operating Activities				
Investment return in excess of amounts designated for current operations	1,247,350	354,259	$ 507,392	2,109,001
Contributions		672,944	1,283,347	1,956,291
Loss on disposal and assets	(13,554)			(13,554)
Benefit related changes other than net periodic benefit costs	(339,423)			(339,423)
Revision of donor restrictions	(500)	(137,329)	137,829	-
Non-operating income	893,873	889,874	1,928,568	3,712,315
Increase in net assets	3,119,438	646,051	1,928,568	5,694,057
Net Assets at Beginning of Year	78,725,176	2,174,310	5,584,420	86,483,906
Net Assets at End of Year	$ 81,844,614	$ 2,820,361	$ 7,512,988	$ 92,177,963

See notes to consolidated financial statements

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Pennsylvania College of Technology

Statement of Cash Flows
June 30, 2015 and 2014

	2015	2014
Cash Flows from Operating Activities		
Increase in net assets	$ 4,233,542	$ 5,694,057
Net realized and unrealized losses (gains) on investments	258,495	(2,016,925)
Gain on early extinguishment of debt	(146,281)	-
Interest and dividend income	(646,371)	(553,983)
Depreciation expense	10,568,693	10,486,247
Amortization expense	(85,337)	(38,656)
Accretion	(234)	(126)
Provision for uncollectible accounts	542,352	394,212
(Gain) loss on disposal of assets	(15,280)	13,554
Contribution of equity securities	(14,464)	(190,744)
Contribution of property and equipment	(1,079,969)	(655,118)
Increase in deposits held by trustee	(1,507,768)	(343,805)
(Increase) decrease in receivables	(1,375,017)	780,958
(Increase) decrease in inventories and prepaid expenses	(147,959)	353,190
Decrease (increase) in payables	740,549	(1,019,613)
(Decrease) increase in refundable advances & other liabilities	(1,297,083)	735,931
Increase in funds held in custody for others	5,197	37,193
(Decrease) increase in accrued postretirement benefits	(1,033,280)	802,512
Net cash provided by operating activities	8,999,785	14,478,884
Cash Flows from Investing Activities		
Purchase of investments	(12,196,276)	(8,391,184)
Proceeds from sale of investments	7,429,205	6,490,260
Purchase of property and equipment	(2,455,479)	(4,655,128)
Decrease in deposits held by trustees under debt agreements	2,103,043	-
Increase in beneficial interest in assets		
held by others and cash surrender value - life insurance	(80,424)	(543,320)
Proceeds from sale of property (net)	20,889	11,503
Net cash used in investing activities	(5,179,042)	(7,087,869)
Cash Flows from Financing Activities		
Principal payments on bonds payable	(4,961,451)	(2,775,000)
Interest and dividends income received	646,371	553,983
Bond issuance costs	(201,096)	-
Capital least obligations	(60,683)	148,727
Payments of charitable gift annuities	(24,423)	(23,398)
Net cash used in financing activities	(4,601,282)	(2,095,688)
Net (decrease) increase in cash and cash equivalents	(780,539)	5,295,327
Cash and Cash Equivalents at Beginning of Year	31,659,995	26,364,668
Cash and Cash Equivalents at End of Year	$ 30,879,456	$ 31,659,995
Supplemental Disclosure of Cash Flow Information		
Noncash investing and financing transactions:		
Contributions of property and equipment	$ 1,079,969	$ 655,118
Contributions of donated equity securities	14,464	190,744
Interest paid (not capitalized)	6,579,337	6,436,472
Advance refunding of bonds payable	8,840,000	-

See notes to consolidated financial statements

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1. The College and Related Entities

Organization

Pennsylvania College of Technology ("College" or "Penn College") is organized as a Pennsylvania nonprofit corporation under the laws of the Commonwealth of Pennsylvania and is a wholly controlled subsidiary of The Corporation for Penn State. As an affiliate of The Pennsylvania State University, the College maintains its own missions, goals, and board of directors.

The financial statements of the College include, on a consolidated basis, the financial statements of its wholly controlled subsidiary, Pennsylvania College of Technology Community Arts Center, Inc. ("Community Arts Center") and a related entity, Pennsylvania College of Technology Foundation ("Foundation"). All material transactions between the College, Community Arts Center, and Foundation have been eliminated.

2. Summary of Significant Accounting Policies

The financial statements reflect the application of certain accounting policies as set forth in this note. Other policies and practices are covered in other notes where applicable.

Basis of Accounting

The financial statements of Pennsylvania College of Technology have been prepared on the accrual basis of accounting.

Basis of Presentation

The College's financial statements include a statement of financial position, a statement of activities, and a statement of cash flows. The changes in net assets are classified as permanently restricted, temporarily restricted, or unrestricted.

Permanently Restricted Net Assets include only the historical dollar amounts of gifts, including contributions receivable and remainder interests, which are required by donors to be permanently retained. Contributions receivable and remainder interests are reported at their estimated present values.

Temporarily Restricted Net Assets include gifts, contributions receivable, and remainder interest, income, and gains that can be expended, but for which restrictions have not yet been met. Such restrictions include time restrictions imposed by donors or implied by the nature of the gift or interpretations of law.

Unrestricted Net Assets are the remaining net assets of the College.

Donor-restricted gifts that are received and either spent or deemed spent within the same year are reported as unrestricted revenue. Gifts of long-lived assets are reported as unrestricted net assets when the assets are placed in service.

The College has not altered the way in which it administers its various funds, including endowments, and will continue to maintain its accounts in accordance with the principles of "fund accounting." This is the procedure by which resources for various purposes are classified for accounting and reporting purposes into funds that are in accordance with specified activities or objectives. Gifts are recorded in fund accounts, and investment income is distributed to funds annually. Income distributed to funds may be a combination of capital appreciation and yield pursuant to the College's total return investment policy.

Non-operating activities reflect transactions of a long-term investment or capital nature, including contributions restricted for acquisitions of facilities and equipment, contributions restricted with donor-imposed stipulations, and gains and losses on investments in excess of the College's spending policy.

Cash Flows

For the purpose of the Statements of Cash Flows, the College considers all unrestricted highly liquid investments with an initial maturity of three months or less to be cash equivalents.

Inventories

Inventories are stated at the lower of cost or market. Cost is determined using the weighted average method.

Bond Issuance Costs

Bond issuance costs are amortized over the term of the related bonds computed on a straight line basis, which is not significantly different than the effective interest method, and are reported net with the related long-term debt.

Expense Allocation

The cost of providing various programs and other activities has been summarized on a functional basis in the statements of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Income Tax Status

The College is exempt from federal income tax on its exempt income under Section 501(c)(3) of the Internal Revenue Code. However, income from certain activities not directly related to the College's tax exempt purpose is subject to taxation as unrelated business income. In addition, the College qualifies for the charitable contribution deduction under Section 170 (b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509 (a).

The College accounts for uncertainty in income taxes using a recognition threshold of more-likely-than-not to be sustained upon examination by the appropriate taxing authority. Measurement of the tax uncertainty occurs if the recognition threshold is met. Management determined there were no tax uncertainties that met the recognition threshold in 2015 and 2014.

The College's federal Return of Organization Exempt from Income Tax for years ended prior to June 30, 2012 are no longer remain subject to examination by the Internal Revenue Service.

Investments

The College carries investments in marketable securities with readily determinable fair values and all investments in debt securities at their fair values in the statements of financial position. Unrealized gains and losses are included in the non-operating investment return in the accompanying statements of activities. See Note 4 for a discussion of fair value measurements.

The fair values reported in the statement of financial position are exposed to various risks, including changes in the equity markets, the interest rate environment, and general economic conditions. Due to the level of risk associated with certain investments and the level of uncertainty related to changes in the fair value of investment securities, it is reasonably possible that the amounts reported in the accompanying financial statements could change materially in the near term.

Accounts Receivable and Uncollectible Accounts

Accounts receivable are stated net of an allowance for uncollectible accounts. The method used to establish the allowance for uncollectible accounts for student receivables is to provide 100 percent of outstanding balances for all completed semesters. The allowance for uncollectible accounts for the general receivables is based on specific identification of uncollectible accounts determined by management.

The College charge-off policy for uncollectible accounts for students provides that the balance remains in the system indefinitely, and, should the student need services from the College, the student must remit payment before the College will provide the requested services. The policy for charge-off of general College and related organizations' receivables is determined by management when all collection efforts have been exhausted.

Contributions Receivable and Uncollectible Accounts

Contributions receivable are stated net of an unamortized discount for contributions to be received after one year and an allowance for uncollectible accounts. An allowance for uncollectible contributions receivable is provided based upon management's judgment including such factors as prior collection history, type of contribution, and nature of the fund-raising activity.

Property and Equipment

Property and equipment are carried at cost or, if donated, at the approximate fair value at the date of donation. Depreciation is computed using the straight line method over the estimated useful lives of the assets. Useful lives range from 10 to 40 years for buildings, 10 years for improvements other than buildings, 10 years for library books and 3 to 20 years for equipment.

Restricted and Unrestricted Revenue and Support

Tuition revenue is recognized in the fiscal year in which the substantial portion of the educational term occurs. State appropriation revenues are recognized in the period in which the Commonwealth of Pennsylvania has appropriated them. Revenues for auxiliary enterprises are recognized as the related goods and services are delivered and rendered. Grant revenues are recognized as the eligible grant activities are conducted. Payments received in advance for tuition, goods, and services are deferred.

Contributions, including unconditional promises to give, are recognized as revenues in the period received. Conditional promises to give are not recognized until they become unconditional; that is, when the conditions on which they depend are substantially met. Contributions of assets other than cash are recorded at their estimated fair value. Contributions to be received after one year are discounted at an appropriate rate commensurate with the risks involved. Amortization of discounts is recorded as additional contribution revenue in accordance with donor-imposed restrictions, if any, on the contribution.

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions.

Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restrictions expire in the reporting period in which the support is recognized. All the donor-restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions.

Deposits Held by Trustees Under Debt Agreements

Deposits held by trustees under debt agreements represent debt service and other funds held by third-party trustees as required by various debt agreements. These funds are generally invested in short-term securities and will be used for debt service.

Fair Value of Financial Instruments

The College has provided fair value estimates for certain financial instruments in the notes to the financial statements. The estimated fair value amounts for marketable debt and equity securities held by the College and long-term debt have been determined using available market information as supplied by the various financial institutions who act as trustees or custodians for the College. The carrying amounts of cash and cash equivalents, accounts receivable, accounts payable, and long-term debt - current portion are reasonable estimates of their fair value due to their short-term nature. The carrying values of the student loans receivable are reasonable estimates of their fair value because outstanding loans have been made at similar rates available to students for similar loans. The fair value of the College's long-term debt - non-current portion is disclosed at Note 11. These financial instruments are all considered level 2 inputs for fair value measurement purposes, with the exception of the College's cash and cash equivalents, which are considered level 1, and contributions receivable, which are considered level 3. The fair value of investments is presented at Note 7.

Fair value information presented in the financial statements is based on information available at June 30, 2015 and 2014. Although the College is not aware of any factors that would significantly affect the estimated fair value amounts, such amounts have not been updated since those dates and, therefore, the current estimates of fair value at dates subsequent to June 30, 2015 and 2014, may differ from the amounts presented.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Title IV Requirements

The College participates in Government Student Financial Assistance Programs ("Title IV") administered by the U.S. Department of Education ("ED") for the payment of student tuition. Substantial portions of the revenue and collection of accounts receivable as of June 30, 2015 and 2014 are dependent upon the College's continued participation in the Title IV programs.

Recent Accounting Pronouncements

In October 2012, the Financial Accounting Standards Board ("FASB") issued Accounting Standards Update (ASU) No. 2012-04, *Technical Corrections and Improvements*. ASU No. 2012-04 includes amendments intended to conform terminology and clarify guidance in the codification to fully reflect the fair value measurement and disclosure requirements of FASB Accounting Standards Codification (ASC) 820, *Fair Value Measurements and Disclosures*. The ASU is effective for periods beginning after December 15, 2013. The adoption of this ASU did not have any impact on the College's financial position or results of operation.

In April 2013, FASB issued ASU No. 2013-06, *Services Received from Personnel of an Affiliate*. ASU No. 2013-06 requires a recipient not-for-profit to recognize all services received from personnel of an affiliate that directly benefit the recipient not-for-profit entity. The ASU is effective for fiscal years beginning after June 15, 2014. The adoption of this ASU did not have any impact on the College's financial position or results of operation, as the College had previously been recognizing such activity.

In April 2015, FASB issued ASU 2015-03, *Interest - Imputation of Interest (Topic 835-30): Simplifying the Presentation of Debt Issuance Costs*. The ASU requires that debt issuance costs related to a recognized debt liability be presented as a direct deduction from the carrying amount of that debt liability, consistent with debt discounts. The recognition and measurement guidance for debt issuance costs are not affected. While effective for fiscal years beginning after December 15, 2015, early adoption is permitted. The College has elected to early adopt this guidance in 2015 by retroactively reporting deferred financing costs of $1,489,342 (previously reported in 2014 in bond issuance costs) as a deduction from bonds payable (long-term debt) (see Note 11) at June 30, 2014 in the statement of financial position. The adoption had no impact on the College's financial position or result of operations.

3. Accounts Receivable, Net

Accounts receivable at June 30, 2015 and 2014, are summarized as follows:

	2015			2014		
	Total Receivable	Allowance for Uncollectible Accounts	Net	Total Receivable	Allowance for Uncollectible Accounts	Net
Student receivables	$ 5,760,522	$ 5,469,018	$ 291,504	$ 5,189,815	$ 4,931,791	$ 258,024
Federal and state appropriations	930,892	-	930,892	428,157	-	428,157
Other receivables	1,384,054	10,913	1,373,141	1,375,161	17,100	1,358,061
Total	$ 8,075,468	$ 5,479,931	$ 2,595,537	$ 6,993,133	$ 4,948,891	$ 2,044,242

4. Fair Value Measurements

FASB ASC 820, *Fair Value Measurements and Disclosures*, provides the framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements) and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy under FASB ASC 820 are described as follows:

Level 1: Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the College has the ability to access.

Level 2: Inputs to the valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;

- Quoted prices for identical or similar assets or liabilities in inactive markets;

- Inputs other than quoted prices that are observable for the asset or liability;

- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the level 2 input must be observable for substantially the full term of the asset or liability.

Level 3: Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2015 and 2014.

Common stock (comprised of equity securities across multiple business sectors): Valued at the closing price reported on the active market on which the individual securities are traded.

Corporate bonds and U.S. government securities: Valued at quoted prices for similar assets in active markets.

Mutual funds: Valued at the quoted net asset value ("NAV") of shares held by the Foundation at year end.

Other investments: Fair value as determined by the custodian.

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, although the College believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following table presents the assets held by the College at their fair value as of June 30, 2015 and 2014, by level within the fair value hierarchy.

| | **Assets at Fair Value as of December 31, 2015** | | | |
	Level 1	Level 2	Level 3	Total
Financial Assets:				
Money market accounts	$ 185,856			$ 185,856
Long-term investments:				
U.S. government/agency		$ 297,382		297,382
Savings, CD's, and time deposits	2,657,421			2,657,421
Corporate bonds		3,042,963		3,042,963
Equity Securities:				
Mutual funds:				
Fixed income	5,542,700			5,542,700
Value	476,628			476,628
Blend	5,937,082			5,937,082
Growth	3,233,535			3,233,535
Real estate	357,285			357,285
Energy	131,036			131,036
Natural resources	129,304			129,304
Healthcare	5,598			5,598
Financial	4,470			4,470
Common stock	1,810,701			1,810,701
Other Investments	33,598			33,598
Long-term investments	20,505,214	3,340,345		23,845,559
Deposits held by trustee (U.S. government agency)		5,584,367		5,584,367
Deposits held by trustees Under debt agreement U.S. government/agency)		447,991		447,991
Beneficial interest in assets held by others			$ 703,870	703,870
Assets held in charitable remainder trust	483,961			483,961
Total financial assets	$ 20,989,175	$ 9,372,703	$ 703,870	$ 31,065,748
Financial Liabilities:				
Funds held in charitable remainder trust			$ 418,680	$ 418,680
Due to charitable gift annuities			109,865	109,865
Total financial liabilities at fair value			$ 528,545	$ 528,545

	Level 1	Level 2	Level 3	Total
		Assets at Fair Value as of December 31, 2014		
Financial Assets:				
Long-term investments:				
U.S. government/agency		$ 1,118,330		$ 1,118,330
Corporate bonds		1,015,315		1,015,315
Equity Securities:				
Mutual funds:				
Fixed income	$ 4,062,316			4,062,316
Value	1,738,133			1,738,133
Blend	3,936,913			3,936,913
Growth	5,205,232			5,205,232
Real estate	290,636			290,636
Common stock	1,878,253			1,878,253
Other Investments	52,110			52,110
Long-term investments	17,163,593	2,133,645		19,297,238
Deposits held by trustee (U.S. government agency)		4,076,599		4,076,599
Deposits held by trustees Under debt agreement U.S. government/agency)		2,551,034		2,551,034
Beneficial interest in assets held by others			$ 625,111	625,111
Assets held in charitable remainder trust	504,756			504,756
Total financial assets	$ 17,668,349	$ 8,761,278	$ 625,111	$ 27,054,738
Financial Liabilities:				
Funds held in charitable remainder trust			$ 418,384	$ 418,384
Due to charitable gift annuities			134,901	134,901
Total financial liabilities at fair value			$ 553,285	$ 553,285

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Change in fair value measurements for Level 3 financial assets and liabilities for the years ended June 30, 2015 and 2014, is summarized as follows:

	Financial Assets Beneficial Interest in Assets
June 30, 2015	
Beginning of the year	$ 625,111
Issuances	91,722
Settlements	(6,097)
Investment return, net	(6,866)
End of the year	$ 703,870

	Financial Liabilities		
	Charitable Remainder Trust	Charitable Gift Annuities	Total
June 30, 2015			
Beginning of the year	$ 418,384	$ 134,901	$ 553,285
Settlements	296	(25,036)	(24,740)
End of the year	$ 418,680	$ 109,865	$ 528,545

	Financial Assets Beneficial Interest in Assets
June 30, 2014	
Beginning of the year	$ 81,760
Issuances	500,000
Settlements	(2,599)
Investment return, net	45,950
End of the year	$ 625,111

	Financial Liabilities		
	Charitable Remainder Trust	Charitable Gift Annuities	Total
June 30, 2014			
Beginning of the year	$ 354,397	$ 159,989	$ 514,386
Settlements	63,987	(25,088)	38,899
End of the year	$ 418,384	$ 134,901	$ 553,285

5. **Contributions Receivable, Net**

Contributions receivable at June 30, 2015 and 2014, are summarized as follows:

	2015	2014
In one year or less	$ 225,244	$ 182,109
Between one year and five years	498,307	298,666
Five or more years	20,000	10,000
	743,551	490,775
Less: Allowance	(40,617)	(29,305)
Less: Discount	(18,180)	(7,392)
Contributions receivable, net	$ 684,754	$ 454,078

Contributions receivable in the amount of $684,754 and $454,078 are recorded with the revenue assigned to the appropriate category of restriction as of June 30, 2015 and 2014, respectively. Discount rate used on long-term contributions receivable was based on the U.S. Treasury constant maturity rate in effect on the date of the pledge in 2015 and 2014.

The College had conditional promises to give as of June 30, 2015 and 2014, of $3,704,000 and $3,489,000, respectively. These conditional promises to give are not included in the financial statements.

6. **Inventories**

Inventories at June 30, 2015 and 2014, are summarized as follows:

	2015	2014
Food Services	$ 73,822	$ 72,503
Textbooks	893,953	865,708
Merchandise	915,806	950,596
Other	17,681	16,590
Total	$ 1,901,262	$ 1,905,397

7. **Investments**

   Investments by major category at June 30, 2015 and 2014, are summarized as follows:

	2015	2014
	Fair Value	
Money market accounts	$ 185,856	$ -
Fixed income:		
U.S. government	297,382	1,118,330
Certificates of deposit	2,657,421	-
Corporate bonds	3,042,963	1,015,314
Equity securities:		
Mutual funds:		
Fixed income	5,542,700	4,062,316
Value	476,628	1,738,133
Blend	5,937,082	3,936,913
Growth	3,233,535	5,205,232
Real estate	357,285	290,636
Energy	131,036	-
Natural resources	129,304	-
Healthcare	5,598	-
Financial	4,470	-
Common stock	1,810,701	1,878,253
Other investments	33,598	52,111
Total	$ 23,845,559	$ 19,297,238

   Common stock investments are comprised of domestic and international equities.

The following schedule summarizes the investment return and its classification in the statements of activities for the years ended June 30, 2015 and 2014:

	2015			
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Dividends and interest	$ 374,116	$ 231,184	$ 41,683	$ 646,983
Less fees	(41,276)	(30,251)	(5,446)	(76,973)
Net dividends and interest	332,840	200,933	36,237	570,010
Net realized gain	339,192	289,932	52,814	681,938
Unrealized gain (loss)	(582,768)	(358,508)	241	(941,035)
Total	89,264	132,357	89,292	310,913
Interest on short-term investments	242,286			242,286
Total return on investments	331,550	132,357	89,292	553,199
Investment return designated for current operations	(299,600)	(133,337)		(432,937)
Investment return in excess of amounts designated for current operations	$ 31,950	$ (980)	$ 89,292	$ 120,262

	2014			
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Dividends and interest	$ 308,013	$ 41,232	$ 201,862	$ 551,107
Less fees	(45,246)	(6,571)	(31,985)	(83,802)
Net dividends and interest	262,767	34,661	169,877	467,305
Net realized gain	433,890	76,670	326,555	837,115
Unrealized gain	738,242	483,226	10,960	1,232,428
Total	1,434,899	594,557	507,392	2,536,848
Interest on short-term investments	267,059			267,059
Total return on investments	1,701,958	594,557	507,392	2,803,907
Investment return designated for current operations	(454,608)	(240,298)		(694,906)
Investment return in excess of amounts designated for current operations	$ 1,247,350	$ 354,259	$ 507,392	$ 2,109,001

The Board of Directors designates only a portion of the College's cumulative investment return for support of current operations; the remainder is retained to support operations of future years and to offset potential market declines. The amount computed under the endowment spending policy of the investment pool and all investment income earned by investing cash in excess of daily requirements are used to support current operations.

8. **Property and Equipment**

Property and equipment at June 30, 2015 and 2014, is comprised of the following:

	2015	2014
Land	$ 18,136,597	$ 17,958,186
Buildings, including improvements	258,548,232	257,781,391
Land improvements	10,314,243	10,049,361
Equipment	55,611,146	54,465,251
Library books	4,390,558	4,615,093
Construction in progress	409,302	1,322,156
Collectibles	24,341	24,341
	347,434,419	346,215,779
Less accumulated depreciation	(164,538,892)	(156,281,398)
Total	$ 182,895,527	$ 189,934,381

Depreciation expense charged to operations for the years ended June 30, 2015 and 2014, was $10,568,693 and $10,486,247, respectively. No depreciation expense is provided for collectibles.

9. **Operating Leases**

The College has a non-cancelable operating lease for equipment that expires June 2019, and a lease for facilities that expire in September 2015 and 2016, respectively. Rental expense for leases amounted to $85,637 and $133,489 for the years ended June 30, 2015 and 2014, respectively. Future minimum lease payments under the operating leases that have a remaining term in excess of one year as of June 30, 2015, are:

Years ending June 30:	Equipment	Facilities	Total
2016	$ 26,516	$ 21,972	$ 48,488
2017	26,516		26,516
2018	26,516		26,516
2019	26,516		26,516
Total	$ 106,064	$ 21,972	$ 128,036

10. Endowment

The College's endowment consists of 189 and 182 individual funds as of June 30, 2015 and 2014, respectively, established for a variety of purposes. Its endowment includes both donor-restricted endowment funds and funds designated by the Board of Directors to function as endowments. As required by GAAP, net assets associated with endowment funds, including funds designated by the Board of Directors to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

Endowment net asset composition by type of fund as of June 30, 2015 and 2014:

| | **2015** | | | |
	Unrestricted	**Temporarily Restricted**	**Permanently Restricted**	**Total**
Donor-restricted endowment funds		$ 1,974,953	$ 8,177,015	$ 10,151,968
Board-designated endowment funds	$ 2,656,572			2,656,572
Total	$ 2,656,572	$ 1,974,953	$ 8,177,015	$ 12,808,540

| | **2014** | | | |
	Unrestricted	**Temporarily Restricted**	**Permanently Restricted**	**Total**
Donor-restricted endowment funds		$ 1,944,311	$ 7,512,988	$ 9,457,299
Board-designated endowment funds	$ 2,571,812			2,571,812
Total	$ 2,571,812	$ 1,944,311	$ 7,512,988	$ 12,029,111

Changes in endowment net assets for the years ended June 30, 2015 and 2014:

| | **2015** | | | |
	Unrestricted	**Temporarily Restricted**	**Permanently Restricted**	**Total**
Endowment net assets beginning of year	$ 2,571,812	$ 1,944,311	$ 7,512,988	$ 12,029,111
Investment income	101,353	481,720	89,292	672,365
Unrealized depreciation	(109,334)	(382,774)		(492,108)
Contributions/special events		375,987	458,532	834,519
Designated for endowment	205,617			205,617
Revision of donor restrictions		(116,203)	116,203	-
Appropriation of endowment assets for expenditure	(112,876)	(328,088)		(440,964)
Endowment net assets end of year	$ 2,656,572	$ 1,974,953	$ 8,177,015	$ 12,808,540

Pennsylvania College of Technology

Notes to Consolidated Financial Statements
June 30, 2015 and 2014

| | 2014 | | | |
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets beginning of year	$ 1,878,010	$ 1,371,118	$ 5,584,420	$ 8,833,548
Investment income	113,804	110,938	507,392	732,134
Unrealized appreciation	188,452	472,815		661,267
Contributions/special events		376,315	1,283,347	1,659,662
Designated for endowment	512,809			512,809
Revision of donor restrictions	(121,263)	(249,046)		(370,309)
Appropriation of endowment assets for expenditure		(137,829)	137,829	-
Endowment net assets end of year	$ 2,571,812	$ 1,944,311	$ 7,512,988	$ 12,029,111

Funds with Deficiencies

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level that the donor requires the College to retain as a fund of perpetual duration. There were no deficiencies of this nature as of June 30, 2015 or June 30, 2014. Deficiencies result from unfavorable market conditions combined with continued appropriation of certain scholarships and programs that were deemed prudent by the College. Subsequent gains that restore the fair value of the assets of the endowment fund to the required level will be classified as an increase in unrestricted net assets.

Return Objectives and Risk Parameters

The College has adopted investment and spending policies for endowment assets that provide continued financial stability for the College and a revenue stream for spending on the College's mission. Endowment assets include those assets of donor-restricted funds that the organization must hold in perpetuity and board-designated funds. Under this policy, as approved by the Board of Trustees, the endowment assets are invested in a manner that ensures safety through diversification while obtaining a competitive rate of return with the secondary objective to maintain liquidity. The College expects its endowment funds over time to provide an average compound "real" rate of return of approximately 2-5 percent annually over a full market cycle (bull and bear market). In accordance with the spending policy, the College strives to maintain approximately three years of scholarship expenditures in temporarily restricted net assets. Funds greater than the three year expenditure threshold will be considered for inclusion in the permanently restricted endowments on a case by case basis in accordance with the donor agreements.

Strategies Employed for Achieving Objectives

To satisfy its long-term rate-of-return, the College relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yields (interest and dividends). The College targets a diversified asset allocation that utilizes fixed income and equity-based investments to achieve its long-term objectives within prudent risk constraints.

Spending Policy and How the Investment Objectives Relate to Spending Policy

Commonwealth of Pennsylvania law permits the College to allocate to income each year a portion of endowment net realized gains. Pennsylvania legislation was enacted which limited the amount that may be spent to a minimum of 2 percent, and a maximum of 7 percent of a three-year moving average of the market value of the market value of the endowed assets. The College's investment policy includes an endowment spending rate of no more than 5 percent of the endowment funds' market value. This spending rate constitutes the College's annual appropriation for spending endowment earnings. These spending assumptions are intended to allow for the significant and immediate spending of the income of the portfolio, provide a target rate of return for the endowment fund for the College, and provide a sustainable spending level that will allow for support of the College's scholarship and other programs in support of the College.

11. Long-Term Debt

Long-term debt at June 30, 2015 and 2014, is summarized as follows:

	2015	2014
Series 2008	$ 55,000,000	$ 55,000,000
Series 2011	38,550,000	39,050,000
Series 2012	24,685,000	24,685,000
Series 2015	8,840,000	-
Debt repaid in 2015	-	13,560,000
	127,075,000	132,295,000
Net unamortized premium	2,563,653	2,692,504
Net unamortized issuance costs	(1,524,817)	(1,489,342)
Less current maturities	(1,850,000)	(3,250,000)
Long-term debt	$ 126,263,836	$ 130,248,162

- Series 2008 Bonds - Lycoming County Authority College Revenue Bonds issued by the College in February 2008 for the purpose of funding various construction projects at the Penn College campus. Principal payments are due annually in amounts ranging from $1,455,000 to $4,140,000 through October 2037. The outstanding bonds pay interest at rates ranging from 3.50% to 5.50%.

- Series 2011 Bonds - Lycoming County Authority College Revenue Bonds issued by the College in June 2011 for the purpose of refunding $39,275,000 of the Authority's College Revenue Bonds Series 2000. Principal payments are due annually in amounts ranging from $70,000 to $5,230,000 through July 2030. The outstanding bonds pay interest at rates ranging from 3.00% to 5.50%.

- Series 2012 Bonds - Lycoming County Authority College Revenue Bonds issued by the College in May 2012 for the purpose of refunding $28,090,000 of the Authority's College Revenue Bonds Series 2002. Principal payments are due annually in amounts ranging from $410,000 to $2,635,000 through May 2032. The outstanding bonds pay interest at rates ranging from 2.00% to 5.00%.

- Series 2015 Bonds - Lycoming County Authority College Revenue Bonds issued by the College in June 2015 for the purpose of refunding $9,060,000 of the Authority's College Revenue Bond Series 2005. Principal payments are due annually in amounts ranging from $465,000 to $1,590,000 through January 2025. The bonds pay interest at rates ranging from 2.00% to 5.00%.

The bonds were issued and secured by the Indentures. Indentures provide that all bonds issued thereunder shall be limited obligations of the Authority payable solely from and secured solely by the following sources:

A. As security for such obligations, the Authority will pledge to the Trustees all funds established under the Indenture and all income derived from the investment of such pledged funds.

B. As further security for such obligations, the Authority will assign to the Trustees all its rights to receive payment due from the College under the loan agreement.

The loan agreements provide that (a) the Authority will lend receipts of the bonds to the College; (b) the loan agreement is a general obligation of the College; (c) the College shall make payment to the Trustee, as the assignee of the Authority, in amounts necessary to provide payment as and when due of principal and redemption price of and interest on the bonds and any additional payments in the amounts necessary to make up deficiencies in the fund established under the Indentures and for certain other payments required by the Indentures; and (d) the College's obligations under the Loan Agreements are secured by security interest and tuition revenues.

Maturities and sinking fund requirements on bonds payable for each of the next five fiscal years are summarized as follows:

Year	
2016	$ 1,850,000
2017	3,205,000
2018	3,960,000
2019	4,315,000
2020	4,705,000
Thereafter	109,040,000
Total	$ 127,075,000

The fair value of the bonds payable is estimated based on current rates offered for similar issues with similar security, terms, and maturities using available market information as supplied by the various financial institutions who act as trustees or custodians for the College. At June 30, 2015, the carrying value and estimated fair value of the College's bonds payable, including issuance premiums, were $128,113,836 and $137,847,208, respectively. At June 30, 2014, the carrying value and estimated fair value of the College's bonds payable, including issuance premiums, were $133,498,162 and $141,230,296, respectively. Certain bond issues have associated issuance discounts and premiums; the net issuance premiums totaled $2,563,653 and $2,692,504 at June 30, 2015 and 2014, respectively, and are presented within the statements of financial position as long-term debt. These issuance discounts and premiums are amortized over the term of the respective outstanding bonds. Unamortized bond issuance costs of $1,524,817 and $1,489,342 at June 30, 2015 and 2014, respectively, are presented within the statements of financial position as long-term debt

During the years ended June 30, 2015 and 2014, interest costs of approximately $6,038,000 and $6,362,000, respectively, were incurred and charged to expense. No interest costs were capitalized during the years ended June 30, 2015 and 2014.

12. Capital Lease Obligation

The College has entered into capital leases for dormitory and office equipment. Obligations under capital leases have been recorded in the accompanying financial statements at the present value of future minimum lease payments discounted at an interest rate of 7.0 percent. The capital cost and accumulated depreciation of this equipment at June 30, 2015, was $295,977 and $130,163, respectively.

Future minimum payments under the capital leases are as follows:

Years ending June 30:		
2016	$	80,123
2017		80,123
2018		20,834
2019		8,976
2020		2,244
Total future payments		192,300
Less amount representing interest		(15,715)
Present value of future payments		176,585
Less current portion		(70,462)
Non-current portion	$	106,123

13. Pension/Retirement Plans

The College provides retirement benefits for substantially all regular employees, primarily through contributory defined benefit plans administered by the Commonwealth of Pennsylvania State Employees' Retirement System ("SERS") and The Public School Employees' Retirement System ("PSERS"), or, a defined contribution plan administered by the Teachers Insurance and Annuity Association - College Retirement Equity Fund ("TIAA-CREF"). The total pension and retirement expense for the years ended June 30, 2015 and 2014 was $7,156,928 and $6,252,750, respectively.

Multiemployer Defined Benefit Pension Plans

The risks of participating in multiemployer plans are different from single-employer plans in the following aspects:

Assets contributed to a multiemployer plan by one employer may be used to provide benefits to employees of other participating employers.

If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.

If an employer chooses to stop participating in some of its multiemployer plans, the employer may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

SERS and PSERS

Plan Descriptions

SERS is a governmental cost-sharing multiple-employer defined benefit pension plan that was established by the Commonwealth to provide pension benefits for employees of state government and certain independent agencies. Membership in SERS is mandatory for most state employees. Members and employees of the General Assembly, certain elected or appointed officials in the executive branch, department heads, and certain employees in the field of education are not required, but are given the option to participate. SERS issues a publicly available financial report that can be obtained at www.sers.state.pa.us.

PSERS is a governmental cost-sharing multiple-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania. The members eligible to participate in PSERS include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at www .psers.state.pa.us .

Benefits Provided

SERS provides retirement, death, and disability benefits. Article II of the Commonwealth's constitution assigns the authority to establish and amend the benefit provision of the plan to the General Assembly. Participants in SERS may receive retirement benefits after satisfying age and length of service requirements. Member retirement benefits are determined by taking years of credited service, multiplied by final average salary, multiplied by 2%, multiplied by class of service multiplier.

PSERS provides retirement, disability and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least 1 year of credited service; (b) age 60 with 30 or more years of credited service; or (c) 35 or more years of service regardless of age. Act 120 of 2010 ("Act 120") preserves the benefits of existing members and introduced benefit reductions for individuals who become new members on or after July 1, 2011. Act 120 created two new membership classes, Membership Class T-E ("Class T-E") and Membership Class T-F ("Class T-F"). To qualify for normal retirement, Class T-E and Class T-F members must work until age 65 with a minimum of 3 years of service or attain a total combination of age and service that is equal to or greater than 92 with a minimum of 35 years of service. Benefits are generally equal to 2% or 2.5%, depending on membership class, of the member's final average salary (as defined in the Code) multiplied times the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of five years of service, a member's right to the defined benefits is vested and early retirement benefits may be elected. For class T-E and Class T-F members, the right to benefits is vested after 10 years of service.

PSERS participants are eligible for disability retirement benefits after completion of five years of credited service. Such benefits are generally equal to 2% or 2.5%, depending upon membership class, of the member's final salary (as defined in the Code) multiplied by the number of years of credited service, but not less than one-third of such salary nor greater than the benefit the member would have had at normal retirement age. Members over normal retirement age may apply for disability benefits.

PSERS death benefits are payable upon the death of an active member who has reached age 62 with at least one year of credited service (age 65 with at least three years of credited service for Class T-E and Class T-F members) or who has at least five years of credited service (ten years for Class T-E and Class T-F members). Such benefits are actuarially equivalent to the benefit that would have been effective if the member had retired on the day before death.

Contributions

Employees who participate in SERS, dependent upon membership class, are required to make a contribution equal to 5.00% or 9.30% of their gross pay.

Active members who joined PSERS prior to July 22, 1983, contribute at 5.25% (Membership Class T-C) or at 6.5% (Membership Class T-D) of the member's qualifying compensation.

Members who joined PSERS on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25% (Membership Class T-C) or at 7.5% (Membership Class T-D) of the member's qualifying compensation.

Members who joined PSERS after June 30, 2001 and before July 1, 2011, contribute at 7.5% (automatic Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.

Members who joined PSERS after June 30, 2011, automatically contribute at the Membership Class T-E rate of 7.5% (base rate) of the member's qualifying compensation. All new hires after June 30, 2011, who elect Class T-F membership, contribute at 10.3% (base rate) of the member's qualifying compensation. Membership Class T-E and Class T-F are affected by a "shared risk" provision in Act 120 of 2010 that in future fiscal years could cause the Membership Class T-E contribution rate to fluctuate between 7.5% and 9.5% and Membership Class T-F contribution rate to fluctuate between 10.3% and 12.3%.

Employer Contributions

Participating employer contributions for SERS are based upon an actuarially determined percentage of gross pay that is necessary to provide SERS with assets sufficient to meet the benefits to be paid to members. The College contribution rate at June 30, 2015 was 19.92% of gross pay. According to the Commonwealth Retirement Code, all obligations of the SERS will be assumed by the Commonwealth should SERS terminate. The contribution to SERS for the years ended June 30, 2015 and 2014 was $2,681,448 and $1,925,974, respectively.

The College's PSERS contractually required contribution rate for the fiscal year ended June 30, 2015 was 20.5% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The contribution to PSERS for the years ended June 30, 2015 and 2014 was $257,116 and $218,817, respectively.

Defined Contribution Plan - Teachers Insurance and Annuity Association - College Retirement Equity Fund (TIAA/CREF)

TIAA/CREF is a national organization formed to administer pension benefits on behalf of its participants at over 6,000 participating institutions. This retirement plan offers a defined contribution plan with benefits determined solely on amounts contributed to the plan plus investment earnings. Contributions to this retirement plan are determined based upon the College's contribution rate established as stipulated in the College Board Policy statements. The College pension expense for this plan for the years ended June 30, 2015 and 2014 was $4,218,364 and $4,107,959, respectively.

14. Postretirement Benefits Other than Pension

The College sponsors a postretirement health benefit plan. The College pays a portion (to a maximum of 100 percent) of the annual premium, up to the amount listed on the schedule below based upon the employee's years of College service rounded to the nearest year at retirement date:

Years of Service:	College Payment
10	$ 3,000
15	4,000
20	6,000
25	Full Coverage

The College will continue to pay its share of premium cost until the first (1st) day of the month in which eligible retirees reach their sixty-fifth (65th) birthday or become eligible for Medicare, whichever is later.

Employees who are eligible for full coverage will participate in hospitalization insurance cost sharing at the employee percentage in effect on the employee's effective date of retirement. This percentage will remain fixed as long as the retired, full coverage employee is covered under the College's hospitalization insurance.

Retirees are eligible for the medical coverage at the age of 55 if they have at least 10 years of regular full-time employment; employee is not retiring pursuant to permanent disability retirement provision; employee's retirement shall not only be a retirement from the College, but from employment in the public/private schools of the Commonwealth of Pennsylvania; employee may not be eligible to be included in another employer hospitalization plan; and employee remits quarterly, in advance, the effective monthly composite rate premium to cover the proportionate share of cost of insurance. Effective July 1, 2013, the medical claims cost for each participant varied based on the level of coverage under a tiered rate structure. The retiree group hospitalization and medical insurance plan is paid from the unrestricted net assets of the College.

Pennsylvania College of Technology

Notes to Consolidated Financial Statements
June 30, 2015 and 2014

The following sets forth the plan's postretirement benefit obligation and funded status reconciled with the amounts recognized in the Statements of Financial Position at June 30, 2015 and 2014:

	2015	2014
Change in Benefit Obligation		
Benefit obligation at beginning of year	$ (8,189,520)	$ (7,387,008)
Plan assumptions	666,782	(744,505)
Service cost	(357,444)	(338,057)
Interest cost	(303,427)	(355,274)
Actuarial gain	498,150	132,284
Benefits paid	529,219	503,040
Benefit obligation at end of year	$ (7,156,240)	$ (8,189,520)
Change in Plan Assets		
Fair value of plan assets beginning of year	$ -	$ -
Employer contributions	529,219	503,040
Benefits paid	(529,219)	(503,040)
Benefit obligation at end of year	$ -	$ -
Reconciliation of Funded Status		
Accumulated postretirement benefit obligation	$ (7,156,240)	$ (8,189,520)
Employer contributions	-	-
Unrecognized net actuarial loss	-	-
Accrued postretirement benefit at end of year	$ (7,156,240)	$ (8,189,520)

Included in unrestricted net assets at June 30, 2015, are the following amounts that have not yet been recognized in net periodic pension cost: unrecognized prior service costs of $141,503 and unrecognized actuarial loss of $1,630,273. The prior service cost and actuarial loss included in unrestricted net assets that are expected to be recognized in net periodic postretirement cost during the year ended June 30, 2015, total approximately $54,900.

Net periodic postretirement cost included the following components for the years ended June 30, 2015 and 2014:

	2015	2014
Cost Components		
Service cost	$ 357,444	$ 338,057
Interest cost	303,427	355,274
Amortization of prior service cost	104,823	127,314
Amortization of net loss	143,116	145,484
Net periodic postretirement cost	$ 908,810	$ 966,129

The assumed healthcare cost trend rate used in measuring the accumulated postretirement benefit obligation was 7.25 and 8.60 percent for the years ended June 30, 2015 and 2014, respectively. The weighted average postretirement benefit obligation discount rate was 4.29 and 4.08 percent for the years ended June 30, 2015 and 2014, respectively.

If the healthcare cost trend rate assumptions were increased by 1 percent in each year, the accumulated postretirement benefit obligation would be increased by $720,049 and $890,190 as of June 30, 2015 and 2014, respectively. The effect of this change on the sum of the service cost and interest cost components of the net periodic postretirement benefit cost would be an increase of $94,977 and $87,187 as of June 30, 2015 and 2014, respectively. If the healthcare cost trend rate assumptions were decreased by 1 percent in each year, the accumulated postretirement benefit obligation would be decreased by $616,291 and $772,381 as of June 30, 2015 and 2014, respectively. The effect of this change on the sum of the service cost and interest cost components of the net periodic postretirement benefit cost would be a decrease of $79,032 and $73,550 as of June 30, 2015 and 2014, respectively.

The College expects to contribute approximately $552,700 to the plan for the year ended June 30, 2016. Benefits expected to be paid by the plan for the next five fiscal years are as follows:

Years ending June 30:		
2016	$	598,906
2017		596,322
2018		509,586
2019		518,147
2020		522,639
2021-2024		2,602,476

15. Compensated Absences

Eligible employees of the College earn vacation leave based upon the employee's classification and length of service with the maximum accumulation of forty days for reimbursement purposes upon resignation, retirement, or other severance of employment. At June 30, 2015 and 2014, employees of the College had accumulated vacation leave balances representing a liability of $2,286,691 and $2,288,161, respectively.

16. Contingencies

Litigation

The College is party to various legal actions arising in the ordinary course of its operations. While it is not feasible to predict the ultimate outcome of these actions, it is the opinion of management that the resolution of these matters will not have a material effect on the College's financial statements.

Grants

Amounts received and expended by the College under various federal and state programs (principally related to student financial aid) are subject to audit by governmental agencies. It is the opinion of management that audit adjustments, if any, will not have a significant effect on the financial statements of the College as of June 30, 2015.

Self-Insurance

The College self-insures through the Lycoming County Insurance Consortium Pooled Trust ("Consortium") (See Note 22) for certain health care benefits provided to current and former employees. The Consortium has purchased an excess policy which covers employee health benefit clams in excess of $375,000. The College has provided for claims incurred but not recorded in the amount of $990,000 and $950,000 at June 30, 2015 and 2014, respectively.

17. Related-Party Transactions

The College reimbursed The Pennsylvania State University for certain tuition costs in the amount of approximately $835,000 and $880,000 for the years ended June 30, 2015 and 2014, respectively. The Pennsylvania State University reimbursed the College for certain tuition costs in the amount of approximately $2,082,000 and $1,947,000 for the years ended June 30, 2015 and 2014, respectively.

The College purchased services from two companies, which are owned by three members of the Board of Directors, in the amount of approximately $1,531,000 and $1,504,000 for the years ended June 30, 2015 and 2014, respectively.

18. Commitments

The College has obligations for minor construction and maintenance contracts of approximately $400,000.

The Community Arts Center has contractual obligations with artist groups for the 2015-2016 performance season amounting to $276,350.

19. Significant Concentration of Credit Risk

The College has concentrated its credit risk for cash by maintaining deposits in financial institutions located within the same geographic region. The maximum loss that would result from that risk totaled $22,940,135 and $24,893,498 at June 30, 2015 and 2014, respectively, for the excess of the deposit liabilities reported by the institutions over the amounts that are insured by the Federal Deposit Insurance Corporation (FDIC). Further, the College maintains deposits with financial institutions under repurchase agreement contracts whereby a pool of investments consisting of U.S. government securities and U.S. government agencies are pledged as specific collateral for the above repurchase agreements.

20. Charitable Remainder Unitrust and Charitable Gift Annuity Agreements

The College has entered into Charitable Remainder Unitrust and Charitable Gift Annuity Agreements whereby the donors contributed assets in exchange for distributions for a specified period of time to the donors or other beneficiaries. At the end of the specified time, the remaining assets are available for the College's use. The College received no contributions for the year ending June 30, 2015, and received no contributions under these agreements for the year ended June 30, 2014. Assets received are recorded at fair value on the date the Unitrust or agreement is recognized, and a liability equal to the present value of the future distributions is recorded. The difference between the fair value of the assets received and the liability to the donors or other beneficiaries is recognized as contribution revenue. On an annual basis, the College revalues the liability based on the fair value of the assets and the remaining required payments over the life of the trust or agreement.

21. Beneficial Interest in Agency Endowment Held by Community Foundation

The Community Arts Center transferred permanently restricted net assets and donor contributed funds to the First Community Foundation of Pennsylvania ("First Community"). First Community maintains and administers these funds solely for the benefit of the Community Arts Center; however, First Community has been granted variance power to modify any restriction on these funds. First Community is required to distribute annually all or part of the income earned on these funds as First Community deems reasonable and proper, after consultation with the Community Arts Center. Principal may be distributed upon request by the Community Arts Center, approval by First Community, and in accordance with the donor's original restrictions.

The cumulative amount recognized in the statements of financial position as beneficial interest in assets held by others totaled $703,870 and $625,111 at June 30, 2015 and 2014, respectively, as valued by First Community.

22. Funds Held by Trustee for Health Insurance

The College joined the Consortium for the purpose of stabilizing rates for employee health insurance. The Consortium consists of Lycoming County educational institutions that have placed all employees in an insurance pool and jointly share all the risks and benefits of such a pool.

Funds are contributed to the pool and used to pay claims under the current year's funding arrangement with Blue Cross/Blue Shield. The balance of funds contributed to the rate stabilization fund and not utilized are shown as participant shares in the Consortium and are returned if the participant leaves the Consortium at any time. The College's financial interest in the Consortium as of June 30, 2015 and 2014, was $4,297,671 and $3,468,887, respectively, and is reflected in deposits held by trustees and a designation of net assets in the statements of financial position.

23. Fund-Raising Costs

The College has incurred fund-raising activity costs of approximately $1,041,000 and $903,000 for the years ended June 30, 2015 and 2014, respectively, that involves influencing potential donors to contribute money, securities, services, materials, facilities, and other assets that further the purposes of the College and related organizations. These amounts are included in general institution support and other in the statement of activities.

24. Subsequent Events

Subsequent events have been evaluated through October 30, 2015, which is the date the financial statements were available to be issued.

Pennsylvania College of Technology

Consolidated Financial Statements

June 30, 2016 and 2015

BAKER TILLY

Candor. Insight. Results.

Pennsylvania College of Technology

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June 30, 2016 and 2015

Independent Auditors' Report

Board of Directors
Pennsylvania College of Technology

We have audited the accompanying consolidated financial statements of Pennsylvania College of Technology and subsidiaries (collectively, the "College"), which comprise the consolidated statements of financial position as of June 30, 2016 and 2015, and the related consolidated statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Pennsylvania College of Technology and subsidiaries as of June 30, 2016 and 2015, and the changes in their net assets and their cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Baker Tilly Virchow Krause, LLP

Williamsport, Pennsylvania
September 30, 2016

Pennsylvania College of Technology

Consolidated Statement of Financial Position
June 30, 2016 and 2015

	2016	2015
Assets		
Current Assets		
Cash and cash equivalents	$ 34,108,675	$ 30,879,456
Deposits held by trustees	5,299,292	5,584,367
Accrued interest receivable	34,860	41,825
Accounts receivable, net	6,940,082	2,595,537
Contributions receivable, net	182,567	212,410
Inventories	1,572,941	1,901,262
Prepaid expenses	1,445,574	862,094
Total current assets	49,583,991	42,076,951
Non-Current Assets		
Deposits held by trustees under debt agreements	448,036	447,991
Contributions receivable, net	277,755	472,344
Property and equipment, net of accumulated depreciation	175,842,818	182,895,527
Beneficial interest in agency endowment held by Community Foundation	720,046	703,870
Cash surrender value - life insurance	48,859	47,216
Assets held in charitable remainder trust	454,469	483,961
Investments held for long term purposes	24,382,800	23,845,559
Total non-current assets	202,174,783	208,896,468
Total assets	$ 251,758,774	$ 250,973,419

See notes to consolidated financial statements

Pennsylvania College of Technology

Consolidated Statement of Financial Position
June 30, 2016 and 2015

	2016	2015
Liabilities and Net Assets		
Current Liabilities		
Accounts payable	$ 5,899,900	$ 5,763,191
Accrued interest payable	1,965,585	1,860,454
Bonds payable	3,205,000	1,850,000
Capital lease obligations	75,555	70,462
Accrued salaries and related expenses	6,760,923	6,919,277
Payroll tax and employee payable	487,468	574,847
Deferred revenue and refundable advances	6,204,670	3,255,084
Funds held in custody for others	203,365	161,333
Other	55,419	52,522
Total current liabilities	24,857,885	20,507,170
Non-Current Liabilities		
Bonds payable	122,960,570	126,263,836
Capital lease obligations	30,568	106,123
Funds held in charitable remainder trust	404,126	418,680
Due to charitable gift annuities	85,279	109,865
Accrued postretirement benefits	7,980,123	7,156,240
Total non-current liabilities	131,460,666	134,054,744
Total liabilities	156,318,551	154,561,914
Net Assets		
Unrestricted	83,956,882	85,458,730
Temporarily restricted	2,039,045	2,775,760
Permanently restricted	9,444,296	8,177,015
Total net assets	95,440,223	96,411,505
Total liabilities and net assets	$ 251,758,774	$ 250,973,419

Pennsylvania College of Technology

Consolidated Statement of Activities
June 30, 2016

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Operating Revenue and Other Support				
Tuition and fees, net of discounts $2,053,076	$ 89,939,060			$ 89,939,060
State appropriations	19,980,000			19,980,000
Investment return designated for current operations	165,889	$ 3,520		169,409
Government contracts and grants	11,548,434			11,548,434
Contributions, gifts and grants	1,351,561			1,351,561
Recovery of indirect costs	257,693			257,693
Auxiliary enterprises	23,052,119			23,052,119
Other sources	2,672,878			2,672,878
Total operating revenues and other support	148,967,634	3,520		148,971,154
Net assets released from restriction	571,585	(571,585)		-
Total operating revenues and other support	149,539,219	(568,065)		148,971,154
Operating Expenses				
Education and general:				
Instruction	67,246,237			67,246,237
Academic support	17,676,894			17,676,894
Student services	10,394,862			10,394,862
General institution support	30,211,989			30,211,989
Other	2,578,814	14,938		2,593,752
Total education and general	128,108,796	14,938		128,123,734
Auxiliary enterprises	22,084,640			22,084,640
Total operating expenses	150,193,436	14,938		150,208,374
Changes in net assets from operations	(654,217)	(583,003)		(1,237,220)
Non-operating Activities				
Investment loss in excess of amounts designated for current operations	(48,984)	(118,618)	$ 11,768	(155,834)
Contributions		325,879	894,540	1,220,419
Loss on disposal and assets	(3,557)			(3,557)
Benefit related changes other than net periodic benefit costs	(795,090)			(795,090)
Revision of donor restrictions		(360,973)	360,973	-
Non-operating (expense) income	(847,631)	(153,712)	1,267,281	265,938
(Decrease) increase in net assets	(1,501,848)	(736,715)	1,267,281	(971,282)
Net Assets at Beginning of Year	85,458,730	2,775,760	8,177,015	96,411,505
Net Assets at End of Year	$ 83,956,882	$ 2,039,045	$ 9,444,296	$ 95,440,223

See notes to consolidated financial statements

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Pennsylvania College of Technology

Consolidated Statement of Activities
June 30, 2015

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Operating Revenue and Other Support				
Tuition and fees, net of discounts $1,732,592	$ 90,538,658			$ 90,538,658
State appropriations	17,980,000			17,980,000
Investment return designated for current operations	299,600	$ 133,337		432,937
Government contracts and grants	12,669,714			12,669,714
Contributions, gifts and grants	2,012,425			2,012,425
Recovery of indirect costs	383,928			383,928
Auxiliary enterprises	24,403,823			24,403,823
Other sources	2,866,819			2,866,819
Total operating revenues and other support	151,154,967	133,337		151,288,304
Net assets released from restriction	603,004	(603,004)		-
Total operating revenues and other support	151,757,971	(469,667)		151,288,304
Operating Expenses				
Education and general:				
Instruction	65,295,866			65,295,866
Academic support	18,329,857			18,329,857
Student services	10,190,220			10,190,220
General institution support	30,170,238			30,170,238
Other	3,179,384	14,910		3,194,294
Total education and general	127,165,565	14,910		127,180,475
Auxiliary enterprises	22,584,670			22,584,670
Total operating expenses	149,750,235	14,910		149,765,145
Changes in net assets from operations	2,007,736	(484,577)		1,523,159
Non-operating Activities				
Investment return in excess of amounts designated for current operations	31,950	(980)	$ 89,292	120,262
Contributions		557,159	458,532	1,015,691
Gain on disposal and assets	15,280			15,280
Gain on early extinguishment of debt	146,279			146,279
Benefit related changes other than net periodic benefit costs	1,412,871			1,412,871
Revision of donor restrictions		(116,203)	116,203	-
Non-operating income	1,606,380	439,976	664,027	2,710,383
Increase (decrease) in net assets	3,614,116	(44,601)	664,027	4,233,542
Net Assets at Beginning of Year	81,844,614	2,820,361	7,512,988	92,177,963
Net Assets at End of Year	$ 85,458,730	$ 2,775,760	$ 8,177,015	$ 96,411,505

See notes to consolidated financial statements

Pennsylvania College of Technology

Consolidated Statement of Cash Flows

June 30, 2016 and 2015

		2016		2015
Cash Flows from Operating Activities				
(Decrease) increase in net assets	$	(971,282)	$	4,233,542
Net realized and unrealized losses (gains) on investments		726,708		258,495
Gain on early extinguishment of debt				(146,281)
Interest and dividend income		(658,553)		(646,371)
Depreciation expense		10,607,848		10,568,693
Amortization expense, net		(107,456)		(85,337)
Accretion		(119)		(234)
Provision for uncollectible accounts		564,937		542,352
Loss (gain) on disposal of assets		3,557		(15,280)
Contribution of equity securities		(11,139)		(14,464)
Contribution of property and equipment		(457,507)		(1,079,969)
Decrease (increase) in deposits held by trustee		285,075		(1,507,768)
Increase in receivables		(4,654,478)		(1,375,017)
Increase in inventories and prepaid expenses		(255,159)		(147,959)
(Increase) decrease in payables		(3,893)		740,549
Increase (decrease) in refundable advances & other liabilities		2,935,529		(1,297,083)
Increase in funds held in custody for others		42,032		5,197
Increase (decrease) in accrued postretirement benefits		823,883		(1,033,280)
Net cash provided by operating activities		8,869,983		8,999,785
Cash Flows from Investing Activities				
Purchase of investments		(11,753,982)		(12,196,276)
Proceeds from sale of investments		10,517,706		7,429,205
Purchase of property and equipment		(3,105,289)		(2,455,479)
(Increase) decrease in deposits held by trustees under debt agreements		(45)		2,103,043
Increase in beneficial interest in assets				
held by others and cash surrender value - life insurance		(17,819)		(80,424)
Proceeds from sale of property (net)		4,100		20,889
Net cash used in investing activities		(4,355,329)		(5,179,042)
Cash Flows from Financing Activities				
Principal payments on bonds payable		(1,850,000)		(4,961,451)
Interest and dividends income received		658,553		646,371
Bond issuance costs		-		(201,096)
Capital least obligations		(70,462)		(60,683)
Payments of charitable gift annuities		(23,526)		(24,423)
Net cash used in financing activities		(1,285,435)		(4,601,282)
Net increase (decrease) in cash and cash equivalents		3,229,219		(780,539)
Cash and Cash Equivalents at Beginning of Year		30,879,456		31,659,995
Cash and Cash Equivalents at End of Year	$	34,108,675	$	30,879,456
Supplemental Disclosure of Cash Flow Information				
Noncash investing and financing transactions:				
Contributions of property and equipment	$	457,507	$	1,079,969
Contributions of donated equity securities		11,139		14,464
Interest paid (not capitalized)		6,010,420		6,579,337
Advance refunding of bonds payable				8,840,000

See notes to consolidated financial statements

1. The College and Related Entities

Organization

Pennsylvania College of Technology ("College" or "Penn College") is organized as a Pennsylvania nonprofit corporation under the laws of the Commonwealth of Pennsylvania and is a wholly controlled subsidiary of The Corporation for Penn State. As an affiliate of The Pennsylvania State University, the College maintains its own missions, goals, and board of directors.

The financial statements of the College include, on a consolidated basis, the financial statements of its wholly controlled subsidiary, Pennsylvania College of Technology Community Arts Center, Inc. ("Community Arts Center") and a related entity, Pennsylvania College of Technology Foundation ("Foundation"). All material transactions between the College, Community Arts Center, and Foundation have been eliminated.

2. Summary of Significant Accounting Policies

The financial statements reflect the application of certain accounting policies as set forth in this note. Other policies and practices are covered in other notes where applicable.

Basis of Accounting

The financial statements of Pennsylvania College of Technology have been prepared on the accrual basis of accounting.

Basis of Presentation

The College's financial statements include a statement of financial position, a statement of activities, and a statement of cash flows. The changes in net assets are classified as permanently restricted, temporarily restricted, or unrestricted.

Permanently Restricted Net Assets include only the historical dollar amounts of gifts, including contributions receivable and remainder interests, which are required by donors to be permanently retained. Contributions receivable and remainder interests are reported at their estimated present values.

Temporarily Restricted Net Assets include gifts, contributions receivable, and remainder interest, income, and gains that can be expended, but for which restrictions have not yet been met. Such restrictions include time restrictions imposed by donors or implied by the nature of the gift or interpretations of law.

Unrestricted Net Assets are the remaining net assets of the College.

Donor-restricted gifts that are received and either spent or deemed spent within the same year are reported as unrestricted revenue. Gifts of long-lived assets are reported as unrestricted net assets when the assets are placed in service.

The College has not altered the way in which it administers its various funds, including endowments, and will continue to maintain its accounts in accordance with the principles of "fund accounting." This is the procedure by which resources for various purposes are classified for accounting and reporting purposes into funds that are in accordance with specified activities or objectives. Gifts are recorded in fund accounts, and investment income is distributed to funds annually. Income distributed to funds may be a combination of capital appreciation and yield pursuant to the College's total return investment policy.

Non-operating activities reflect transactions of a long-term investment or capital nature, including contributions restricted for acquisitions of facilities and equipment, contributions restricted with donor-imposed stipulations, changes to accrued postretirement benefits other than net periodic benefit costs, and gains and losses on investments in excess of the College's spending policy.

Cash Flows

For the purpose of the Consolidated Statements of Cash Flows, the College considers all unrestricted highly liquid investments with an initial maturity of three months or less to be cash equivalents.

Inventories

Inventories are stated at the lower of cost or market. Cost is determined using the weighted average method.

Bond Issuance Costs

Bond issuance costs are amortized over the term of the related bonds computed on a straight line basis, which is not significantly different than the effective interest method, and are reported net with the related long-term debt.

Expense Allocation

The cost of providing various programs and other activities has been summarized on a functional basis in the statements of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Income Tax Status

The College is exempt from federal income tax on its exempt income under Section 501(c)(3) of the Internal Revenue Code. However, income from certain activities not directly related to the College's tax exempt purpose is subject to taxation as unrelated business income. In addition, the College qualifies for the charitable contribution deduction under Section 170(b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509(a).

The College accounts for uncertainty in income taxes using a recognition threshold of more-likely-than-not to be sustained upon examination by the appropriate taxing authority. Measurement of the tax uncertainty occurs if the recognition threshold is met. Management determined there were no tax uncertainties that met the recognition threshold in 2016 and 2015.

The College's federal Return of Organization Exempt from Income Tax for years ended prior to June 30, 2013 are no longer subject to examination by the Internal Revenue Service.

Investments

The College carries investments in marketable securities with readily determinable fair values and all investments in debt securities at their fair values in the statements of financial position. Unrealized gains and losses are included in the non-operating investment return in the accompanying statements of activities. See Note 4 for a discussion of fair value measurements.

The fair values reported in the statement of financial position are exposed to various risks, including changes in the equity markets, the interest rate environment, and general economic conditions. Due to the level of risk associated with certain investments and the level of uncertainty related to changes in the fair value of investment securities, it is reasonably possible that the amounts reported in the accompanying financial statements could change materially in the near term.

Accounts Receivable and Uncollectible Accounts

Accounts receivable are stated net of an allowance for uncollectible accounts. The method used to establish the allowance for uncollectible accounts for student receivables is to provide 100 percent of outstanding balances for all completed semesters. The allowance for uncollectible accounts for the general receivables is based on specific identification of uncollectible accounts determined by management.

The College charge-off policy for uncollectible accounts for students provides that the balance remains in the system indefinitely, and, should the student need services from the College, the student must remit payment before the College will provide the requested services. The policy for charge-off of general College and related organizations' receivables is determined by management when all collection efforts have been exhausted.

Contributions Receivable and Uncollectible Accounts

Contributions receivable are stated net of an unamortized discount for contributions to be received after one year and an allowance for uncollectible accounts. An allowance for uncollectible contributions receivable is provided based upon management's judgment including such factors as prior collection history, type of contribution, and nature of the fund-raising activity.

Property and Equipment

Property and equipment are carried at cost or, if donated, at the approximate fair value at the date of donation. Depreciation is computed using the straight line method over the estimated useful lives of the assets. Useful lives range from 10 to 40 years for buildings, 10 years for improvements other than buildings, 10 years for library books and 3 to 20 years for equipment.

Restricted and Unrestricted Revenue and Support

Tuition revenue is recognized in the fiscal year in which the substantial portion of the educational term occurs. State appropriation revenues are recognized in the period in which the Commonwealth of Pennsylvania has appropriated them. Revenues for auxiliary enterprises are recognized as the related goods and services are delivered and rendered. Grant revenues are recognized as the eligible grant activities are conducted. Payments received in advance for tuition, goods, and services are deferred.

Contributions, including unconditional promises to give, are recognized as revenues in the period received. Conditional promises to give are not recognized until they become unconditional; that is, when the conditions on which they depend are substantially met. Contributions of assets other than cash are recorded at their estimated fair value. Contributions to be received after one year are discounted at an appropriate rate commensurate with the risks involved. Amortization of discounts is recorded as additional contribution revenue in accordance with donor-imposed restrictions, if any, on the contribution.

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions.

Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restrictions expire in the reporting period in which the support is recognized. All the donor-restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions.

Deposits Held by Trustees Under Debt Agreements

Deposits held by trustees under debt agreements represent debt service and other funds held by third-party trustees as required by various debt agreements. These funds are generally invested in short-term securities and will be used for debt service.

Fair Value of Financial Instruments

The College has provided fair value estimates for certain financial instruments in the notes to the financial statements. The estimated fair value amounts for marketable debt and equity securities held by the College and long-term debt have been determined using available market information as supplied by the various financial institutions who act as trustees or custodians for the College. The carrying amounts of cash and cash equivalents, accounts receivable, accounts payable, and long-term debt - current portion are reasonable estimates of their fair value due to their short-term nature. The carrying values of the student loans receivable are reasonable estimates of their fair value because outstanding loans have been made at similar rates available to students for similar loans. The fair value of the College's long-term debt - non-current portion is disclosed at Note 10. These financial instruments are all considered Level 2 inputs for fair value measurement purposes, with the exception of the College's cash and cash equivalents, which are considered Level 1, and contributions receivable, which are considered Level 3. The fair value of investments is presented at Note 7.

Fair value information presented in the financial statements is based on information available at June 30, 2016 and 2015. Although the College is not aware of any factors that would significantly affect the estimated fair value amounts, such amounts have not been updated since those dates and, therefore, the current estimates of fair value at dates subsequent to June 30, 2016 and 2015, may differ from the amounts presented.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Title IV Requirements

The College participates in Government Student Financial Assistance Programs ("Title IV") administered by the U.S. Department of Education ("ED") for the payment of student tuition. Substantial portions of the revenue and collection of accounts receivable as of June 30, 2016 and 2015 are dependent upon the College's continued participation in the Title IV programs.

Recent Accounting Pronouncements

In May 2014, the Financial Accounting Standards Board ("FASB") issued Accounting Standards Update ("ASU") 2014-09, *Revenue from Contracts with Customers*. This new guidance was issued that outlines a single comprehensive model for entities to use in accounting for revenue from contracts with customers. ASU No. 2014-09 is effective for the College for fiscal 2019. Early application is permitted for fiscal years beginning after December 15, 2016. The College is assessing the impact this new standard will have on its financial statements.

In January 2016, FASB issued ASU 2016-01, *Financial Instruments - Overall (Subtopic 825-10): Recognition and Measurement of Financial Assets and Financial Liabilities*. This guidance is intended to improve the recognition and measurement of financial instruments and, among other things, eliminates the requirement to disclose the fair value of financial instruments measured at amortized cost for Institutions that are not public business entities. ASU 2016-01 is effective for the College in fiscal 2020, with early adoption permitted in fiscal 2019. ASU 2016-01 is to be applied by means of a cumulative-effect adjustment to the statement of financial position as of the beginning of the fiscal year of adoption. The amendments related to equity securities without readily determinable fair values (including disclosure requirements) should be applied prospectively to equity investments that exist as of the date of adoption of ASU 2016-01. Management is currently evaluating the impact of this guidance on the College's financial statements.

In February 2016, FASB issued ASU No. 2016-02, *Leases*. ASU No. 2016-02 was issued to increase transparency and comparability among entities. Lessees will need to recognize nearly all lease transactions (other than leases that meet the definition of a short-term lease) on the statement of financial position as a lease liability and a right-of-use asset (as defined). Lessor accounting under the new guidance will be similar to the current model. ASU No. 2016-02 is effective for the College for fiscal 2020. Early application is permitted. Upon adoption, lessees and lessors will be required to recognize and measure leases at the beginning of the earliest period presented using a modified retrospective approach, which includes a number of optional practical expedients that entities may elect to apply. The College is assessing the impact this standard will have on its financial statements.

In August 2016, FASB issued ASU No. 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities*. The new guidance is intended to improve and simplify the current net asset classification requirements and information presented in financial statements and notes that is useful in assessing a not-for-profit's liquidity, financial performance and cash flows. ASU 2016-14 is effective for fiscal years beginning after December 15, 2017, with early adoption permitted. ASU 2016-14 is to be applied retroactively with transition provisions. The College is assessing the impact this standard will have on its financial statements.

3. Accounts Receivable, Net

Accounts receivable at June 30, 2016 and 2015, are summarized as follows:

	2016			2015		
	Total Receivable	Allowance for Uncollectible Accounts	Net	Total Receivable	Allowance for Uncollectible Accounts	Net
Student receivables	$ 6,282,690	$ 6,054,748	$ 227,942	$ 5,760,522	$ 5,469,018	$ 291,504
State grant receivable	5,175,308	-	5,175,308	265,486	-	265,486
Other receivables	1,540,528	3,696	1,536,832	2,049,460	10,913	2,038,547
Total	$ 12,998,526	$ 6,058,444	$ 6,940,082	$ 8,075,468	$ 5,479,931	$ 2,595,537

4. Investments, Fair Value Measurements and Other Financial Instruments

FASB ASC 820, *Fair Value Measurements and Disclosures*, provides the framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy under FASB ASC 820 are described as follows:

Level 1: Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the College has the ability to access.

Level 2: Inputs to the valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;

- Quoted prices for identical or similar assets or liabilities in inactive markets;

- Inputs other than quoted prices that are observable for the asset or liability;

- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3: Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2016 and 2015.

Common stock (comprised of equity securities across multiple business sectors): Valued at the closing price reported on the active market on which the individual securities are traded.

Corporate bonds and U.S. government securities: Valued at quoted prices for similar assets in active markets.

Mutual funds: Valued at the quoted net asset value ("NAV") of shares held by the College at year end.

Other investments: Fair value as determined by the custodian.

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, although the College believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following table presents the assets held by the College at their fair value as of June 30, 2016 and 2015, by level within the fair value hierarchy.

	Assets at Fair Value as of June 30, 2016			
	Level 1	Level 2	Level 3	Total
Financial Assets:				
Long-term investments:				
U.S. government/agency		$ 42,314		$ 42,314
Savings, CD's, and time deposits	$ 2,694,633			2,694,633
Corporate bonds		3,223,370		3,223,370
Equity Securities:				
Mutual funds:				
Fixed income	5,383,262			5,383,262
Value	1,418,029			1,418,029
Blend	3,876,433			3,876,433
Growth	3,153,221			3,153,221
Real estate	717,366			717,366
Energy	136,877			136,877
Natural resources	60,024			60,024
Healthcare	362,370			362,370
Financial	395,692			395,692
Consumer	410,696			410,696
Industrials	226,992			226,992
Technology	461,023			461,023
Communications	144,254			144,254
Utilities	61,830			61,830
Common stock	1,606,642			1,606,642
Other Investments	7,772			7,772
Long-term investments	21,117,116	3,265,684		24,382,800
Deposits held by trustees		5,299,292		5,299,292
Deposits held by trustees, under debt agreements (U.S. government/agency)		448,036		448,036
Beneficial interest in agency endowment held by Community Foundation			$ 720,046	720,046
Assets held in charitable remainder trust	454,469			454,469
Total financial assets	$ 21,571,585	$ 9,013,012	$ 720,046	$ 31,304,643

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Pennsylvania College of Technology

Notes to Consolidated Financial Statements
June 30, 2016 and 2015

	Assets at Fair Value as of June 30, 2015			
	Level 1	Level 2	Level 3	Total
Financial Assets:				
Money market accounts	$ 185,856			$ 185,856
Long-term investments:				
U.S. government/agency		$ 297,382		297,382
Savings, CD's, and time deposits	2,657,421			2,657,421
Corporate bonds		3,042,963		3,042,963
Equity Securities:				
Mutual funds:				
Fixed income	5,542,700			5,542,700
Value	476,628			476,628
Blend	5,937,082			5,937,082
Growth	3,233,535			3,233,535
Real estate	357,285			357,285
Energy	131,036			131,036
Natural resources	129,304			129,304
Healthcare	5,598			5,598
Financial	4,470			4,470
Common stock	1,810,701			1,810,701
Other Investments	33,598			33,598
Long-term investments	20,505,214	3,340,345		23,845,559
Deposits held by trustee		5,584,367		5,584,367
Deposits held by trustees, under debt agreements (U.S. government/agency)		447,991		447,991
Beneficial interest in agency endowment held by Community Foundation			$ 703,870	703,870
Assets held in charitable remainder trust	483,961			483,961
Total financial assets	$ 20,989,175	$ 9,372,703	$ 703,870	$ 31,065,748

Change in fair value measurements for Level 3 financial assets and for the years ended June 30, 2016 and 2015, is summarized as follows:

	Beneficial Interest in Agency Endowment
July 1, 2014	$ 625,111
Issuances	91,722
Settlements	(6,097)
Investment return, net	(6,866)
June 30, 2015	703,870
Issuances	32,575
Settlements	(10,746)
Investment return, net	(5,653)
June 30, 2016	$ 720,046

The following schedule summarizes the investment return and its classification in the statements of activities for the years ended June 30, 2016 and 2015:

| | **2016** | | | |
	Unrestricted	**Temporarily Restricted**	**Permanently Restricted**	**Total**
Dividends and interest	$ 374,115	$ 278,801	$ 10,944	$ 663,860
Less fees	(50,056)	(37,039)	(1,456)	(88,551)
Net dividends and interest	324,059	241,762	9,488	575,309
Net realized gain (loss)	54,085	49,306	2,057	105,448
Unrealized gain (loss)	(427,128)	(406,166)	223	(833,071)
Total	(48,984)	(115,098)	11,768	(152,314)
Interest on short-term investments	165,889			165,889
Total return on investments	116,905	(115,098)	11,768	13,575
Investment return designated for current operations	(165,889)	(3,520)		(169,409)
Investment return in excess of amounts designated for current operations	$ (48,984)	$ (118,618)	$ 11,768	$ (155,834)

| | **2015** | | | |
	Unrestricted	**Temporarily Restricted**	**Permanently Restricted**	**Total**
Dividends and interest	$ 374,116	$ 231,184	$ 41,683	$ 646,983
Less fees	(41,276)	(30,251)	(5,446)	(76,973)
Net dividends and interest	332,840	200,933	36,237	570,010
Net realized gain (loss)	339,192	289,932	52,814	681,938
Unrealized gain (loss)	(582,768)	(358,508)	241	(941,035)
Total	89,264	132,357	89,292	310,913
Interest on short-term investments	242,286			242,286
Total return on investments	331,550	132,357	89,292	553,199
Investment return designated for current operations	(299,600)	(133,337)		(432,937)
Investment return in excess of amounts designated for current operations	$ 31,950	$ (980)	$ 89,292	$ 120,262

The Board of Directors designates only a portion of the College's cumulative investment return for support of current operations; the remainder is retained to support operations of future years and to offset potential market declines. The amount computed under the endowment spending policy of the investment pool and all investment income earned by investing cash in excess of daily requirements are used to support current operations.

5. Contributions Receivable, Net

Contributions receivable at June 30, 2016 and 2015 are summarized as follows:

	2016	2015
In one year or less	$ 193,375	$ 225,244
Between one year and five years	304,115	518,307
	497,490	743,551
Less: Allowance	(27,042)	(40,617)
Less: Discount	(10,126)	(18,180)
Contributions receivable, net	$ 460,322	$ 684,754

Discount rate used on long-term contributions receivable was based on the U.S. Treasury constant maturity rate in effect on the date of the pledge in 2016 and 2015.

The College had conditional promises to give as of June 30, 2016 and 2015, of $4,247,500 and $3,704,000, respectively. These conditional promises to give are not included in the financial statements.

6. Inventories

Inventories at June 30, 2016 and 2015 are summarized as follows:

	2016	2015
Food Services	$ 83,009	$ 73,822
Textbooks	555,254	893,953
Merchandise	916,260	915,806
Other	18,418	17,681
Total	$ 1,572,941	$ 1,901,262

7. **Property and Equipment**

Property and equipment at June 30, 2016 and 2015, is comprised of the following:

	2016	2015
Land	$ 18,311,606	$ 18,136,597
Buildings, including improvements	260,676,033	258,548,232
Land improvements	9,549,932	10,314,243
Equipment	52,432,570	55,611,146
Library books	4,060,386	4,390,558
Construction in progress	1,140,365	409,302
Collectibles	24,341	24,341
	346,195,233	347,434,419
Less accumulated depreciation	(170,352,415)	(164,538,892)
Total	$ 175,842,818	$ 182,895,527

Depreciation expense charged to operations for the years ended June 30, 2016 and 2015 was $10,607,848 and $10,568,693, respectively. No depreciation expense is provided for collectibles.

8. **Operating Leases**

The College has non-cancelable operating leases for equipment that expire June 2019, and a lease for facilities that expires in September 2019. Rental expense for leases amounted to $104,786 and $85,637 for the years ended June 30, 2016 and 2015, respectively. Future minimum lease payments under the operating leases that have a remaining term in excess of one year as of June 30, 2016 are:

	Equipment	Facilities	Total
Years ending June 30:			
2017	$ 52,892	$ 25,470	$ 78,362
2018	52,892	25,933	78,825
2019	33,110	39,276	72,386
2020		6,546	6,546
Total	$ 138,894	$ 97,225	$ 236,119

9. Endowment

The College's endowment consists of 201 and 189 individual funds as of June 30, 2016 and 2015, respectively, established for a variety of purposes. Its endowment includes both donor-restricted endowment funds and funds designated by the Board of Directors to function as endowments. As required by accounting principles generally accepted in the United States of America ("GAAP"), net assets associated with endowment funds, including funds designated by the Board of Directors to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

Endowment net asset composition by type of fund as of June 30, 2016 and 2015:

| | **2016** | | | |
	Unrestricted	**Temporarily Restricted**	**Permanently Restricted**	**Total**
Donor-restricted endowment funds	$ (488)	$ 1,222,928	$ 9,444,296	$ 10,666,736
Board-designated endowment funds	2,654,902			2,654,902
Total	$ 2,654,414	$ 1,222,928	$ 9,444,296	$ 13,321,638

| | **2015** | | | |
	Unrestricted	**Temporarily Restricted**	**Permanently Restricted**	**Total**
Donor-restricted endowment funds		$ 1,974,953	$ 8,177,015	$ 10,151,968
Board-designated endowment funds	$ 2,656,572			2,656,572
Total	$ 2,656,572	$ 1,974,953	$ 8,177,015	$ 12,808,540

Changes in endowment net assets for the years ended June 30, 2016 and 2015:

| | **2016** | | | |
	Unrestricted	**Temporarily Restricted**	**Permanently Restricted**	**Total**
Endowment net assets beginning of year	$ 2,656,572	$ 1,974,953	$ 8,177,015	$ 12,808,540
Investment income	52,378	290,896	11,768	355,042
Unrealized depreciation	(73,784)	(405,269)		(479,053)
Contributions/special events	101,249	101,512	894,540	1,097,301
Designated for endowment	32,575			32,575
Revision of donor restrictions		(360,973)	360,973	-
Appropriation of endowment assets for expenditure	(114,576)	(378,191)		(492,767)
Endowment net assets end of year	$ 2,654,414	$ 1,222,928	$ 9,444,296	$ 13,321,638

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| | 2015 | | | |
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets beginning of year	$ 2,571,812	$ 1,944,311	$ 7,512,988	$ 12,029,111
Investment income	101,353	481,720	89,292	672,365
Unrealized depreciation	(109,334)	(382,774)		(492,108)
Contributions/special events		375,987	458,532	834,519
Designated for endowment	205,617			205,617
Revision of donor restrictions		(116,203)	116,203	-
Appropriation of endowment assets for expenditure	(112,876)	(328,088)		(440,964)
Endowment net assets end of year	$ 2,656,572	$ 1,974,953	$ 8,177,015	$ 12,808,540

Funds with Deficiencies

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level that the donor requires the College to retain as a fund of perpetual duration. Deficiencies of this nature reported in unrestricted net assets as of June 30, 2016 were $488. There were no deficiencies of this nature as of June 30, 2015. Deficiencies result from unfavorable market conditions combined with continued appropriation of certain scholarships and programs that were deemed prudent by the College. Subsequent gains that restore the fair value of the assets of the endowment fund to the required level will be classified as an increase in unrestricted net assets.

Return Objectives and Risk Parameters

The College has adopted investment and spending policies for endowment assets that provide continued financial stability for the College and a revenue stream for spending on the College's mission. Endowment assets include those assets of donor-restricted funds that the College must hold in perpetuity and board-designated funds. Under this policy, as approved by the Board of Directors, the endowment assets are invested in a manner that ensures safety through diversification while obtaining a competitive rate of return with the secondary objective to maintain liquidity. The College expects its endowment funds over time to provide an average compound "real" rate of return of approximately 2-5 percent annually over a full market cycle (bull and bear market). In accordance with the spending policy, the College strives to maintain approximately three years of scholarship expenditures in temporarily restricted net assets. Funds greater than the three year expenditure threshold will be considered for inclusion in the permanently restricted endowments on a case by case basis in accordance with the donor agreements.

Strategies Employed for Achieving Objectives

To satisfy its long-term rate-of-return, the College relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yields (interest and dividends). The College targets a diversified asset allocation that utilizes fixed income and equity-based investments to achieve its long-term objectives within prudent risk constraints.

Spending Policy and How the Investment Objectives Relate to Spending Policy

Commonwealth of Pennsylvania law permits the College to allocate to income each year a portion of endowment net realized gains. Pennsylvania legislation was enacted which limited the amount that may be spent to a minimum of 2 percent, and a maximum of 7 percent of a three-year moving average of the market value of the endowed assets. The College's investment policy includes an endowment spending rate of no more than 5 percent of the endowment funds' market value. This spending rate constitutes the College's annual appropriation for spending endowment earnings. These spending assumptions are intended to allow for the significant and immediate spending of the income of the portfolio, provide a target rate of return for the endowment fund for the College, and provide a sustainable spending level that will allow for support of the College's scholarship and other programs in support of the College.

10. Long-Term Debt

Long-term debt at June 30, 2016 and 2015 is summarized as follows:

	2016	2015
Series 2008	$ 55,000,000	$ 55,000,000
Series 2011	37,880,000	38,550,000
Series 2012	24,685,000	24,685,000
Series 2015	7,660,000	8,840,000
	125,225,000	127,075,000
Net unamortized premium	2,315,044	2,563,653
Net unamortized issuance costs	(1,374,474)	(1,524,817)
Less current maturities	(3,205,000)	(1,850,000)
Long-term debt	$ 122,960,570	$ 126,263,836

- Series 2008 Bonds - Lycoming County Authority College Revenue Bonds issued by the College in February 2008 for the purpose of funding various construction projects at the Penn College campus. Principal payments are due annually in amounts ranging from $1,455,000 to $4,140,000 through October 2037. The outstanding bonds pay interest at rates ranging from 3.50 percent to 5.50 percent.

- Series 2011 Bonds - Lycoming County Authority College Revenue Bonds issued by the College in June 2011 for the purpose of refunding $39,275,000 of the Authority's College Revenue Bonds Series 2000. Principal payments are due annually in amounts ranging from $70,000 to $5,230,000 through July 2030. The outstanding bonds pay interest at rates ranging from 3.00 percent to 5.50 percent.

- Series 2012 Bonds - Lycoming County Authority College Revenue Bonds issued by the College in May 2012 for the purpose of refunding $28,090,000 of the Authority's College Revenue Bonds Series 2002. Principal payments are due annually in amounts ranging from $410,000 to $2,635,000 through May 2032. The outstanding bonds pay interest at rates ranging from 2.00 percent to 5.00 percent.

- Series 2015 Bonds - Lycoming County Authority College Revenue Bonds issued by the College in June 2015 for the purpose of refunding $9,060,000 of the Authority's College Revenue Bond Series 2005. Principal payments are due annually in amounts ranging from $465,000 to $1,590,000 through January 2025. The bonds pay interest at rates ranging from 2.00 percent to 5.00 percent.

The bonds were issued and secured by certain indentures. Indentures provide that all bonds issued thereunder shall be limited obligations of the Lycoming County Authority ("Authority") payable solely from and secured solely by the following sources:

A. As security for such obligations, the Authority will pledge to the Trustees all funds established under the Indenture and all income derived from the investment of such pledged funds.

B. As further security for such obligations, the Authority will assign to the Trustees all its rights to receive payment due from the College under the loan agreement.

The loan agreements provide that (a) the Authority will lend receipts of the bonds to the College; (b) the loan agreement is a general obligation of the College; (c) the College shall make payment to the Trustee, as the assignee of the Authority, in amounts necessary to provide payment as and when due of principal and redemption price of and interest on the bonds and any additional payments in the amounts necessary to make up deficiencies in the fund established under the Indentures and for certain other payments required by the Indentures; and (d) the College's obligations under the Loan Agreements are secured by security interest and tuition revenues.

Maturities and sinking fund requirements on bonds payable for each of the next five fiscal years are summarized as follows:

Years ending June 30:

2017	$ 3,205,000
2018	3,960,000
2019	4,315,000
2020	4,705,000
2021	5,110,000
Thereafter	103,930,000
Total	$ 125,225,000

The fair value of the bonds payable is estimated based on current rates offered for similar issues with similar security, terms, and maturities using available market information as supplied by the various financial institutions who act as trustees or custodians for the College. At June 30, 2016, the carrying value and estimated fair value of the College's bonds payable, including issuance premiums and deferred bond issuance costs, were $126,165,570 and $139,125,799, respectively. At June 30, 2015, the carrying value and estimated fair value of the College's bonds payable, including issuance premiums and deferred bond issuance costs, were $128,113,836 and $137,847,208, respectively.

During the years ended June 30, 2016 and 2015, interest costs of approximately $6,008,000 and $6,038,000, respectively, were incurred and charged to expense. No interest costs were capitalized during the years ended June 30, 2016 and 2015.

11. Capital Lease Obligation

The College has entered into capital leases for dormitory and office equipment. Obligations under capital leases have been recorded in the accompanying financial statements at the present value of future minimum lease payments discounted at an interest rate of 7.0 percent. The capital cost and accumulated depreciation of this equipment at June 30, 2016, was $295,977 and $199,678, respectively.

Future minimum payments under the capital leases are as follows:

Years ending June 30:		
2017	$	80,123
2018		20,834
2019		8,976
2020		2,244
Total future payments		112,177
Less amount representing interest		(6,054)
Present value of future payments		106,123
Less current portion		(75,555)
Non-current portion	$	30,568

12. Pension/Retirement Plans

The College provides retirement benefits for substantially all regular employees, primarily through contributory defined benefit plans administered by the Commonwealth of Pennsylvania State Employees' Retirement System ("SERS") and The Public School Employees' Retirement System ("PSERS"), or, a defined contribution plan administered by the Teachers Insurance and Annuity Association - College Retirement Equity Fund ("TIAA-CREF"). The total pension and retirement expense for the years ended June 30, 2016 and 2015 was $7,954,083 and $7,156,928, respectively.

Multiemployer Defined Benefit Pension Plans

The risks of participating in multiemployer plans are different from single-employer plans in the following aspects:

Assets contributed to a multiemployer plan by one employer may be used to provide benefits to employees of other participating employers.

If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.

If an employer chooses to stop participating in some of its multiemployer plans, the employer may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

SERS and PSERS

Plan Descriptions

SERS is a governmental cost-sharing multiple-employer defined benefit pension plan that was established by the Commonwealth to provide pension benefits for employees of state government and certain independent agencies. Membership in SERS is mandatory for most state employees. Members and employees of the General Assembly, certain elected or appointed officials in the executive branch, department heads, and certain employees in the field of education are not required, but are given the option to participate. SERS issues a publicly available financial report that can be obtained at www.sers.state.pa.us.

PSERS is a governmental cost-sharing multiple-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania. The members eligible to participate in PSERS include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at www.psers.state.pa.us.

Benefits Provided

SERS provides retirement, death, and disability benefits. Article II of the Commonwealth's constitution assigns the authority to establish and amend the benefit provision of the plan to the General Assembly. Participants in SERS may receive retirement benefits after satisfying age and length of service requirements. Member retirement benefits are determined by taking years of credited service, multiplied by final average salary, multiplied by 2 percent, multiplied by class of service multiplier.

PSERS provides retirement, disability and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least 1 year of credited service; (b) age 60 with 30 or more years of credited service; or (c) 35 or more years of service regardless of age. Act 120 of 2010 ("Act 120") preserves the benefits of existing members and introduced benefit reductions for individuals who become new members on or after July 1, 2011. Act 120 created two new membership classes, Membership Class T-E ("Class T-E") and Membership Class T-F ("Class T-F"). To qualify for normal retirement, Class T-E and Class T-F members must work until age 65 with a minimum of 3 years of service or attain a total combination of age and service that is equal to or greater than 92 with a minimum of 35 years of service. Benefits are generally equal to 2 percent or 2.5 percent, depending on membership class, of the member's final average salary (as defined in the Code) multiplied times the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of five years of service, a member's right to the defined benefits is vested and early retirement benefits may be elected. For class T-E and Class T-F members, the right to benefits is vested after 10 years of service.

PSERS participants are eligible for disability retirement benefits after completion of five years of credited service. Such benefits are generally equal to 2 percent or 2.5 percent, depending upon membership class, of the member's final salary (as defined in the Code) multiplied by the number of years of credited service, but not less than one-third of such salary nor greater than the benefit the member would have had at normal retirement age. Members over normal retirement age may apply for disability benefits.

PSERS death benefits are payable upon the death of an active member who has reached age 62 with at least one year of credited service (age 65 with at least three years of credited service for Class T-E and Class T-F members) or who has at least five years of credited service (ten years for Class T-E and Class T-F members). Such benefits are actuarially equivalent to the benefit that would have been effective if the member had retired on the day before death.

Contributions

Employees who participate in SERS, dependent upon membership class, are required to make a contribution equal to 5.00 percent or 9.30 percent of their gross pay.

Active members who joined PSERS prior to July 22, 1983, contribute at 5.25 percent (Membership Class T-C) or at 6.5 percent (Membership Class T-D) of the member's qualifying compensation.

Members who joined PSERS on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25 percent (Membership Class T-C) or at 7.5 percent (Membership Class T-D) of the member's qualifying compensation.

Members who joined PSERS after June 30, 2001 and before July 1, 2011, contribute at 7.5 percent (automatic Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.

Members who joined PSERS after June 30, 2011, automatically contribute at the Membership Class T-E rate of 7.5 percent (base rate) of the member's qualifying compensation. All new hires after June 30, 2011, who elect Class T-F membership, contribute at 10.3 percent (base rate) of the member's qualifying compensation. Membership Class T-E and Class T-F are affected by a "shared risk" provision in Act 120 of 2010 that in future fiscal years could cause the Membership Class T-E contribution rate to fluctuate between 7.5 percent and 9.5 percent and Membership Class T-F contribution rate to fluctuate between 10.3 percent and 12.3 percent.

Employer Contributions

Participating employer contributions for SERS are based upon an actuarially determined percentage of gross pay that is necessary to provide SERS with assets sufficient to meet the benefits to be paid to members. The College contribution rate at June 30, 2016 was 24.86 percent of gross pay. According to the Commonwealth Retirement Code, all obligations of the SERS will be assumed by the Commonwealth should SERS terminate. The contribution to SERS for the years ended June 30, 2016 and 2015 was $3,496,067 and $2,681,448, respectively.

The College's PSERS contractually required contribution rate for the fiscal year ended June 30, 2016 was 25.00 percent of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The contribution to PSERS for the years ended June 30, 2016 and 2015 was $271,398 and $257,116, respectively.

Defined Contribution Plan - Teachers Insurance and Annuity Association - College Retirement Equity Fund (TIAA/CREF)

TIAA/CREF is a national organization formed to administer pension benefits on behalf of its participants at over 6,000 participating institutions. This retirement plan offers a defined contribution plan with benefits determined solely on amounts contributed to the plan plus investment earnings. Contributions to this retirement plan are determined based upon the College's contribution rate established as stipulated in the College Board Policy statements. The College pension expense for this plan for the years ended June 30, 2016 and 2015 was $4,186,618 and $4,218,364, respectively.

13. Postretirement Benefits Other than Pension

The College sponsors a postretirement health benefit plan. The College pays a portion (to a maximum of 100 percent) of the annual premium, up to the amount listed on the schedule below based upon the employee's years of College service rounded to the nearest year at retirement date:

Years of Service:	College Payment
10	$ 3,000
15	4,000
20	6,000
25	Full Coverage

The College will continue to pay its share of premium cost until the first (1st) day of the month in which eligible retirees reach their sixty-fifth (65th) birthday or become eligible for Medicare, whichever is later.

Employees who are eligible for full coverage will participate in hospitalization insurance cost sharing at the employee percentage in effect on the employee's effective date of retirement. This percentage will remain fixed as long as the retired, full coverage employee is covered under the College's hospitalization insurance.

Retirees are eligible for the medical coverage at the age of 55 if they have at least 10 years of regular full-time employment; employee is not retiring pursuant to permanent disability retirement provision; employee's retirement shall not only be a retirement from the College, but from employment in the public/private schools of the Commonwealth of Pennsylvania; employee may not be eligible to be included in another employer hospitalization plan; and employee remits quarterly, in advance, the effective monthly composite rate premium to cover the proportionate share of cost of insurance. Effective July 1, 2013, the medical claims cost for each participant varied based on the level of coverage under a tiered rate structure. The retiree group hospitalization and medical insurance plan is paid from the unrestricted net assets of the College.

The following sets forth the plan's postretirement benefit obligation and funded status reconciled with the amounts recognized in the Consolidated Statements of Financial Position at June 30, 2016 and 2015:

	2016	2015
Change in Benefit Obligation		
Benefit obligation at beginning of year	$ (7,156,240)	$ (8,189,520)
Plan assumptions	(524,793)	666,782
Service cost	(325,723)	(357,444)
Interest cost	(308,562)	(303,427)
Actuarial (loss) gain	(355,015)	498,150
Benefits paid	690,210	529,219
Benefit obligation at end of year	$ (7,980,123)	$ (7,156,240)
Change in Plan Assets		
Fair value of plan assets beginning of year	$ -	$ -
Employer contributions	690,210	529,219
Benefits paid	(690,210)	(529,219)
Fair value of plan assets at end of year	$ -	$ -
Reconciliation of Funded Status		
Accumulated postretirement benefit obligation	$ (7,980,123)	$ (7,156,240)
Unamortized prior service cost	-	-
Unrecognized net actuarial loss	-	-
Accrued postretirement benefit at end of year	$ (7,980,123)	$ (7,156,240)

Included in unrestricted net assets at June 30, 2016, are the following amounts that have not yet been recognized in net periodic pension cost: unrecognized prior service costs of $118,643 and unrecognized actuarial loss of $2,402,503. The prior service cost and actuarial loss included in unrestricted net assets that are expected to be recognized in net periodic postretirement cost during the year ended June 30, 2016, total approximately $112,000.

Net periodic postretirement cost included the following components for the years ended June 30, 2016 and 2015:

	2016	2015
Cost Components		
Service cost	$ 325,723	$ 357,444
Interest cost	308,562	303,427
Amortization of prior service cost	(22,860)	104,823
Amortization of net (gain) loss	107,578	143,116
Net periodic postretirement cost	$ 719,003	$ 908,810

The assumed healthcare cost trend rate used in measuring the accumulated postretirement benefit obligation was 6.64 and 7.25 percent for the years ended June 30, 2016 and 2015, respectively. The weighted average postretirement benefit obligation discount rate was 3.56 and 4.29 percent for the years ended June 30, 2016 and 2015, respectively.

If the healthcare cost trend rate assumptions were increased by 1 percent in each year, the accumulated postretirement benefit obligation would be increased by $807,131 and $720,049 as of June 30, 2016 and 2015, respectively. The effect of this change on the sum of the service cost and interest cost components of the net periodic postretirement benefit cost would be an increase of $82,462 and $94,977 as of June 30, 2016 and 2015, respectively. If the healthcare cost trend rate assumptions were decreased by 1 percent in each year, the accumulated postretirement benefit obligation would be decreased by $689,155 and $616,291 as of June 30, 2016 and 2015, respectively. The effect of this change on the sum of the service cost and interest cost components of the net periodic postretirement benefit cost would be a decrease of $68,270 and $79,032 as of June 30, 2016 and 2015, respectively.

The College expects to contribute $726,395 to the plan for the year ended June 30, 2017. Benefits expected to be paid by the plan for the next five fiscal years are as follows:

Years ending June 30:

2017	$	726,395
2018		624,066
2019		629,106
2020		621,298
2021		511,235
2022-2025		2,547,785

14. Compensated Absences

Eligible employees of the College earn vacation leave based upon the employee's classification and length of service with the maximum accumulation of forty days for reimbursement purposes upon resignation, retirement, or other severance of employment. At June 30, 2016 and 2015, employees of the College had accumulated vacation leave balances reported in accrued salaries and related expenses, representing a liability of $2,100,282 and $2,286,691, respectively.

15. Contingencies

Litigation

The College is party to various legal actions arising in the ordinary course of its operations. While it is not feasible to predict the ultimate outcome of these actions, it is the opinion of management that the resolution of these matters will not have a material effect on the College's financial statements.

Grants

Amounts received and expended by the College under various federal and state programs (principally related to student financial aid) are subject to audit by governmental agencies. It is the opinion of management that audit adjustments, if any, will not have a significant effect on the financial statements of the College as of June 30, 2016.

Self-Insurance

The College self-insures through the Lycoming County Insurance Consortium Pooled Trust ("Consortium") (See Note 21) for certain health care benefits provided to current and former employees. The Consortium has purchased an excess policy which covers employee health benefit clams in excess of $375,000. The College has provided for claims incurred but not recorded in the amount of $1,120,000 and $990,000 at June 30, 2016 and 2015, respectively. This amount is reported in accrued salaries and related expenses.

16. Related-Party Transactions

The College reimbursed The Pennsylvania State University for certain tuition costs in the amount of approximately $777,000 and $835,000 for the years ended June 30, 2016 and 2015, respectively. The Pennsylvania State University reimbursed the College for certain tuition costs in the amount of approximately $2,344,000 and $2,082,000 for the years ended June 30, 2016 and 2015, respectively.

The College purchased insurance, legal and copier services from three companies, which are owned by three members of the Board of Directors, in the amount of approximately $1,529,000 and $1,531,000 for the years ended June 30, 2016 and 2015, respectively.

17. Commitments

The College has obligations for minor construction and maintenance contracts of approximately $354,000.

The Community Arts Center has contractual obligations with artist groups for the 2016-2017 performance season amounting to $282,250.

18. Significant Concentration of Credit Risk

The College has concentrated its credit risk for cash by maintaining deposits in financial institutions located within the same geographic region. The maximum loss that would result from that risk totaled $21,453,036 and $22,940,135 at June 30, 2016 and 2015, respectively, for the excess of the deposit liabilities reported by the institutions over the amounts that are insured by the Federal Deposit Insurance Corporation ("FDIC"). Further, the College maintains deposits with financial institutions under repurchase agreement contracts whereby a pool of investments consisting of U.S. government securities and U.S. government agencies are pledged as specific collateral for the above repurchase agreements.

19. Charitable Remainder Unitrust and Charitable Gift Annuity Agreements

The College has entered into Charitable Remainder Unitrust and Charitable Gift Annuity Agreements whereby the donors contributed assets in exchange for distributions for a specified period of time to the donors or other beneficiaries. At the end of the specified time, the remaining assets are available for the College's use. The College received no contributions under these agreements for the years ending June 30, 2016 and June 30, 2015. Assets received are recorded at fair value on the date the Unitrust or agreement is recognized, and a liability equal to the present value of the future distributions is recorded. The difference between the fair value of the assets received and the liability to the donors or other beneficiaries is recognized as contribution revenue. On an annual basis, the College revalues the liability based on the fair value of the assets and the remaining required payments over the life of the trust or agreement.

20. Beneficial Interest in Agency Endowment Held by Community Foundation

The Community Arts Center transferred permanently restricted net assets and donor contributed funds to the First Community Foundation of Pennsylvania ("First Community"). First Community maintains and administers these funds solely for the benefit of the Community Arts Center; however, First Community has been granted variance power to modify any restriction on these funds. First Community is required to distribute annually all or part of the income earned on these funds as First Community deems reasonable and proper, after consultation with the Community Arts Center. Principal may be distributed upon request by the Community Arts Center, approval by First Community, and in accordance with the donor's original restrictions.

The cumulative amount recognized in the statements of financial position as beneficial interest in assets held by others totaled $720,046 and $703,870 at June 30, 2016 and 2015, respectively, as valued by First Community.

21. Funds Held by Trustee for Health Insurance

The College joined the Consortium for the purpose of stabilizing rates for employee health insurance. The Consortium consists of Lycoming County educational institutions that have placed all employees in an insurance pool and jointly share all the risks and benefits of such a pool.

Funds are contributed to the pool and used to pay claims under the current year's funding arrangement with Blue Cross/Blue Shield. The balance of funds contributed to the rate stabilization fund and not utilized are shown as participant shares in the Consortium and are returned if the participant leaves the Consortium at any time. The College's financial interest in the Consortium as of June 30, 2016 and 2015, was $4,602,826 and $4,297,671, respectively, and is reflected in deposits held by trustees in the statement of financial position.

22. Fund-Raising Costs

The College has incurred fund-raising activity costs of approximately $980,000 and $1,041,000 for the years ended June 30, 2016 and 2015, respectively, that involves influencing potential donors to contribute money, securities, services, materials, facilities, and other assets that further the purposes of the College and related organizations. These amounts are included in general institution support and other in the statement of activities.

23. Subsequent Events

Subsequent events have been evaluated through September 30, 2016, which is the date the financial statements were available to be issued.

In August 2016, the College issued its Revenue Bonds, Series of 2016, in the face amount of $56,665,000. The 2016 bonds are payable semi-annually on April 1 and October 1, with interest rates ranging from 2.125 through 5 percent. The proceeds of the bonds will be used to advance refund the College's $55,000,000 Revenue Bonds, Series of 2008 and to pay the costs of issuing the 2016 bonds.

National Center for Education Statistics   IPEDS Data Center

Pennsylvania College of Technology

UnitID   366252
OPEID   00339500
Address   One College Ave, Williamsport, PA, 17701-5799
Web Address www.pct.edu

Finance 2013-014

Institution: Pennsylvania College of Technology (366252)

Finance - Public institutions

Reporting Standard
Please indicate which reporting standards are used to prepare your financial statements:

- ○ GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35

- ◉ FASB (Financial Accounting Standards Board)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Institution: Pennsylvania College of Technology (366252)

Finance - Private not-for-profit institutions and Public institutions using FASB standards
FASB-Reporting Institutions
General Information - Fiscal Year and Audit
To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar
This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2014.)

Beginning: month/year (MMYYYY)	Month: 7	Year: 2013
And ending: month/year (MMYYYY)	Month: 6	Year: 2014

2. Audit Opinion
Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

◉ Unqualified   ○ ☒ Qualified (Explain in box below)   ○ Don't know (Explain in box below)

3. Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

- ◉ Yes (report endowment assets)

- ○ No

4. Intercollegiate Athletics
If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

- ○ Auxiliary enterprises

- ◉ Student services

- ○ Does not participate in intercollegiate athletics

- ○ Other (specify in box below)

5. Does your institution account for Pell grants as pass through transactions (a simple payment on the student's account) or as federal grant revenues to the institution?

   ⊙ ☒ Pass through (agency)   ○ Federal grant revenue   ○ Does not award Pell grants

You may use the space below to provide context for the data you've reported above.

Institution: Pennsylvania College of Technology (366252)

Part A - Statement of Financial Position, Page 1

Fiscal Year: July 1, 2013 - June 30, 2014

If your institution is a parent institution then the amounts reported in Parts A and B should include ALL of your child institutions

Line No.	Assets, Liabilities, and Net Assets	Current year amount	Prior year amount
	Assets		
01	Long-term investments	7,654,378	6,596,320
19	Property, plant, and equipment, net of accumulated depreciation	183,375,152	188,241,973
20	Intangible assets, net of accumulated amortization	0	0
02	Total assets	245,097,157	244,377,151
	Liabilities		
03	Total liabilities	162,829,541	164,963,579
	03a Debt related to Property, Plant, and Equipment	134,987,504	137,915,477
	Net assets		
04	Unrestricted net assets	81,582,489	78,755,423
05	Total restricted net assets	685,127	658,149
	05a Permanently restricted net assets	426,598	423,418
	05b Temporarily restricted net assets	258,529	234,731
06	Total net assets (CV=A04+A05)	82,267,616	79,413,572

You may use the space below to provide context for the data you've reported above.

Institution: Pennsylvania College of Technology (366252)

Part A - Statement of Financial Position, Page 2

Fiscal Year: July 1, 2013 - June 30, 2014

Line No.	Plant, Property and Equipment	Ending balance	Prior year Ending balance
11	Land and land improvements	26,923,708	25,855,321
12	Buildings	246,095,560	245,279,623
13	Equipment, including art and library collections	57,700,095	59,797,192
15	Construction in Progress	1,322,156	565,145
16	Other	0	0
17	Total Plant, Property, and Equipment **CV=[(A11+...A16)]**	332,041,519	331,497,281
18	Accumulated depreciation	148,666,367	143,255,308
19	Property, Plant, and Equipment, net of accumulated depreciation **(from A19)**	183,375,152	188,241,973

You may use the space below to provide context for the data you've reported above.

Institution: Pennsylvania College of Technology (366252)

Part B - Summary of Changes in Net Assets

Fiscal Year: July 1, 2013 - June 30, 2014

Line No.	Revenues, Expenses, Gains and Losses	Current year amount	Prior year amount
01	Total revenues and investment return	146,033,538	136,272,775
02	Total expenses	142,811,481	136,985,785
03	**Other specific changes in net assets** CV=[B04-(B01-B02)]	-368,013	1,022,639
04	Change in net assets	2,854,044	309,629
05	Net assets, beginning of year	79,413,572	79,103,943
06	**Adjustments to beginning of year net assets** CV=[B07-(B04+B05)]	0	0
07	**Net assets, end of year (from A06)**	82,267,616	79,413,572

You may use the space below to provide context for the data you've reported above.

Institution: Pennsylvania College of Technology (366252)

Part C - Scholarships and Fellowships

Fiscal Year: July 1, 2013 - June 30, 2014

DO NOT REPORT FEDERAL DIRECT STUDENT LOANS (FDSL) ANYWHERE IN THIS SECTION

Line No.	Scholarships and Fellowships	Current year amount	Prior year amount
01	Pell grants (federal)	9,838,793	9,528,759
02	Other federal grants Do NOT include FDSL amounts	3,589,743	3,151,620
03	State grants	7,275,928	6,832,674
04	Local grants (government)	0	0
05	Institutional grants (funded)	0	0
06	Institutional grants (unfunded)	0	0
07	**Total scholarships and fellowships** CV=[C01+...+C06]	20,704,464	19,513,053
08	Allowances (scholarships) applied to tuition and fees	1,409,740	1,272,900
09	Allowances (scholarships) applied to auxiliary enterprise revenues	0	0

You may use the space below to provide context for the data you've reported above.

Institution: Pennsylvania College of Technology (366252)

Part D - Revenues and Investment Return

Fiscal Year: July 1, 2013 - June 30, 2014

Line No.	Source of Funds	Total Amount	Unrestricted	Temporarily restricted	Permanently restricted	Prior Year Total Amount

Line	Item	(1)	(2)	(3)	(4)	(5)
01	Tuition and fees (net of allowance reported in Part C, line 08)	87,066,363	87,066,363	0	0	**82,296,605**
	Government Appropriations					
02	Federal appropriations	0	0	0	0	**0**
03	State appropriations	15,980,000	15,980,000	0	0	**13,980,000**
04	Local appropriations	0	0	0	0	**0**
	Government Grants and Contracts					
05	Federal grants and contracts (Do not include FDSL)	4,074,886	4,074,886	0	0	**3,661,594**
06	State grants and contracts	9,525,713	9,525,713	0	0	**8,780,228**
07	Local government grants and contracts	0	0	0	0	**0**
	Private Gifts, Grants and Contracts					
08	Private gifts, grants and contracts	1,959,059	1,936,105	19,774	3,180	**1,172,574**
08a	Private gifts	1,242,872	1,219,918	19,774	3,180	**979,051**
08b	Private grants and contracts	716,187	716,187	0	0	**193,523**
09	Contributions from affiliated entities	0	0	0	0	**0**
	Other Revenue					
10	Investment return	1,343,245	1,272,532	70,713	0	**921,784**
11	Sales and services of educational activities	0	0			**0**
12	Sales and services of auxiliary enterprises (net of allowance reported in Part C, line 09)	24,240,054	24,240,054			**23,371,176**
13	Hospital revenue	0	0			**0**
14	Independent operations revenue	0	0	0	0	**0**
15	**Other revenue CV=[D16-(D01+...+D14)]**	1,844,218	1,844,218	0	0	**2,088,814**
16	**Total revenues and investment return (from B01)**	146,033,538	145,939,871	90,487	3,180	**136,272,775**
17	Net assets released from restriction	0	51,653	-51,653	0	
18	Net total revenues, after assets released from restriction	146,033,538	145,991,524	38,834	3,180	**136,272,775**
19	**12-month Student FTE from E12**	5,324				**5,291**
20	Total revenues and investment return per student FTE **CV=[D16/D19]**	27,429				**25,756**

You may use the space below to provide context for the data you've reported above.

Institution: Pennsylvania College of Technology (366252)

Part E – Expenses by Functional and Natural Classification

Fiscal Year: July 1, 2013 - June 30, 2014

Report Total Operating AND Non-Operating Expenses in this section

Line No.	Expenses by Functional Classification	(1) Total amount	(2) Salaries and wages	(3) Benefits	(4) Operation and maintenance of plant	(5) Depreciation	(6) Interest	(7) All other	(8) PY Total Amount
01	Instruction	63,323,275	30,499,976	12,398,206	11,022,433	4,782,183	1,842,576	2,777,901	**61,760,659**
02	Research	0	0	0	0	0	0	0	**0**
03	Public service	0	0	0	0	0	0	0	**0**

Line									
04	Academic support	18,955,861	9,689,054	4,260,179	603,670	795,572	81,681	3,525,705	**16,689,194**
05	Student services	9,918,609	4,705,120	2,130,659	792,901	330,413	43,538	1,915,978	**9,016,445**
06	Institutional support	28,376,768	8,370,509	3,773,838	1,446,266	847,511	834,053	13,104,591	**27,637,027**
07	Auxiliary enterprises	22,236,968	4,593,725	2,998,492	2,053,338	2,267,758	3,126,086	7,197,569	**21,882,460**
08	Net grant aid to students (net of allowances for tuition & fee and auxiliary enterprises)	0						0	**0**
09	Hospital services	0	0	0	0	0	0	0	**0**
10	Independent operations	0	0	0	0	0	0	0	**0**
11	Operation and maintenance of plant (see instructions)	0	5,692,384	3,488,215	-15,918,608	1,028,329	433,857	5,275,823	**0**
12	Other expenses CV=[E13-(E01+...+E11)]	0	0	0	0	0	0	0	**0**
13	**Total expenses (from B02)**	142,811,481	63,550,768	29,049,589	0	10,051,766	6,361,791	33,797,567	**136,985,785**
	Prior year total expenses	**136,985,785**	**60,966,343**	**27,605,002**		**10,291,939**	**6,451,367**	**31,671,134**	
14	**12-month Student FTE from E12**	5,324							**5,291**
15	**Total expenses per student FTE CV=[E13/E14]**	26,824							**25,890**

You may use the space below to provide context for the data you've reported above.

Institution: Pennsylvania College of Technology (366252)

Part H - Value of Endowment Assets

Line No.	Value of Endowment Assets	Market Value	Prior Year Amounts
	Fiscal Year: July 1, 2013 - June 30, 2014		
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of endowment assets at the beginning of the fiscal year	8,833,548	**7,547,801**
02	Value of endowment assets at the end of the fiscal year	12,029,110	**8,833,548**

You may use the space below to provide context for the data you've reported above.

Institution: Pennsylvania College of Technology (366252)

Summary

Finance Survey Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the Data Center and sent to your institution's CEO in November 2015.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Core Revenues

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	$87,066,363	71%	$16,354
Government grants and contracts	$13,600,599	11%	$2,555
Private gifts, grants, and contracts	$1,959,059	2%	$368
Investment return	$1,343,245	1%	$252
Other core revenues	$17,824,218	15%	$3,348
Total core revenues	$121,793,484	100%	$22,876
Total revenues	$146,033,538		$27,429

Other core revenues include government appropriations (federal, state, and local), contributions from affiliated entities; sales and services of educational activities; and other sources. Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

Core Expenses

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	$63,323,275	53%	$11,894
Research	$0	0%	$0
Public service	$0	0%	$0
Academic support	$18,955,861	16%	$3,560
Institutional support	$28,376,768	24%	$5,330
Student services	$9,918,609	8%	$1,863
Other core expenses	$0	0%	$0
Total core expenses	$120,574,513	100%	$22,647
Total expenses	$142,811,481		$26,824

Other core expenses include net grant aid to students, net of discounts and allowances, and other expenses. Core expenses exclude expenses from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

	Calculated value
FTE enrollment	5,324

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

Institution: Pennsylvania College of Technology (366252)
User ID: P3662521

Overview

Finance Overview
Purpose
The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.
There are a few new changes to the 2015-16 Finance data collection. A new FAQ clarifying how to report VA education benefits has been added for all institutions. For GASB institutions, a new pension screen (Part M) has been added to accommodate the implementation of GASB Statement 68. Please review the new screen and survey materials carefully. Additionally, instructions for parts J,K,L have been slightly modified and FAQs have been added for clarity.
Resources: To download the survey materials for this component: Survey Materials To access your prior year data submission for this component: Reported Data

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Finance - Public institutions

Reporting Standard
Please indicate which reporting standards are used to prepare your financial statements:
⦿ GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
⦿ FASB (Financial Accounting Standards Board)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Finance - Private not-for-profit institutions and Public institutions using FASB standards

FASB-Reporting Institutions
General Information - Fiscal Year and Audit

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2015.)

Beginning: month/year (MMYYYY)	Month: 7	Year: 2014
And ending: month/year (MMYYYY)	Month: 6	Year: 2015

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

- ⦿ Unqualified
- ○ ❓ Qualified (Explain in box below)
- ○ Don't know (Explain in box below)

3. Does this institution or any of its foundations or other affiliated organizations own underlined endowment assets ?

- ○ No
- ⦿ Yes (report endowment assets)

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

- ○ Auxiliary enterprises
- ⦿ Student services
- ○ Does not participate in intercollegiate athletics
- ○ Other (specify in box below)

5. Does your institution account for Pell grants as pass through transactions (a simple payment on the student's account) or as federal grant revenues to the institution?

- ⦿ ❓ Pass through (agency)
- ○ Federal grant revenue
- ○ Does not award Pell grants

You may use the space below to provide context for the data you've reported above.

[ ]

Part A - Statement of Financial Position, Page 1

Fiscal Year: July 1, 2014 - June 30, 2015

If your institution is a parent institution then the amounts reported in Parts A and B should include ALL of your child institutions

Line No.	Assets, Liabilities, and Net Assets	Current year amount	Prior year amount
	Assets		
01	Long-term investments	12,256,596	7,654,378
19	Property, plant, and equipment, net of accumulated depreciation	176,714,291	183,375,152
20	Intangible assets, net of accumulated amortization	0	0
02	Total assets	240,841,915	245,097,157
	Liabilities		
03	Total liabilities	154,157,808	162,829,541
	03a Debt related to Property, Plant, and Equipment	128,113,836	134,987,504
	Net assets		
04	Unrestricted net assets	86,084,900	81,582,489
05	Total restricted net assets	599,207	685,127
	05a Permanently restricted net assets	420,709	426,598
	05b Temporarily restricted net assets	178,498	258,529
06	Total net assets (CV=A04+A05)	86,684,107	82,267,616

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Financial Position, Page 2

	Fiscal Year: July 1, 2014 - June 30, 2015		
Line No.	Plant, Property and Equipment	Ending balance	Prior year Ending balance
11	Land and land improvements	27,344,600	26,923,708
12	Buildings	246,862,401	246,095,560
13	Equipment, including art and library collections	58,593,459	57,700,095
15	Construction in Progress	409,302	1,322,156
16	Other	0	0
17	Total Plant, Property, and Equipment **CV=[(A11+...A16)]**	333,209,762	332,041,519
18	Accumulated depreciation	156,495,471	148,666,367
19	Property, Plant, and Equipment, net of accumulated depreciation **(from A19)**	176,714,291	183,375,152

You may use the space below to provide context for the data you've reported above.

Part B - Summary of Changes in Net Assets

Line No.	Revenues, Expenses, Gains and Losses	Current year amount	Prior year amount
	Fiscal Year: July 1, 2014 - June 30, 2015		
01	Total revenues and investment return	149,610,366	146,033,538
02	Total expenses	146,741,718	142,811,481
03	**Other specific changes in net assets** CV=[B04-(B01-B02)]	1,547,843	-368,013
04	Change in net assets	4,416,491	2,854,044
05	Net assets, beginning of year	82,267,616	79,413,572
06	**Adjustments to beginning of year net assets** CV=[B07-(B04+B05)]	0	0
07	**Net assets, end of year (from A06)**	86,684,107	82,267,616

You may use the space below to provide context for the data you've reported above.

Part C - Scholarships and Fellowships

Fiscal Year: July 1, 2014 - June 30, 2015

DO NOT REPORT FEDERAL DIRECT STUDENT LOANS (FDSL) ANYWHERE IN THIS SECTION

Line No.	Scholarships and Fellowships	Current year amount	Prior year amount
01	Pell grants (federal)	9,740,817	9,838,793
02	Other federal grants Do NOT include FDSL amounts	251,443	3,589,743
03	Grants by state government	6,779,416	7,275,928
04	Grants by local government	0	0
05	Institutional grants (funded)	0	0
06	Institutional grants (unfunded)	0	0
07	**Total scholarships and fellowships** **CV=[C01+...+C06]**	16,771,676	20,704,464
08	Discounts and Allowances applied to tuition and fees	1,732,592	1,409,740
09	Discounts and Allowances applied to auxiliary enterprise revenues	0	0

You may use the space below to provide context for the data you've reported above.

Part D - Revenues by Source

Line No.	Source of Funds	Total Amount	Unrestricted	Temporarily restricted	Permanently restricted	Prior Year Total Amount
01	Tuition and fees (net of allowance reported in Part C, line 08)	90,539,658	90,539,658	0	0	87,066,363
	Government Appropriations					
02	Federal appropriations	0	0	0	0	0
03	State appropriations	17,980,000	17,980,000	0	0	15,980,000
04	Local appropriations	0	0	0	0	0
	Government Grants and Contracts					
05	Federal grants and contracts (Do not include FDSL)	2,909,111	2,909,111	0	0	4,074,886
06	State grants and contracts	10,144,530	10,144,530	0	0	9,525,713
07	Local government grants and contracts	0	0	0	0	0
	Private Gifts, Grants and Contracts					
08	Private gifts, grants and contracts	2,075,921	2,073,010	0	2,911	1,959,059
	08a Private gifts	1,822,885	1,819,974	0	2,911	1,242,872
	08b Private grants and contracts	253,036	253,036	0	0	716,187
09	Contributions from affiliated entities	0	0	0	0	0
	Other Revenue					
10	Investment return	282,429	270,955	11,474	0	1,343,245
11	Sales and services of educational activities	0	0			0
12	Sales and services of auxiliary enterprises (net of allowance reported in Part C, line 09)	24,404,764	24,404,764			24,240,054
13	Hospital revenue	0	0			0
14	Independent operations revenue	0	0	0	0	0
15	**Other revenue** CV=[D16-(D01+...+D14)]	1,273,953	1,273,827	126	0	1,844,218
16	**Total revenues and investment return (from B01)**	149,610,366	149,595,855	11,600	2,911	146,033,538
17	Net assets released from restriction	0	73,844	-65,044	⊗ -8,800	
18	Net total revenues, after assets released from restriction	149,610,366	149,669,699	-53,444	-5,889	146,033,538
19	**12-month Student FTE from E12**	5,417				5,324
20	Total revenues and investment return per student FTE CV=[D16/D19]	27,619				27,429

You may use the space below to provide context for the data you've reported above.

Part E - Expenses by Functional and Natural Classification

Fiscal Year: July 1, 2014 - June 30, 2015

Report Total Operating AND Nonoperating Expenses in this section

Line No.	Expense Functional Classifications	1 Total amount	2 Salaries and wages	3 Employee fringe benefits	4 Operation and maintenance of plant	5 Depreciation	6 Interest	7 All other	8 PY Total Amount
					Expense Natural Classifications				
01	Instruction	65,289,566	31,496,261	12,869,853	11,375,142	4,872,699	1,809,845	2,865,766	63,323,275
02	Research	0	0	0	0	0	0	0	0
03	Public service	0	0	0	0	0	0	0	0
04	Academic support	18,330,107	9,847,018	4,278,382	582,992	731,488	79,114	2,811,113	18,955,861
05	Student services	10,190,388	4,986,448	2,204,229	983,882	363,920	37,817	1,614,092	9,918,609
06	Institutional support	30,346,587	9,288,988	3,940,720	1,476,099	874,670	801,249	13,964,861	28,376,768
07	Auxiliary enterprises	22,585,070	4,714,957	3,089,670	2,003,997	2,276,989	3,092,225	7,407,232	22,236,968
08	Net grant aid to students (net of allowances for tuition & fee and auxiliary enterprises)	0						0	0
09	Hospital services	0	0	0	0	0	0	0	0
10	Independent operations	0	0	0	0	0	0	0	0
11	Operation and maintenance of plant (see instructions)	0	5,827,533	3,680,269	-16,422,112	1,020,537	424,795	5,468,978	0
12	Other expenses CV=[E13-(E01+...+E11)]	0	0	0	0	0	0	0	0
13	**Total expenses (from B02)**	146,741,718	66,161,205	30,063,123	0	10,140,303	6,245,045	34,132,042	142,811,481
	Prior year total expenses	142,811,481	63,550,768	29,049,589		10,051,766	6,361,791	33,797,567	
14	**12-month Student FTE from E12**	5,417							5,324
15	**Total expenses per student FTE CV=[E13/E14]**	27,089							26,824

You may use the space below to provide context for the data you've reported above.

Part H - Value of Endowment Assets

Fiscal Year: July 1, 2014 - June 30, 2015			
Line No.	Value of Endowment Assets	Market Value	Prior Year Amounts
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of endowment assets at the beginning of the fiscal year	12,029,110	**8,833,548**
02	Value of endowment assets at the end of the fiscal year	12,808,540	**12,029,110**

You may use the space below to provide context for the data you've reported above.

Summary

Finance Survey Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the Data Center and sent to your institution's CEO in November 2016.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Core Revenues

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	$90,539,658	72%	$16,714
Government grants and contracts	$13,053,641	10%	$2,410
Private gifts, grants, and contracts	$2,075,921	2%	$383
Investment return	$282,429	0%	$52
Other core revenues	$19,253,953	15%	$3,554
Total core revenues	$125,205,602	100%	$23,113
Total revenues	$149,610,366		$27,619

Other core revenues include government appropriations (federal, state, and local), sales and services of educational activities; and other sources. Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core revenues per FTE enrollment amounts will not be allocated to child institutions.

Core Expenses

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	$65,289,566	53%	$12,053
Research	$0	0%	$0
Public service	$0	0%	$0
Academic support	$18,330,107	15%	$3,384
Institutional support	$30,346,587	24%	$5,602
Student services	$10,190,388	8%	$1,881
Other core expenses	$0	0%	$0
Total core expenses	$124,156,648	100%	$22,920
Total expenses	$146,741,718		$27,089

Other core expenses include net grant aid to students, net of discounts and allowances, and other expenses. Core expenses exclude expenses from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core expenses per FTE enrollment amounts will not be allocated to child institutions.

	Calculated value
FTE enrollment	5,417

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

Finance

Pennsylvania College of Technology (366252)

Source	Description	Severity	Resolved	Options
Screen: Revenues				
Screen Entry	The value of this field is expected to be zero. Please correct your data or contact the IPEDS Help Desk for assistance. (Error #5160)	Fatal	Yes	
Reason:	Overridden by administrator.This institution confirms the donor requested this change. LRC			

Institution: Pennsylvania College of Technology (366252)
User ID: P3662522

Overview

Finance Overview

Purpose

The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.

There are a few new changes to the 2016-17 Finance data collection:

•For all institutions, the expense matrix has been removed and expenses are collected by functional and natural classification categories separately, except for salaries and wages.
•For GASB institutions, fields to collect deferred outflows and inflows of resources separately from current assets and liabilities to comply with GASB 63 have been added.

Please review the new screens and survey materials carefully.

Resources:

To download the survey materials for this component: Survey Materials
To access your prior year data submission for this component: Reported Data

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Finance - Public institutions

Reporting Standard
Please indicate which reporting standards are used to prepare your financial statements:
⚬ GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
⦿ FASB (Financial Accounting Standards Board)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Finance - Private not-for-profit institutions and Public institutions using FASB standards

FASB-Reporting Institutions
General Information - Fiscal Year and Audit

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2016.)

Beginning: month/year (MMYYYY)	Month: 7	Year: 2015
And ending: month/year (MMYYYY)	Month: 6	Year: 2016

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

- ⦿ Unqualified
- ○ ❓ Qualified (Explain in box below)
- ○ Don't know (Explain in box below)

3. Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

- ○ No
- ⦿ Yes (report endowment assets)

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

- ○ Auxiliary enterprises
- ⦿ Student services
- ○ Does not participate in intercollegiate athletics
- ○ Other (specify in box below)

5. Does your institution account for Pell grants as pass through transactions (a simple payment on the student's account) or as federal grant revenues to the institution?

- ⦿ ❓ Pass through (agency)
- ○ Federal grant revenue
- ○ Does not award Pell grants

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Financial Position, Page 1

Fiscal Year: July 1, 2015 - June 30, 2016

If your institution is a parent institution then the amounts reported in Parts A and B should include ALL of your child institutions

Line No.	Assets, Liabilities, and Net Assets	Current year amount	Prior year amount
	Assets		
01	Long-term investments	12,184,220	12,256,596
19	Property, plant, and equipment, net of accumulated depreciation	170,073,676	176,714,291
20	Intangible assets, net of accumulated amortization	0	0
02	Total assets	242,304,849	240,841,915
	Liabilities		
03	Total liabilities	155,957,040	154,157,808
	03a Debt related to Property, Plant, and Equipment	126,165,570	128,113,836
	Net assets		
04	Unrestricted net assets	85,243,311	86,084,900
05	Total restricted net assets	1,104,498	599,207
	05a Permanently restricted net assets	959,654	420,709
	05b Temporarily restricted net assets	144,844	178,498
06	Total net assets (CV=A04+A05)	86,347,809	86,684,107

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Financial Position, Page 2

	Fiscal Year: July 1, 2015 - June 30, 2016		
Line No.	Plant, Property and Equipment	Ending balance	Prior year Ending balance
11	Land and land improvements	27,519,609	27,344,600
12	Buildings	248,225,892	246,862,401
13	Equipment, including art and library collections	55,084,710	58,593,459
15	Construction in Progress	1,140,365	409,302
16	Other	0	0
17	Total Plant, Property, and Equipment **CV=[(A11+...A16)]**	331,970,576	333,209,762
18	Accumulated depreciation	161,896,900	156,495,471
19	Property, Plant, and Equipment, net of accumulated depreciation **(from A19)**	170,073,676	176,714,291

You may use the space below to provide context for the data you've reported above.

Part B - Summary of Changes in Net Assets

Fiscal Year: July 1, 2015 - June 30, 2016

If your institution is a parent institution then the amounts reported in Parts A and B should include ALL of your child institutions

Line No.	Revenues, Expenses, Gains and Losses	Current year amount	Prior year amount
01	Total revenues and investment return	148,236,001	149,610,366
02	Total expenses	147,758,616	146,741,718
03	**Other specific changes in net assets** CV=[B04-(B01-B02)]	-813,683	1,547,843
04	Change in net assets	⚠ -336,298	4,416,491
05	Net assets, beginning of year	86,684,107	82,267,616
06	**Adjustments to beginning of year net assets** CV=[B07-(B04+B05)]	0	0
07	**Net assets, end of year (from A06)**	86,347,809	86,684,107

You may use the space below to provide context for the data you've reported above.

Institution: Pennsylvania College of Technology (366252)
User ID: P3662522

Part C - Scholarships and Fellowships

Fiscal Year: July 1, 2015 - June 30, 2016

DO NOT REPORT FEDERAL DIRECT STUDENT LOANS (FDSL) ANYWHERE IN THIS SECTION

Line No.	Scholarships and Fellowships	Current year amount	Prior year amount
01	Pell grants (federal)	9,209,069	9,740,817
02	Other federal grants Do NOT include FDSL amounts	260,209	251,443
03	Grants by state government	7,334,142	6,779,416
04	Grants by local government	0	0
05	Institutional grants (funded)	0	0
06	Institutional grants (unfunded)	0	0
07	**Total revenue that funds scholarships and fellowships** **CV=[C01+...+C06]**	16,803,420	16,771,676
08	Discounts and Allowances applied to tuition and fees	2,053,076	1,732,592
09	Discounts and Allowances applied to auxiliary enterprise revenues	66,457	0
10	**Total Discounts and Allowances,** **CV=[C08 + C09]**	2,119,533	1,732,592

You may use the space below to provide context for the data you've reported above.

Part D - Revenues by Source

Line No.	Source of Funds	Total Amount	Unrestricted	Temporarily restricted	Permanently restricted	Prior Year Total Amount
		Fiscal Year: July 1, 2015 - June 30, 2016				
01	Tuition and fees (net of allowance reported in Part C, line 08)	89,939,060	89,939,060			**90,539,658**
	Government Appropriations					
02	Federal appropriations	0				**0**
03	State appropriations	19,980,000	19,980,000			**17,980,000**
04	Local appropriations	0				**0**
	Government Grants and Contracts					
05	Federal grants and contracts (Do not include FDSL)	2,278,057	2,278,057	0	0	**2,909,111**
06	State grants and contracts	9,528,070	9,528,070			**10,144,530**
07	Local government grants and contracts	0				**0**
	Private Gifts, Grants and Contracts					
08	Private gifts, grants and contracts	2,030,568	1,491,623	0	538,945	**2,075,921**
	08a Private gifts	1,708,325	1,169,380	0	538,945	**1,822,885**
	08b Private grants and contracts	322,243	322,243	0	0	**253,036**
09	Contributions from affiliated entities	0				**0**
	Other Revenue					
10	Investment return	155,885	157,482	-1,597		**282,429**
11	Sales and services of educational activities	0				**0**
12	Sales and services of auxiliary enterprises (net of allowance reported in Part C, line 09)	23,058,027	23,058,027			**24,404,764**
13	Hospital revenue	0				**0**
14	Independent operations revenue	0				**0**
15	**Other revenue** CV=[D16-(D01+...+D14)]	1,266,334	1,266,236	98	0	**1,273,953**
16	**Total revenues and investment return**	148,236,001	147,698,555	-1,499	538,945	**149,610,366**
17	Net assets released from restriction	0	17,119	-17,119		
18	Net total revenues, after assets released from restriction	148,236,001	147,715,674	-18,618	538,945	**149,610,366**
19	**12-month Student FTE from E12**	5,067				**5,417**
20	Total revenues and investment return per student FTE CV=[D16/D19]	29,255				**27,619**

You may use the space below to provide context for the data you've reported above.

Part E-1 - Expenses by Functional Classification

		Fiscal Year: July 1, 2015 - June 30, 2016			
		Report Total Operating AND Nonoperating Expenses in this section			
Line No.	Expense: Functional Classifications	Total amount	Prior Year Total Amount	Salaries and wages	Prior Year Salaries and wages
		(1)		(2)	
01	Instruction	67,246,237	**65,289,566**	31,976,189	**31,496,261**
02	Research	0	**0**	0	**0**
03	Public service	0	**0**	0	**0**
04	Academic support	17,677,894	**18,330,107**	9,467,289	**9,847,018**
05	Student services	10,394,862	**10,190,388**	5,070,037	**4,986,448**
06	Institutional support	30,354,983	**30,346,587**	8,938,971	**9,288,988**
07	Auxiliary enterprises	22,084,640	**22,585,070**	4,779,127	**4,714,957**
08	Net grant aid to students, net of discount/allowances		**0**		
09	Hospital services		**0**		**0**
10	Independent operations		**0**		**0**
12	Other Functional Expenses and deductions **CV**=[E13-(E01+...+E10)]	0	**0**	0	**0**
13	**Total expenses and Deductions**	147,758,616	**146,741,718**	60,231,613	**66,161,205**

Part E-2 - Expenses by Natural Classification

Line No.	Expense Functional Classifications	Total Amount	Prior year amount
	Fiscal Year: July 1, 2015 - June 30, 2016		
13-2	Salaries and Wages(from Part E-1, line 13 column 2)	60,231,613	66,161,205
13-3	Benefits	32,690,203	30,063,123
13-4	Operation and Maintenance of Plant (as a natural expense)	9,766,790	16,422,112
13-5	Depreciation	10,195,753	10,140,303
13-6	Interest	6,007,625	6,245,045
13-7	Other Natural Expenses and Deductions CV=[E13-1 - (E13-2 + ... + E13-6)]	28,866,632	
13-1	**Total Expenses and Deductions (from Part E-1, Line 13)**	147,758,616	146,741,718
14-1	12-month Student FTE (from E12 survey)	5,067	5,417
15-1	Total expenses and deductions per student FTE CV=[E13/E14]	29,161	

You may use the space below to provide context for the data you've reported above.

Part H - Value of Endowment Assets

Line No.	Value of <u>Endowment Assets</u>	Market <u>Value</u>	Prior Year Amounts
	Fiscal Year: July 1, 2015 - June 30, 2016		
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of <u>endowment assets</u> at the beginning of the fiscal year	12,808,540	12,029,110
02	Value of <u>endowment assets</u> at the end of the fiscal year	13,321,638	12,808,540

You may use the space below to provide context for the data you've reported above.

Prepared by

This survey component was prepared by:

⭘ Keyholder	⭘ SFA Contact	⭘ HR Contact
⦿ Finance Contact	⭘ Academic Library Contact	⭘ Other

Name: Karen Stugart
Email: kstugart@pct.edu

How long did it take to prepare this survey component?	8 hours		minutes

The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

Finance Survey Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the Data Center and sent to your institution's CEO in November 2016.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Core Revenues

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	$89,939,060	72%	$17,750
Government grants and contracts	$11,806,127	9%	$2,330
Private gifts, grants, and contracts	$2,030,568	2%	$401
Investment return	$155,885	0%	$31
Other core revenues	$21,246,334	17%	$4,193
Total core revenues	$125,177,974	100%	$24,705
Total revenues	$148,236,001		$29,255

Other core revenues include government appropriations (federal, state, and local), sales and services of educational activities; and other sources. Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core revenues per FTE enrollment amounts will not be allocated to child institutions.

Core Expenses

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	$67,246,237	54%	$13,271
Research	$0	0%	$0
Public service	$0	0%	$0
Academic support	$17,677,894	14%	$3,489
Institutional support	$30,354,983	24%	$5,991
Student services	$10,394,862	8%	$2,051
Other core expenses	$0	0%	$0
Total core expenses	$125,673,976	100%	$24,802
Total expenses	$147,758,616		$29,161

Other core expenses include net grant aid to students, net of discounts and allowances, and other expenses. Core expenses exclude expenses from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core expenses per FTE enrollment amounts will not be allocated to child institutions.

	Calculated value
FTE enrollment	5,067

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

Finance

Pennsylvania College of Technology (366252)

Source	Description	Severity	Resolved	Options
Screen: Changes in net assets				
Screen Entry	The value of this field is expected to be greater than zero. Please confirm that the data reported are correct. (Error #5147)	Confirmation	Yes	

Pennsylvania College of Technology

PENNSTATE

THE PLAN AND PROCESS

ASSESSMENT AT PENNSYLVANIA COLLEGE OF TECHNOLOGY

QUALITY THROUGH ASSESSMENT

PENNSYLVANA COLLEGE OF TECHNOLOGY

SEPTEMBER 2016

TABLE OF CONTENTS

CHAPTER I: INTRODUCTION

PURPOSE

This handbook aims to satisfy the following purposes and audiences:

- An account of how student learning will be assessed, the data collection tools and approaches that will be used, and the timeline for implementation;
- An introduction to assessment for new faculty;
- A guide for administrators charged with overseeing assessment in their unit;
- A roadmap for faculty and staff completing assessment projects; *and*
- A resource for those undertaking external accreditations, at the institutional, department, or programmatic level.

Assessment allows the College to answer these questions about the institution:

Do we do what we say we do?

Do our students learn what they need to learn?

How do we know?

Ongoing assessment provides the answers to these questions by supplying the evidence necessary for data-based decision making at all levels: institutional, school, unit, department, program major, and course. This macro-to-micro discussion of assessment represents the College's approach and parallels the Middle States Association's organization of the 14 "Standards for Accreditation."

PENN COLLEGE CULTURE: AN OVERVIEW

The approaches to and strategies for assessment are numerous and diverse; they are as straightforward as retention and GPA data, and as complex as determining students' critical thinking capabilities.

The culture of the institution affects the assessment choices. For example, for Penn College, the *degrees that work.®* catchphrase immediately suggests that graduates' employability must be assessed and reported. Our commitment to applied technology education represents another expectation: the application of technology requires access to industry-standard equipment and experiential learning activities. Therefore, thorough assessment needs to consider the adequacy of learning tools and teaching-learning modalities in relation to these stated priorities.

The institution has evolved from a technical institute, to a community college, to a college of technology. Through this process it has retained its open admissions practice. Thus, assessment also needs to encompass the College's commitment to serve a diverse student population while ensuring that students have a reasonable chance of success. Therefore, specific services – from developmental courses to disability services – require review in addition to gathering student performance data to

determine the impact of those courses and services.

Penn College has a long standing history of strategically planning and adapting to industry and institutional needs through assessment. Assessment is a collaborative process. It is defined as an open process that encompasses the following principles:

- *It is mission-focused, at both the institutional and programmatic levels.*
- *It is systematic, iterative, collaborative, documented, and adaptable.*
- *It applies multiple measures, both qualitative and quantitative, direct and indirect*
- *Identifies strengths and areas that warrant improvement.*
- *It informs planning and decision-making for the purpose of ascertaining learning and development, thereby improving programs, services, functions, performance, and the overall value of the educational experience.*

This definition was created by QTA Committee (2007).

Penn College's approach to assessment of institutional effectiveness and student learning outcomes reflect the Middle States Commission on Higher Education's (MSCHE) Assessment Standards in Characteristics of Excellence in Higher Education. The practices are:

- Useful;
- Cost-effective;
- Reasonably accurate and truthful;
- Planned; *and*
- Organized, systematized, and sustained.

CHAPTER II: PARTNERS IN ASSESSMENT

The complexity and comprehensiveness of an assessment plan require the full engagement of internal and external constituencies. Creating and maintaining a "culture of assessment" requires an ongoing, broad-based, shared effort engaging key stakeholders. Penn College – through the faculty and staff who are involved in their departments and various committees – has created this culture.

THE ROLE OF STUDENTS

Penn College students – during and subsequent to their enrollment – contribute to and benefit from the College's assessment activities. They affect and are affected by the quality of the instructional programs, the academic support services, the personal growth opportunities, and the social, extra-curricular activities—all aspects of the academic experience in which they participate. Their responsibilities include:

- Active engagement in course and program level assessment (assignments, tests, portfolios, etc.);
- Participation in institutional surveys such as NSSE, Graduate, and Alumni that gather student; assessments of programs, services, and their own behaviors, enabling the College to recognize its strengths and the areas that might be improved;
- Participation in satisfaction surveys administered by Dining Services and Residence Life, among others, gather student feedback and serve as an assessment tool for those units;
- Participation in focus group activities that assesses their academic experience;
- Completion of student evaluation of instruction. Students' quantitative and qualitative responses to standard questions provide data in faculty evaluation and feedback to the faculty regarding pedagogical practices; *and*
- Student representation on assessment committees such as the Self-Study Steering committee.

THE ROLE OF FACULTY

The faculty are central contributors to and stakeholders in assessment. Faculty facilitate and drive the process of assessment of student learning in their own programs. Their responsibilities and contributions include:

- Designing curricula on both the programmatic and course levels;
- Defining the goals of the majors;
- Establishing course outcomes that maintain the integrity of the academic discipline and that support the program goals;
- Conducting course-level and program-level assessments;
- Contributing to program review;
- Contributing to program accreditations;
- Using/Acting on the result of assessment activities to improve student learning; *and*
- Membership in assessment related committees- QTA, Core Curriculum Review Committee, Periodic Review Committee.

THE ROLE OF THE DEPARTMENT HEAD/PROGRAM DIRECTOR

Program directors and department heads are academic leaders in their disciplines. Their work includes administrative duties in addition to teaching. Their responsibilities include:

- Create and maintain schedule (cycle) of course assessment;
- Collaborate with faculty to create, modify, and evaluate appropriate required student outcomes (RSOs) at the course and program level;
- Prepare the Program Review Document with assistance from program faculty;
- Complete and review the Department Plan;
- Collect completed course assessment templates and submit to school deans annually;
- Contribute to annual assessment report;
- Seek and maintain Program Certifications/accreditations, national licensures;
- Share updates about the assessment process and results with faculty and administration;
- Ensure entire faculty is engaged in the assessment process;
- Work with faculty to establish common embedded assessments that are meaningful;
- Identify need for professional development/training amongst faculty;
- Review and revise as necessary the program goals on a 5 year cycle; *and*
- Membership in assessment related committees- QTA, Core Curriculum Review Committee, Periodic Review Committee.

THE ROLE OF THE DEAN AND SCHOOL LEADERSHIP

As the leader of the school, deans are responsible for ensuring assessment practices are completed with consistency and integrity in all departments/programs within the school. Their responsibilities include:

- Create and maintain schedule (cycle) of course assessment;
- Collaborate with faculty to create, modify, and evaluate appropriate required student outcomes (RSOs) at the course and program level;
- Prepare the Program Review Document with assistance from program faculty;
- Complete the Three Year School Plan;
- Collect completed course assessment templates from department heads/program directors and submit to ARP annually;
- Contribute to annual assessment report;
- Seek and maintain Program Certifications/accreditations, national licensures;
- Share updates about the assessment process and results with faculty and administration;
- Ensure entire faculty is engaged in the assessment process;
- Work with faculty to establish common embedded assessments that are meaningful;
- Identify need for professional development/training amongst faculty;
- Review and revise as necessary the program goals on a 5 year cycle; *and*
- Membership in assessment related committees- QTA, Core Curriculum Review Committee, Periodic Review Committee.

THE ROLE OF STUDENT AFFAIRS

The assessment of required student outcomes is a task shared by Academic Affairs and Student Affairs. The mission and vision of Student Affairs is strongly focused on learning, critical thinking, and the

development of leadership skills. Student Affairs is invested in all aspects of student learning, and recognizes that the division plays a key role in enhancing student learning beyond the classroom. Student Affairs works within the division and in collaboration with Academic Affairs to design and assess opportunities for student learning. Their responsibilities include:

- Departmental contribution to a division-wide Strategic Plan for Student Affairs that is developed in alignment with the College's Strategic Goals and Initiatives and the Enrollment Management Goals;
- Departmental assessment of the aspects of the strategic plan assigned to their respective areas;
- Tracking and reporting of assessment activities to QTA on an annual basis;
- Encouragement of departments to emphasize both operational assessment and assessment of student learning whenever possible;
- Use of assessment as a basis for future planning and budgetary priorities; *and*
- Membership in assessment related committees- QTA, Core Curriculum Review Committee, Periodic Review Committee.

THE ROLE OF QUALITY THROUGH ASSESSMENT COMMITTEE

The Quality through Assessment Committee (QTA), was established in 2006. QTA's annual goals reside on the public website, as do the annual year-end reports on goal accomplishment. Both summaries are first submitted to the President for review/approval. The committee composition includes faculty representatives from each school, Academic and Student Affairs representatives, and representatives of the Assessment, Research and Planning Office (ARP). The charges to this group include:

- Organizing assessment components to demonstrate the full range of assessment activity within the institution;
- Providing a locus of control and oversight to which and from which assessment activities are initiated, gathered, refined, evaluated, reported, and maintained;
- Providing a mechanism and agency for ensuring the 'closing of the loop';
- Providing and facilitating professional development for the Assessment Academy;
- Serving as the selection committee for President's Award for Outstanding Assessment of Student Learning;
- Maintaining interactions and collaborations with Core Curriculum Review Committee in regards to core goals; *and*
- Maintaining and assessing functionality of the QTA website and the Penn College Plan and Process.

THE ROLE OF ASSESSMENT, RESEARCH AND PLANNING OFFICE

The Assessment, Research and Planning Office (ARP) was launched in Spring 2010, incorporating assessment responsibilities with existing institutional research and planning functions. The change signaled the significance of, and College commitment toward assessment on campus and brought additional staff to the office to accommodate its extended scope.

The office facilitates assessment in a variety of ways at Penn College. The following list outlines the major contributions to assessment initiatives.

- Guide college-wide assessment activities;

- Serve on college assessment committees;
- Provide/coordinate assessment-related professional development offerings;
- Inform strategic planning evaluation with benchmarks and performance results;
- Implement and aide the academic program review process;
- Support accreditation initiatives with data-collection and planning;
- Archive assessment-related documentation; *and*
- Offer personal consultations regarding all assessment-related undertakings.

THE ROLE OF NON-ACADEMIC DEPARTMENT ADMINISTRATORS

Departments have mission statements and most have developed three year plans that represent and guide the work of the respective unit. These are the bases for assessing performance. The assessment methodology varies due to the department's specialized areas of focus. In some instances (e.g., Tutoring Center), annual surveys of student-users as well as the collection/publication of utilization data are standard. In other instances, the three-year plans become part of the annual review that occurs between department managers and the responsible senior administrator; those plans include an assessment component.

THE ROLE OF GOVERNANCE

The internal College Governance system represents students, faculty, and staff and is a partner in institutional assessment. College Council, the four standing committees, and ad-hoc committees engage in assessment as they review issues/concerns/recommendations from constituents. For example; the Curriculum Committee approves required student outcomes on a program and course level that are SMART (specific, measureable, attainable, relevant, and time-bound).

THE INSTITUTIONAL LEVEL OF COMMITMENT TO ASSESSMENT

Penn College supports assessment both directly and indirectly, as evidenced by the following practices:

- Encourages and provides resources for program and student support service accreditations;
- Encourages and provides financial support for professional development;
- Provides the technical support necessary for data collection, retrieval, and analysis;
- Provides personnel to assist with data collection;
- Encourages involvement with external organizations that focus on assessment/quality service;
- Operates a portal system that facilitates discussion, collaboration, and review as well as timely dissemination of information; the portal also provides a central repository for institutional reports and data that can inform assessment efforts;
- Provides financial support for student-focused programmatic competitions that demonstrate the accomplishment of required student outcomes; *and*
- Recognizes excellence in assessment through the President's Award for Outstanding Assessment of Student Learning.

THE ROLE OF COMMUNITY STAKEHOLDERS

Every major or cluster of majors has an associated advisory committee that meets at least once each academic year. Membership is by invitation and generally reflects the scope of the major (e.g.,

Automotive and Heavy Construction Equipment committees include representatives from Ford, Caterpillar, and Honda, which are supporting partners in the associated majors). Other majors seek to gain a mix of experience and dimension. These committees serve as focus groups when a major is being revised. They contribute to Program Reviews either directly by responding to key questions or indirectly by reviewing/discussing the findings and participate in program accreditations both in the preparation of self-studies and during accrediting team visits.

THE ROLE OF PEER REVIEWERS

In addition to the institutional review conducted by the MSCHE, a significant number of majors are externally accredited, licensed, or certified. The college-wide MSCHE accreditation and the external discipline accreditations may have commonalities, but all requirements of both entities must be fulfilled by individual programs. In all such external reviews, assessment of student learning outcomes and program review is an expectation and a focus. Peers of the program, using standards created by the respective professional, make judgments essential to confirming and advancing the quality of learning. While reviews vary in scope, they have common expectations that are satisfied through the application of a plan/process.

INSTITUTIONAL EFFECTIVENESS

MEASUREMENTS

- Institutionally-developed surveys
- Accreditations
- NSSE + other commercially prepared instruments
- Awards/recognition
- Student/faculty evaluations
- Retention/Graduation data
- Facilities & equipment
- Performance reviews

CONTRIBUTORS

- ARP
- Governance
- Ad-hoc study groups/committees
- Student organizations
- President's Council
- Deans' Council
- Boards

INSTITUTIONAL EFFECTIVENESS

ENABLES

STUDENT LEARNING

MEASUREMENTS

- Program accreditations
- Program review
- Course review
- Core curriculum goals
- Student co-curricular/extra-curricular activities
- Student recognition
- Graduation rates
- Direct/Indirect student learning

CONTRIBUTORS

- Program accreditors
- Advisory committees
- Academic and Student Affairs
- Administrators
- Faculty
- Students
- Learning support staff

STUDENT LEARNING

CHAPTER III: INSTITUTIONAL EFFECTIVENESS

"Quality, then, is not just a matter of doing things excellently
but doing the right things excellently." -- Suskie (2/7/2014)

MISSION, VISION & VALUES

Both the starting point and the benchmark, the College Mission and Values set the standard for planning and assessment at Penn College. Division, school, and department mission statements support and echo the College Statement, and the Values ground institutional behaviors and decisions.

MISSION

Pennsylvania College of Technology is a public institution providing comprehensive, hands-on technical education at the baccalaureate and associate degree levels. Every member of our College community endeavors to create and sustain excellence in a student-centered environment that promotes personal growth, social awareness, a shared commitment to diversity, and lifelong learning, all of which help prepare our graduates for success.

VISION STATEMENT

Pennsylvania College of Technology, a national leader in applied technology education.

PENN COLLEGE VALUES

The Mission statement above gains specificity through the Values of:

- Hands-on Education
- Student-Centered Environment
- Business and Industry Partnerships
- Community of Respect

The Values as they are explained – with the Mission – identify institutional commitment, the assessment of which demonstrates integrity. For example, educational, physical, personal, and social development under Student-Centered Environment ties to the goals of the core curriculum.

Additional specificity comes through the Strategic Goals and the annual institutional initiatives. The approach to planning requires annual review and updates; the planning cycle is in step with annual budget development; and the contribution to/achievement of initiatives and goals influences annual performance reviews.

The College Plan is dynamic and the three-year model reflects the realities of technological change (the curricular focus) and the need to respond to workforce needs. Moreover, the planning cycle is in sync with budget development, allowing for studied resource allocation. While the Plan itself spans three years, the strategic goals, initiatives, and success indicators may shift year to year. The indicators are expressed in measurable terms, allowing for assessment.

While ARP is the custodian of the initiative-based Strategic Plan, including its assessment, senior administrators are its architects. Given that President's Council represents all divisions of the College, the Council members represent their constituents as the Strategic Goals, Initiatives, and Indicators are reviewed/revised. College Council serves as a reviewing body. The College Board of Directors receives annual updates on changes/progress. Thus, the Plan functions as a College-wide instrument. The current Strategic Plan is available on the ARP portal site.

The Plan's initiatives are also referenced by Administrative/Professional/Technical (APT) staff at the Director level and above; as they develop their annual objectives, they reference specific elements of the Plan – as appropriate - thereby ensuring that the Plan substantiates their year's work. Thereafter, as mid-year and annual reviews are conducted, attention is paid to the accomplishment of those initiatives. The mid-year review is informal; while the end-year review is part of the formal evaluation process.

Institutions need the buy-in, involvement, and support of all employees to achieve the Mission and to attain their Values and Goals. Assessment requires the same buy-in, involvement, and support; it is through assessment efforts that Mission, Values, and Goals are re-visited and evaluated at a micro level, affecting planning. Thus the "loops" are closed; change is introduced, and the cycle begins anew.

The ultimate responsibility for institutional effectiveness rests with senior management, i.e., as overseen by members of President's Council. It is the members of the Council who review assessment results, identify areas of weakness, and brainstorm/set in motion remediation. Proofs of institutional achievements come through a variety of sources: recognition in the national rankings, awards (like those earned by media and publications), student performance in competitions like Skills USA, faculty performance and recognition (Chef Charles Niedermyer was a finalist to join Team USA at the Coupe du Monde de la Boulangerie – the World Cup of Baking – in 2015) and accreditations; in short, institutional effectiveness is derived from a variety of sources.

Transparency and communication occurs at two levels: (1) internally, through the employee portal and e-mails, and professional development and (2) externally, through PCToday (the electronic news publication) and through the College website.

ACADEMIC AFFAIRS

THREE-YEAR ACADEMIC AFFAIRS PLAN

Planning in Academic Affairs is both a top-down and a bottom-up process. It is hierarchical so far as the Academic Affairs plan is driven by the College's Strategic Initiatives. The plan developed by Academic Affairs

will also provide guidance in the development of the School and Departmental Plans. Likewise, input from the development of Departmental and School plans is incorporated in the development of the Academic Affairs and the College initiatives.

The Academic Affairs Plan is driven by the Strategic Initiatives of the College and, thus, is updated annually during the spring. The plan, however, spans three years and will guide the relatively long-term efforts of the division rather than the short-term, day-to-day activities. The Academic Affairs plan incorporates those initiatives identified at the College level for which the division has responsibility. Other initiatives are driven by inputs from environmental scanning and by initiatives originating in the respective schools. The Academic Affairs plan is primarily drafted by the senior staff of the division with input from Deans' Council. It is reviewed in draft form by the President and must also gain approval in its final form.

ANNUAL ASSESSMENT REPORT

Given the variety of assessments (programmatic and student-outcome based), this report provides an overview of activity within the cost center/in the academic year and a means of tracking both operational functions and required student outcomes. Deans collect the program information from the department heads/program directors and compile it into their academic school Annual Assessment Report.

An Annual Assessment Report template (Appendix A) is available for use or the report can be written in narrative form. The report ascertains what "key" assessments have been completed in the last year, the results of the assessment activity, subsequent actions to be taken, the timeline for completion and the impact on resource allocation. The annual reports will be provided to/reviewed by the cost center's supervisor before they go to the Vice President for Academic Affairs & Provost (VPAA&P). They are forwarded to QTA who will synthesize the reports to create the College "Annual Assessment Report" for submission to the President. This annual report will be posted on the College website. The annual assessment report for each academic school will be maintained by ARP and is posted under Academic Affairs Outcomes and Accreditation by each school on the portal.

SCHOOL AND DEPARTMENT THREE-YEAR PLANS

The school plan, while updated annually, should span a three year period and have clear long-range implications. While each academic school develops a three-year plan based on the development and revision of department plans, the components vary to fit the particular mission of the school. Standard in most of the school plans are the five key points:

- Accreditation/Assessment/Student learning
- Curriculum/Instruction
- Professional Development
- Personnel/Staffing
- Facilities/Equipment

In all cases, the plan is connected to budget development, especially as affected by curriculum, facilities and equipment, as well as personnel. As appropriate, accreditation planning is included. Progress reports on the plan become part of the mid-year review conducted by the VPAA&P with each dean. The plan is tied to the school's mission statement to ensure continuity of purpose; the school's mission

statement supports the College mission. The School 3-Year Template, located on the [Academic Affairs Planning page](#) on the portal, demonstrates the alignment of department and/or school goals to a college or Academic Affairs goal or initiative.

Departmental plans are cyclical, based on the 5-year program review cycle for the department. Departmental plans are individualized by the school and reviewed by the dean in collaboration with the VPAA&P to assure alignment and appropriate focus of resources and efforts. The results of the program review should be one of the primary inputs to the development of a departmental plan, which will be developed in summer and early fall following the conclusion of the program review and will extend through the academic year in which the next program review is conducted. Assessments made in conjunction with accreditation self-study, if available, should also be a major input into the plan. The plan should be reviewed and updated on an annual basis.

THE ASSESSMENT, RESEARCH & PLANNING OFFICE

The Assessment, Research & Planning Office (ARP) collects, analyzes, and disseminates information in support of institutional effectiveness including assessment, accreditation, institutional research, planning, policy analysis, and decision-making. Formal assessment activities within this area are conducted sporadically, but informal assessment activities and interventions are constant and immediate. All provide guidance for continual self-improvement through evidence-based decision making. Examples include surveying constituents about the relevance, availability and effectiveness of statistics reports; interviewing Academic Deans concerning School information needs assessments; and incorporating recommendations from the College's Quality Through Assessment committee.

The results of all assessment activities are shared with the VPAA&P and, when appropriate, with the larger college community to provide assurances that the administration and staff of Penn College are concerned with the quality, effectiveness, and efficiency of the College.

The ARP reviewed its mission and goal statements in January 2016, and is developing a comprehensive, sustainable assessment plan with a July 1, 2016 implementation date. They will review, update and revise as necessary the assessment plan on an annual basis.

MADIGAN LIBRARY

The assessment practices of the Madigan Library is based on a 3-year strategic plan. Goals are reported on each year, and the plan is reviewed in depth every three years. The library goals support the College mission via the Strategic goals and Initiatives and/or Academic Affairs plan. Each department within the library, has goals that support the Academic Affairs plan and/or the Madigan Library Strategic Plan.

Effectiveness indicators are reported annually. Data is analyzed on a yearly cycle to identify trends in use, both positive and negative. The trends constitute a significant component in short-term and long-term budgetary decisions as well as resource allocation. Annual data is collected from department managers for the development of an annual report by the library director that is shared with the VPAA&P.

STUDENT AFFAIRS PLAN

The assessment process in Student Affairs stems directly from the Student Affairs Strategic Plan. Student Affairs aligns their planning and assessment process with the institutional planning process and the identification of strategic goals. The most recent strategic plan for the division was created concurrently with the Strategic Goals and Initiatives established by the College for 2014-2017, and were used in the development of the current Enrollment Management plan established by the College for the same time period. The initiatives and success indicators from the Student Affairs Strategic Plan for 2014-2017 were informed by both of these plans. Also informing the Student Affairs Division plan are the mission and vision of each of the 10 departments that comprise the division, and known challenges faced by Student Affairs both here at Penn College and on a national scale.

Each of the goals identified within the Student Affairs Strategic Plan is assessed on a 3 -year cycle, a cycle that aligns with the assessment cycle in place within Academic Affairs and the College as a whole. Departments within the Division have taken responsibility for coordinating the assessment of each of these areas at least one time within that 3-year cycle, as noted in Appendix B – Student Affairs Division Assessment Matrix 2014-2017. Data collection and analysis is coordinated for the Division by the Associate Dean of Student Affairs and is supported by staff in ARP as needed.

Assessment results are reported by directors annually and presented as a combined Student Affairs Assessment report every August 1. The report, located at the Strategic Planning and Assessment in Student Affairs tab on the portal, includes reference points to the appropriate goal statement to ensure alignment, a recap of the methods and results, as well as a discussion of the implications of the findings of the assessment, including any considerations for budget planning in the subsequent year.

This report is submitted to QTA and to the president for review and feedback. A summary of the report is also presented to and discussed with the entire division during a Student Affairs Division Meeting in the fall to keep all members of the division engaged with the assessment process and its value.

ENROLLMENT MANAGEMENT PLAN

A college-wide Enrollment Management Plan was developed to right-size student enrollment. The plan identifies new pathways to both recruit and retain students. To ensure the full integration of marketing and recruitment, a new Marketing Plan linked directly to recruitment was also identified as a major initiative in the Enrollment Management Plan.

The Enrollment Management Plan was created by the Enrollment Management Committee which has broad campus representation. Members of the Committee were initially charged with soliciting ideas from their respective departments from which the foundation of the Plan emerged. The progress on initiatives outlined in the Plan is monitored by the Enrollment Management Committee and assessed on an annual basis and in accordance with the deadlines established in the Plan.

Objectives for each initiative are established in the Plan and are monitored accordingly by the Enrollment Management Committee. Updates on progress are reported to the campus via the College's portal on an annual basis

INSTITUTIONAL ADVANCEMENT

Institutional Advancement is responsible for Alumni Relations, Corporate Relations, Annual Giving, and the Pennsylvania College of Technology Foundation. Institutional Advancement supports the mission of Penn College by seeking opportunities to cultivate donors. The division supports student learning and success and the delivery of administrative and academic services and programs through strong visibility, outside funding, alumni engagement, and strategic community and industry partnerships.

The Division of Institutional Advancement is committed to assessment and fully engages in routine assessment activity through its individual departments and their collaborative teamwork. Their assessment plan, the Institutional Advancement Action Plan, integrates goals between departments. A new action plan is developed each year to coincide with the new academic year and assessment cycle, and success indicators link directly into the College's Strategic Plan and Initiatives.

The Institutional Advancement staff, under the guidance of the Vice President for Institutional Advancement, review the metrics and progress in December and again at the end of the fiscal year. If necessary, adjustments are made at these times. Assessment outcomes are reviewed with the president and shared with the other members of President's Council. For future planning, outcomes are carefully reviewed to determine the effectiveness of each initiative and to assess the need to reallocate both fiscal and human resources. Following these reviews, the outcomes are updated on the Portal. An annual executive summary provided to QTA, and shared with the president, highlights key assessment activities accomplished within the division.

The Institutional Advancement 2015-16 Action Plan was developed with quantifiable success indicators and added or revised initiatives and success indicators. This plan was developed with the objectives of increasing scholarship support for our students, increasing equipment donations and entrustments, increasing the number of planned gifts, and increasing alumni engagement to fill the pipeline for future support.

COLLEGE SERVICES

The Office of College Services provides oversight to the College Store, Professional Development, Employee Relations and Compliance, and Human Resources. Assessment activities within these areas are diverse, but all provide guidance for continual self-improvement through evidence-based decision making. Examples include Human Resources' biannual cost comparison of benefits; evaluation of recruitment, advertising, and marketing of positions to demonstrate cost efficiency and valuable results; and the College Store's invitation for informal feedback from student customers to improve services (example - need for dressing room). Penn College Office of Professional Development conducts faculty needs assessment surveys on a regular basis. The survey helps the college understand faculty's professional needs and how the college can better meet those needs. The survey was last administered in 2014 to all 479 full-time and part-time faculty members at Penn College by the Assessment, Research, and Planning Office using Qualtrics. Results of the survey supported the development of future professional development offerings.

The results of all assessment activities are shared with the Vice President for College Services and, when appropriate, to the larger college community to provide assurances that the administration and staff of Penn College are concerned with the quality, effectiveness, and efficiency of the College. The Office of College Services reviews and revises as needed their mission statement every 5 years, and their

assessment plan (goal statements) on a 3 -year basis. An annual executive summary provided to QTA, and shared with the president, highlights key assessment activities accomplished within the division.

FINANCIAL OPERATIONS

The Division of Financial Operations provides fiscal and accounting services to support the mission of the College. Student accounts, budgeting, accounts payable, fixed assets, grant reporting, and the College's financial records are all handled by Financial Operations. Assessment activities within these areas are diverse, and provide guidance for continual self-improvement through evidence-based decision making. Examples include Financial Operations' annual, external audits of accounting records and grants/sponsored programs; Procurement Services' self-imposed commitment to generate a purchase order within 48 hours of receiving a requisition; and the Bursar's Office commitment to evaluating and responding to customer satisfaction through multiple measures (e.g., phone logs, surveys).

The Division of Financial Operations reviews their mission statement and the submission statement of Procurement Services on a regularly basis, with the most recent review in January 2016. The division's goal statements are linked to the College's Strategic Plan and Initiatives. The goals and success indicators are reviewed, updated and revised as on an annual basis. The results of all assessment activities are shared with the President and, when appropriate, with the larger college community to provide assurances that the administration and staff of Penn College are concerned with the quality, effectiveness, and efficiency of the College.

PUBLIC RELATIONS & MARKETING

Public Relations & Marketing performs a variety of services and functions benefiting all six academic schools and virtually all offices and departments within Penn College. The functions include media relations, marketing, advertising, photography, videography, digital publishing, graphic design, Web design and development, emergency messaging, and event signage, among others.

PRM's mission statement and goals are revised periodically (they are scheduled to be reviewed in 2016 and amended if needed). PRM employs a Priority Project system to determine how requests for services are addressed and staff resources are appropriated. All marketing jobs are assigned a code that reflects their status in the Priority Project list, which is headed by activities related to Recruitment. In descending order, other priorities are: News and Media Relations, Visuals and Voices, Alumni/Institutional Advancement, *Penn College Magazine* and Annual Report, Visitor and Community Outreach, and Information Management and Portal Review. PRM staff are assigned to Priority Project committees that determine specific needs; the ranking of project categories is also reviewed periodically.

PRM compiles a number of annual reports on its activities. An overall report/assessment is shared with the President, President's Council and the Board of Directors. Recent examples of PRM using assessments to guide planning include using geographic enrollment data to target paid advertising in a branding campaign, reviewing readership-survey responses to determine which features to emphasize in One College Avenue magazine, and tailoring a redesign of the College's website to reflect data demonstrating how prospective students access our website (with smartphones, primarily). An annual

executive summary provided to QTA, and shared with the president, highlights key assessment activities accomplished within the division.

INFORMATION TECHNOLOGY

Information Technology oversees the following departments: Administrative Information Systems, Network Services, Mail and Document Services, Computing Services, Instructional Technology and Audio/Visual Services. This Division provides technological services that support the computing needs of the institution's academic and administrative functions. Furthermore, Information Technology enhances the teaching and learning process for students, faculty and staff by researching, developing, implementing, and facilitating diverse and effective delivery systems through the use of new technologies. This work is reflected in their mission statement: "to provide a "best in class" computing, networking, telecommunications, classroom technology, and technical support infrastructure that supports the College's teaching and learning, administrative, communication, and community outreach functions."

The ITS Long Range Plan supports the mission of the College. The plan originates with broad input from all of the ITS departments and is vetted and approved by the President's Council. ITS has several goals defined in the Strategic Plan, which includes defined measures. Recent assessment activity includes a survey of students to collect data on issues with internet access and Wi-Fi problems on campus. The survey outcomes connected assessment to budgeting, as additional areas of Wi-Fi access points and internet bandwidth were added.

ITS participates, biannually, in the EAR Students and Information Technology study. This survey helps to assess student technology expectations and experiences at the College. The results provides valuable input into the planning process.

Moving forward, the Vice President for Information Technology, plans to formalize their assessment process and documentation to include feedback and how that feedback will impact planning and implementation. An annual executive summary provided to QTA, and shared with the president, highlights key assessment activities accomplished within the division.

WORKFORCE DEVELOPMENT & CONTINUING EDUCATION

The Division of Workforce Development & Continuing Education (WDCE) at Penn College "customizes and delivers innovative, cost-effective, personal and professional development and training to meet operational goals and challenges of business and industry." WDCE contains the following offices: Professional and Community Education, Penn College at Wellsboro, WEDnetPA, National Sustainable Structures Center (NSSC), Plastics Innovation and Resource Center (PIRC) and ShaleTEC. WDCE develops a Strategic Plan that supports or contributes to the College's Strategic Plan. The staff develop their own goals and objectives in conjunction with their supervisor that align with the plan.

Unlike most departments at the College, WDCE is a cost-recovery unit and as such, is very responsive to customer feedback. Assessment activities within this area are diverse, and all are designed to provide guidance for continual self-improvement through evidence-based decision making. Examples include participant course evaluations, employer follow-up and feedback, external grant evaluations, and the assessment of revenue target attainment.

WDCE reviews and revises (as needed) their mission statement and their strategic/assessment plan annually. The results of many assessment activities are shared regularly with President's Council and a summative, annual report is reviewed and discussed with the president. An annual executive summary provided to QTA, highlights key assessment activities accomplished within the division.

FACILITIES

The Facilities and Site Master Plan 2015 - 2020 has been guided by nine earlier Master Plan documents. Earlier versions of the Plan published in the 1960's, 1970's and 1980's took a 10-year view. Since that time, a 3-year or 5-year perspective has been the norm.

Comprehensive, detailed planning directs the expansion of Penn College in a financially responsible, enrollment-guided, and program/service-driven manner. The Plan also provides the College Board of Directors with a proposal for physical plant renovation, growth and site expansion that, when approved, stands as a blueprint for the future. This planning document requires Board review and approval.

The new five-year Facilities and Site Master Plan was designed to guide continued successful campus development from 2015 through 2020. It also reports on the progress made in addressing the campus needs as detailed in the previous edition covering 2010 through 2015.

As has been the case in the past, planning is predicated on analysis of (1) enrollment projections, (2) existing facility conditions and renovation requirements, (3) safety and security concerns, (4) zoning and related restrictions, and (5) land availability.

ROLE OF PERFORMANCE REVIEW

Institutional effectiveness is the sum of all parts, not the least of which is employee performance; therefore, the College has devised a comprehensive system tailored to faculty and staff responsibilities. The College Mission, Values, Goals overarch the work of all employees. For example, the commitment to hands-on education (first Value statement) implies that faculty remain current in both the theory and the tools of their discipline while the College maintains its commitment to provide instructional support through work stations in laboratories, professional development to ensure currency, and state-of-the-art equipment.

Faculty responsibilities, as specified in the **Agreement,** underscore the primary role of the faculty—effective teaching. The faculty evaluation system further maintains the "student-centered environment" of the second core value through its two key components: Dean's/director's classroom observations and student evaluations (note: unlike other colleges, there is no peer component). The Penn College Faculty Evaluation/Development Plan is designed to provide appropriate, manageable instruments and procedures for the assessment and support of faculty in order to establish and maintain the quality of instructional service central to the College's mission and philosophy. The student evaluations results can be aggregated by school, by probationary/non-probationary status, and by department.

Annual Employee Performance Evaluations utilize forms specific to their employment category. The core values of Student-Centered Environment and Community of Respect figure in those evaluations. As is true for all faculty/staff appraisals, the evaluations include the identification of strengths and weaknesses with prescriptions for overcoming weaknesses.

In addition, the College initiates periodically - generally on a five-year cycle - employee review of the College's leadership, which provides another dimension to the standard performance review of administrators. This review invites employees to review all levels of leadership that supports their position. For example, a faculty member is provided opportunity to evaluate their director/department head, assistant dean/dean and the VPAA&P. Conducted electronically, the system maintains the anonymity of responders. The responses are synthesized and presented in a report that factors into the annual performance appraisal.

The systematic assessment of all employees ensures a focus on Mission, Values, Goals, and Initiatives. It also enables the College to identify areas for improvement that can be fostered through professional development.

CHAPTER IV: ASSESSMENT PLANS COMPONENTS

TIMETABLE, PURPOSE AND COMMUNICATION

INSTITUTIONAL ASSESSMENT PLAN COMPONENTS				
Component	**Primary Responsibility**	**Schedule**	**Use/Audience**	**Accessibility**
College Mission, Vision & Strategic Plan	President's Council	3-yr timeline; annual updates	Referenced in performance appraisals and in annual assessment reports	myPCT-ARP
Non-Academic Division plans	Cost center admin.	Determined by the unit; annual review	Performance appraisals; unit function appraisal conducted by supervisor; Planning and budgeting	Institutional Effectiveness
The Plan and Process: Assessment at PCT	QTA	Annual review	Gauge viability; revision for college-wide effectiveness and accreditation	myPCT-ARP
NSSE, CIRP, ACHA-NCHA & other commercially prepared instruments	ARP	3-yr cycle	Institutional benchmarking; identify strengths, weaknesses, follow-up actions for various audiences	myPCT-ARP
Institutional surveys (e.g., Non-returning Students, Graduates, Personnel Leadership, etc.)	ARP	Schedules vary	Institutional data for reports and institutional effectiveness for strategic and enrollment management plans	myPCT-ARP
Retention & Graduation data	ARP/Registrar	Annual	Observe trends; benchmarks for strategic plan, enrollment management plan, & academic program review	Student Consumer Info: Retention & Graduation

STUDENT AFFAIRS ASSESSMENT PLAN COMPONENTS

Component	Primary Responsibility	Schedule	Use/Audience	Accessibility
Student Affairs plans	Directors supported by Associate Dean of Student Affairs	Goals are set prior to each academic year and reported following summer	Performance appraisals; budgeting & planning; programmatic decision at the department and division level	myPCT-Student Affairs

ACADEMIC AFFAIRS ASSESSMENT PLAN COMPONENTS

Component	Primary Responsibility	Schedule	Use/Audience	Accessibility
Academic Affairs plan	Vice President for Academic Affairs & Provost	3-yr timeline; annual updates	Referenced in strategic plan and enrollment management plan	myPCT-Planning in Academic Affairs
Academic School Mission & Goals	Deans	Review every 5 years	Supports Academic Affairs mission and provides direction academic programs within the School	On public School pages
Academic School 3-Year Plan	Deans	3-yr timeline; annual updates	Referenced in academic affairs plan	Plan Template
Department Plan	Program Directors Department Heads	5-yr timeline; annual updates	Supports academic school plan, referenced in academic affairs plan	Planning in Academic Affairs
School Annual Assessment Report	Deans and Program Directors/Dept Heads	August every year	Contributes to planning, budget development, workload decisions for various audiences	myPCT-ARP
Non-Academic Annual Assessment Report	Division VPs	Early September	Contributes to planning, budget development, workload decisions for various audiences	Institutional Effectiveness
Accreditations	School & academic dept.	Varies	Affirms curr. design; may affect curr., fac, equip, & staff in academic depts.	myPCT-ARP

Academic Program Review	Academic Departments; Dean's Office	Spring semester; 5-yr cycle	Assess RSOS, curr. & fiscal; may result in revisions for academic programs	myPCT-ARP
Required Student Outcomes (RSOs), Core & Program Goals, Curriculum Mapping	Academic Departments; Dean's Office	Spring semester; 5-yr cycle	Assess RSOs, curriculum & resources; may result in revisions within academic depts.	myPCT-ARP
Board/licensure results	Academic depts.	Upon/after graduation	Direct measure of RSOs for academic depts.	On public program pages and upon request
Industry/Business-focused assessments (e.g., certifications)	Academic depts.	Usually, students' final semester	Direct measure of RSOs; benchmarking; may result in curr. review and informs the academic program review process	On public program pages and upon request
Preceptor/intern supervisor	Academic depts.	As work-based experiences occur	Direct measure of RSOs for academic depts., accrediting bodies	Upon request
Goals of core curriculum	ARP, QTA and Core Curriculum Review Committee	3-4 goals each year; 3-yr cycle	Assess RSOs; direct and indirect measures for academic affairs	myPCT-ARP

CORE ASSESSMENT SCHEDULE 2016-2019

Pennsylvania College of Technology has established a core curriculum for each of its credentials. The core is intended as a broad foundation that will extend the competence students develop within their majors. The current ten goals were adopted in 2009 that replaced the six goal statement adopted in 2000. Since 2010, The Core Curriculum Assessment Sub Committee (CCASC), under the leadership of QTA (Quality through Assessment), provided oversight and leadership for the design, development and implementation of a systematic core curriculum assessment plan within a three-year cycle. The second cycle of core assessment was completed in Spring 2016. A Core Curriculum Review Committee was established in 2015 with the charge to review the institutional core goals and recommend appropriate changes based on the two cycles of feedback provided by CCASC. During the 2015-16 academic year the Core Curriculum Review Committee examined the scope and depth of our current core goals and developed a framework for general education at Penn College. Their work will continue in 2016 -17 with the drafting of the core curriculum. Since the new core curriculum and assessment practices will not be ready for implementation until 2018/10 the current core goals will be assessed an additional cycle under the supervision of QTA. The CCASC was dissolved as the initial objectives of the committee have been met. The Core Review Committee will work closely with QTA and ARP as the assessment of our core curriculum moves forward.

CORE GOALS	YEAR ONE	YEAR TWO	YEAR THREE
Communication – Students will critically evaluate written and oral communication and express themselves in professionally appropriate ways.	x		
Critical Thinking – Students will apply critical thinking skills across a variety of academic, professional, and technical disciplines.		x	
Information Literacy – Students will recognize when research is needed and have the ability to access, critically evaluate, integrate, and responsibly use the information from a variety of sources.	x		
Citizenship and Cultural Sensitivity – Students will possess the knowledge and skills needed to engage in responsible, respectful, and ethical behaviors as individuals and as members of groups in personal and professional environments.		x	
Physical and Mental Fitness – Students will apply knowledge of how personal and social well-being are integrally linked with maintaining physical and mental health.		x	
Lifelong Learning – Students will develop the commitment and skills that prepare them for lifelong learning and adapting to continually changing environments.			x
Computing Literacy – Students will use current and emerging information technologies to research, collect, and organize data; analyze the impact of current and emerging information technologies; and secure personal identity and information assets.	x		
Quantitative Literacy – Students will demonstrate the ability to think logically and solve problems using quantitative skills.			x
Scientific Literacy – Students will apply scientific concepts, principles, and thought processes within the various disciplines.			x
Art Appreciation – Students will articulate their critical understanding of and respect for aesthetic principles.			x

CHAPTER V: ACADEMIC MAJORS

The curriculum portfolio includes multiple credentials (baccalaureate, associate degree, certificates, competency credentials), and within those credentials, a number of majors are reconfigured through emphases and concentrations. In many instances, the same major courses may appear in more than one major or credential as is the case in BS majors that are two-plus-two or completer or progressive in design (for example, Licensed Practical Nurse to Registered Nurse to BSN). Courses in a major may be re-configured into a competency credential. A specific associate-degree major may provide entrance into a related BS major (as is the case with Applied Management). Moreover, some curricula – like the English as a Second Language (ESL) – though not a major, serve a select cohort of students. More than 100 discrete baccalaureate, associate, certificate majors are placed on a 5-year assessment cycle.

The portfolio also includes majors available via distance delivery. Based on the philosophy adopted when the College added by-distance courses and majors, the same program goals and same course objectives apply. Therefore, whether traditional classroom delivery, by-distance, or hybrid methodology, the fundamental elements of the courses and programs remain the same as do the assessments.

ACCREDITATIONS, ENDORSEMENTS, CERTIFICATIONS

The accreditation, approval, endorsement, or certification of majors functions as a "value added" initiative. Not only have additional majors been recognized, but new accrediting bodies have been introduced. The availability and propriety of accreditation permits an external review following the internal review as well as benchmarking. In some instances, the accreditation directly affects the program's students and graduates; for example, the Construction Management program accreditation provides scholarship eligibility through the American Council for Construction Education (ACCE) for students and enables the graduates to sit for the post-graduation certification exam. In other instances, the accreditation acknowledges the major's having met professional standards, providing a warranty of sorts to prospective and current students and to employers.

Penn College pursues both voluntary and required accreditations. The latter represents majors requiring accreditation for graduate employment (e.g., Nursing and Aviation); the former has no such requirement (e.g., Applied Human Services). Faculty teaching in the programs with required accreditation work on the self-studies as part of their regular responsibilities; for faculty teaching in programs engaged in voluntary accreditations, there is either compensation or release time. In both instances, assistance is provided by ARP along with technology support. Self-studies move through the school dean to the VPAA&P to the President before they are submitted; thereby, program information flows through administrative levels.

Preference lies with industry recognition over accreditation when faculty and school administrators determine that an industry certification or endorsement better serves our students, as exemplified in the Heavy Construction Equipment Technology major. The direct relationship to the industry/profession and the validation by those professionals demonstrates the College Value regarding Business/Industry Partnerships. Current accreditations are listed by school on the Academic Affairs Outcomes and Accreditation link under the ARP portal page.

Every accrediting body has a specific set of expectations and a timeline; therefore, some programs complete accreditation work on a three-, five-, or seven-year calendar. ARP is the central repository for

all program accreditation files. In addition to helping create programmatic surveys for data support and assisting with the data analysis, the Office ensures maintenance for historic purposes of the standards, reports, and official actions.

As one component of the Assessment Plan and Process, accreditation ensures that the "assessment continuum" is applied. Successive re-accreditation actions require a reference to previously-made recommendations, thereby ensuring a "closing of the loop" if/when weaknesses have been identified through the process. That identification can occur during the major's internal review or through the external review, and it can affect facilities, equipment, staffing, and student services, as well as the curriculum itself.

For those externally validated programs that involve a licensure/board examination – the Health Science majors are the best example – the results of student/graduate performance function as an additional assessment tool for the department. For example, ongoing difficulty with an exam segment drawing on knowledge of Anatomy & Physiology led to a collaboration between the health science and biology faculty, reviewing the courses so as to ensure the necessary scope and focus of the biology foundation.

Given the thoroughness and complexity of the external validations, the majors may complete a modified Program Review, as individually negotiated with the VPAA&P; in those cases, the quantitative components of the Program Review – which generally exceed the accreditors' requirements – are completed as a stand-alone document for in-house review.

PROGRAM REVIEW

Program review is a fundamental step in maintaining curricular integrity, relevance, current information and functions as a key component of the assessment of institutional effectiveness and student learning. An ideal model for program review is both effective and efficient, while serving as a benchmark allowing program comparison, motivation for currency and establishing aspirational goals and even models.

Providing both quantitative and qualitative data, program review is also key in the allocation of institutional resources.

The current approach pulls together quantitative and qualitative information that serves to satisfy multiple criteria:

- Fit with College and school mission
- Fiscal integrity
- Service to students and graduates
- Currency
- Curriculum coherence
- Student learning outcomes assessment at institutional (core), program, and course level
- Fit with business/industry standards/developments
- Adequacy of facilities and equipment
- Marketing

The Penn College Program Review Model embraces R. C. Dickeson's ten criteria for setting academic priorities (as noted in Higher Education Tackles Program Prioritization: Practitioners Raise Questions, Provide Answers By Robert C. Dickeson 2010)

1. History, development and expectation
2. External demand
3. Internal demand
4. Quality of inputs and processes
5. Quality of outcomes
6. Size, scope, and productivity of program
7. Revenue and other resources generated
8. Costs and other expenses
9. Impact justification and overall essentiality
10. Opportunity analysis

Deans, assistant deans, directors (in Health Sciences), department heads, and faculty are directly or indirectly involved in the completion of the reviews. Each program will be reviewed on a 5-year cycle. If the cycle coincides with external program accreditation, a modified format will be established between the Dean and VPAA&P, and a review will be completed. Over the five year time span, all required student outcomes (course level), College core and program goals are assessed by program faculty in collaboration with their director or department head. This data supplies information for the program review. Details on these assessments are described in Chapter VII.

Reviews involve advisory committee input and may involve a focus group of industry/business professionals to gain additional external input. Program Review committee composition may include a faculty member from outside the major, preferably from an associated academic discipline or a discipline contributing to the major's core requirements. Given the program to be reviewed, it will be the Dean's decision to add an outside of program reviewer to the committee or not. This decision may be influenced by collaborative course offerings within the degree, program design, or concentration of general education within the degree requirements

 ARP maintains a Program Review site on their portal page that is designed to serve as a virtual "one stop shop." Specific Program Review requirements, program data, detailed writing guidelines, required templates, deadlines and examples of best practices are provided.

To provide transparency Program Review results are added to the major's webpage in the form of an Executive Summary. Required student outcomes from course level assessment are reported by programs on the Academic Affairs Outcomes tab on the ARP portal. The master schedule for Program Reviews is available on the Program Review portal site.

Program Reviews, as with accreditation self-studies, flow through the dean to the VPAA&P. The Program Review Committee, chaired by the VPAA&P, critique submitted reviews based on the Program Review Feedback Rubric (Appendix C). This formal process provides written and oral feedback to intended audience and may result in one or more data-based decisions:

- Curriculum revision
- Program goals revision
- Major termination
- Changing the credential (e.g., move from certificate to associate degree)
- Requesting facility improvements
- Identifying equipment needs
- Identifying marketing strategies/needs

- Requesting additional faculty or support staff
- Identifying needed professional development for faculty

Any changes that result from the Review become a focus in subsequent reviews; thus the assessment process is cyclical.

The Program Review process is scheduled to begin in the fall semester and end in the spring semester, thereby allowing the findings to influence the subsequent Planning/Budget cycle. Reviews completed in April, followed by dissemination/discussion, can lead to curriculum revision in the subsequent fall semester. As important, the findings can impact the budget development, which begins in the late fall, along with planning. The following chart outlines the Program Review process and its connectivity with schools' planning and budget cycles. The process covers data collection, review, and permits adequate time to assess the changes in preparation for the next review cycle. See timeline on the following page.

CURRICULUM PROPOSALS

The Curriculum Manual identifies the components of a proposal and the pathway which it moves for approval. Proposals include the goals for the new major and a completed "Goal Support Matrix" to establish the major's curricular coherence with those goals as well as with the goals of the core curriculum. The proposal requirements also include a statement regarding accreditation opportunities. Other key components include employment opportunities, similar programs at competing institutions, marketing strategies, and fiscal needs. The latter encompasses facility, equipment, and staffing requirements, tying into both budget and planning. The proposal itself parallels elements required by accrediting agencies as well as the College's Program Review template.

PCT ACADEMIC PROGRAM REVIEW TIMELINE

COORDINATE REVIEW ACTIVITIES [FALL]

SUBMIT FINAL DOCUMENT [30-APR]

ASSESS REQUIRED STUDENT OUTCOMES [YEARS 1-5]

ASSESS IMPACT OF CHANGES [YEARS 3-5]

INCORPORATE WITH SCHOOL PLANS [SUMMER]

INFORM BUDGET DEVELOPMENT [FALL]

DRAFT DOCUMENT [SPRING]

ASSESS CORE & PROGRAM GOALS [ANNUAL REVIEW]

IMPLEMENT RECOMMENDATIONS [YEAR 2]

Aug
Dec
Apr
Aug
Dec
Apr
Aug

ARP DATA AVAILABLE [15-SEP]

DOCUMENT FEEDBACK [SUMMER/FALL]

COST DATA AVAILABLE [1-NOV]

CHAPTER VI: THE BASICS OF ASSESSING STUDENT LEARNING OUTCOMES

While "traditional" quantitative assessment such as course grades, program completion rates, pass rates on licensure examinations, etc., continue to be part of assessment, current research notes the need to assess student performance with precision, producing data that not only signals the need for corrective measures but that also provides direction for such measures. In a college of applied technology, the assessment of student learning includes components appropriate for specific courses/majors as well as consideration for the cognitive, affective, and psychomotor skills that may be key within a course. Therefore, while there is some uniformity to this Plan/Process, the actual assessments are faculty-determined.

WRITING REQUIRED STUDENT OUTCOMES (RSOS)

Required Student Outcomes (RSOs) are key to identifying the desired educational achievements of students. There are two levels of RSOs, programmatic and course. Programmatic student learning outcomes address what students should know, think or do upon completion of the program. These are broader statements that are considered measureable across the entire program. Course level student learning outcomes are more specific statements that describe the desired achievement in a particular course. They are more detailed, outlining the unique knowledgebase and skills to be gained from that course, while also being broad enough to withstand changes in course content over time.

PROGRAM LEVEL LEARNING OUTCOMES

Program-level student learning outcomes should directly relate to the mission of the department, academic school and institution in which the program resides. The broad, general statements of learning outcomes encompass what it means to be an effective program. Programs are evaluated by measuring student learning outcome statements: what students are expected to know and be able to do upon completion of the program.

COURSE LEVEL LEARNING OUTCOMES

Course level student learning outcomes are statements of observable, measurable results of a student's educational experience. These outcomes specify what a student is expected to know and be able to do throughout and upon completion of a course. They are directly linked to overarching, broader program goals and must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy and practice.

IDENTIFYING AND DEVELOPING LEARNING OUTCOMES

When developing outcomes, the focus should be on what a student is/will be able to do with the information gathered from their learning experience. Listed below are some important considerations for identifying learning outcomes:

- What do you want the student to be able to do?
- What knowledge, skills or abilities should the student be able to demonstrate upon course completion?

- How will the student be able to validate what they have learned?
- How does this outcome align with the institution's curriculum and co-curriculum outcomes?

Both programmatic and course level student learning outcomes should be written with the same structure:

- Outcomes should be specific, focusing on a certain component of student learning, if it's too broad, it will be difficult to measure.
- Outcomes should be measurable, written with actionable words, allowing for some form of data collection to support and measure student learning.
- Outcomes should be attainable given the educational experience and material being taught.
- Outcomes should be focused on results, aligning with the institution's curriculum and co-curriculum outcomes.
- Outcomes should be tailored to the individual, specific needs of each unique program.

Below is an example of a properly edited student learning outcome to reflect measurable student behavior:

ORIGINAL RSO

Complete an in-depth exploration of the literature on a problem or topic in discipline x.

EVALUATION

Exploration is not a measurable activity, but the quality of the product of exploration would be measurable.

EDITED RSO

Write a 10-page research paper based on in-depth exploration of the literature.

The use of action verbs and examples are key in the development of student learning outcomes at both the programmatic and course level. These action words result in overt behavior that allows for observation and measurement. Be cautious of avoiding certain verbs that are unclear and relate to internal behaviors that cannot be observed or measured. Bloom's Taxonomy provides an extensive list of action words specifically for the use of writing student learning outcomes. The table below contains Anderson and Krathwohl's revision of Bloom's cognitive domain hierarchy.

PROCESS CATEGORY	ASSOCIATED ACTIONS
Remember	Recall, remember, match, select, identify, choose, order, outline
Understand	Plot, define, summarize, classify, describe, present, explain
Apply	Propose, audit, edit, predict, construct, use, show, solve, compute
Analyze	Distinguish, differentiate, investigate, scrutinize, consider, question

Evaluate	Appraise, assess, judge, critique, comment, examine, interrogate
Create	Develop, design, devise, generate, propose, build, form, assemble

Anderson, L. W., & Krathwohl, D. R. (2001). A Taxonomy for learning, teaching and assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.

The College defines the course levels by number and ties the level to the appropriate taxonomy. Therefore, 100-level courses have a different expectation of students' critical thinking skills than do 300-level courses. See the Course Levels & Numbering page of the Curriculum Manual located on the portal.

Driving the assessment are the required student outcomes for each course. The syllabus must include those outcomes (whether as objectives or competencies or outcomes); they are to be appropriate for the course level and be stated in measurable terms. Moreover, in the case of institution-wide commitments – information literacy, for example – the syllabus includes a related objective. At the same time, those course outcomes must support the goals of the program in which the course resides. When course outcomes undergo revision, the course proposal must move through the curriculum review process. That review process ensures that required student outcomes are measureable and appropriate within the curriculum sequence.

The orientation program for new faculty focuses on pedagogy and delivers instruction on the drafting of course outcomes as well as information on criterion-referenced testing to demonstrate how the outcomes tie to assessment. In addition, the "assess early and often" philosophy is conveyed in the faculty courses as is information on drafting and applying rubrics. Adjunct faculty workshops provide the same instruction.

INDIRECT MEASURES AND EVIDENCE

The indirect measures of student learning are collected in Academic Affairs and Student Affairs units and affect planning as well as policy and procedures. These measures may include course grades, GPAs, persistence in courses and majors, satisfaction rates, job placement, alumni attitudes, academic probation statistics, honors, etc. Indirect measures are reported institutionally through the Registrar and ARP and provide an indication – on a macro level – of student achievement, as aggregated.

Less traditional indirect measures are also used to signify student learning. Many of the applied technology-based majors involve students in co-curricular activities and competitions. Student Affairs oversees student co-curricular organizations, and sponsors speakers and events that extend student experience and learning. In addition, Student Affairs extends learning opportunities through formal programs like Leadership Bootcamp, a semester-long workshop, and devises and offers formal training programs for Residence Assistants and Orientation Leaders. Health education weeks (Alcohol Awareness, Sexual Responsibility, Eating Disorder, etc.) add another learning component to the student experience. All programs include an assessment component

Some students also apply their learning and skills through service opportunities (dental hygiene students provide dental care to school children in Nicaragua) directly related to their majors. In these instances, the students are monitored by faculty who are able to assess student performance outside

the classroom. The learning opportunities represent a value-added assessment that benefits individual students while also providing a broad measure of student learning.

The following examples of indirect evidence are drawn from Linda Suskie's *Assessing Student Learning: A common Sense Guide, 2nd Edition (2009)*

- Course grades
- Assignment grades (when not accompanied by rubric or scoring criteria)
- Retention and graduation rates
- For four-year programs, admission into graduate or professional programs and graduation therefrom, as well as quality and reputation of those programs
- For two-year programs, admission into four-year programs and graduation therefrom;
- Scores on tests required for further study (e.g., GRE)
- Placement rates of graduates and starting salaries
- Alumni perceptions of career preparation/level of responsibility
- Student ratings of knowledge/skills and reflections on their learning
- End-of-course evaluations focused exclusively on the course (content, materials, & experiences)
- Student, alumni, employer satisfaction with learning collected through surveys, exit interviews, focus groups
- Gifts from alumni
- Student participation rates in faculty research, publications, and conference presentations; *and*
- Honors, awards, scholarships earned by students and alumni

DIRECT MEASURES AND EVIDENCE

Paralleling the variety and range of the indirect measures of student learning, are the direct measures. Direct evidence of student learning, as defined by Suskie, "is tangible, visible, self-explanatory, and compelling evidence of exactly what students have and have not learned" (Suskie, 2009). Penn College faculty use a variety of direct measures such as objective tests, presentations, essays, classroom assignments, and portfolios. Faculty choose the assessment modalities they prefer and that suit the class. Systemization is a matter of setting a schedule for the work and a means of reporting the results. Assessing the goals of the core curriculum - an assessment challenge - through indirect measures had been the campus standard. As the assessment process has matured, adding direct measures to the revised goals has become an expectation.

The following examples of direct evidence are drawn from Linda Suskie's *Assessing Student Learning: A Common Sense Guide, 2nd Edition (2009).*

- Ratings of student skills by their field experience supervisors or employers
- Scores and pass rates on appropriate licensure or certification exams
- Capstone experiences
- Written work, performances, presentations scored using a rubric
- Portfolios
- Scores on locally designed, multiple-choice tests or essay tests – summative, comprehensive, criterion-referenced tests
- Score gains in pre-post-testing or writing samples

- Systematic observations of student behavior during presentations and group work
- Summaries and assessments of electronic class discussion threads
- Think-alouds
- Classroom response systems (clickers)
- Feedback from computer-simulated tasks
- Student reflections on their values, attitudes, beliefs when an intended course or program outcome

COMMON ASSESSMENT

Common assessment refers to the process where student learning is assessed using the same instrument and based on the same criteria (Dufour, Dufour, Eaker, & Many, 2010, p63). According to this definition, common assessment should be the product of collaboration among a group of instructors teaching the same grade level or course.

For an assessment activity to be called common assessment, it should possess the following characteristics:

- Identical student learning outcomes across different sections of the same course;
- At least one identical assessment instrument with the same set of scoring criteria to measure student learning outcomes;
- The development of the common assessment instrument(s) should involve all instructors teaching the same course; *and*
- The assessment instrument is distributed to all students in the same course according to a schedule agreed upon by all instructors in that course.

Common assessment involving teamwork has significant advantages over the traditional solo-instructor assessment strategies.

- **EFFICIENCY:**

    This is especially true for courses with multiple instructors. When instructors of the same course work together, they will come up with a holistic view of the learning needs of the students in that course. This helps decide the best method to assess the overall student learning outcomes.

- **EFFECTIVENESS:**

    The results from common assessments can literally serve as a baseline for comparison. When an instructor uses the common assessment results to compare his/her students to those of fellow instructors', it provides an easier way to identify issues with certain topics taught in the classroom, possible strengths and weaknesses of instructional strategies, need for potential changes in curricula, and so on.

    When an instructor is involved in the process of designing and administrating common assessment, he/she gets the chance to interact with fellow instructors and compare notes with them regarding instructional methodologies, course materials, assessment methods, etc. This interaction process enables instructors to develop professionally by expanding their knowledge base through learning from others.

- **SYSTEMATIC INTERVENTION:**

  With problems being identified via common assessment, instructors are given the opportunity to create intervention methods to assist students with learning difficulties in a systematic way.

Common assessment instruments should be utilized to measure all essential and significant student learning outcomes for the courses. With that being said, Individual instructors are also encouraged to develop and use their own assessment instruments for student learning alongside the common assessment instrument(s), which generates assessment results specific to the instructors.

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). Learning by doing: A handbook for professional learning communities at work (2nd ed.) Bloomington, IN: Solution Tree Press.

COMMON ASSESSMENT METHODS:

At least one direct assessment method should be included in any common assessments. There are three categories of direct assessment methods for common assessment:

- Selected Response: Multiple choice, true/false, matching, short answer, fill-in questions;
- Constructed Written Response: Essay questions where students give a written answer in response to a question, graded with a rubric; *and*
- Performance Assessment: Term paper, lab report, work of art, etc. graded with a rubric.

It is the mutual decision of the team of instructors as to which method should be used to generate the best assessment results.

Examples of common assessment at the College:

- Science faculty agreed to include a common set of test questions on their final exam.
- Writing faculty agreed to include similar key elements in their rubric for evaluation of sample papers from writing intensive courses.
- Information literacy has an assessment based module delivered in every section of ENL 111.

The institution consistently applies a similar approach in matters of institutional effectiveness, program and course assessment, and student learning assessment, as indicated by the visual that follows:

Step 1: If not already stated, identify the outcomes. Think about "indicators of success" for the outcomes. Specifically, what would success look like?

Step 6: Were the changes effective? How do you know? Use the answers to these questions to initiate the subsequent review cycle.

Step 2: Choose the outcomes to be measured and identify the measurements.

THE ASSESSMENT CYCLE

Step 5: Use the information from your assessment to make decisions. Share your decisions with the appropriate stakeholders.

Step 3: Conduct measurements via exam, survey, focus group, interview or another meaningful tactic.

Step 4: Interpret the results. Are changes needed? Are intended outcomes being met? Are more resources needed?

CHAPTER VII: PROCESS OF ASSESSING STUDENT LEARNING

The College's open admissions, multiple credentials, and extensive curriculum portfolio call for diverse approaches to assessing courses and student learning outcomes. The goals of the core curriculum, for example, are satisfied by cross-school courses and reinforced by courses in the major; the developmental courses serve all credentials/all majors; the courses with specialty designation in the bachelor-degree majors are delivered by faculty in and outside the major. Ultimately, all courses prescribed for each major include outcomes that "deliver" the goals of both the major and of the core curriculum. The variety and diversity reflected in the above statements require assessment approaches that serve institutional needs while assessing student learning.

COURSE LEVEL

MAJOR COURSES

Assessment of required student outcomes (RSO) in the major courses is the province of the faculty, working within their department/program, with department heads/directors. Given the curriculum design, it is acceptable to assess RSOs in courses that exist in several majors, in particular majors that follow the 2 + 2 format, as well as courses that serve several majors. Course outcomes may be clustered if/as they reflect closely related outcomes.

Course selection and number of courses to be assessed every year are determined by the school so as to satisfy **the intent to assess required student outcomes in every major course at least once-every-five years.** Schools can select the approach to assessing the course RSOs. Some may prefer to assess all RSOs for an individual course totally in one academic year, others may prefer to assess several RSOs from multiple courses each year throughout the cycle. The flexibility is permitted as long as ALL RSOS stated in course abstracts are evaluated at least once in the 5 year cycle. The department head or program director can aggregate the data from multiple sections taught by various faculty. If additional assessment is warranted by faculty, program or school leaders, the course or specific course outcome(s) may be assigned additional cycles of assessment. Course level assessment is a snap shot of performance. If performance results failed to meet the expected outcome or if changes are implemented, additional cycle(s) of assessment are recommended within the 5-year cycle.

The "Assessing Required Student Outcomes" template (Appendix D) shall be used by all schools and is intended to simplify the process and standardize the reporting of results. Accredited programs may reuse data reported to external bodies via cut/paste into templates, where applicable. Items within the templates that are unique to PCT and not required by accrediting bodies must be addressed. The assessment must examine student performance on each course outcome, using direct assessment methodology. In addition, if indirect assessment methods are available, they should be included in the reporting. The assessment results are reported to the school dean for inclusion in the school's "Annual Assessment Report."

NON-MAJOR COURSES (GENERAL EDUCATION)

General education courses (including developmental courses) in the departments of Art & Design, Communication & Literature, Mathematics, Natural Science, and Social Science & Humanities should also be assessed on a 5 year cycle within a time frame that permits outcomes analysis to be incorporated into core goal evaluations. The school will determine the schedule of the department assessment cycles so at a minimum specified courses will assess RSOs at least once in a 5 year cycle. Due to the multiple sections of general education courses, decisions on direct assessment methodology for each discipline should be a collaborative effort with emphasis on common assessment methodology. If additional assessment is warranted by faculty or school leaders, the course or specific course outcome(s) may be assigned additional cycles of assessment within the 5-year cycle. Course level assessment is a snap shot of performance. If performance results failed to meet the expected outcome, if additional data is needed to determine trends, or if annual data is needed for core goal assessment additional cycle(s) of assessment may be scheduled.

The school leaders, in collaboration with department heads and involved faculty will establish the courses to be assessed with focus on courses regarded as "key" to achievement of departmental goals or strategic initiatives. Faculty will use the same "Assessing Required Student Outcomes" template and process as for Major Courses. School leaders will collect course assessments and will aggregate results for multiple course sections. The assessment results are reported to the school dean for inclusion in the school's "Annual Assessment Report".

School administrators' responsibilities:

- Set the assessment calendar for majors/departments within their school;
- Establish the assessment calendar for the courses within the major/department so as to meet the 5-year cycle;
- Determine the equitable division of responsibility for completion of the assessments;
- Collect and aggregate results of course assessment with multiple sections;
- Submit completed course assessment templated to ARP annually;
- Guide discussions with program faculty on outcomes;
- Review the reports and track the follow-up recommendations (close-the- loop); *and*
- Include the activity in their "Annual Assessment Report" to the VPAA&P.

Faculty responsibilities:

- List the RSOs;
- Discuss how results from previous assessment cycle were used to improve student learning;
- Identify if course outcomes satisfy special designated course expectations;
- Determine and apply the assessment method(s);
  - Collaborate with peers on identification of common assessments for courses with multiple sections or laboratory components
- Identify the benchmarks (intended/expected outcomes);
- Compare to previous cycle data;
- Record results of current cycle assessment;
- Analyze and share results with program directors/department heads;
- Collaborate with program faculty that teach similar sections or supportive laboratories
- Identify actions to be taken and estimate time frame for actions to be completed;
- Implement the recommended actions; *and*

- Reassess RSOs.

CURRICULUM MAPPING

In a college of applied technology, student learning outcomes must progress as students advance through the curriculum. Competencies are first introduced, later developed, and then applied or reinforced. Curriculum mapping, a program audit, is a method to align instruction with desired program goals. It can also be used to explore what is taught and how. Benefits of mapping include:

- Documentation of what is taught and when;
- Exposure of gaps in the curriculum;
- Facilitate communication among faculty;
- Improves program coherence; *and*
- Encourages reflective practice.

A curriculum map must be completed for each major within a program using the "Curriculum Mapping" template located in <u>Appendix E</u>. After the initial cycle, the map should be reviewed every five (5) years for any changes in core or program goals or course numbering/offering.

It is ARP's responsibility to embed current College Core Goals into the template. Program Directors/Department Heads will be responsible to write their specific program goals into the template. (Current program goals are listed in the College Catalog under the individual programs). Faculty in collaboration with the department head/program director will indicate ***where in their curriculum*** core and program goals are introduced, developed and applied. General education courses should not be listed.

Faculty, in collaboration with their department head/directors should analyze the completed template. The group should discuss the following questions:

- Are there core or program goals that are not associated with any course?
- Are there courses that do not contribute to the achievement of any core or program goals?
  - Why do we need these courses in our curriculum?
  - Would the program/major be deficient if a course were removed from the curriculum?
- Do we have appropriate levels of the desired performance associated with each goal?
  - Introducing the learning outcome
  - Developing
  - Reinforced
  - No connection
- Do we have a place where we can measure mastery within the context of the program goals?
- If answers to the above are "no," what changes do we need in our curriculum to achieve the desired results.

 A summary of the findings should be included in the documentation of program review.

ASSESSMENT OF PROGRAM GOALS

Program goals should reveal the answer to the question: "What should graduates of this program be able to do"? The Goals of the Core Curriculum reflect broad, non-specific categories of learning (e.g., critical thinking, communication, science literacy, information literacy) that provide context for curricula, teaching, and student learning.

Assessment of Program Goals is a collaborative work amongst faculty within their discipline and their department head or program director. As part of Program Review all programs will undergo program level assessment of student learning outcomes **once on a five year cycle,** using the "Core and Program Goal" template (Appendix F). Programs that involve numerous program goals, may cluster the goals if they reflect closely related outcomes.

At the completion of course level assessments, the program director/department head will work together with faculty on linking course outcomes to program goals. Since multiple outcomes may satisfy a program goal, **the highest or senior level outcome** shall be documented. Faculty do not need to list every outcome that meets the program goal. If necessary, program goals may be clustered. Programs are asked to use multiple assessment measures, of which at least one must be a direct measure. Indirect assessment methods (graduation rates, etc.) should also be included in the reporting.

ASSESSMENT OF CORE GOALS

The College established a core curriculum for each of its credentials. The core is intended as a broad foundation that will extend the competence students develop within their majors. The current ten goals were adopted in 2009 that replaced the six goal statement adopted in 2000. In the fall of 2010, under the leadership of QTA (Quality through Assessment), Core Curriculum Assessment Sub Committee (CCASC) was created to provide oversight and leadership for the design, development and implementation of a systematic core curriculum assessment plan within a three-year cycle. The current ten goal areas are: *Communication; Critical Thinking; Information Literacy; Citizenship and Cultural Sensitivity; Physical and Mental Fitness; Lifelong Learning; Computing Literacy; Quantitative Literacy; Scientific Literacy; and Art Appreciation.*

Indirect measures of core goals include results from National Survey of Student Engagement (NSSE), Exit Survey, Graduate Survey, Student Participation and Alumni Survey.

Under the guidance of ARP and QTA, direct measures are administered to assess the core goals, including:

- All instructors in CSC 124 use the same assignments and final exam to measure computing literacy.
- Math faculty administered a pre-test to all true freshmen of Fall 2016. A post-test will be conducted in Spring 2018 and every semester thereafter to students in that cohort who petition for graduation to measure their progress in Quantitative Literacy. This move is to capture both 2-year and 4-year students to provide a more comprehensive picture of students' growth in Quantitative Literacy when they leave the College.
- The Communication and Literature Department faculty developed a common rubric to assess students' writing assignments produced for writing-intensive courses. The rubric is based upon

the five areas of writing: occasion or situation, organization, content and development, sources and evidence, and style and mechanics.

- Information literacy skills are introduced to the majority of new students through an online, assessment-based module program that is delivered through every section of English 111. Faculty librarians developed and continually improve and update the modules and assessments to remain current. This introductory learning activity to information literacy skills provides a classroom-embedded, cross-program means of introducing and initially assessing a core curriculum skill.

- The natural science department is measuring the core scientific literacy in biology, chemistry, and physics. The biology core is measured with a multiple choice assessment at the start BIO115 (Anatomy and Physiology 1) and at the end of BIO201 (Microbiology) nearly a year and half later. The same students are tracked by ID number and their assessment scores will be compared. The chemistry literacy is also measured using a multiple choice assessment that is given at the start of the CHM111 (General Chem 1) semester and again in the last lab. The physics literacy is measured using an essay assessment given at the beginning and end of PHS115.

As part of the evolution of assessment, the responsibility for assessing core competency will expand beyond ARP and QTA, and include the individual programs. Program performance data can be used to determine student competence in regards to the current ten core areas. Faculty will use the "Core and Program Goal" template (Appendix F) to identify how the core goals are met within their individual programs. General education courses should not be listed as meeting a core goal. For example, faculty would not include ENL 111 as a course to satisfy the communication core goal in their program. Instead a writing assignment in a program theory class could be used to measure the core goal of communication: "Students will critically evaluate written and oral communication and express themselves in professionally appropriate ways."

GLOSSARY OF TERMS

Institutional Accreditation
A process of peer review that the educational community has adopted for self-regulation since early in the 20th century. It is a voluntary process intended to strengthen and sustain the quality and integrity of higher education, making it worthy of public confidence. Institutions choose to apply for accredited status, and once accredited, they agree to abide by the standards of their accrediting organization and to regulate themselves by taking responsibility for their own improvement (Middle States Commission on Higher Education).

Assessment of Institutional Effectiveness
A process whereby a college or university has developed and implemented steps to evaluate its overall effectiveness in achieving its mission and goals, and its compliance with Middle States accreditation standards (Middle States Commission on Higher Education).

Assessment of Student Learning
A process which demonstrates that, at graduation or other appropriate points, an institution's students have knowledge, skills, and competencies that are consistent with institutional and appropriate higher education goals (Middle States Commission on Higher Education).

Benchmarks
A point of reference from which measurements may be made or something that serves as a standard by which others may be measured or judged (Merriam-Webster). For assessment purposes, a benchmark is the identified level of accomplishment for a skill, concept, or objective. (e.g., "80% of the students will . . . .")

Co-curricular
Being outside of but usually complementing the regular curriculum (Merriam-Webster). At Penn College, a majority of student organizations have direct ties to students' majors. Some examples would include Architecture Club, Human Services Club, Society of Manufacturing Engineers.

Closing the loop
Using assessment results to improve teaching and learning (Suskie, 233); actions are taken and decisions are made in response to the data. For example, learning outcomes might be added to a course or additional instructional time devoted to a key concept.

Direct evidence of student learning
Tangible, visible, self-explanatory, and compelling evidence of exactly what students have and have not learned. Examples: scores on licensure exams, capstones, written work, portfolios, field experience, classroom response systems (clickers) (Suskie, 20 - 21).

External assessment
Use of an instrument developed by an individual or organization external to the one being assessed (Leskes). At Penn College, examples would include health-related board licensure examinations and industry-related examinations (e.g., NATEF).

Extra-curricular

Not falling within the scope of a regular curriculum. Usually approved and organized student activities connected with the institution, and usually carrying no academic credit (Merriam- Webster). Some examples would include SGA, Multicultural Society, and Residence Hall Association.

Goal

A statement of what an individual, group, or institution aims to achieve (Suskie, 116).

Indirect assessment of learning

Secondary evidence indicating that students are probably learning; typically, it is less convincing than direct evidence. Examples: course grades, retention and graduation rates, placement rates, honors, awards, scholarships (Suskie, 20 – 21 and Leskes). These measures represent the traditional approach to reporting student success; while such data are useful to accreditors, the data do not document individual student learning.

Inputs

The elements in place before learning processes begins that might affect the processes and outcomes. May provide insight as to why students are or are not learning. Examples: high school grades, placement test scores, faculty credentials, funding, instructional facilities (Suskie, 24).

Learning Outcomes

The knowledge, skills attitudes and habits that students acquire and take with them in a learning experience (Suskie, 117).

Peer Review

The process by which representatives from similar institutions analyze an institution's self-study or other written reports to determine the institution's compliance with accreditation standards. Peer reviewers also participate as members of visitation teams during each institution's on-site review (Middle States Commission on Higher Education). Peer reviewers may include administrators and faculty, as well as technical staff.

Objectives

The details of a goal or the tasks that need to be accomplished to achieve the goal; describes the process leading to the outcome (Suskie, 117).

Outcome

A goal that refers to a destination or an end result, rather than the path taken or process used to get there. For example, a faculty member's real goal is not that students write a research paper, but that they write effectively in future studies and beyond (Suskie, 116 - 117).

Program

A discrete educational activity that uses academic resources and services. It is separable for purposes of examination, and the resources needed to support it are identifiable.

Program review
The comprehensive evaluation of a major or cluster of majors for the purpose of improvement, and to demonstrate accountability; the process, contents, and format include quantitative and qualitative data that encompass fiscal, facility, staffing, as well as academic matters.

Quantitative assessment
An assessment that uses structured, predetermined response options that can be summarized into meaningful numbers and analyzed statistically. Examples: test scores, rubrics, survey ratings (Suskie,32).

Qualitative assessment
An assessment that uses flexible methods and interpretive criteria; analysis typically involves looking for recurring patterns and themes. Examples: reflective writing, open-ended questions, focus groups, observations (Suskie, 32).

Value added
The increase in learning that occurs during a course, program, or undergraduate education. Can either focus on the individual student (how much better a student can write, for example, at the end than at the beginning) or on a cohort of students (whether senior papers demonstrate more sophisticated writing skills in the aggregate than freshmen papers) (Leskes). In addition, extended, nontraditional learning opportunities (e.g. academically-related student competitions) provide "value added" to standard classroom and laboratory experiences.

Transparency
Broad sharing of data and assessment results; it can involve both internal and external distribution of reports and findings.

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APPENDIX A: ANNUAL ASSESSMENT REPORT

COST CENTER'S SYNTHESIZED REPORT

PURPOSE

- Given the variety of assessments (programmatic and student-outcome based), this form provides an overview of activity within the cost center/in the academic year and a means of tracking both operational functions and student learning outcomes
- Similar to the annual reporting on student service projects completed by schools and drawn upon for the College's Annual Report; this template will be the basis for a generalized annual report for use on the College website
- QTA will synthesize the reports to create the College "Annual Assessment Report" for submission to the President
- The annual reports will be provided to/reviewed by the cost center's supervisor before they go to QTA
- The annual reports will be maintained by the ARP office
- Impact on resource allocation might include equipment replacement, addition of instructional technology, professional development, compensation for curriculum work, etc.

ANNUAL ASSESSMENT REPORT

Cost Center: _____   Academic Year: _____

Assessments Completed	Findings	Next Steps	Timeline	Impact on Resource Allocation

Factored into budget requests and unit plan?   _____Yes   _____No

Person Completing This Report: _____   Date: _____

APPENDIX B: STUDENT AFFAIRS ASSESSMENT MATRIX

STUDENT AFFAIRS DIVISION ASSESSMENT MATRIX 2014-2017

College Strategic Goals	Student Activities	Athletics	Health Services	Residence Life	Counseling Services	Career Services	Disability Services	Dining Services	OCH/ Commuter Services	SA Admin	Police
Strategic Goal 1: Provide a distinctive educational experience that engages students.	X	X		X		X	X	X	X		
Strategic Goal 2: Invest in the development of all College employees to engage them in the advancement of the College's mission and vision.	X						X			X	
Strategic Goal 3: Assure the long term financial strength of the College through sound stewardship of all College resources.											
Strategic Goal 4: Promote the College's mission and vision to a national audience.		X									
College Strategic Goals	Student Activities	Athletics	Health Services	Residence Life	Counseling Services	Career Services	Disability Services	Dining Services	OCH/ Commuter Services	SA Admin	Police
Improve the level of co-curricular and social engagement among students	X	X		X		X	X	X	X		
Build a supportive and inclusive campus environment through the advancement of diversity and social justice.	X	X		X	X		X			X	

College Strategic Goals	Student Activities	Athletics	Health Services	Residence Life	Counseling Services	Career Services	Disability Services	Dining Services	OCH/ Commuter Services	SA Admin	Police
Expand campus-wide health and wellness education and awareness.			X		X			X		X	X
Focus on facility and campus development that maximizes student engagement.	X	X		X				X	X	X	X
Engage key stakeholders (alumni, prospects, and parents) in Student Affairs programming and activities by promoting key events.	X	X				X	X			X	
Enhance student career development in preparation for the workforce.						X	X				
Goal 1: Recruitment and Marketing - Identify pathways for increasing student enrollment		X					X			X	
Goal 2: Matriculation Process - Coordinate matriculation services to provide students with the knowledge to successfully transition to the College	X						X			X	
Goal 3: Student Retention - Increase student success.	X	X	X	X	X		X	X	X	X	

APPENDIX C: PROGRAM REVIEW RUBRIC

Program: Submission Date:

	Exceeds	Acceptable with Suggestions for Improvement	Developing	Additional Comments
The review addresses each of the sections from the program review template*	☐All sections of program review are addressed thoroughly and thoughtfully			
Executive summary	☐ Demonstrates alignment with college mission and strategic goals ☐ Includes concise summary of the review and recommendations. ☐ Acceptable for posting to the Penn College website.			
Program Assessment	☐ Summative assessments are aligned to program outcomes ☐ Description of procedures and/or methods for collecting and evaluating outcomes is included, as well as benchmarks/targets of success. ☐ Outcomes are analyzed, discussed and feed into overall program improvement			
Program effectiveness data	☐ Program data is complete and provides a summative depiction of the effectiveness of the program ☐ Disparities in data are appropriately addressed			

*Program Review sections are: ☐ History, Development, Expectations ☐ Program Assessment ☐ External Demand ☐ Quality of Inputs/Processes ☐ Quality of Outcomes ☐ Size, Scope, Productivity ☐ Revenue & Resources ☐ Costs ☐ Impact, Justification, Essentiality ☐ The Future: Opportunities & Recommendations

Previous program reviews and recommendations	☐ Previous program review, if applicable, is summarized briefly ☐ Review of changes made as a result of previous program review is provided, as well as an analysis of their impacts on program effectiveness. ☐ Any impact of internal or external sources on program since the prior review is addressed			
Overall program essentialness	☐ The value to the college, both tangible and intangible is discussed in a fair and forthright manner ☐ Capital health issues, for example, enrollment trends and costs / revenues are addressed ☐ Implications of employment and industry trends are discussed candidly			
Recommendations for the future and overall opportunities	☐ Conclusions drawn and recommendations made appropriate and evidenced by data provided ☐ Budgetary implications of recommendations are explicit, including proposed timelines ☐ Appropriate assessment measures of recommendations are included			

Additional Comments:

APPENDIX D: ASSESSING REQUIRED STUDENT OUTCOMES

THE PROCESS OF ASSESSING REQURIED STUDENT OUTCOMES – COURSE LEVEL

Assessment of required student outcomes (RSO) is an integral component of faculty job responsibilities, by working individually or collectively within their discipline with department heads or program directors. Detailed information on the process can be found in Chapter VII.

MAJOR COURSES

As part of Program Review all courses designated as "major courses" will undergo course level assessment of required student outcomes once on a five year cycle. Course outcomes may be clustered if/as they reflect closely related outcomes. The assessment must examine student performance on each course outcome, using direct assessment methods. If indirect assessment methods are used they should also be included in the reporting.

Course selection and number of courses to be assessed every year are determined by the school so as to satisfy the intent to assess required student outcomes (RSOs) in every major course once -every-five years. This schedule should be shared with Assessment, Research and Planning Office. The Assessing Required Student Outcomes Template shall be used by all schools and is intended to simplify the process and the reporting of results.

NON-MAJOR COURSES (GENERAL EDUCATION)

General education courses (including developmental courses) in the departments of Art & Design, Communication & Literature, Mathematics, Natural Science, and Social Science & Humanities should also be assessed on a 5 year cycle. The school will determine the schedule of the department assessment cycle and may alter it if deemed necessary to have additional cycles of assessment for a particular course, or course outcome(s) or departmental goal. The school will establish the courses to be assessed with focus on courses regarded as "key" to achievement of departmental goals or strategic initiatives. The Assessing Required Student Outcomes Template shall be used by all schools and is intended to simplify the process and the reporting of results.

RSO TEMPLATE DIRECTIONS:

1. List course title, course number and sections
2. Date - Semester and academic year - Fall /Spring 20XX
3. List department that houses the course.
4. List previous course code (if applicable).
5. Name the faculty member responsible for completing the assessment.
6. Faculty should confirm that the Required Student Outcomes on the course abstracts match their course syllabus. Current course abstracts are located on the Academic Affairs site on the portal. The Required Student Outcomes are the outcomes that must be evaluated at the course level.
7. Follow-up—Describe any actions taken after the completion of the previous cycle and give a brief description of how you used previous RSO assessment results to improve student learning.
8. RSO Summary Table -
   a. First Column - faculty will list the Required Student Outcomes.
   b. Second Column - Special Designated Courses - this column will indicate if a required student outcome in the course reflects the requirements and expectations of a specially designated course (WRT, STS, and/or CUL). Some classes may meet more than one designation. The criteria for each of the three categories are found in the Curriculum Manual under Academic Affairs on the portal.
   c. Third Column - Assessment Methods are the tools or instruments used to gauge progress toward achieving the required outcomes. For reliable assessment results, a combination of direct assessment methods (e.g. scoring rubrics, embedded assignments) and indirect assessment methods (e.g. surveys, interviews) is recommended. Chapter VI in the "Plan & Process" contains listing of direct and indirect methods. Multiple sections of a course are encouraged to have at least one common assessment tool for consistent and accountable results.
   d. Fourth Column - Expected Results - What level of student performance will be accepted as evidence of successful achievement of desired course outcomes? Faculty set the benchmark - for example 80% of the students will earn a 75% or higher on writing assignment.
   e. Fifth Column - Previous Cycle results and the number of students in that assessment. This will allow faculty to identify possible trends in student performance and identify issues with instructions and student learning.
   f. Sixth Column - actual results of this cycle's assessment.
   g. Seventh Column - is provided if an additional year of assessment is indicated under the action plan.
9. Analysis of results – interpret what the assessment results indicate about student learning in the class.
10. Actions to be taken - Faculty should check all that apply and include a detailed statement to explain the steps that will be taken as a result of the assessment. If a change is indicated, the actions should be implemented within the 5 -year cycle
11. Faculty should estimate the time frame for completion of the action steps.

ASSESSING REQUIRED STUDENT OUTCOMES
COURSE LEVEL – REPORT TEMPLATE

1. Course Title and Number: _____   **Date:** _____

2. Department: _____

3. Previous Course Code (if applicable): _____

4. Faculty Responsible for Assessment: _____

5. Required Student Outcomes (RSO) on syllabus match those on abstract _____Yes _____No

If no, curriculum revision indicated as part of action plan.

6. Follow-up: Provide brief description of how you used previous course assessments to improve student learning.

7. Required Student Outcomes Assessment Summary:

Required Student Outcome – Course Level	Special Course Designator (WRT, STS, CUL)	Assessment Method(s) Measures		Expected Results (Benchmark)	Previous Cycle Results N=Number of Students	Actual Results AY 2015-16 N=Number of Students	Results of Additional Year of Study N=Number of Students
		Direct					
		Indirect					
		Direct					
		Indirect					
		Direct					
		Indirect					
		Direct					
		Indirect					
		Direct					
		Indirect					
		Direct					
		Indirect					

8. Analysis of Results and Description of How Results will be used for Continuous Improvement:

9. Action(s) to be Taken:

_____Repeat same assessment for specific outcome(s) for additional year for further study

_____Adjust instructional approach and repeat assessment

_____Collect/Analyze additional data and Information

_____Revise required student outcome (number, level, and or wording of course outcomes) and repeat assessment

_____Modify course outcomes to reflect current technology/curriculum and repeat assessment

_____Modify assessment tool(s) and repeat assessment

_____Adjust allotment of time to topic and repeat assessment

_____Amend sequence of course material and repeat assessment

_____Major Curriculum Revision indicated

_____Other (explain)

10. Planned Completion Timeline: Academic Year (AY)_____

Longer term (3-5 years)_____

APPENDIX E: CURRICULUM MAPPING

THE PROCESS OF CURRICULUM MAPPING:

Curriculum mapping is a method to align instruction with desired program goals. It can also be used to explore what is taught and how. Benefits of mapping include:

- Documentation of what is taught and when
- Exposure of gaps in the curriculum
- Facilitate communication among faculty
- Improves program coherence
- Encourages reflective practice

MAPPING DIRECTIONS:

1. A curriculum map must be completed for each major within a program. After the initial cycle the map should be reviewed every 5 years for any changes in core or program goals or course numbering/offering.
2. The current College Core Goals are embedded into the template. Program Directors/Department Heads will be responsible to write their specific program goals into the template. Current program goals are listed in the College Catalog under the individual programs. Faculty in collaboration with the department head/program director will indicate where in their curriculum core and program goals are introduced, developed and reinforced. General education courses should not be listed.
3. Analysis - After the template is completed, the department should discuss the following questions:
   - Are there core or program goals that are not associated with any course?
   - Are there courses that do not contribute to the achievement of any core or program Goals?
     - Why do we need these courses in our curriculum?
   - Do we have appropriate levels of the desired performance associated with each goal?
     - Introducing the learning outcome, Developing, Reinforcement
   - Do we have a place where we can measure mastery within the context of the program goals?
   - If answers to the above are "no," what changes do we need in our curriculum to achieve the desired results.
4. A summary of the findings should be included in the documentation of program review.

CURRICULUM MAPPING - COLLEGE CORE AND PROGRAM GOALS

Curriculum Mapping: List the major courses for the program that address the specific Required Student Outcome (RSO). To demonstrate how the major goals are sited within the program specify:

I – Introduced   **D- Developed**   **R - Reinforced**

Curriculum Map: Reviewed_____ Date_____   Revised_____ Date_____

Graduates from this program will be able to:	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #
CORE GOALS																							
Communication																							
Critical Thinking																							
Information Literacy																							
Citizenship & Cultural Sensitivity																							
Physical & Mental Fitness																							
Lifelong Learning																							
Computing Literacy																							
Quantitative Literacy																							
Scientific Literacy																							
Art Appreciation																							

Graduates from this program will be able to:	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #
PROGRAM GOALS																								
Program Goal #1																								
Program Goal #2																								
Program Goal #3																								
Program Goal #4																								
Program Goal #5																								
Program Goal #6																								
Program Goal #7																								
Program Goal #8																								
Program Goal #9																								
Program Goal #10																								
Program Goal #11																								
Program Goal #12																								
Program Goal #13																								
Program Goal #14																								
Program Goal #15																								
Program Goal #16																								
Program Goal #17																								

APPENDIX F: ASSESSING CORE AND PROGRAM GOALS

THE PROCESS OF ASSESSING CORE AND PROGRAM GOALS

Program goals should reveal the answer to the question: "What should graduates of this program be able to do"? The Goals of the Core Curriculum reflect broad, non-specific categories of learning (e.g., critical thinking, communication, science literacy, information literacy) that provide context for curricula, teaching, and student learning.

Assessment of Core and Program Goals is a collaborative work amongst faculty within their discipline and their department head or program director. As part of Program Review all programs will undergo program level assessment of student learning outcomes once on a five year cycle. The Core and Program Goal Template shall be used by all schools and is intended to simplify the process and the reporting of results.

At the completion of course level assessments, the program director/department head will work together with faculty on linking course outcomes to program goals. Since multiple outcomes may satisfy a program goal, the highest or senior level outcome shall be documented. Faculty do not need to list every outcome that meets the program goal. Programs are asked to use multiple assessment measures, of which at least one must be a direct measure. Indirect assessment methods (graduation rates, etc.) should also be included in the reporting.

As part of the evolution of assessment, the responsibility for assessing core competency will expand beyond ARP and QTA, and include the individual programs. Use of program performance data can be used to determine student competence in regards to the current ten core areas. General education classes should not be listed as meeting a core goal.

PROGRAM GOALS TEMPLATE DIRECTIONS:

1. Identify the program name.
2. Date - academic year
3. School name
4. Include all major program codes that this report serves. One template may be used for program codes that share the same program goals. Separate templates must be used for program codes with distinct program goals. In nursing, for example, the three program codes of BSN, NR and HN would need to complete three separate templates as their goals are distinct from each other.
5. Action Taken since Core and Program Goals Last Assessed: Describe any actions taken after the completion of the previous cycle and give a brief description of how you used previous assessment results to improve student learning.

6. Program Goals Assessment Summary Table:
   a. First Column - the Goals of the Core Curriculum are imprinted in the upper half of the table. All programs should address how core goals are met within their program instruction. The lower half of the table provides an area to write the specific program goals to be assessed. It is the school's responsibility to write out each program goal within the specified column. If a program has numerous or overlapping goals, they may cluster the goals if they reflect closely related outcomes.
   b. Second Column - How Measured - What course outcome provides direct evidence that the graduates from this program demonstrate they have the needed/stated knowledge, skills, and/or values. Faculty can select any assessment methods that they believe will be effective in measuring whether students achieved the goals of the program. Direct measures are applied to student work and may include student assignments, work samples, tests, etc. Indirect measures such as survey results, graduation rates, should be included if applicable.
   c. Third Column - When Measured - what semester (fall, spring or summer), academic year
   d. Fourth Column - By Whom - who conducted the assessment - faculty, department head, program director
   e. Fifth Column - Expected Level of Assessment - What level of student performance will be accepted as evidence of successful achievement of desired program outcomes? An example of a benchmark: 80% of the students will earn a 75% or higher on specific process skill set.
   f. Sixth Column - Results of Assessment- actual results of this cycle's assessment.
7. Analysis of Results - interpret what the assessment results indicate about student learning in the program. Consider the extent to which your findings can help you answer the following questions:
   a. What do the data say about your students' mastery of subject matter, of research skills, or of writing and speaking?
   b. What do the data say about your students' preparation for taking the next step in their   careers?
   c. Are there areas where your students are outstanding? Are they consistently weak in some respects?
   d. Are graduates of your program getting good jobs, accepted into reputable graduate schools, reporting satisfaction with their undergraduate education?
   e. Do you see indications in student performance that point to weakness in any particular skills, such as research, writing, or critical thinking skills?
   f. Do you see areas where performance is okay, but not outstanding, and where you would like to see a higher level of performance? *Adapted from the Southeast Missouri State University, Busy Chairperson's Guide to Assessment (1997).
8. Strategies of Improvement - Based on the results what adjustments are indicated? Description of how results will be used for continuous improvement. The findings should guide the recommendations for program review and include a time frame.

ASSESSING COLLEGE CORE AND PROGRAM GOALS
REPORT TEMPLATE

1. Program: _____

2. Date: _____

3. School: _____

4. List all major program code(s) included in this report: _____

5. Action Taken Since Core and Program Goals Last Assessed:

6. Core and Program Goals Assessment Summary:

Outcome	Assessment Measures Direct/indirect	When Measured (Sem., Year)	By Whom	Expected Level of Assessment	Results of Assessment
A graduate of this program should be able to…					
CORE GOALS					
Critical Thinking					
Communication					
Information Literacy					
Citizenship & Cultural Sensitivity					
Physical & Mental Fitness					
Lifelong Learning					
Computing Literacy					
Quantitative Literacy					
Scientific Literacy					
Art Appreciation					
PROGRAM GOALS					
Program Goal #1					
Program Goal #2					
Program Goal #3					

Outcome	Assessment Measures Direct/indirect	When Measured (Sem., Year)	By Whom	Expected Level of Assessment	Results of Assessment
PROGRAM GOALS					
Program Goal #4					
Program Goal #5					
Program Goal #6					
Program Goal #7					
Program Goal #8					
Program Goal #9					

7. Analysis of Results:

8. Strategies for Improvement: describe how the findings will be used to guide recommendations for program review, and indicate timeframe.

Appendix 5.1

Example of Program Review Section II –Welding 2015-16

I.   <u>**Program Assessment:**</u>

<u>**Previous Recommendations:**</u>
The following recommendations were made during the last program review. Those recommendations were: *"In looking to the future and the continued growth and advancement of the Welding degrees, there is a definite need for greater lab space and additional pieces of equipment to support the increasing number of students being served by lowering the student to equipment ratios, as well as adding to the present 10 person welding faculty, allowing for continued recruiting through PC NOW, Open Houses, Careers Fairs, etc."* The following actions have been taken on these recommendations and are addressed below.

- The welding faculty have submitted for lab expansions/renovations. At the time of this writing the welding lab has been approved to undergo a small renovation (expansion of lab E) to be completed over the summer of 2016 and operational by the start of the Fall 2016 semester. This lab expansion will allow for an additional 15 new students to enter the welding program and receive hands-on classes. The expansion of lab E will also allow for the opportunity for 15additional students who come to the college with PC NOW, Program of Study (POS), transfer credits, or complete Advance Credit Testing to begin their hands-on welding courses. This small expansion will help to alleviate some of the current wait-list which at the time of this writing was 50-60 deep. Also at the time of this writing, the welding faculty along with other college personnel have been given the go ahead to proceed in the hopes of securing an EDA grant that will allow for a significant expansion of the welding lab.
- The welding faculty have submitted MEL's for new equipment to help reduce the student to equipment ratios and have been active in working with industry to acquire equipment either as donations or entrustments. The faculty has been successful in acquiring a Cloos robotic cell and with the help of the Institutional Advancement and Corporate Relations office have been able to reach long term agreements with Miller Electric and Fronius. These agreements will provide new, state of the art welding technology to the students with an approximated value in excesses of $600,000.00.
- Since the last program review the number of welding faculty has increased from 10 faculty members to 12. At the time of this writing the welding department have been approved to hire an additional 3 faculty members. These additions will help to support the additional incoming freshman and the heavy change of students transferring from the WA to BWE program.
- The welding program has seen its participation in PC NOW grow over the last few years. We are currently offering welding courses to 10 partnering schools. In

fall of 2017, that number will increase to 13-15 schools. In addition to the normal recruiting efforts that occur during Open House, Senior Visit Days and School tours the welding department has participated in Career Day, Smart Girls, Take your Son/Daughter to work day, Merit Badge College and many more.

Demonstrate each goal is achieved in curriculum sequence (Assessment of Student Learning)

A program assessment matrix maps the required student outcomes (RSO) from all program specific course abstracts to the program goals. The welding department will be creating/developing a new curriculum map in the upcoming year to show the recent curriculum changes of this past year that go into effect Fall 2016 and to include the major curriculum change for Fall 2017. This new curriculum map will be developed in accordance with the new QTA template. These mappings along with a 3-year assessment timeline define the foundation of the Continuous Improvement Plan (CIP). It is during the 3-year assessment timeline that assessments of all program goals occur. The CIP cycle includes assessment, evaluation and updating of all aspects of the program with additional feedback from constituents and other sources. At the end of each 3-year cycle the program must complete a program review as defined by academic affairs. This school year, 2015-2016, is the year for program review.

Successes. We were able to assess student learning in both degrees and certificate in the Welding program. Tools used to assess student learning include the following.

- **The Curriculum Map: Appendix A** contains the most up to date curriculum maps for the BWE, WA, and WE degrees. These maps are the most update for the welding program. As stated above, the welding department will develop a new curriculum map this upcoming year to reflect the latest program changes and the planned major curriculum change for Fall 2017. Each curriculum map ties the appropriate course RSO (goal) to every program goal where it is satisfied.

- **Annual Assessment Reports:** Annual assessment reports can be found in **Appendix B**. These reports summarize our assessment of student learning from 2013-2016. Data contained in these reports summarizes the number of RSO's measured that met a predetermined set point and the number of RSO's that did not meet standards. Each RSO that did not meet standard requires action to be completed for the next assessment. These annual assessments are now set-up so that every course will be assessed in a four year period before the next program review is to be completed at year five.

Analysis of Assessment Data. We found that overall we were meeting or exceeding the majority of our student learning objectives. We were also able to identify and document areas of potential improvement: Examples

- Robotic Welding (WEL248)

Some students did not complete all of the major assignments thus receiving a score of zero. This pulled the overall class average down. Perhaps future assessments should provide for an average of students that completed all assignments or the RSOs could be changed to allow more accurate measurement with partial completion.

- Oxy-Fuel Welding and Cutting I (WEL113)

Student achievement of RSOs is being accomplished but the instructors recognize that there is a need to assess student capability on a more direct manner, perhaps through a practical quiz or exam based on a rubric. This would also make it easier to be share across all class sections. There were also several points that need monitoring for future trends.

- Fabrication of Alloys (WEL400)

Instructor observed that some RSOs are concepts that should have been mastered in lower level classes, are not generally within the scope of the class and should be removed from the abstract. Also observed was the need for students to develop more than one weld procedure specification (WPS) instead of the single WPS currently.

- Flux Core & Sub Arc I (WEL210)

All instructors used a common final exam that was specially designed to assess the RSOs from the abstract. There was some observed weakness to concepts that should have been familiar from previous classes on similar welding processes. Instructors mentioned ways to reinforce these concepts since the previous similar class taken in a spring semester and this class is a fall semester class.

Future Plans for Assessment. The welding faculty realizes assessment is a continuous process that needs to be followed on a schedule to ensure its completion and to ensure that recommendations and changes are being done. The following actions will be taken based on our experience during the assessment process:

- Beginning fall 2016, assess all courses in the next four years to ensure all courses are assessed before the next program review year
- Create standard assessments to be used over all sections of a particular course to ensure all sections are meeting the RSO's
- Encourage all faculty to attend professional development to become more acquainted with the assessment process

Appendix 5.2

Curriculum Mapping Example – Bachelor of Science in Applied Health Studies (BAH)

Graduates from this program will be able to:	HTH 310	HTH 325	HTH 330	HTH 447	HTH 494	HTH496
1. Evaluate and utilize techniques and skills for problem solving and decision making.	I				R	R
2. Value and formulate plans for continuing personal and professional growth and development.	I					R
3. Recognize and evaluate effective organizational, operational, and management skills common in health care environments.	R	R				
4. Evaluate the effectiveness of health care delivery in a varied and changing environment.	R					
5. Evaluate and use professional literature and scientific studies.	R	R		D	R	R
6. Recognize and evaluate the roles of leadership in developing, organizing, and managing programs relevant to the needs of health care.				I		R
7. Identify and assume personal accountability for ethical, political, and legal concerns within the realm of health care practice.	I		R		R	R
8. Identify, integrate, and value the need for cultural sensitivity in health care practice	R		R		R	
9. Draft reports, case studies, grants, and/or proposals that include appropriate documentation and that demonstrate mastery of the full range of writing skills.				D	R	R
10. Integrate professional behaviors and communication into professional roles and serve as a role model for other health care professionals.	D					R
11. Understand and apply the fundamentals of funding sources and systems that affect health care.	D					
12. Gain familiarity with the technologies available within the health care environments, recognizing uses and limitations, applications and sources.	R		R			R
13. Expand knowledge and skills in specific topics related to health care practice, as determined by the individual's professional growth needs.	R				R	R

Outcome	Assessment Measures Direct/indirect	When Measured (Sem., Year)	By Whom	Expected Level of Assessment	Results of Assessment
A graduate of the PN program (HN) should be able to…					
CORE GOALS					
Critical Thinking	Direct Critical Thinking Assignments with rubrics	Spring 2015 Spring 2014	NUR 165 Faculty	85% of students will achieve 75% or greater on first attempt of each critical thinking assignment. Topics include: -Clinical Communication concerns -Pathophysiology -Pharmacology -Signs and symptoms -Impact of illness -Clinical Nursing Care	Clinical Communication concerns 97% (35/36) -Pathophysiology 100% (36/36) -Pharmacology 92% (33/36) -Signs and symptoms 94% (34/36) -Impact of illness 94% (34/36) -Clinical Nursing Care 100% (36/36) Clinical Communication concerns 100% (42/42)

		Spring 2013			-Pathophysiology 100% (42/42) -Pharmacology 100% (42/42) -Signs and symptoms 100% (42/42) -Impact of illness 100% (42/42) -Clinical Nursing Care 100% (42/42) Critical thinking assignments were pass/fail without associated number grade.
	Direct ATI Comprehensive Predictor Exam	Summer 2015 Summer 2014 Summer 2013		60% of students score at or above individual mean – National individual mean on the ATI comprehensive predictor at the conclusion of their nursing program.	63.4% 62.9% 51.4% Scored have demonstrated improvement over the last three years; specific topics in the ATI comprehensive predictor that

					received a 30% or lower, were discussed at the end of semester team meeting and incorporated into specific courses for the next semester.
Communication	Direct Summative Clinical Evaluation	Summer 2015 Summer 2014 Summer 2013	Clinical Faculty for NUR 175	100% of students will obtain satisfactory status on clinical summative evaluation on subsection: *Communication.*	100% (36/36) 97.6% (41/42) 100% (37/37) ELAs consistently met over the past three years; continue to monitor.
	Direct Summative Clinical Evaluation	Summer 2015 Summer 2014 Summer 2013	Clinical Faculty for NUR 175	100% of students will obtain satisfactory status on clinical summative evaluation on subsection: *Professional Behaviors.*	100% (36/36) 97.6% (41/42) 100% (37/37) ELAs consistently met over the past three years; continue to monitor.
Information Literacy	Direct GI Teaching Project	Spring 2016 Spring 2015 Spring 2014	NUR 165 Faculty	85% of students achieve 75% or better on GI teaching plan rubric.	100% (30/30) 94% (34/36) 95% (40/42)

					This project was newly added in the 2013-2014 academic year to ensure proper measurement of program SLOs. 100% (36/36)
	Direct Summative Clinical Evaluation	Summer 2015 Summer 2014 Summer 2013	NUR 175 Faculty	100% of students will obtain satisfactory status on clinical summative evaluation subsection: *Assessment*	97.6% (41/42) 100% (37/37) ELAs consistently met over the past three years; continue to monitor.
	Direct Polypharmacy Co-Morbidity Patient assignment and presentation	Summer 2015 Summer 2014 Summer 2013	NUR 175 Faculty	100% of students will achieve a score of 75% or higher.	100% (38/38) 100% (40/40) 100% (35/35)
Citizenship & Cultural Sensitivity	Direct Summative Clinical Evaluation	Summer 2015 Summer 2014 Summer 2013	Clinical Faculty for NUR 175	100% of students will obtain satisfactory status on clinical summative evaluation on subsection: *Professional Behaviors.*	100% (36/36) 97.6% (41/42) 100% (37/37) ELAs consistently met over the past three years; continue to monitor.

| Physical & Mental Fitness | Direct

Multi-patient simulation experience

Direct - Multi-Med Pass | Summer 2015

Summer 2014

Summer 2013 | NUR 175 clinical faculty | 100% of students will achieve a score of 75% or higher on the Multi-Patient simulation experience. | 100% (38/38)

100% (40/40)

Summer 2014 was the first time this assignment was included in NUR 175. |
|---|---|---|---|---|---|
| **Lifelong Learning**

. | Direct

Professional Resume Assignment with rubric | Summer 2015

Summer 2014

Summer 2013 | NUR 175 faculty | 100% of students will achieve a 75% or higher on the professional resume writing assignment. | 100% (38/38)

100% (40/40)

100% (35/35) |
| **Computing Literacy** | Direct

Co-Morbidity patient care assignment and presentation with rubric | Summer 2015

Summer 2014

Summer 2013 | NUR 175 faculty | 100% of students will achieve a score of 75% or higher. | 100% (38/38)

100% (40/40)

100% (35/35) |
| | Direct

Professional Journal Article Critiques | Summer 2015

Summer 2014

Summer 2013 | NUR 175 Faculty | 100% of students will achieve a 75% or higher. | 100% (38/38)

100% (40/40)

100% (35/35) |

| Quantitative Literacy | Direct

Critical Thinking Assignments with rubrics | Spring 2015 | NUR 165 Faculty | 85% of students will achieve 75% or greater on first attempt of each critical thinking assignment. Topics include:
-Clinical Communication concerns
-Pathophysiology
-Pharmacology
-Signs and symptoms
-Impact of illness
-Clinical Nursing Care | Clinical Communication concerns 97% (35/36)

-Pathophysiology 100% (36/36)

-Pharmacology 92% (33/36)

-Signs and symptoms 94% (34/36)

-Impact of illness 94% (34/36)

-Clinical Nursing Care 100% (36/36) |
| | | Spring 2014 | | | Clinical Communication concerns 100% (42/42)

-Pathophysiology 100% (42/42)

-Pharmacology 100% (42/42)

-Signs and symptoms 100% (42/42)

-Impact of illness |

		Spring 2013			100% (42/42) -Clinical Nursing Care 100% (42/42) Critical thinking assignments were pass/fail without associated number grade.
	Direct Professional Journal Article Critiques	Summer 2015 Summer 2014 Summer 2013	NUR 175 Faculty	100% of students will achieve a 75% or higher.	100% (38/38) 100% (40/40) 100% (35/35)
Scientific Literacy	Direct ATI Comprehensive Predictor Examination	Summer 2015 Summer 2014 Summer 2013	NUR 175 Faculty	60% of students score at or above individual mean – National individual mean on the ATI comprehensive predictor at the conclusion of their nursing program.	63.4% 62.9% 51.4% Scored have demonstrated improvement over the last three years; specific topics in the ATI comprehensive predictor that received a 30% or lower, were discussed at the end

					of semester team meeting and incorporated into specific courses for the next semester.
Art Appreciation	Direct GI Teaching Project (completion of an educational brochure to distribute to clients with a specific disease process; evaluated on creativity)	Spring 2016 Spring 2015 Spring 2014	NUR 165 Faculty	85% of students achieve 75% or better on GI teaching plan rubric.	100% (30/30) 94% (34/36) 95% (40/42) This project was newly added in the 2013-2014 academic year to ensure proper measurement of program SLOs.
	Direct Polypharmacy Co-Morbidity Patient assignment and presentation	Summer 2015 Summer 2014 Summer 2013	NUR 175 Faculty	100% of students will achieve a score of 75% or higher.	100% (38/38) 100% (40/40) 100% (35/35)

PROGRAM GOALS (HN)					
Program Goal #1 *Demonstrate behaviors of accountability and professionalism according to legal and ethical standards for a competent LPN.*	Direct Clinical Evaluation	Summer 2015	Clinical Faculty for NUR 175	100% of students will obtain satisfactory status on clinical summative evaluation on subsection: *Professional Behaviors*. .	100% (36/36)
		Summer 2014			97.6% (41/42)
		Summer 2013			100% (37/37)

	Direct ATI Comprehensive Predictor	Summer 2015 Summer 2014 Summer 2013	Clinical Faculty for NUR 175	60% of students score at or above individual mean – National individual mean on the ATI comprehensive predictor at the conclusion of their nursing program	63.4% 62.9% 51.4% Scored have demonstrated improvement over the last three years; specific topics in the ATI comprehensive predictor that received a 30% or lower, were discussed at the end of semester team meeting and incorporated into specific courses for the next semester.
Program Goal #2 *Effectively communicate with patients, significant support persons, and members of the health care team, incorporating interpersonal and therapeutic communication skills.*	Direct Summative Clinical Evaluation	Summer 2015 Summer 2014 Summer 2013	Clinical Faculty for NUR 175	100% of students will obtain satisfactory status on clinical summative evaluation on subsection: *Communication.*	100% (36/36) 97.6% (41/42) 100% (37/37) ELAs consistently met over the past three years; continue to monitor.

	Direct	Spring 2015	Clinical Faculty for NUR 165	85% of students will achieve 75% or greater on first attempt on critical thinking assignment on *Communication*.	97% (35/36)
	Critical Thinking Assignment with rubric	Spring 2014			100% (42/42)
		Spring 2013			100% (37/37)
					During the 2012-2013 academic year, this assignment was measured on a pass/fail rating with students given more than one attempt, if needed, to meet the pass requirement. Beginning in the 2014-2015 academic year, this assignment was given a numeric grade, with a specific ELA, in order to ensure the proper measurement of the end of program SLOs.
Program Goal #3 *Collect holistic assessment data from multiple sources, communicate data to appropriate health care providers, and evaluate client response.*	Direct Summative Clinical Evaluation	Summer 2015 Summer 2014	Clinical Faculty for NUR 175	100% of students will obtain satisfactory status on clinical summative evaluation	100% (36/36) 97.6% (41/42) 100% (37/37)

		Summer 2013		subsection: *Assessment*	ELAs consistently met over the past three years; continue to monitor.
	Direct Critical Thinking Assignment with Rubric	Spring 2015 Spring 2014 Spring 2013	Clinical Faculty for NUR 165	85% of students will achieve 75% or greater on first attempt on critical thinking assignment on *Impact of Illness and S/S.*	94% (34/36) 100% (42/42) 100% (37/37) During the 2012-2013 academic year, this assignment was measured on a pass/fail rating with students given more than one attempt, if needed, to meet the pass requirement. Beginning in the 2014-2015 academic year, this assignment was given a numeric grade, with a specific ELA, in order to ensure the proper measurement of the end of program SLOs.
Program Goal #4 *Collaborate with RNs and other members of the health care team to organize and incorporate*	Direct Summative Clinical Evaluation	Summer 2015	Clinical Faculty for NUR 175	100% of students will obtain satisfactory status on clinical	100% (36/36) 97.6% (41/42)

assessment data to plan, revise, and reinforce patient care, teaching, and actions based on established nursing diagnoses, nursing protocols, assessments, and evaluation data.		Summer 2014 Summer 2013		summative evaluation subsection: *Planning.*	100% (37/37) ELAs consistently met over the past three year; continue to achieve the SLO at the set benchmark and monitor.
	Direct GI Teaching Project with rubric	Spring 2016 Spring 2015 Spring 2014	Clinical Faculty for NUR 165	85% of students achieve 75% or better on GI teaching plan rubric.	100% (30/30) 94% (34/36) 95% (40/42) This project was newly added in the 2013-2014 academic year to ensure proper measurement of program SLOs.
Program Goal #5 Demonstrate a caring, emphatic approach to safe, therapeutic, and individualized care to clients of diverse ages, religions, and socioeconomic, ethnic, or cultural backgrounds.	Direct Summative Clinical Evaluation	Summer 2015 Summer 2014 Summer 2012	Clinical Faculty for NUR 175	100% of students will obtain satisfactory status on clinical summative evaluation subsection: *Caring.*	100% (36/36) 97.6% (41/42) 100% (37/37) ELAs consistently met over the past three years; continue to achieve the SLO at the set

					benchmark and monitor.
	Direct	Spring 2015	Clinical Faculty for NUR 165	85% of students will achieve 75% or greater on first attempt on critical thinking assignment on *Clinical Nursing Care*.	100% (36/36)
	Critical Thinking Assignment with rubric	Spring 2013			100% (42/42)
		Spring 2012			100% (37/37) During the 2012-2013 academic year, this assignment was measured on a pass/fail rating with students given more than one attempt, if needed, to meet the pass requirement. Beginning in the 2014-2015 academic year, this assignment was given a numeric grade, with a specific ELA, in order to ensure the proper measurement of the end of program SLOs.

Program Goal #6					
Program Goal #6 *Use scientific knowledge, mathematical skills, and technical skills to implement patient care under the direction of an RN, physician, or dentist through performance of nursing interventions or directing aspects of care, as appropriate, to unlicensed assistive personnel (UAP).*	Direct Summative Clinical Evaluation	Summer 2015 Summer 2014 Summer 2013	Clinical Faculty for NUR 175	100% will obtain satisfactory status on clinical summative evaluation subsection: *Managing.*	100% (36/36) 97.6% (41/42) 100% (37/37) ELAs consistently met over the past three years; continue to achieve the SLO at the set benchmark and monitor.
	Direct Critical Thinking Assignment with rubric	Spring 2015 Spring 2014 Spring 2013	Clinical Faculty for NUR 165	85% of students will achieve 75% or greater on first attempt on critical thinking assignment on *Pathophysiology/Di agnostics.*	During the 2012-2013 academic year, this assignment was measured on a pass/fail rating with students given more than one attempt, if needed, to meet the pass requirement. Beginning in the 2014-2015 academic year, this assignment was given a numeric grade, with a specific ELA, in order to ensure the proper measurement of the end of program SLOs.

6. Analysis of Results:

Over the last several years there have been many changes to the PN program that have positively impacted the students and graduates (as indicated by our NCLEX scores and scores on the ATI comprehensive predictor exam). Highlights of our program review include the following:

- Completion of curricular course maps with monitoring of results by the team each semester; assignments determined to meet course objectives for each nursing course. Data analyzed and reported each semester with course reports.
- Increase in facility clinical time for NUR 165 (acute care experience) Spring 2016 based on feedback from clinical faculty and students. Critical thinking assignments decreased, per faculty and student feedback, to allow additional acute-care clinical hours.
- Data tracking of students initiated: NUR grades, ATI comprehensive predictor scores, Biology grades, and NCLEX results reviewed at team meetings to assist with program planning and development.
- Consistent faculty teaching classroom, lab, and clinical; .lecture instructors teaching lab and clinical to assure reinforcement of material.
- Dedicated pharmacology lab to better meet student needs to attain mastery in pharmacology.
- Development and integration of Multi-patient assignments.
- Simulation experiences, high and low fidelity, coordinated with lecture content to reinforce didactic material.
- Adaptive quizzing (Davis Edge) piloted 2014-2015; will be added for 2016-2017 academic year based on student feedback and NCLEX results.
- Critical thinking experiences evolved from pass/fail to a graded rubric.

7. Strategies for Improvement:

Based on the findings of the program review, the PN team will be working on the following improvements:

- A curriculum change is in the initial phase; total credit hours will be decreased to be consistent with PA guidelines. A proposal will be developed and submitted by fall 2016. With the curricular change, the start time for the PN major will be in January, with a December graduation date. This was recommended by team members and supported by Nursing Administration to increase facility site/unit availability due to inadvertent competition among PCT nursing majors. Additionally, the course content will be reviewed to assure simple to complex with a redistribution of topics.
- Adoption of ATI Mastery Series Testing to be implemented fall 2016
- Test plans for each course to be developed with the new curriculum change
- Pilot an entrance exam for the PN program to assure fairness and success among potential candidates
- Update curricular maps to include additional assignments / measurements for course objectives; consider revising critical thinking assignments.

Madigan Library

Information Literacy Assessment

Library Tutorial Individual Module Grades - average for 3 semesters			
	AY13/14	AY14/15	AY15/16
Creating a research strategy	75.30%	76.05%	78.67%
Acknowledging sources	86.53%	94.37%	88.13%
How to use a database	94.35%	95.69%	94.08%
How to use the catalog	82.19%	86.66%	83.14%
How to evaluate resources	72.12%	76.90%	78.07%
Scholarly, popular & trade journals	93.03%	82.04%	93.84%

Resource & Service Use Assessment

Physical Resource Use	2013-2014	2014-2015	2015-2016
Total circulation transactions	53,136	51,203	39,388
Circulation per FTE	9.83	9.28	7.23
Total gate count - main branch	237,762	224,348	213,007
Gate count per FTE	44.00	40.66	39.07
Total book circulation	13,680	14,471	11,877
Book circulation per FTE	2.53	2.62	2.18
Total study room use	13,351	12,378	10,821
Study room use per FTE	2.47	2.24	1.98
Total student laptop use	6,149	6,583	4,691
Student laptop use per FTE	1.14	1.19	0.86
Total library classroom use for instruction (LIB102 & LIB200)	813	1,198	778
Service Resource Use	2013-2014	2014-2015	2015-2016
Total interlibrary loan - borrowing	1,387	1,239	1,003
Interlibrary loan borrowing per FTE	0.26	0.22	0.18
ILL requests filled internally			248
Total E-Reserve document requests	66	32	19
Total texts (incoming)	4,192	5,718	5,681
Incoming texts use per FTE	0.78	1.04	1.04

Expenditures data

2015-2016 Total expenditures by format and by School

	Newspapers	Electronic books	Databases	DVDs	Books	Journals	Reference titles	Total by School
BH	$2,291	$790	$31,786	$17	$3,080	$6,900	$1,329	$46,193
CDT	$351	$13,037	$2,139	$0	$5,616	$3,533	$2,581	$27,257
HS	$68	$2,387	$73,879	$917	$11,745	$32,058	$993	$122,047
ICET	$0	$6,117	$7,118	$0	$5,596	$1,715	$1,057	$21,603
SHVC	$2,550	$2,688	$58,523	$757	$4,388	$47,443	$54,407	$170,756
TNRT	$1,916	$626	$21,626	$59	$4,075	$4,672	$1,133	$34,107
Misc.	$3,818	$259	$58,481	$0	$799	$4,750	$0	$68,107
Totals	**$10,994.00**	**$25,904.00**	**$253,552.00**	**$1,750.00**	**$35,299.00**	**$101,071.00**	**$61,500.00**	**$490,070**

Madigan Library 3 Year Strategic Plan

Themes

College Mission

Pennsylvania College of Technology is a public institution providing comprehensive, hands-on technical education at the baccalaureate and associate degree levels. Every member of our College community endeavors to create and sustain excellence in a student-centered environment that promotes personal growth, social awareness, a shared commitment to diversity, and lifelong learning, all of which help prepare our graduates for success.

Academic Affairs Mission

Academic Affairs provides the core that drives Penn College: effective teaching and academic advising that promote effective learning substantiated through assessment. We are committed to the highest quality programs focused on applied technology and enriched by general education through the core curriculum. Through the acquisition and application of knowledge in a student-centered environment, our students develop skills and abilities that are highly valued by employers.

Madigan Library Mission

The services, resources, and programs of the Madigan Library are fundamental to the educational mission of the Pennsylvania College of Technology and to the teaching and learning process. We strive, with the College as a whole, to empower students to become life-long learners who can function independently and collaboratively. Specifically, the mission of the Madigan Library is to support and advance the instructional and research needs of its students, faculty and staff. We do so by building, maintaining, and providing access to collections in all formats, by assisting and instructing our patrons in their use, and by creating a physical environment that enhances the learning process.

Themes for the goals of the Madigan Library
The following three key themes are identified as imperatives for changes and improvements to library services:

1) Discoverability of library resources
2) Integration of library resources into the college community
3) Physical and intellectual environment of the library

template adapted from Alfred State's ANNUAL ACADEMIC DEPARTMENT ASSESSMENT PLAN & REPORT
 http://web.alfredstate.edu/assessment/OFFICE%20OF%20ASSESSMENT.htm

Madigan Library 3 Year Strategic Plan
Goal 1 - Assessment of Services

1) Goal Statement:

For planning purposes, develop a targeted assessment of library services for students, faculty and staff to assess how the library is currently used, engagement levels and relevancy and availability of current resources

2) Campus / Division /Theme or Strategic Plans Addressed ("x" all that apply):

College Strategic Goals & Initiatives:

Goal 1: Provide hands-on education, preparing students for careers in an evolving world

X Goal 2: Foster a student-centered environment both inside and outside the classroom

Goal 4: Serve as a catalyst for community economic development

X Goal 5: Foster relationships with institutional stakeholders to promote Pennsylvania College of Technology and its mission

X Goal 6: Optimize the use of College resources to support the institution's mission

X Goal 7: Embrace a culture of assessment and data-driven decision making

Goal 8: Increase College Enrollment

Goal 9: Improve student retention and persistence

2014 - 2017 Three-Year Academic Affairs Plan:

X Goal 1: Program Portfolio - Maintain agility and utilize coordinated resources in identifying opportunities which ensure that current programs remain relevant and to pursue new programs that fit with the mission of the College as well as to bring national recognition to Penn College programs.

Goal 2: Capital Equipment Replacement Plan – Plan for the acquisition, use, and/or replacement of capital equipment for instructional purposes to allow more effective budgeting and utilization of resources as well as ensuring state-of-the-art technology in academic programs.

X Goal 3: Faculty – Determine the long-term needs of programs regarding faculty to assure that we have the right people, in the right numbers, with the right skills to become a national leader in applied technology education. We will also provide our faculty members with the resources and opportunities to remain current in their respective disciplines.

Goal 4: Leadership development – Penn College will provide the professional development necessary for the ongoing growth of the existing leadership within the faculty and staff of Academic Affairs. The development of the next generation of leaders is an ongoing priority.

X Goal 5: Assessment & Accreditation – Assessment-based, data-driven decisions are the foundation of the strategies chosen within Academic Affairs, particularly in the determination of the Core Curriculum. These assessments of our outcomes are validated by our peer reviews through regional and discipline-specific accreditors.

Goal 6: Student Retention/Recruitment – Attracting and assuring the success of students is the shared responsibility of all members of the Penn College community, including all faculty and staff in Academic Affairs. The division will work collaboratively to identify and implement College-wide initiatives while also undertaking school-specific projects.

X Goal 7: Promote the Whole-College Experience – Work collaboratively with other divisions of the College, particularly Student Affairs, to ensure prospects and students are aware of and participating in the wide range of co-curricular and extra-curricular opportunities available.

Goal 8: Expand Penn College NOW – Increase the involvement of the K-12 community in the Penn College dual enrollment program and ensure increased matriculation of enrolled students to Penn College degree programs.

Goal 9: External Funding – Involve academic schools and individual programs more in development of relationships with industry partners and seeking external funding and other resources.

3) Desired Outcome (what you expect to accomplish to meet your goal):

Work with library faculty & staff and the Assessment, Research and Planning department to create campus-wide survey

4) Planned Completion Timeline:

    Academic year 2015-2016

  X Academic year 2016-2017

    Longer term (3-5 years)

5) Dept. & Other Resources Expended; List Items Separately:

1) Assessment Research & Planning (ARP) $ -

2) $ -

3) $ -

    $ -

6) Closing the assessment loop, this goal was developed as a result of ("x" all that apply):

  X New Department Strategic Goal / Objective

    Continuation of a Previous Departmental Strategic Goal / Objective

    Student Learning Outcomes Measurement

    Programmatic Five Year Review Report

    Previous Departmental Assessment Report

    Previous Accrediting Agency Report Deficiency / Weakness / Concern

    Campus Middle States Report

    Response to College / Division Strategic Plan

    Other (briefly explain)….

7) Outcome (completed at academic year end):

Reviewed and moved to completion in 2016-2017 academic year

8) References

Goal 2 - Facilities - Assessment, Renovation and Reuse

1) **Goal Statement:**

Plan for variety of new and transformed learning spaces in the library utilizing audits of existing spaces while keeping in mind the shift from storage of physical resources to digital content. New spaces should facilitate collaborative learning, have flexibility for integrating technology, and be available for partnerships with other college departments.

2) **Campus / Division /Theme or Strategic Plans Addressed ("x" all that apply):**

College Strategic Goals & Initiatives:

Goal 1: Provide hands-on education, preparing students for careers in an evolving world

X Goal 2: Foster a student-centered environment both inside and outside the classroom

Goal 4: Serve as a catalyst for community economic development

Goal 5: Foster relationships with institutional stakeholders to promote Pennsylvania College of Technology and its mission

X Goal 6: Optimize the use of College resources to support the institution's mission

Goal 7: Embrace a culture of assessment and data-driven decision making

Goal 8: Increase College Enrollment

X Goal 9: Improve student retention and persistence

2014 - 2017 Three-Year Academic Affairs Plan:

Goal 1: Program Portfolio - Maintain agility and utilize coordinated resources in identifying opportunities which ensure that current programs remain relevant and to pursue new programs that fit with the mission of the College as well as to bring national recognition to Penn College programs.

X Goal 2: Capital Equipment Replacement Plan – Plan for the acquisition, use, and/or replacement of capital equipment for instructional purposes to allow more effective budgeting and utilization of resources as well as ensuring state-of-the-art technology in academic programs.

Goal 3: Faculty – Determine the long-term needs of programs regarding faculty to assure that we have the right people, in the right numbers, with the right skills to become a national leader in applied technology education. We will also provide our faculty members with the resources and opportunities to remain current in their respective disciplines.

Goal 4: Leadership development – Penn College will provide the professional development necessary for the ongoing growth of the existing leadership within the faculty and staff of Academic Affairs. The development of the next generation of leaders is an ongoing priority.

Goal 5: Assessment & Accreditation – Assessment-based, data-driven decisions are the foundation of the strategies chosen within Academic Affairs, particularly in the determination of the Core Curriculum. These assessments of our outcomes are validated by our peer reviews through regional and discipline-specific accreditors.

X Goal 6: Student Retention/Recruitment – Attracting and assuring the success of students is the shared responsibility of all members of the Penn College community, including all faculty and staff in Academic Affairs. The division will work collaboratively to identify and implement College-wide initiatives while also undertaking school-specific projects.

Goal 7: Promote the Whole-College Experience – Work collaboratively with other divisions of the College, particularly Student Affairs, to ensure prospects and students are aware of and participating in the wide range of co-curricular and extra-curricular opportunities available.

Goal 8: Expand Penn College NOW – Increase the involvement of the K-12 community in the Penn College dual enrollment program and ensure increased matriculation of enrolled students to Penn College degree programs.

Goal 9: External Funding – Involve academic schools and individual programs more in development of relationships with industry partners and seeking external funding and other resources.

3) **Desired Outcome (what you expect to accomplish to meet your goal):**

A plan of library areas designated as possible locations for new learning spaces

4) **Planned Completion Timeline:**

Academic year 2015-2016

Academic year 2016-2017

X Longer term (3-5 years)

5) **Dept. & Other Resources Expended; List Items Separately:**

1) Academic Affairs	$	-
2) General Services	$	-
3) Information Technology Services	$	-
4) Academic Services & First Year Programs	$	-
	$	-

6) **Closing the assessment loop, this goal was developed as a result of ("x" all that apply):**

X New Department Strategic Goal / Objective

Continuation of a Previous Departmental Strategic Goal / Objective

Student Learning Outcomes Measurement

Programmatic Five Year Review Report

Previous Departmental Assessment Report

Previous Accrediting Agency Report Deficiency / Weakness / Concern

Campus Middle States Report

Response to College / Division Strategic Plan

Other (briefly explain)….

7) **Outcome (completed at academic year end):**

Informal use of space study completed in 2015-2016.

8) References

The Physical Campus: A Critical Asset, a Key Opportunity - Second Edition

Goal 3 - Resources - Ongoing assessment and improvement of use and access

1) Goal Statement:

Increase the discoverability, access and use of library resources within students, faculty and staff's existing workflows. Establish reliable and multiple options for access to content through personalized and generalized service points. Collect, analyze and use data related to users' discovery and use of library resources to maintain relevant resources and integrated access mechanisms

2) Campus / Division /Theme or Strategic Plans Addressed ("x" all that apply):

College Strategic Goals & Initiatives:

Goal 1: Provide hands-on education, preparing students for careers in an evolving world

X Goal 2: Foster a student-centered environment both inside and outside the classroom

Goal 4: Serve as a catalyst for community economic development

Goal 5: Foster relationships with institutional stakeholders to promote Pennsylvania College of Technology and its mission

X Goal 6: Optimize the use of College resources to support the institution's mission

X Goal 7: Embrace a culture of assessment and data-driven decision making

Goal 8: Increase College Enrollment

Goal 9: Improve student retention and persistence

2014 - 2017 Three-Year Academic Affairs Plan:

X Goal 1: Program Portfolio - Maintain agility and utilize coordinated resources in identifying opportunities which ensure that current programs remain relevant and to pursue new programs that fit with the mission of the College as well as to bring national recognition to Penn College programs.

Goal 2: Capital Equipment Replacement Plan – Plan for the acquisition, use, and/or replacement of capital equipment for instructional purposes to allow more effective budgeting and utilization of resources as well as ensuring state-of-the-art technology in academic programs.

Goal 3: Faculty – Determine the long-term needs of programs regarding faculty to assure that we have the right people, in the right numbers, with the right skills to become a national leader in applied technology education. We will also provide our faculty members with the resources and opportunities to remain current in their respective disciplines.

Goal 4: Leadership development – Penn College will provide the professional development necessary for the ongoing growth of the existing leadership within the faculty and staff of Academic Affairs. The development of the next generation of leaders is an ongoing priority.

X Goal 5: Assessment & Accreditation – Assessment-based, data-driven decisions are the foundation of the strategies chosen within Academic Affairs, particularly in the determination of the Core Curriculum. These assessments of our outcomes are validated by our peer reviews through regional and discipline-specific accreditors.

Goal 6: Student Retention/Recruitment – Attracting and assuring the success of students is the shared responsibility of all members of the Penn College community, including all faculty and staff in Academic Affairs. The division will work collaboratively to identify and implement College-wide initiatives while also undertaking school-specific projects.

Goal 7: Promote the Whole-College Experience – Work collaboratively with other divisions of the College, particularly Student Affairs, to ensure prospects and students are aware of and participating in the wide range of co-curricular and extra-curricular opportunities available.

Goal 8: Expand Penn College NOW – Increase the involvement of the K-12 community in the Penn College dual enrollment program and ensure increased matriculation of enrolled students to Penn College degree programs.

Goal 9: External Funding – Involve academic schools and individual programs more in development of relationships with industry partners and seeking external funding and other resources.

3) Desired Outcome (what you expect to accomplish this year to meet your goal):

Review of current integrated library systems and comparison of available systems to determine suitability for library's needs

4) Planned Completion Timeline:

X	Academic year 2015-2016
X	Academic year 2016-2017
X	Longer term (3-5 years)

5) Dept. & Other Resources Expended; List Items Separately:

1)	$ -
2)	$ -
3)	$ -
4)	$ -
	$ -

6) Closing the assessment loop, this goal was developed as a result of ("x" all that apply):

	New Department Strategic Goal / Objective
X	Continuation of a Previous Departmental Strategic Goal / Objective
	Student Learning Outcomes Measurement
	Programmatic Five Year Review Report
	Previous Departmental Assessment Report
	Previous Accrediting Agency Report Deficiency / Weakness / Concern
	Campus Middle States Report
	Response to College / Division Strategic Plan
	Other (briefly explain)….

7) Outcome (completed at academic year end):

Completed in 2015-2016: New discovery tool (WorldCat Discovery catalog). 2016-2017 review & update of statistical records, Interlibrary loan internal fulfillment statistics initatied for 2016-2017.

8) References

Reordering Ranganathan: Shifting User Behaviors, Shifting Priorities

NMC Horizon Report > 2014 Library Edition

Goal 4 - Information Literacy

1) Goal Statement:

Continue to analyze learning outcomes success related to library-provided instruction programs and initiatives, with emphasis on the impact of the new Framework for Information Literacy for Higher Education. Information literacy instruction tools will also be continually analyzed for currency, relevancy and effectiveness, with emphasis being on effectively measuring the appropriate skills set for applied technology students.

2) Campus / Division /Theme or Strategic Plans Addressed ("x" all that apply):

College Strategic Goals & Initiatives:	2014 - 2017 Three-Year Academic Affairs Plan:
X Goal 1: Provide hands-on education, preparing students for careers in an evolving world	**X** Goal 1: Program Portfolio - Maintain agility and utilize coordinated resources in identifying opportunities which ensure that current programs remain relevant and to pursue new programs that fit with the mission of the College as well as to bring national recognition to Penn College programs.
Goal 2: Foster a student-centered environment both inside and outside the classroom	Goal 2: Capital Equipment Replacement Plan – Plan for the acquisition, use, and/or replacement of capital equipment for instructional purposes to allow more effective budgeting and utilization of resources as well as ensuring state-of-the-art technology in academic programs.
Goal 4: Serve as a catalyst for community economic development	Goal 3: Faculty – Determine the long-term needs of programs regarding faculty to assure that we have the right people, in the right numbers, with the right skills to become a national leader in applied technology education. We will also provide our faculty members with the resources and opportunities to remain current in their respective disciplines.
Goal 5: Foster relationships with institutional stakeholders to promote Pennsylvania College of Technology and its mission	
Goal 6: Optimize the use of College resources to support the institution's mission	Goal 4: Leadership development – Penn College will provide the professional development necessary for the ongoing growth of the existing leadership within the faculty and staff of Academic Affairs. The development of the next generation of leaders is an ongoing priority.
X Goal 7: Embrace a culture of assessment and data-driven decision making	**X** Goal 5: Assessment & Accreditation – Assessment-based, data-driven decisions are the foundation of the strategies chosen within Academic Affairs, particularly in the determination of the Core Curriculum. These assessments of our outcomes are validated by our peer reviews through regional and discipline-specific accreditors.
Goal 8: Increase College Enrollment	
Goal 9: Improve student retention and persistence	
	Goal 6: Student Retention/Recruitment – Attracting and assuring the success of students is the shared responsibility of all members of the Penn College community, including all faculty and staff in Academic Affairs. The division will work collaboratively to identify and implement College-wide initiatives while also undertaking school-specific projects.
	Goal 7: Promote the Whole-College Experience – Work collaboratively with other divisions of the College, particularly Student Affairs, to ensure prospects and students are aware of and participating in the wide range of co-curricular and extra-curricular opportunities available.
	Goal 8: Expand Penn College NOW – Increase the involvement of the K-12 community in the Penn College dual enrollment program and ensure increased matriculation of enrolled students to Penn College degree programs.
	Goal 9: External Funding – Involve academic schools and individual programs more in development of relationships with industry partners and seeking external funding and other resources.

3) Desired Outcome (what you expect to accomplish this year to meet your goal):

Create a schedule for existing library tutorial module updates using outcomes assessment as well as discussion and analysis of modules.

In collaboration with teaching faculty, create a draft rubric to address ACRL IL Standard 4: students will use information effectively to accomplish a specific purpose.

Review the impact of the new Framework for Information Literacy for Higher Education and plan for adjustments to library instruction, including the online library tutorial

4) Planned Completion Timeline:

X	Academic year 2015-2016
X	Academic year 2016-2017
X	Longer term (3-5 years)

5) Dept. & Other Resources Expended; List Items Separately:

1)	$ -
2)	$ -
3)	$ -
4)	$ -
	$ -

6) Closing the assessment loop, this goal was developed as a result of ("x" all that apply):

	New Department Strategic Goal / Objective
X	Continuation of a Previous Departmental Strategic Goal / Objective
X	Student Learning Outcomes Measurement
	Programmatic Five Year Review Report
	Previous Departmental Assessment Report
	Previous Accrediting Agency Report Deficiency / Weakness / Concern
X	Campus Middle States Report
	Response to College / Division Strategic Plan
	Other (briefly explain)….

7) Outcome (completed at academic year end):

Ongoing. Assessment cycle of library tutorial detailed in annual report

8) References

ACRL Information Literacy Competency Standards for Higher Education

ACRL Framework for Information Literacy for Higher Education

Goal 5 - Marketing the library

1) **Goal Statement:**

Advocate for the library to communicate the resources and expertise the library and the librarians and staff provide, both on the physical campus and in the digital campus.

2) **Campus / Division /Theme or Strategic Plans Addressed ("x" all that apply):**

College Strategic Goals & Initiatives:

Goal 1: Provide hands-on education, preparing students for careers in an evolving world

X Goal 2: Foster a student-centered environment both inside and outside the classroom

Goal 4: Serve as a catalyst for community economic development

Goal 5: Foster relationships with institutional stakeholders to promote Pennsylvania College of Technology and its mission

X Goal 6: Optimize the use of College resources to support the institution's mission

Goal 7: Embrace a culture of assessment and data-driven decision making

Goal 8: Increase College Enrollment

Goal 9: Improve student retention and persistence

2014 - 2017 Three-Year Academic Affairs Plan:

X Goal 1: Program Portfolio - Maintain agility and utilize coordinated resources in identifying opportunities which ensure that current programs remain relevant and to pursue new programs that fit with the mission of the College as well as to bring national recognition to Penn College programs.

Goal 2: Capital Equipment Replacement Plan – Plan for the acquisition, use, and/or replacement of capital equipment for instructional purposes to allow more effective budgeting and utilization of resources as well as ensuring state-of-the-art technology in academic programs.

Goal 3: Faculty – Determine the long-term needs of programs regarding faculty to assure that we have the right people, in the right numbers, with the right skills to become a national leader in applied technology education. We will also provide our faculty members with the resources and opportunities to remain current in their respective disciplines.

Goal 4: Leadership development – Penn College will provide the professional development necessary for the ongoing growth of the existing leadership within the faculty and staff of Academic Affairs. The development of the next generation of leaders is an ongoing priority.

Goal 5: Assessment & Accreditation – Assessment-based, data-driven decisions are the foundation of the strategies chosen within Academic Affairs, particularly in the determination of the Core Curriculum. These assessments of our outcomes are validated by our peer reviews through regional and discipline-specific accreditors.

Goal 6: Student Retention/Recruitment – Attracting and assuring the success of students is the shared responsibility of all members of the Penn College community, including all faculty and staff in Academic Affairs. The division will work collaboratively to identify and implement College-wide initiatives while also undertaking school-specific projects.

Goal 7: Promote the Whole-College Experience – Work collaboratively with other divisions of the College, particularly Student Affairs, to ensure prospects and students are aware of and participating in the wide range of co-curricular and extra-curricular opportunities available.

Goal 8: Expand Penn College NOW – Increase the involvement of the K-12 community in the Penn College dual enrollment program and ensure increased matriculation of enrolled students to Penn College degree programs.

Goal 9: External Funding – Involve academic schools and individual programs more in development of relationships with industry partners and seeking external funding and other resources.

3) **Desired Outcome (what you expect to accomplish this year to meet your goal):**

Create a library component for new school orientations

Promote library resources by content, instead of by name, emphasizing students/faculty needs and library resources ability to fulfill needs

4) **Planned Completion Timeline:**

X	Academic year 2015-2016
X	Academic year 2016-2017
X	Longer term (3-5 years)

5) **Dept. & Other Resources Expended; List Items Separately:**

1) New RPT Library Operations position that focuses heavily on marketing (Library budget)	$	15,188
	$	-
2)	$	-
	$	-
	$	15,188

6) **Closing the assessment loop, this goal was developed as a result of ("x" all that apply):**

X	New Department Strategic Goal / Objective
	Continuation of a Previous Departmental Strategic Goal / Objective
	Student Learning Outcomes Measurement
	Programmatic Five Year Review Report
	Previous Departmental Assessment Report
	Previous Accrediting Agency Report Deficiency / Weakness / Concern
	Campus Middle States Report
	Response to College / Division Strategic Plan
	Other (briefly explain)....

7) **Outcome (completed at academic year end):**

Ongoing. Faculty outreach event identified for Spring 2017.

8) References

Goal 6 - Promote and enhance special collections

1) **Goal Statement:**

Promote the use of archival and special collections materials by College departments and other external associated entities. Enhance the collections by continuing the current projects as well as seeking new archival materials in a variety of formats.

2) **Campus / Division /Theme or Strategic Plans Addressed ("x" all that apply):**

College Strategic Goals & Initiatives:

Goal 1: Provide hands-on education, preparing students for careers in an evolving world

Goal 2: Foster a student-centered environment both inside and outside the classroom

Goal 4: Serve as a catalyst for community economic development

X Goal 5: Foster relationships with institutional stakeholders to promote Pennsylvania College of Technology and its mission

X Goal 6: Optimize the use of College resources to support the institution's mission

Goal 7: Embrace a culture of assessment and data-driven decision making

Goal 8: Increase College Enrollment

Goal 9: Improve student retention and persistence

2014 - 2017 Three-Year Academic Affairs Plan:

Goal 1: Program Portfolio - Maintain agility and utilize coordinated resources in identifying opportunities which ensure that current programs remain relevant and to pursue new programs that fit with the mission of the College as well as to bring national recognition to Penn College programs.

Goal 2: Capital Equipment Replacement Plan – Plan for the acquisition, use, and/or replacement of capital equipment for instructional purposes to allow more effective budgeting and utilization of resources as well as ensuring state-of-the-art technology in academic programs.

Goal 3: Faculty – Determine the long-term needs of programs regarding faculty to assure that we have the right people, in the right numbers, with the right skills to become a national leader in applied technology education. We will also provide our faculty members with the resources and opportunities to remain current in their respective disciplines.

Goal 4: Leadership development – Penn College will provide the professional development necessary for the ongoing growth of the existing leadership within the faculty and staff of Academic Affairs. The development of the next generation of leaders is an ongoing priority.

Goal 5: Assessment & Accreditation – Assessment-based, data-driven decisions are the foundation of the strategies chosen within Academic Affairs, particularly in the determination of the Core Curriculum. These assessments of our outcomes are validated by our peer reviews through regional and discipline-specific accreditors.

Goal 6: Student Retention/Recruitment – Attracting and assuring the success of students is the shared responsibility of all members of the Penn College community, including all faculty and staff in Academic Affairs. The division will work collaboratively to identify and implement College-wide initiatives while also undertaking school-specific projects.

Goal 7: Promote the Whole-College Experience – Work collaboratively with other divisions of the College, particularly Student Affairs, to ensure prospects and students are aware of and participating in the wide range of co-curricular and extra-curricular opportunities available.

Goal 8: Expand Penn College NOW – Increase the involvement of the K-12 community in the Penn College dual enrollment program and ensure increased matriculation of enrolled students to Penn College degree programs.

Goal 9: External Funding – Involve academic schools and individual programs more in development of relationships with industry partners and seeking external funding and other resources.

3) **Desired Outcome (what you expect to accomplish this year to meet your goal):**

Transition of archival responsibilities (oral histories and record creation)

4) **Planned Completion Timeline:**

Academic year 2015-2016

X Academic year 2016-2017

Longer term (3-5 years)

5) **Dept. & Other Resources Expended; List Items Separately:**

1)		$ -
2)		$ -
		$ -
		$ -

6) **Closing the assessment loop, this goal was developed as a result of ("x" all that apply):**

New Department Strategic Goal / Objective

Continuation of a Previous Departmental Strategic Goal / Objective

Student Learning Outcomes Measurement

Programmatic Five Year Review Report

Previous Departmental Assessment Report

Previous Accrediting Agency Report Deficiency / Weakness / Concern

Campus Middle States Report

Response to College / Division Strategic Plan

Other (briefly explain)….

7) **Outcome (completed at academic year end):**

Reviewed amd moved to 2016-2017. Began working with PA Digital to bring PCT digitized photo collections to the Digital Public Library

8) References

Appendix 5.5

PCT
Financial Operations
Assessment Results for the Fiscal Year Ending 6/30/16

The following departments are included under Financial Operations: Financial Operations, Bursar/Student Accounts, Procurement, and Shipping and Receiving. Highlights of the major items follows:

Goal	Assessment/Success Indicators
Evaluate the use and value of program review financial information. Modify to meet users needs	Develop a financial report for program review that will provide relevant information for users in an easy to understand format

During the past year, we completely revised the financial portion of program review, providing users three years of history and providing greater detail related to credit hour production and lab hours. This format was well received and will assist the deans and faculty understand and evaluate the financial impact of programs under their responsibility.

Goal	Assessment/Success Indicators
Identify and implement changes to business processes to improve efficiency and customer service.	1) Evaluate a move to P-cards to replace college credit cards 2) Evaluate electronic fund transfer, EFT, for accounts payable. 3) Evaluate the use of Colleague Web Advisor for special check requests.

1) The evaluation of P-cards determined that the current process with credit cards allows for a greater level of control over purchases and spending. They will not be implemented at this time.
2) Based on the evaluation of EFT for accounts payable an implementation for using EFT for employee reimbursements is underway and will be completed in FY17.
3) Implementation is currently in process to utilize Colleague Web Advisor for special request thereby eliminating duplicated efforts for an estimate 2,500-3,000 requests, which would have been created by employees and then keyed into the system by AP staff.

Pennsylvania College of Technology

Student Affairs Assessment

2015-2016 Assessment Report and Executive Summaries

Table of Contents

College Strategic Goal 1: Provide a Distinctive Educational Experience that Engages Students.

Landlord Luncheon and Workshop Assessment

Submitted by Off-Campus Living and Commuter Services

Assessment Goal, Purpose and Methods

The off-campus living and commuter services office developed the landlord luncheon and workshop in an effort to educate our off-campus landlords. By supporting the landlords in their efforts to work with our students, we are therefore supporting students in their experiences outside of the classroom as they gain skills of independence and living a life on their own. We realize that oftentimes landlords build relationships with students, and many strive to see them succeed in their efforts to gain educational opportunities at Penn College. By providing landlords with the skills, knowledge, and support they need, we can better serve our off-campus students in their out of classroom experiences at Penn College.

This specific assessment also supports Goal 1, Outcome 1.7 of the Student Affairs Strategic Plan: *Expand and enhance programs and services to identify, address and support needs of our adult, off-campus and commuter student populations*. Specifically, the goal of the assessment was that by attending the workshop, landlords felt better prepared to interact with Penn College administration, students and parents, therefore assisting to support the needs of our students residing off-campus.

Evaluations were provided to each participant at the closing of the workshop and ample time was allotted for completion. The evaluation entailed a 5-pt. scale and room for comments in areas such as a convenient date/time, facilities and overall satisfaction. The assessment also allowed for landlords to rate each of the four sessions individually. Finally, landlords were asked that as a result of attending the workshop, if they felt better prepared to work with the administration, students and parents of students at Penn College.

Has this assessment been conducted before? Informally, yes. *If yes, date of prior assessment:* __2011, 2013_____

What was changed as a result of the prior assessment?

In 2011 and 2013, an informal assessment was sent via email to the landlords who attended, requesting any feedback. The response rate, however was relatively low, which has not provided significant enough feedback to make major changes.

Interfacing Departments/Areas:

Several other offices were indirectly involved as they served as presenters at the Landlord Luncheon and Workshop including: Academic Affairs/International Programs, Registrar's Office, Bursars Office, Financial Aid Office, College Police and Enrollment Management.

Results

Overall, the evaluation scores from the participants who attended the workshop were very high. The session with the highest overall score was *Renting to International Students* and the lowest was the *Panel of College and City Officials*. According to the comments, the panel received the lowest score because three of the five representatives who stated they were attending, did not (Assistant Fire Chief, Building Official and Zoning Officer). All participants at the workshop either strongly agreed (12) or agreed (6) with the statement *"As a result of attending this workshop, I feel that I am better prepared to interact with the College administration."* All participants but one either strongly agreed (13) or agreed (4) with the statement "*As a result of attending this workshop, I feel that I am better prepared to interact with Penn College students."*

Triangulating data

The college currently has a list of off-campus properties that includes thirty-one landlords. The number of companies who attended the workshop is 15, which is less than half. Participation is low, and there is a significant number of landlords that do not attend the workshop and therefore do not receive information. With a few exceptions, the same landlords are in attendance from year to year.

One session that was not evaluated was some brief time shared with off-campus student leaders, community assistants, and executive board members of OCHO (Off-Campus Housing Organization). Landlords had a variety of questions and suggestions for the student leaders. Both parties reported that they gained a lot of insight through this discussion.

Conclusions

The survey results concluded that the workshop helps to educate and support landlords in their roles of communicating with our students and the administration. The location and atmosphere in which our students reside can have a significant impact on retention, engagement and overall satisfaction. It is vital that our students are satisfied, at minimum, with their living situation so educating and supporting our landlords is vital to our mission and operation of the college. We strive to work *with* our landlords, not against them, as we count on their business practices to provide quality housing and customer service to our off-campus students. The assessment of the workshop proves to have an impact on this overarching goal.

Implications for Planning and Budget

An off-campus survey will be distributed in the spring of 2016 that will look at landlord satisfaction for students living off-campus. It is projected that those landlords who attended the workshop may be the landlords in which students experience more satisfaction with their living conditions.

As noted in the triangulation data, the number of landlords who attend the workshop is relatively low. It would be interesting to reach out those who did not attend and initiate changes that may allow for more participation in the workshops. It might also be helpful to look at other ways of engaging landlords that do not usually attend the workshop, perhaps by calling directly on the phone or sending personal invitations in the mail.

During the time spent with the student leaders, landlords suggested educational sessions that might better prepare students for living off-campus. The community assistants and OCHO have developed three educational off-campus information sessions for the spring semester. They are planning to invite the landlords to attend the second session regarding lease information, in which landlords will be given a 10-15 minute times to speak with current students about leases for their off-campus properties.

BOD Assessment - Survey Results
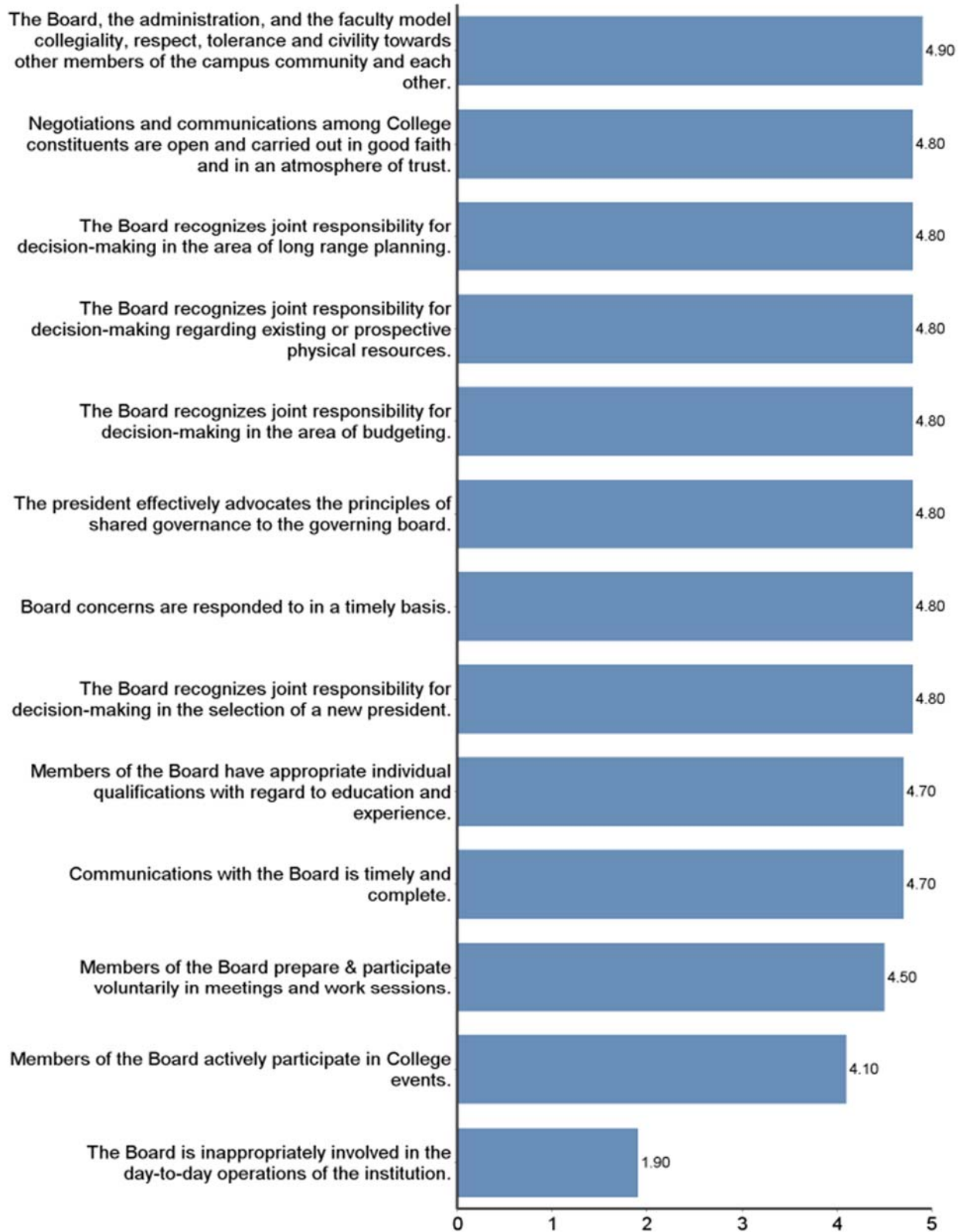
Prepared: April 20, 2017

In accordance with the Middle States Commission on Higher Education's (MSCHE) Standards for Accreditation and Requirements of Affiliation: Thirteenth Edition (2015), institutions must conduct a "periodic assessment of the effectiveness of governance, leadership, and administration" (p. 14). One aspect of the College's assessment initiative involves evaluating the role of the Board of Directors in shared governance.

As part of this review process, the Assessment, Research and Planning Office distributed a survey to all Penn College Board of Director Members (BOD) asking for feedback on various aspects of leadership. The first survey invitation was mailed on April 3, 2017; reminders were sent on April 11 and April 18, 2017. A total of ten BOD members responded to the survey.

Item	N
The Board recognizes joint responsibility for decision-making in the area of long range planning.	10
The Board recognizes joint responsibility for decision-making in the area of budgeting.	10
The Board recognizes joint responsibility for decision-making in the selection of a new president.	10
The Board recognizes joint responsibility for decision-making regarding existing or prospective physical resources.	10
The Board, the administration, and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other.	10
The Board is inappropriately involved in the day-to-day operations of the institution.	10
Members of the Board have appropriate individual qualifications with regard to education and experience.	10
Members of the Board actively participate in College events.	10
Members of the Board prepare & participate voluntarily in meetings and work sessions.	10
Negotiations and communications among College constituents are open and carried out in good faith and in an atmosphere of trust.	10
Communications with the Board is timely and complete.	10
Board concerns are responded to in a timely basis.	10
The president effectively advocates the principles of shared governance to the governing board.	10

Mean Ratings

Rating Scale: Strongly Agree=5, Agree=4, Neither Agree Nor Disagree=3, Disagree=2, Strongly Disagree=1

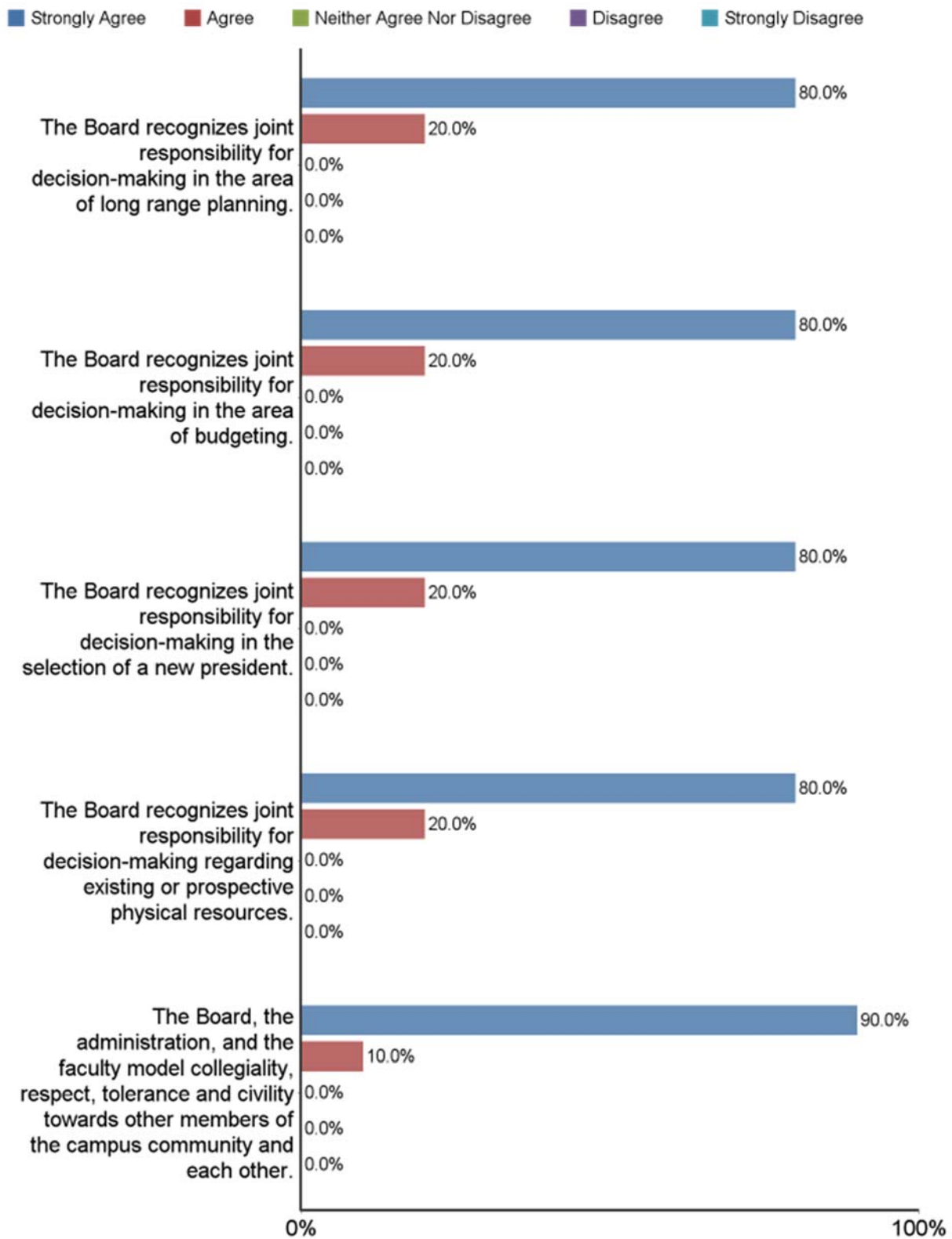| Statement	Rating
The Board, the administration, and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other.	4.90
Negotiations and communications among College constituents are open and carried out in good faith and in an atmosphere of trust.	4.80
The Board recognizes joint responsibility for decision-making in the area of long range planning.	4.80
The Board recognizes joint responsibility for decision-making regarding existing or prospective physical resources.	4.80
The Board recognizes joint responsibility for decision-making in the area of budgeting.	4.80
The president effectively advocates the principles of shared governance to the governing board.	4.80
Board concerns are responded to in a timely basis.	4.80
The Board recognizes joint responsibility for decision-making in the selection of a new president.	4.80
Members of the Board have appropriate individual qualifications with regard to education and experience.	4.70
Communications with the Board is timely and complete.	4.70
Members of the Board prepare & participate voluntarily in meetings and work sessions.	4.50
Members of the Board actively participate in College events.	4.10
The Board is inappropriately involved in the day-to-day operations of the institution.	1.90

Please rate your level of agreement with the following statements:

Legend: ■ Strongly Agree ■ Agree ■ Neither Agree Nor Disagree ■ Disagree ■ Strongly Disagree

The Board recognizes joint responsibility for decision-making in the area of long range planning.
- Strongly Agree: 80.0%
- Agree: 20.0%
- Neither Agree Nor Disagree: 0.0%
- Disagree: 0.0%
- Strongly Disagree: 0.0%

The Board recognizes joint responsibility for decision-making in the area of budgeting.
- Strongly Agree: 80.0%
- Agree: 20.0%
- Neither Agree Nor Disagree: 0.0%
- Disagree: 0.0%
- Strongly Disagree: 0.0%

The Board recognizes joint responsibility for decision-making in the selection of a new president.
- Strongly Agree: 80.0%
- Agree: 20.0%
- Neither Agree Nor Disagree: 0.0%
- Disagree: 0.0%
- Strongly Disagree: 0.0%

The Board recognizes joint responsibility for decision-making regarding existing or prospective physical resources.
- Strongly Agree: 80.0%
- Agree: 20.0%
- Neither Agree Nor Disagree: 0.0%
- Disagree: 0.0%
- Strongly Disagree: 0.0%

The Board, the administration, and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other.
- Strongly Agree: 90.0%
- Agree: 10.0%
- Neither Agree Nor Disagree: 0.0%
- Disagree: 0.0%
- Strongly Disagree: 0.0%

0%   100%

Please rate your level of agreement with the following statements:

Legend: ■ Strongly Agree ■ Agree ■ Neither Agree Nor Disagree ■ Disagree ■ Strongly Disagree

Negotiations and communications among College constituents are open and carried out in good faith and in an atmosphere of trust.
- Strongly Agree: 80.0%
- Agree: 20.0%
- Neither Agree Nor Disagree: 0.0%
- Disagree: 0.0%
- Strongly Disagree: 0.0%

Members of the Board have appropriate individual qualifications with regard to education and experience.
- Strongly Agree: 70.0%
- Agree: 30.0%
- Neither Agree Nor Disagree: 0.0%
- Disagree: 0.0%
- Strongly Disagree: 0.0%

The Board is inappropriately involved in the day-to-day operations of the institution.
- Strongly Agree: 0.0%
- Agree: 20.0%
- Neither Agree Nor Disagree: 10.0%
- Disagree: 10.0%
- Strongly Disagree: 60.0%

Members of the Board actively participate in College events.
- Strongly Agree: 20.0%
- Agree: 70.0%
- Neither Agree Nor Disagree: 10.0%
- Disagree: 0.0%
- Strongly Disagree: 0.0%

Members of the Board prepare & participate voluntarily in meetings and work sessions.
- Strongly Agree: 60.0%
- Agree: 30.0%
- Neither Agree Nor Disagree: 10.0%
- Disagree: 0.0%
- Strongly Disagree: 0.0%

0% — 100%

Please rate your level of agreement with the following statements:

Legend: Strongly Agree — Agree — Neither Agree Nor Disagree — Disagree — Strongly Disagree

The president effectively advocates the principles of shared governance to the governing board.
- 80.0%
- 20.0%
- 0.0%
- 0.0%
- 0.0%

Communications with the Board is timely and complete.
- 70.0%
- 30.0%
- 0.0%
- 0.0%
- 0.0%

Board concerns are responded to in a timely basis.
- 80.0%
- 20.0%
- 0.0%
- 0.0%
- 0.0%

Please share any comments or suggestions that may help with this study.

- Believe there is some opportunity to better coordinate and gain synergies between College resources and existing PSU resources. Additional focus by both parties is necessary to be successful in this space.

- The Middle States Accreditation process and the final report is quite helpful in providing Board Members with insight into how the college functions and how college leadership attempts to achieve on-going improvements. Keep up the fine work!

- Consider conducting a private Board educational event focused on long-term demographic challenges, current and future economic issues and the college's long-range strategic plans.

- There are no concerns about the appropriate role for the Board in the functioning of the College. We have an excellent relationship.

NSLVE

NATIONAL STUDY OF LEARNING, VOTING, AND ENGAGEMENT

CAMPUS REPORT

Student Voting Rates for

Pennsylvania College of Technology

003395.00

Tufts UNIVERSITY | Jonathan M. Tisch College of Citizenship and Public Service

About This Report

Thank you for participating in the National Study of Learning, Voting, and Engagement (NSLVE), housed at the Jonathan M. Tisch College of Citizenship and Public Service, Tufts University. Since NSLVE's launch in 2013, more than 750 colleges and universities have signed up to receive their voting rates for the 2012 and 2014 elections. Participating colleges and universities are located in 48 states and represent all Carnegie classifications as well as socially and economically diverse students. With others, your institution's participation in this study has allowed us to build a robust database of over 6.7 million college student records that is already serving as a foundation for innovative research on college student political learning and engagement in democracy.

Looking Ahead

In response to our survey, many of you requested resources as well as stories about what other campuses are doing. Over the coming months, NSLVE will be releasing tools and resources that you and others can use to enhance political learning and engagement in democracy on your campus. Here is a sneak peek into some of this work.

❑ *Campus Discussion Guide*: A tool for conversations on your campus regarding how to use the NSLVE report to spark change.

❑ *National Data*: We'll be sharing data about the national landscape for college student voting.

❑ *Comparison Data*: We know campuses are interested in learning more about how their voting compares to other similar institutions. We'll be rolling out aggregate comparison data for groups of participating campuses.

❑ *Case Studies:* We've been on the road, visiting campuses with unpredicted, high voting rates. We will be sharing the findings from our studies of campus climates for student political learning and engagement in democracy.

❑ *Diversity & Democracy*: In November, in partnership with the Association of American Colleges and Universities (AACU), we will publish a special issue on college student political learning and engagement in democracy.

If you or someone else on your campus would like to receive more information about our research and resources, please sign up here.

About the Data

The voter registration and voting rates in this report reflect the percentage of your institution's students who were eligible to vote and who actually voted in the 2012 and 2014 elections. These data are based on enrollment records your institution submitted to the National Student Clearinghouse ("Clearinghouse") and publicly available voting records collected by Catalist.

Using enrollment records submitted on a date closest to the election, we removed students under 18 on Election Day. We also deducted an estimated number of students identified by your institution as non-resident aliens. This is based on the percentage of non-resident aliens reported by your institution to the Integrated Postsecondary Education Data System (IPEDS), and is more reliable than the demographic data campuses provide to the Clearinghouse at this time. Please note that students who blocked the use of their information under FERPA were also removed from the enrollment lists by the Clearinghouse.

When combining two datasets, matching errors can occur. That said, for each record, we receive a "confidence score." The average confidence score for the student records in our database is 96.6%. Nonetheless, some errors are still possible:

• On page three, we indicate the number of students who blocked their records from being used for any purpose, including research. If those students voted at a much lower or higher rate than your other students, it might affect the voting rate.

• Students not found in the voting database are considered non-voters, but we have no way to remove individual noncitizens (resident aliens and non-resident aliens). We use an estimate based on IPEDS data to account for your international students. We cannot adjust for undocumented students. This may result in your actual voting rate being higher than we report. To recalculate that percentage, see our FAQ on campus reports.

Reviewing the Data

Please use the following key to interpret the charts below:
*   = number of students is less than 10
-   = zero results in this field

For some colleges and universities, this report will contain some categories for which data is "unknown." These likely reflect the amount or quality of the data the institution provides, a problem that can be corrected by more comprehensive reporting to the Clearinghouse.
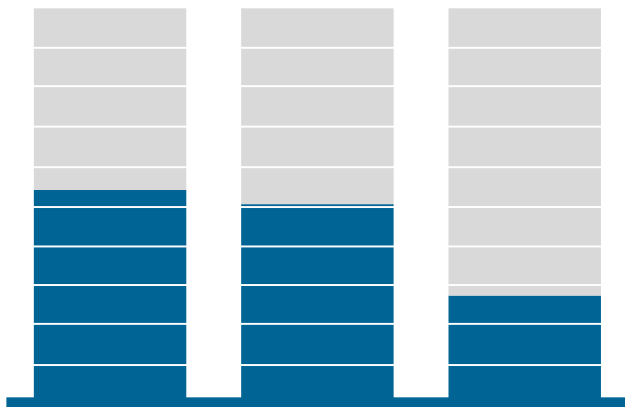
Your Students' Voting and Registration Rates

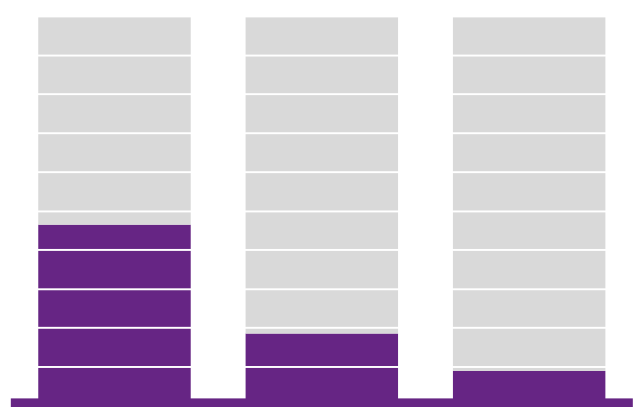| 2012 Voting Rate	2014 Voting Rate
27%	**8%**

2012
Presidential Election

53.9%	**50.3%**	**27.1%**
Registration Rate	**Rate of Registered Students who Voted**	**Voting Rate**

Total student enrollment	**6,006**
Ineligible to vote because too young	**399**
IPEDS estimated non-resident aliens	**79**
FERPA records blocked	*****
Number of students who registered	**2,979**
Number of students who voted	**1,499**

2014
Midterm Election

46.3%	**18.1%**	**8.4%**
Registration Rate	**Rate of Registered Students who Voted**	**Voting Rate**

Total student enrollment	**6,282**
Ineligible to vote because too young	**704**
IPEDS estimated non-resident aliens	**82**
FERPA records blocked	*****
Number of students who registered	**2,542**
Number of students who voted	**461**

Your Students' Voting Rate Breakdown

BY AGE GROUP

Your students broken down by age at the time of the election. Please note that we are not able to adjust these voting rates by removing non-resident aliens.

2012
Presidential Election

20.3%	26.8%	33.5%	47.0%	67.4%	76.0%	-
18-21	22-24	25-29	30-39	40-49	50+	Unknown

2014
Midterm Election
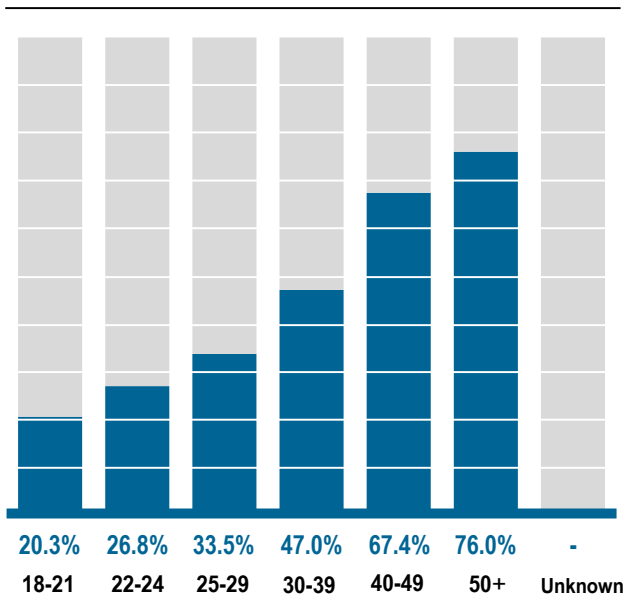
4.7%	7.6%	10.2%	22.2%	37.5%	48.0%	-
18-21	22-24	25-29	30-39	40-49	50+	Unknown

AGE GROUP	ENROLLED	VOTED
18-21	3,477	707
22-24	923	247
25-29	525	176
30-39	396	186
40-49	187	126
50+	75	57
Unknown	20	-

| AGE GROUP	ENROLLED	VOTED
18-21	3,559	168
22-24	917	70
25-29	528	54
30-39	342	76
40-49	152	57
50+	75	36
Unknown	*	-

Your Students' Voting Rate Breakdown

BY FIELD OF STUDY

Your students broken down by field of study. Please note that we are not able to adjust these voting rates by removing non-resident aliens.

	2012 Presidential Election			2014 Midterm Election		
	Enrolled	Voted	Turnout	Enrolled	Voted	Turnout
Agriculture, Agriculture Operations, and Related Sciences	-	-	-	-	-	-
Biological and Biomedical Sciences	-	-	-	-	-	-
Business, Management, Marketing, and Related Support	198	74	37.4%	182	16	8.8%
Communication, Journalism, and Related Programs	14	*	21.4%	-	-	-
Computer and Information and Library Sciences	56	20	35.7%	51	10	19.6%
Education	87	10	11.5%	51	-	-
Engineering	-	-	-	-	-	-
Health Professions and Related Sciences, Knowledge, and Skills	919	290	31.6%	1,082	111	10.3%
Humanities	-	-	-	-	-	-
Liberal Arts and Sciences, General Studies, and Humanities	241	66	27.4%	131	16	12.2%
Mathematics and Statistics	-	-	-	-	-	-
Multi/Interdisciplinary Studies	-	-	-	-	-	-
Parks and Recreation	55	*	16.4%	43	*	7.0%
Physical Sciences	46	12	26.1%	58	*	12.1%
Professions	52	17	32.7%	47	*	4.3%
Psychology, Personal Awareness, and Self-Improvement	-	-	-	-	-	-
Social Sciences	-	-	-	-	-	-
Technologies/Technicians	973	233	23.9%	1,055	85	8.1%
Trades	457	84	18.4%	387	13	3.4%
Visual and Performing Arts	91	24	26.4%	94	*	8.5%

Your Students' Voting Rate Breakdown

BY VOTING METHOD

Your students broken down by voting method. Please note that we are not able to adjust these voting rates by removing non-resident aliens. If your campus has a high percentage of "unknown" voting methods, it means that this information is not reported by local officals.

2012
Presidential Election

20.3%	0.3%	0.1%	77.6%	1.6%
Absentee	**Early Vote**	**Mail**	**In-Person, Election Day**	**Unknown**
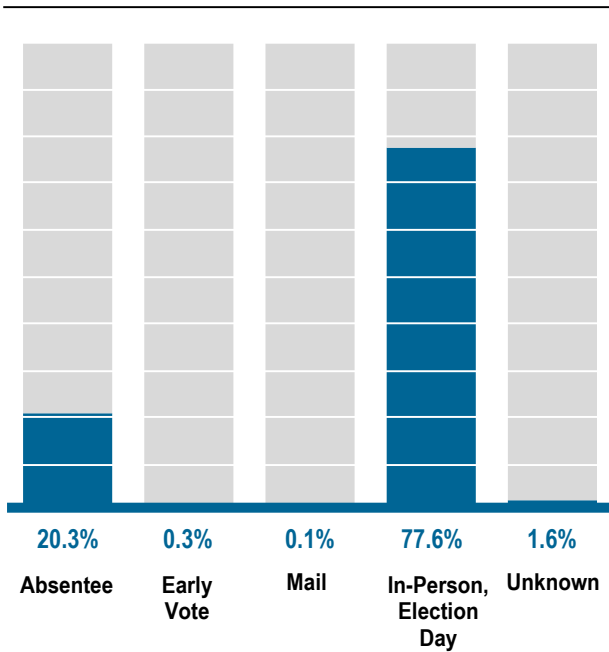
VOTING METHOD	ENROLLED	VOTED
Absentee	6,006	305
Early Vote	6,006	*
Mail	6,006	*
In-Person, Election Day	6,006	1,163
Unknown	6,006	24

2014
Midterm Election

6.9%	0.9%	0.2%	90.2%	1.7%
Absentee	**Early Vote**	**Mail**	**In-Person, Election Day**	**Unknown**
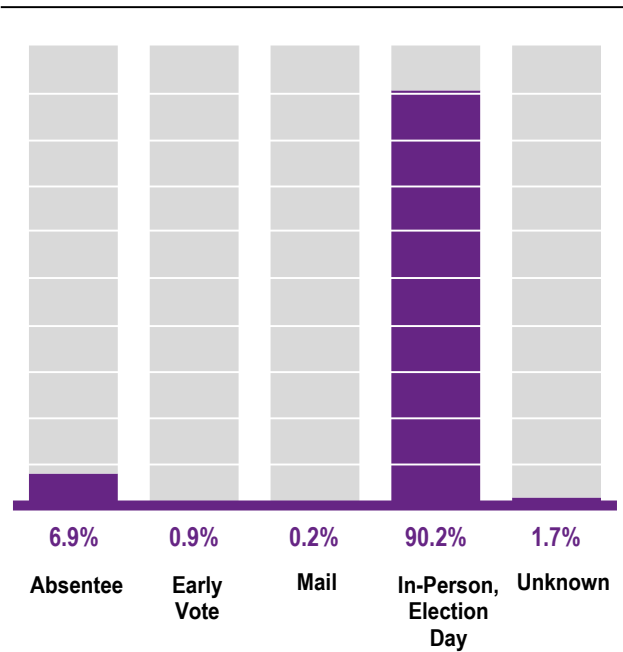
VOTING METHOD	ENROLLED	VOTED
Absentee	6,282	32
Early Vote	6,282	*
Mail	6,282	*
In-Person, Election Day	6,282	416
Unknown	6,282	*

How Your Institutions' Numbers Compare

BY CARNEGIE CLASSIFICATION

See how your campus voting rate compares to others in your Carnegie classification. This comparison data allows your campus to understand your individual voting rates in the context of similar institutions. Please note that we are not able to adjust these voting rates by removing non-resident aliens.

2012 Presidential Election

27.1%	46.9%	44.8%	47.3%	45.7%
Your Institution	All Institutions	Bachelors Institutions	Public Bachelors Institutions	Private Bachelors Institutions

2014 Midterm Election

8.4%	18.8%	19.6%	19.6%	15.8%
Your Institution	All Institutions	Bachelors Institutions	Public Bachelors Institutions	Private Bachelors Institutions

Pennsylvania College of Technology

PENNSTATE
1855
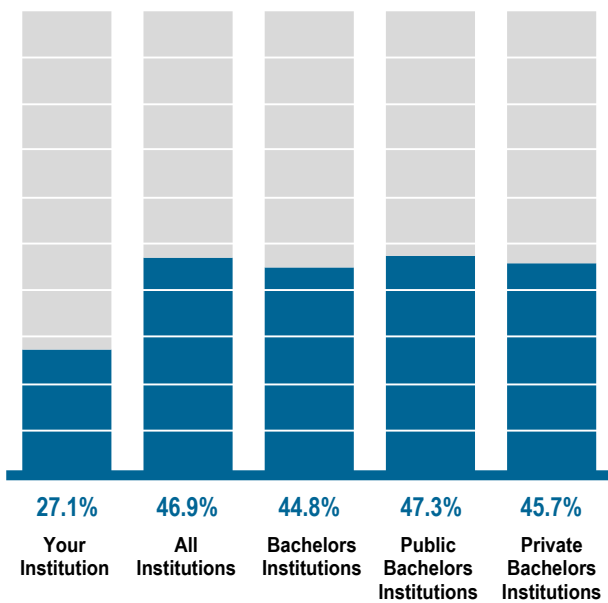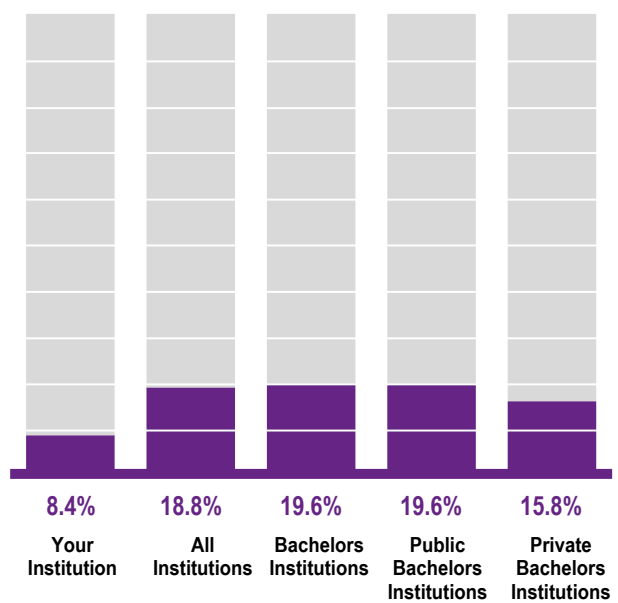
Strategic Plan
March
2016

Table of Contents

Goal 4 - Promote the College's mission and vision to both a regional and national audience.

Goal 0001

Provide a distinctive educational experience that engages students.

Initiative Code 1.01

Continuously validate academic programs are of the highest quality

Success Indicators

1.1.1   All academic programs will fully integrate assessment results into program review to guide decisions related to these programs by Spring 2017.

1.1.2   All programs with discipline accreditation available will be either accredited or be moving toward accreditation by Spring 2017.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

1.1.1   QTA has updated the templates for use in submitting Assessment Reports in conjunction with Program reviews. A series of professional development sessions have been developed and delivered to programs in the current cycle of review. The sessions focus on the effective use of assessment data in guiding decisions to strengthen programs. QTA members presented information sessions in school meetings on the implementation of the templates and an overview of the Plan & Process.

1.1.2   ATMAE granted initial accreditation to the Architectural Technology program in Fall 2015. ACBSP recognized the addition of Sport and Event Management under their accreditation of Penn College Programs. Physical Therapist Assistant is preparing initial accreditation document for submission to CAPTE in Spring 2016.

2014-15

1.1.1   All program review reports now require an appendix containing the Assessment Reports for both course and program outcomes. The combined Program Review/Outcomes Assessment report allows for single-document access. Based on feedback from Deans' Council and department heads from across the College, Quality Through Assessment is revising the Plan & Process to make assessment practices more readily understandable and more easily used. Template edits and modifications are also underway.

1.1.2   Architectural Technology (AT) submitted a self-study and had a site visit seeking initial accreditation from ATMAE. Results will be known in October. Sport & Event Management (BBP), a new major within Business Administration, will gain accreditation by ACBSP under the existing affirmation of all Penn College business administration programs.   Physical Therapist Assistant (TP) was recently approved as a new program through the Curriculum process for introduction in Fall 2016 and is actively pursuing recognition from the Commission on Accreditation in Physical Therapy Education.

Goal 0001

Provide a distinctive educational experience that engages students.

Initiative Code 1.02

Re-affirm Middle States' accreditation in June 2017

Success Indicators

1.2.1 Initiate Periodic Review Report process by June, 2015.

1.2.2 Submit a completed Periodic Review Report by June 1, 2017.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

1.2.1 The PRR committee has met several times through the fall semester; MSCHE standards have been assigned; initial reviews have been completed; data will be collected through May 2016 as the basis of the report.

1.2.2 Organization and preparation are on track for a Periodic Review Report Submittal in June 2017. The report is due to MSCHE by June 1, 2017.

2014-15

1.2.1 The PRR committee has been identified and work will commence in fall of 2015

1.2.2 This initiative has not yet begun

Goal 0001
Provide a distinctive educational experience that engages students.

Initiative Code 1.03
Identify and develop new academic programs in emerging fields of study

Success Indicators
1.3.1 Peer Program and Emerging Program reviews will be conducted in alternate years.

1.3.2 An average of two new or significantly revised academic programs will be introduced each year.

Action
08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report
2015-16

1.3.1 Assessment Research & Planning is reviewing past Emerging and Peer reports with the respective schools to determine potential new programs. Five ad hoc reports were developed for potential programs at the request of school deans.

ARP reviewed previous research on prospective programs with respective schools, generating additional research requests.

1.3.2 Seven majors were significantly revised (BCA, AT/BSD, HV/HP/BHV/BHD, TO, EO, MT and HY) in 2015. Revisions are in process for BSA, HM, and BID, to be completed in Spring 2016. A new minor in Financial Counseling (MFC) was approved.

The Industrial and Human Factors Design program has undergone a major revision, including a name change to Industrial Design. This aligns the program more directly with the Engineering Design Technology programs. A minor in Financial Counseling has been approved that leads students to prepare for the Accredited Financial Counselor (AFC) certification Exam. The Accounting bachelor degree program underwent significant revision to facilitate ease of transfer into the program.

Major revisions were made to a number of programs including Construction Management, Nursing (AAS), Physician Assistant. A new program in Brewing and Fermentation Science was approved for a Fall 2017 start.

2014-15

1.3.1 The Office of Assessment, Research & Planning researched and published a report on Emerging Programs as part of the two-year cycle of program research. The report examined six new emerging fields of study for consideration by the schools. Many of the emerging fields are interdisciplinary in nature. Additionally, ARP researched six other programs by request.

1.3.2 Two new programs were approved through the Curriculum process in 14-15, the BS in Sport

& Event Management (BBP) to launch in Fall 15 and the AAS in Physical Therapist Assistant (TP) to launch in Fall 16. In addition, a major revision of the Fitness Specialist degree resulted in a new major, Exercise Science (XS). A new minor, Innovation Leadership (MIE) was also introduced in an interdisciplinary effort of faculty and staff from across the College

Goal 0001

Provide a distinctive educational experience that engages students.

Initiative Code 1.04

Provide students superior academic support and advising services

Success Indicators

1.4.1   Increase student participation in academic support activities, offered by the Academic Success Center, by 10% by Spring 2017.

1.4.2   All teaching faculty will have participated in educational activities related to best practices in advising by Spring 2017.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

1.4.1   The percentage of unduplicated students served in the Academic Success Center (ASC) increased to approximately 56% for the 15-16 year. This represents a 5% increase when compared to the 13-14 rate, the base year. The total number of resources used by our students showed a slight decrease of 2% when compared to 2013-14 usage rates. This can be contributed predominantly to decreases in Mapworks referrals and mentoring requests in 15-16 (of approximately 20% and 30% respectively), while a 40% increase in MTH180 focused study groups as well as a 28% increase in online tutoring have contributed to maintaining the same levels in overall tutoring usage.

1.4.2   The Excellence in Academic Advising Committee planned, organized and delivered professional development sessions during all professional development days during the year. School meetings have included advising information in all six schools. Student feedback on effectiveness of advising continues to be gathered and is a point of discussion in faculty evaluation review sessions with school leadership.

2014-15

1.4.1   The percentage of unduplicated students served in the Academic Success Center (ASC) remained at approximately 51% for 2014-2015 (same as the 13-14 rate). However, the total number of resources used by our students increased by 3% when compared to 2013-14 usage rates. In particular, there was a 25% increase in tutoring services used and a 6% increase in the usage of the early alert systems; two key points of emphasis during 2014-2015.

1.4.3   The Excellence in Academic Advising Committee remains active in disseminating best practices in advising. The Committee sponsored and organized and All-Faculty meeting following the Fall 2014 Convocation during which several speakers provided information regarding improving advising. 2014 recipients of the Excellence in Academic Advising Award, Nancy Grausam and Tom Mulfinger, each presented professional development sessions related to their personal experiences with advising. Each of the respective schools incorporated best practices in advising into their January 2015 meetings. Academic advising was added to the faculty synthesis form used in evaluation. Students were also provided opportunities to provide feedback to advisors by responding to a brief survey after scheduling in each of the fall and spring term. This information was shared with school administrators to be disseminate to the respective advisors.

Goal 0001

Provide a distinctive educational experience that engages students.

Initiative Code 1.05

Increase retention rates

Success Indicators

1.5.1   Continue to implement programs and practices geared towards first-year students' success to raise the 1st to 2nd year retention rate for first-time, full-time students pursuing bachelor degrees from 70% to 74% by Fall 2017.

1.5.2   Continue to implement programs and practices geared towards first-year students' success to raise the 1st to 2nd year retention rate for first-time, full-time students pursuing associate degrees from 62% to 66% by Fall 2017.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

1.5.1   The 1st to 2nd year retention rate for first-time, full-time students pursuing bachelor degrees remained at 75% in fall 2015, the same level as in fall 2014. Programs and practices contributing to the maintenance of our retention of students include the FYE course, focus on improving academic advising, engagement of faculty and staff in the utilization of MAP-Works, and academic mentoring.

1.5.2   The 1st to 2nd year retention rate for first-time, full-time students pursuing associate degrees increased from 65% (fall 2014) to 70% in fall 2015. Programs and practices contributing to this increase include the FYE course, focus on improving academic advising, engagement of faculty and staff in the utilization of MAP-Works, and academic mentoring.

2014-15

1.5.1   The 1st to 2nd year retention rate for first-time, full-time students pursuing bachelor degrees increased from 70% (fall 2013) to 75% in fall 2014. Programs and practices contributing to this increase include the FYE course, focus on improving academic advising, engagement of faculty and staff in the utilization of MAP-Works, and academic mentoring.

1.5.2   The 1st to 2nd year retention rate for first-time, full-time students pursuing associate degrees increased from 62% (fall 2013) to 65% in fall 2014. Programs and practices contributing to this increase include the FYE course, focus on improving academic advising, engagement of faculty and staff in the utilization of MAP-Works, and academic mentoring.

Goal 0001

Provide a distinctive educational experience that engages students.

Initiative Code 1.06

Increase placement rates

Success Indicators

1.6.1   Improve positive placement by 5% (to 83.1%) by Fall 2018.

1.6.2   Increase the overall placement rate to 95% over the next three years.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

Overall Update - In an effort to increase placement rates for Penn College graduates, Career Services has continued to expand new initiatives to increase student preparation for the job search process and increase employment capacity by increasing both the number of employers we work with and the level of our interaction. Just looking at Fall 2014 versus Fall 2015, total appointments for "specialized services" (mock interviews, career exploration, etc.) has in increased from 179 to 261 (82, 46%). While total office contacts have declined from 351 to 211 (-140, 60%), in classroom contacts have grown from 3,440 to 4.303 (863, 25%). The Fall 2015 Career Fair also saw record attendance by employers which has resulted in strategic changes to the Fair's design scheduled to take place in Fall 2016.

1.6.1   Updated data is not available at this time.

1.6.2   Updated data is not available at this time.

2014-15

Overall Update - In an effort to increase placement rates for Penn College graduates, Career Services has implemented several new initiatives to increase student preparation for the job search process and increase employment capacity by increasing both the number of employers we work with and the level of our interaction. Some of the initiatives include:

Student Preparation
- In response to résumé quality concerns, a "Résumé Review" feature was created on Career Hub which allowed students to submit résumés and/or cover letters for review. Over 220 résumé reviews were completed with this new process.
- Provided 164 (2% increase from 2013-2014) individual, faculty-requested comprehensive employability workshops, serving 2,619 students (11% increase from 2013-2014).
- Hosted four Etiquette Dinner/Luncheon events (174 participants) that included targeted groups such as Occupational Therapy students, Student Leaders, and "Petition to Graduate" students.
- Expanded overall capacity for individual student contacts with over 800 (over a 70% increase from 2013-2014).
- Designed and delivered a capstone series of presentations on topics such as résumé& cover letters, job searching, interviewing, and social networking & professionalism, salary

negotiation to graduating students in 11 degree programs.
- Presented a Financial Literacy module for FYE101 students in 22 classes (366 students).

Employment Capacity
- Implemented an information/interview session request option in the Career Fair Registration Form to ease the process for employers, and changed the location for a more professional setting, which also increased capacity, in the PDC. 13 employers took advantage of this new process.
- Implemented a Penn College Career Services Twitter account, PCTEmployers, to link with current and prospective employers.
- Expanded On-Campus Recruiting (OCR) with 113 events (47% increase from 2013-2014) for 1,322 students (26% increase from 2013-2014).
- Career Fair: 2,501 students & alumni, 406 employers and 5,466 Full-time, Part-time, Internships, International, Summer & Seasonal jobs were offered to our students by employers at the Career Fair

1.6.1   Positive placement for 2013-2014 graduates (which was reported in Summer 2015) is at 87.8%. This is a 6.3% point increase over 2012-2013 rates and an 8.2% point increase over 2011-2012 rates.

1.6.2   The overall placement rate for 2013-2014 graduates (which was reported in Summer 2015) is at 96.6%. This is a 3.1% point increase over 2012-2013 and a 3.2% point increase over 2011-2012. This brings our 3 year average up to 94.5%.

Goal 0001

Provide a distinctive educational experience that engages students.

Initiative Code 1.07

Increase community service

Success Indicators

1.7.1   Define terminology to establish purpose and baseline levels of current student engagement by Spring 2015.

1.7.2   Identify additional goals by Spring 2015and establish both curricular and co-curricular initiatives to achieve stated goals by end of Spring 2015.

1.7.3   80% of student-athletes will volunteer at least 300 cumulative hours of campus/community service each academic year beginning in Fall 2014.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

1.7.1   No additional updates at this time.

1.7.2   This goal has been put on hold with the departure of the director of diversity and community engagement.

1.7.3   Updated data is not available at this time.

2014-15

1.7.1   Student Activities has developed terminology for the three levels of service we will track (community service, college service and service learning) and has established baseline levels based on the 2014-2015 academic year (3,021 hours for community services, 1,785 hours for college services; service learning baseline levels will be established during the 2015-2016 academic year).

1.7.2   Additional goals are being developed for all three service tracks; however, these goals will not be finalized until Fall 2015.

1.7.3   During the 2014-2015 academic year, 83% of student-athletes volunteered 412 hours cumulative hours of campus/community service. Programs included the Kathryn M. Freeman Race for Ovarian Cancer, the women's soccer team clinic for a local AYSO team on campus, Reading with the Wildcats at Thaddeus Stevens Elementary School, our first ever Women in Sports Day Clinic where members of the women's volleyball, basketball and soccer teams hosted an instructional clinic for local elementary-aged (K-6) girls and instructed them on the fundamentals of their respective sports, a canned food drive to benefit the Central PA Food Bank for NCAA DIII Week, and Red Out Basketball game for heart health and the Pink Out Volleyball game for breast cancer awareness.

Goal 0001

Provide a distinctive educational experience that engages students.

Initiative Code 1.08

Develop and use innovative pedagogy and technology to increase students' educational attainment and provide multiple pathways for acquiring competitive technical skills

Success Indicators

1.8.1   Increase use of alternate credit options (Competency Assessment, Credit-by-Exam, Credit for Work/Life Experience, and Advanced Placement/College Level Examination Program) by 20% by Spring 2017.

1.8.2   Annually showcase successfully demonstrated examples of "Innovations in Teaching" among faculty.

1.8.3   Create a competitive grant fund to sponsor the development of a minimum of two faculty initiatives in innovative teaching practices each year in addition to the existing Assessment Award.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

1.8.1   Advanced Credit opportunities have expanded. Noncredit-to-credit articulations have been developed for programs offered/sponsored through WDCE to academic programs.

1.8.2   The Teaching Institute, held after the close of the Spring semester, continues to be an excellent opportunity for innovative faculty to share experiences in teaching and advising. Professional development days at the beginning and end of each semester also highlight such innovations.

1.8.3   This initiative has not yet begun.

2014-15

1.8.1   Advanced Credit policies and procedures were revised to clarify language and to simplify means for prospects and students to access alternate routes to achieving credit.

1.8.2   Multiple faculty have been invited to present pedagogical innovations at the Teaching Institute held at the close of the Spring term.

1.8.3   This initiative has not yet begun.

Goal 0001

Provide a distinctive educational experience that engages students.

Initiative Code 1.09

Increase the level of co-curricular engagement among students

Success Indicators

1.9.1   Increase the number of Living Learning Communities to 6 by Fall 2016.

1.9.2   Increase student participation in Living Learning Communities by 33% by Fall 2016.

1.9.3   Student Affairs will partner with faculty to program at least four faculty-led co-curricular educational programs per academic year.

1.9.4   Achieve NSSE engagement benchmarks in the areas of Student-Faculty Interaction (SFI), Enriching Educational Experiences (EEE), and Supportive Campus Environment (SCE) for first-year and senior students that are either of "no significant difference" or a "positive difference" related to peer comparison groups.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

1.9.1   In an effort to focus additional resources on Residence Hall programing in general, and Living-Learning Communities specifically, the Residence Life Office underwent a major reorganization which created a new Assistant Director of Residence Life for Residence Education. This new staff member, Amie Fox, who began in mid-Fall 2015 has already had in impact on the organization and planning of Living-Learning Communities. This year, that has included the creation of a LLC Mentor (a student mentor for residents in the same major) in addition to the Resident Assistant. This gives allows for much more focus on community building and programming for each LLC..

1.9.2   See update from 1.9.1

1.9.3   Student Activities continued its extremely popular, faculty-led, Roundtable discussions, sponsoring 2 during Fall 2015 (The Coming Elections and Criminal Justice) led by Dr. Craig Miller. The College again held the David London My Last Words Lecture Series which featured 2015's selection, Dr. Bruce Wehler, presenting on "What Are You Full Of? (The Things We Carry)".

1.9.4   The NSSE was administered in the Spring of 2015, and results were reported in Fall of 2015. The new NSSE Engagement indicators vary slightly with the terminology used in this goal, which have been summarized below for comparison. In general, Penn College first- year and senior students were either of "no significant difference" or a "positive difference" related to all peer comparison groups in all areas except one, Discussions with Diverse Others.

- In Student-Faculty Interactions, which is now called Experience with Faculty:

- A mean score of 23.5 for First-Year students, above the 21.6 of our peer group, above the 21.2 of our Carnegie Class, and above the 20.7 of all NSSE participants.
- A mean score of 27.5 for Seniors, above the 24.9 of our peer group, above the 23.0 of our Carnegie Class, and above the 24.0 of all NSSE participants.

- In Enriching Educational Experiences, which is now divided into Collaborative *Learning and Discussions with Diverse Others:*

  Collaborative Learning

  - A mean score of 33.1 for First-Year students, above the 32.2 of our peer group, above the 31.1 of our Carnegie Class, and above the 32.4 of all NSSE participants.
  - A mean score of 33.2 for Seniors, above the 33.1 of our peer group, above the 31.4 of our Carnegie Class, and above the 32.9 of all NSSE participants.

  Discussions with Diverse Others

  - A mean score of 36.8 for First-Year students, below the 21.6 of our peer group, below the 38.8 of our Carnegie Class, and below the 41.1 of all NSSE participants.
  - A mean score of 37.4 for Seniors, below the 38.8 of our peer group, below the 40.5 of our Carnegie Class, and below the 42.0 of all NSSE participants.

- In Supportive Campus Environment, which still uses the same terminology:
  - A mean score of 39.9 for First-Year students, above the 36.6 of our peer group, above the 36.8 of our Carnegie Class, and above the 37.3 of all NSSE participants.
  - A mean score of 37.7 for Seniors, above the 32.2 of our peer group, above the 31.8 of our Carnegie Class, and above the 33.3 of all NSSE participants.

2014-15

1.9.1   During the 2014-2015 academic year, Residence Life sponsored four Living-Learning Communities (Health Sciences, IT, Hospitality, and Automotive). These were the same four sponsored in 2013-2014. In 2015-2016, Residence Life will sponsor two additional communities: Architecture and Leadership.

1.9.2   During the 2014-2015 academic year, Residence Life had 88 students residing in Living-Learning Communities (37 in Health Sciences, 19 in IT, 16 in Hospitality, and 16 in Automotive). This is a 3% decrease from 2013-2014 which had 90 students involved (49 in Health Sciences, 16 in IT, 9 in Hospitality, and 16 in Automotive).

1.9.3   Student Activities continued its extremely popular, faculty-led, Roundtable discussions, sponsoring 5 (Religion, The War on Drugs, Diversity, Future of Space Exploration, and Climate Change) led by Dr. Craig Miller. Several other co-curricular programs were led by faculty this year including a showing and discussion of the movie Wikileaks by Dr. Richard Sahn and Dr. Vinay Bahl and a showing and discussion of the film Miss Representation during Women's History Month. Student Activities also sponsored social activities which were led by faculty including Sugar Skull decorating for a Dia de Muertos celebration with Chef Charles Niedermyer and our Murder Mystery Dinner with Chef Mike Ditchfield. Additionally, while not specifically faculty-led, Student Activities also offered a number of

programs involving faculty/student interaction including the "More than Marriage Equality Symposium" which was held during Pride Week, LGBTQA Coffee Chats which were held once a month, a lecture series event with speaker Janet Oberholtzer, a Women's Leadership Panel and Reception for students and faculty in nontraditional majors, a creative writing seminar led by lecture series speaker Jason Carney, and faculty involvement in the Student Leader Selection Process. Finally, the College again held the David London My Last Words Lecture Series which featured 2014's selection, Dr. Jake Miller.

1.9.4 The NSSE was administered in the Spring of 2015; however, results are not expected to be reported until August/September of 2015. In 2012, the last time the NSSE was administered, the College's outcomes included:
- In Student-Faculty Interactions:
  - A mean score of 36.7 for First-Year students, above the 34.0 of our peer group.
  - A mean score of 45.8 for Seniors, above the 42.8 of our peer group.
- In Enriching Educational Experiences:
  - A mean score of 23.8 for First-Year students, below the 26.9 of our peer group.
  - A mean score of 36.2 for Seniors, below the 38.7 of our peer group.
- In Supportive Campus Environment:
  - A mean score of 65.1 for First-Year students, above the 60.1 of our peer group.
  - A mean score of 61.5 for Seniors, above the 57.7 of our peer group.

Goal 0001

Provide a distinctive educational experience that engages students.

Initiative Code 1.10

Transition Penn College Athletics to NCAA Division III membership

Success Indicators

1.10.1 Penn College will be granted NCAA Full membership status by Fall 2018.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

1.10.1 Penn College received notification that we are granted advancement into our second provisional year of NCAA Division III membership in September 2015. The NCAA made special note in our notification of the high quality of our application for continued membership. Since that time, the College and our staff have continued to be actively involved in both NCAA and North Eastern Athletic Conference (NEAC) activities and leadership positions. These include, but are not limited to, NCAA Rules Conference and NCAA National Convention meetings, and NEAC leadership roles on the Executive Committee, Strategic Planning Committee, Sportsmanship Committee, and individual sports committees.

2014-15

1.10.1 During the summer of 2014, Penn College was officially granted Provisional Membership in the NCAA Division III and served its first Provisional year during the 2014-2015 academic year. During the year, the Wildcats met each of the NCAA benchmarks. The College was unofficially notified by the NCAA Division III Membership Committee that we have been recommended for continued Provisional Membership for the 2015-2016 academic year (official notification will occur in late summer 2015). The NCAA made special note in our notification of the high quality of our application for continued membership.

Goal 0001

Provide a distinctive educational experience that engages students.

Initiative Code 1.11

Build a supportive and inclusive campus environment through the advancement of diversity and social justice

Success Indicators

1.11.1   A Safe Zone Program will be in place by January 2015.

1.11.2   Student Affairs will program at least 3 large scale, high profile diversity related programs annually that attract at least 200 attendees each.

1.11.3   Increase the number of courses granted the Cultural Diversity Designator by 10% by Fall 2017.

1.11.4   Expand recruitment opportunities of Hispanic/Latino students via the bilingual Admissions Recruiter

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

1.11.1   The College's Safe Zone Program has continued to be a popular mainstay in professional development offerings for faculty/staff. To date, approximately 200 College employees have been trained through the Program. The success of this program also spurred the creation of an Ally Training (Peer) program for students that has focused on providing training for student leaders and student organizations.

1.11.2   Led primarily by Student Activities, Student Affairs is continuing to program large scale, high profile diversity related events during the 2015-2016 academic year. So far, these have included
- Speaker Nontombi Naomi Tutu held during the College's Dream Week events.
- Movie, Lecture, and Comedy Show "The Muslims Are Coming.
- Soul Food Dinner, prepared by Chef Mike Ditchfield's catering class, held during Black History Month.

1.11.3   Two additional courses have been submitted to the Curriculum Committee during the 2015/16 academic year requesting CUL status, ENL253 (revised course) and ENL209 (new course).

1.11.4   Developed and produced a Spanish Visit card in Fall 2015 for an admissions representative to take on the road.

Developed and produced a National High School poster in Fall 2015 to distribute to high schools in Florida, Texas and California.

2014-15

1.11.1 The College's Safe Zone Program was introduced in Fall 2014 with "Introduction to Safe Zones", a faculty/staff professional development session on providing support for LGBT students. This academic year, 121 College employees were trained on the Safe Zone program. Due to the demand, a second tier program, "Identity Development of GLBT People and Allies", was developed in Spring 2015.

1.11.2 Led primarily by Student Activities, Student Affairs produced 4 large scale, high profile diversity related events during the 2014-2015 academic year. These included
  - Speaker Jesus Nebot "Illegal Immigration: A Humanitarian Perspective" held during the College's first Hispanic Heritage Month celebration.
  - Speaker and Slam Poet Jason Carney who performed curing the College's Dream Week, a celebration of the life of Martin Luther King, Jr.
  - Soul Food Dinner, prepared by Chef Mike Ditchfield's catering class, held during Black History Month.
  - Pride Week, a series of events highlighting LGBTQA issues and celebrating celebrate the LGBTQA Community at Penn College. Events included a Marriage Equality Symposium with Equity Central PA, a Drag Show sponsored by PC Alliance, and the College's first Lavender Graduation. It should be noted, however, that none of the individual events garnered an attendance above 200 (except for the cumulative events which occurred during Pride Week).

1.11.3 During the 2014-2015 academic year, the College granted approval or made revisions to the following courses that have Cultural Diversity designations: PSC 261: International Relations, HIS 146: United State Survey from 1877 to Present; ITL 201: International Peer Mentoring I, and ITL 202: International Peer Mentoring II. This is a 1.5% increase in the number of Cultural Diversity Designators this year.

1.11.4 During the 2014-2015 academic year, the College attended Hispanic National College Fairs in Jersey City, NJ, Long Island, NY, Philadelphia, PA, and Lancaster, PA. Admissions visited and started forming relationships with Hispanic Centers including El Centro Hispano (Reading, PA) and Hispanic Center Lehigh Valley. Emily Weaver, Admissions Representative, became an individual member of the Hispanic Association of Colleges and Universities (HACU), and she provided translation services to families that requested it while visiting the campus.

Goal 0001

Provide a distinctive educational experience that engages students.

Initiative Code 1.12

Expand campus-wide health and wellness education and awareness

Success Indicators

1.12.1 A Bystander Intervention Campaign will be in place beginning in Fall 2014.

1.12.2 A Quick Response Service (QRS) for campus emergency response will be developed by Fall 2015.

1.12.3 Netnutrition software will be in place by January 2015 to provide enhanced nutritional information about on-campus dining options

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

1.12.1   The Bystander Intervention Campaign was developed and implemented starting with the Summer 2015 Connections program. This integrated educational and marketing program, focused on encouraging peer-to-peer intervention, was extremely successful with new students and was quickly expanded to train upperclassmen as well. The Bystander program has been reinforced at multiple events and activities throughout the academic year with t-shirt giveaways and educational resources. The Program was highlighted in January 2016 All-Faculty Meeting, which featured a faculty lead panel of current Penn College students discussing their experiences and how faculty helped (and hurt) from a Bystander perspective. The Program was also presented at the February 2016 Board of Directors meeting with a summary explanation of the program rational and impact thus far.

1.12.2   The College's QRS, which saw its first full year of service during the 2014-2015 academic year, has continued to grow in providing service to the College community. In just the Fall of 2015, the QPR has seen increased usage and is on pace to respond to approximately 200 calls this academic year.

1.12.3   Dining Services rolled out College-wide implementation of the software in Fall 2015. The Netnutrition software provides customers with nutritional information on their food purchases and flags common allergens. It allows customers to build online menus which give them nutritional value, calorie intake, and removes items flagged for allergy. It also allows the College to provide more detailed menu signage in the units (nutritional value, calories, ingredients, potential allergens, etc.) in more organized and automated way.

2014-15

1.12.1   This goal was not met. The plan for the implementation of the Bystander Intervention Campaign was developed with the hope that a new Health Educator position would be created to lead this effort. Since this position was not realized, the Bystander program was

led utilizing a team approach, primarily by Jennifer McLean, Kathy Zakarian, and Katie Mackey. They formed a committee involving staff from Student Affairs, Enrollment Management, Faculty, and one community representative from the YWCA's Wise Options program. They spent the 2014-2015 academic year developing a strategic plan for its development and will roll out the new program during the 2015-2016 academic year.

1.12.2   The College's QRS, Station 34, was begun in April of 2014 and saw its first full year of service during the 2014-2015 academic year. The QRS is affiliated with the Lycoming-Tiago-Sullivan County EMS Council and provides emergency response to campus incidents 24-7. The QRS is managed through College Health Services and employees approximately 20 part-time EMTs, most of which are students. During the 2014-2015 academic year, the QRS responded to 134 calls.

1.12.3   Dining Services purchased Netnutrition software during the 2014-2015 academic year. It was rolled out in designated units in Spring 2015, and will be College-wide beginning in Fall 2015. The Netnutrition software which provides customers with nutritional information on their food purchases and flags common allergens. It allows customers to build online menus which give them nutritional value, calorie intake, and removes items flagged for allergy. It also allows the College to provide more detailed menu signage in the units (nutritional value, calories, ingredients, potential allergens, etc.) in more organized and automated way.

Goal 0001

Provide a distinctive educational experience that engages students.

Initiative Code 1.13

Increase alumni engagement with students through various volunteer opportunities

Success Indicators

1.13.1 Increase the number of interactions between alumni relations, alumni volunteers and current students by 10% equaling 140

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

1.13.1 As of December 9, we had 71 interactions with students. Alumni Relations is continuing to work on volunteers for the spring semester for the alumni in the classroom project. The mentor program proposal has been submitted. Students have been included in Homecoming activities and will be presenting at the WTI reunion in April.

2014-15

1.13.1 Alumni Volunteers increased from 103 to 154 in 2014-15 representing an increase of 51 unduplicated volunteers or 49%.

Goal 0002

Invest in the development of all College employees to engage them in the advancement of the College's mission and vision.

Initiative Code 2.01

Develop and implement Succession planning that identifies the pool of current talent and skills that will be needed in the future.

Success Indicators

2.01.01 -

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

Succession planning processes are being researched. Development and implementation to follow.

2014-15

HR has begun to do some analysis of department positions and staffing to identify current resources.

Goal 0002

Invest in the development of all College employees to engage them in the advancement of the College's mission and vision.

Initiative Code 2.02

Develop and implement a recruitment strategy that broadens the reach of the College and adds depth and diversity to the talent pool of faculty and staff.

Success Indicators

2.02.01 -

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16
Minimal effort to date.

2014-15
HR has started advertising through LinkedIn. Through PeopleAdmin, we have an increased reporting ability to see some diversity characteristics, such as race and sex, when disclosed. Additionally, we have increased ability to report on where applicants saw advertisements to be analyze potential resources for diversity recruiting.

For example, if we advertise in Diverse Jobs, we could see what applicants applied from that ad.

Goal 0002

Invest in the development of all College employees to engage them in the advancement of the College's mission and vision.

Initiative Code 2.03

Develop and implement a retention plan that is appropriate for the College.

Success Indicators

2.03.01 -

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

Initial efforts for the retention plan include continuation of the Staff leadership program (Spring 2016) and the Faculty leadership program in the Spring 2015 semester. Several professional development programs has been presented that support retention.

2014-15

No action to date.

Goal 0002

Invest in the development of all College employees to engage them in the advancement of the College's mission and vision.

Initiative Code 2.04

Increase opportunities for internal and external professional development.

Success Indicators

2.4.1 Use WDCE resources to secure instructors for internal professional development as well as for opportunities for new training.

2.4.2 Expand the number and variety of diversity training programs for faculty and all staff.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

2.4.1 WDCE provided a Leadership Series professional development to full-time employees; a 14-module institute for staff leadership.

2.4.2 Student Affairs is continuing to assist Human Resources in providing diversity-related programs for faculty and staff. The have so far included the College's Safe Zone Program, a second tier of the Safe Zone program called, "Identity Development of GLBT People and Allies", and professional development around diversity related events included a workshop for faculty and staff by Nontombi Naomi Tutu and a movie screening of The Muslims Are Coming and a discussion with its actors/producers.

2014-15

2.4.1 WDCE provided twelve professional development sessions for Employee Relations, using five instructors. Topics included Time and Project Management, Conflict, Ladder of Inference, Problem Solving and Decision Making, Critical Conversations with Employees, Behaving Ethically, and Supervisory Roles and Responsibilities.

2.4.2 Professional Development assisted by Student Affairs offered several diversity-related programs for faculty and staff during the 2014-15 academic year;
- Introduction to Safe Zone
- Safe Zone 2: Identify Development of LGBTQ People and Allies
- Using the Tunnel of Oppression to Teach Multicultural Competence
- Race, Religion, Age, Sexual Orientation…What Are Students' Perceptions of our Campus Climate: Results from Penn College's 2012 EBI Campus-wide Student Climate/Diversity Assessment
- Building Multicultural Competence Through Experiential Learning

Goal 0002
Invest in the development of all College employees to engage them in the advancement of the College's mission and vision.

Initiative Code 2.05
Deepen engagement and support from all employees in recruitment/retention efforts and in the effective promotion of the College.

Success Indicators
2.5.1 Increase Open House and special event volunteers by 10%.

2.5.2 Enlist employees in recruiting activities by offering 2 professional development programs per year.

Action
08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report
2015-16

2.5.1 For the fall 2015 Open House event, 63 employees volunteered. Volunteer registration for the spring 2016 Open House is currently underway. The goal will be to exceed our level of employee participation in Open House events from the 2-14-15 academic year (146 employees). Increased communication from Admissions to the campus community about their events and requests for involvement have been implemented. Tracking of employee involvement in all admissions event has been initiated.

2.5.2 Admissions has created several new opportunities to increase campus awareness of recruitment and opportunities for employees to participate in recruitment. During the fall 2015 semester, a three part SOS series focused specifically on the Admissions office was offered. Topics included the application process, communication processes with students, and the role of student ambassadors. Admissions also presented a session during the Enrollment Management Processional Development series which has been offered during both the fall 2015 and spring 2016 semesters. Their session focused specifically on recruitment and the application process. Additionally, Admissions staff led campus tours for new faculty during the fall new faculty orientation and presented to this same group during the spring semester about the application process and the role of faculty in recruitment. Increased communication between Admissions and Dean's Council and faculty has been developed. For example, all Admissions Representatives are attending School Meetings during the spring semester to discuss opportunities for collaboration on recruitment.

2014-15

2.5.1 Efforts were made to increase volunteer participation in Open House activities. Approximately 146 employees volunteered to assist with Open House during the 2014-15 academic year, an increase from 105 volunteers during the prior year. Plans have also been designed to increase outreach to all campus employees during the 15-16 year to highlight ways to become more knowledgeable about and involved in Admissions' sponsored events.

2.5.2   Campus awareness of recruitment and opportunities to participate in recruitment was promoted through a presentation to faculty participating in the leadership program and a redesigned Open House training for volunteers. Plans were are developed for a more comprehensive outreach to employees for the 15-16 year which will include an SOS session, targeted outreach to faculty and staff groups, and two formal professional development sessions which will be offered through Human Resources. Additionally, Public Relations and Marketing began development of a "Points of Distinction" handout which will be distributed to all employees in conjunction with an awareness campaign, developed by Enrollment Management, to raise awareness about the value of a Penn College degree which will begin in Fall 2015.

Goal 0002
Invest in the development of all College employees to engage them in the advancement of the College's mission and vision.

Initiative Code 2.06
Support employees in assuming leadership roles in professional organizations.

Success Indicators
2.6.1   Increase employee participation in the Strategic Initiative Fund by 25% each year.

2.6.2   Sponsor faculty and staff participation through the development of an external leadership fund.

Action
08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report
2015-16
2.6.1   Thus far in 15/16 there have been 5 faculty and staff members awarded Strategic Initiative funding. Applications can still be submitted in this funding cycle.

2.6.2   Retraining & Upgrade Funding continues to be the primary means of supporting professional development through programs external to the College..

2014-15
2.6.1   Four faculty and staff members received Strategic Initiative funding during 14/15, up from two in 13/14.

2.6.2   A distinct fund has not yet been established. 18 faculty did participate in the Leadership Development program developed through WDCE in Spring 15. Other development activities for faculty have been supported through the Retraining & Upgrading Fund.

Goal 0002

Invest in the development of all College employees to engage them in the advancement of the College's mission and vision.

Initiative Code 2.07

Increase faculty and staff participation in scholarly activities, including presentations.

Success Indicators

2.7.1   Provide institutional support for participation in grant and scholarly activities.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

2.7.1   Both Strategic Initiative Funding and Retraining & Upgrade Funding have been leveraged to support faculty in advancing their scholarship. Sabbatical applications for 15/16 noted a plans for advanced scholarship as well.

2014-15

2.7.1   Strategic Initiative Fund and Retraining & Upgrade Fund are being actively promoted as means of support for faculty research and presentation.

Goal 0002

Invest in the development of all College employees to engage them in the advancement of the College's mission and vision.

Initiative Code 2.08

Continue leadership development program.

Success Indicators

2.8.1   Offer 1 leadership development program per year, alternating between faculty and staff.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

2.8.1   Leadership Institute for faculty (1) and Staff (1) have been conducted. Continue to evaluate and modify as needed.

2014-15

2.8.1   WDCE and Academic Affairs collaborated in the development and delivery of a leadership development curriculum geared towards faculty in Spring 2015. Nineteen faculty members from all six schools and the Madigan Library participated. The group met for fourteen weekly sessions throughout the spring term.

Goal 0003

Assure the long term financial strength of the College through sound stewardship of all College resources.

Initiative Code 3.01

Increase business and industry relationships

Success Indicators

3.1.1 New or expanded relationships will be developed with at least 30 companies each year that result in equipment donations, new areas of student recruitment (full-time and internship), or scholarships.

3.1.2 Engage at least 10 new or former employers that have not accessed WEDnet resources in the last 3 years to submit applications.

3.1.3 Develop and provide customized training to at least 5 new companies annually.

3.1.4 Seek, select and implement a formal mechanism for tracking relationships with business and industry (i.e. Salesforce).

3.1.5 Expand the use of social media to engage at least 1,000 business contacts with regular postings about workforce issues, training opportunities, scholarships and College activities.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

3.1.1 As of December website in beginning stages of updating; leveraging partnerships is on-going; collaboration with WDCE, etc. is on-going; attended FabTech Nov 2015; equipment entrustments: in process or signed include Novatec, Miller Electric, Fronius, Anderson Equipment; Best Line Equipment. Total new or expanded relationships 33.

3.1.2 16 employers were identified as new to WDCE, while seven more returned after multi-year hiatuses.

3.1.3 Customized training developed by WDCE was conducted for the following new companies: Construction Specialties Corporate, Hudock Capital Group, INSTEEL Wire Products, Soldiers + Sailors Memorial Hospital; Publisher Service Associates, Sensus, GF Harvel, and Vycom.

3.1.4 Completed – Salesforce has been successfully implemented and integrated into the daily operations of WDCE.

3.1.5 WDCE's social media channels, primarily the LinkedIn group, has over 1,750 followers, while electronic marketing (Constant Contact) is sent to over 7,000 contacts across eight different categories.

2014-15

3.1.1 44 new or expanded relationships with business and industry were established by Institutional Advancement in 2014-15 that resulted in additional opportunities for students

in the areas of internships, full- time employment, scholarship support, and equipment and technology donations, as well as field trip and guest lectureship opportunities. In addition, WDCE formed or expanded relationships with more than 35 companies to meet incumbent worker training needs.

3.1.2   7 new employers were identified as new to WDCE, while at least five more returned after multi-year hiatuses.

3.1.3   Customized training developed by WDCE was conducted for the following new companies: Williams/Transco; Regency(PVR); Saxon Drilling; Tri-State Trucking; Dallas-Morris; Blue Stone Environmental; Inflection Energy; McClarin; Polymics; ALP Lighting; Greiner Packaging; Precision Medical; Remcon; PA Fish and Boat Commission; North Central Secure Treatment Center; Penn Highlands Dubois and SGL Carbon.

3.1.4   Selected Salesforce as the CRM platform for use across WDCE. The WDCE client development team has been trained and implemented on its use for all customer engagements.

3.1.5   WDCE's social media channels, primarily the LinkedIn group, has over 1,500 followers, while electronic marketing (Constant Contact) has over 6,000 contacts.

Goal 0003

Assure the long term financial strength of the College through sound stewardship of all College resources.

Initiative Code 3.02

Aggressively seek external funding for College initiatives

Success Indicators

3.2.1 Continue working with McAllister and Quinn to identify and apply for grants relative to our mission.

3.2.2 Apply for one governmental grant per quarter.

3.2.3 Identify and pursue grant support from 5 Corporate Foundations.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

09/2015 – Recommend addition of success indicator 3.2.3

Status Report

2015-16

3.2.1 McAllister and Quinn continue to regularly provide opportunities for grant applications. They provide monthly updates on activities involving Penn College faculty and staff. They recently completed a visit during which they met with five different groups across campus to advance these efforts.

3.2.2 Working through M&Q the following grants were submitted or are in development:
- Campus Suicide Prevention - $300,000 – Successfully funded
- Title III - $2,000,000 – Submitted – Not Funded
- Arts Education by CAC - $100,000 – Awarded $10,000
- NSF Cyber-Corps - $500,000 – Submitted and pending notification
- EDA Public Works - $2,500,000 – In progress

3.2.3 Grants awarded ($623,000) include Hagerty Education Program, Stabler Foundation, Alcoa Foundation, Keystone Wood Products Association, Gene Haas Foundation. Grants submitted and denied or waiting to hear ($109,338) PPL Foundation, Horseless Carriage Education Institution. Additional $3,000 coming from KWPA upon state budget passing.

2014-15

The College continues to partner with McAllister & Quinn to identify appropriate opportunities for grant applications. Opportunities have been identified and initial steps taken for applications from the Community Arts Center and the Information Technology department of ICET for coming applications. Over the 14-15 fiscal year, the College applied for the following grants, working with M&Q:
- Stabler Foundation (student scholarships), $1 Million, submitted on 11/03/14, not funded
- Campus Suicide Prevention, $300,000, submitted on 04/17/15, this grant application was successful and will be funded.

- Dominion Foundation (mechatronics), $50,000, submitted on 05/13/15, not funded
- Title III, $2 Million, submitted on 06/05/15, pending notification

Goal 0003

Assure the long term financial strength of the College through sound stewardship of all College resources.

Initiative Code 3.03

Increase enrollment

Success Indicators

3.3.1 By fall 2017, increase enrollment to 6,000 students (headcount), approximately 81,600 credit hours through the implementation of the Enrollment Management Plan.

3.3.2 Increase the number of interactions alumni volunteers have with prospective students by 10% equaling 61 opportunities.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

08/2015 – Recommend addition of success indicator 3.3.2.

Status Report

2015-16

3.3.1 The fall 2015 enrollment was 5,514 students (headcount) with 75,362 credits, a slight decrease in both areas from fall 2014 (5,623 headcount, 77,883 credits). As outlined in the Enrollment Management plan, a connected campus Recruitment and Marketing plan has been developed directing the implementation of numerous new recruitment strategies/initiatives with the expectation that they will have a positive influence on enrollment.

3.3.2 As of December 9, there have been 23 interactions with prospective students. This will begin to increase as the accepted student project begins this semester. Alumni Relations continues to work with Admissions to increase the number of alumni that assist at college fairs and we plan on having alumni at the spring open house. The referral card process and the tracking system are in planning stages.

2014-15

3.3.1 The fall 2014 enrollment was 5,623 students (headcount) with 77,883 credits, a slight decrease in both areas from fall 2013. As outlined in the Enrollment Management plan, a connected campus Recruitment and Marketing plan is underdevelopment and numerous new initiatives have been implemented. The implementation of the Enrollment Management plan is largely on track.

Goal 0003

Assure the long term financial strength of the College through sound stewardship of all College resources.

Initiative Code 3.04

Increase support from alumni and other key stakeholders.

Success Indicators

3.4.1   Amount given by alumni donors will increase by 5% per year.

3.4.2   Secure at least eight new or increased planned gifts.

3.4.3   1914 Society members will increase by at least 5% per year.

3.4.4   Twenty (20) new or increased scholarship funds.

3.4.5   Identify five (5) new and expanded benefits and resources to enhance alumni cultivation.

3.4.6   Conduct a mini campaign for capital equipment.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

08/2015 – Recommend addition of success indicators 3.4.5 and 3.4.6.

Status Report

2015-16

3.4.1   Donor renewal anniversary mailing has shown an overall response rate of 45.93%, a significant increase from the 12% response rate of the 14-15 renewal mailing.

Targeted donor acquisition mailings have been sent to solicit support for the SAE Baja team, a trip to Italy for architecture students, and The Luke/Moff scholarship.

Phonathon budget was reallocated to target high potential past donors and to utilize The Stockade Group as an annual giving consultant. Along with the Stockade Group, a variety of focus groups about annual giving were conducted and a report of findings was submitted to the college. So far this year, phonathon calling resulted in 141 gifts totaling $11,298.50. In comparison, the 2014-15 phonathon generated 106 gifts totaling $6,671.

To date there are 111 1914 society members, 17 new members and 94 renewed.

Total alumni giving to date is $$198,029.46, a 44% increase over last year at this time

3.4.2   Two new members of Pillar Society; One IRA beneficiary distribution received.

Monthly planned giving e-newsletter in being sent regularly and continues to generate planned giving prospects.

3.4.3   As of 1/8/16: 94 members had renewed; 17 new members have been added.

Fifty two 1914 society members received a renewal mailing in December. The mailing had a 46% response rate with 24 gifts and $31,500 received to data.

The 1914 signature event was held in November at the CAC to recognize this group

3.4.4   New Scholarship Funds Established: 12 – Strickland Family; Urosevich Memorial; Kitt & Bill Gamber; Sustainable Lifestyle; Murray Motors; Maine Drilling & Blasting; Gene Haas Scholarship (annual); Hagerty Education Program (annual); Donald B. and Dorothy L. Stabler Scholarship Fund (endowed); Penn College Patriot; Walter & Nancy Madalis Memorial

Increased scholarship funds of significance: Golf Classic Scholarship; Luke-Moff Marketing Scholarship; Student Leader Legacy Scholarship; Glenn Cheslock Industrial Design

Annual scholarship renewal proposals will be sent in February

3.4.5   Alumni Relations is promoting WDCE continuing education sessions through Alumni e-news and social media. Two new alumni benefits have already been approved. Alumni now have printing capabilities in the library and this summer, we will be offering discount tickets to Hershey Park. A third proposal is being written for a hotel rewards program and will be submitted by February. Alumni Relations' staff met with all department head and directors over the summer and had success with providing services to them for accreditation and reunion purposes. Broadcast emails are now being sent to each school versus one general message. The open rates increased following the first blast. The task force will be enlarged and created into an advisory group.

3.4.6   Welding equipment entrusted campaign underway with verbal commitments from 2 companies totaling approximately $500,000; Forestry kiln campaign secured grant support from Keystone Wood Products Association (KWPA), $15,000 Gutchess Lumber; in process of soliciting support from additional companies through KWPA, and conducting an alumni solicitation.

2014-15

3.4.1   There were 721 alumni donors in 2014-15.

3.4.2   Three new members joined the Pillar Society in 2014-15

3.4.3   Membership in the 1914 Society totaled 145 members for 2014-15

3.4.4   18 new scholarships were established in 2014-15

Goal 0003

Assure the long term financial strength of the College through sound stewardship of all College resources.

Initiative Code 3.05

Investigate and deploy desktop computing virtualization that covers 25% of all campus desktop computers.

Success Indicators

3.05.01 -

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

Extended virtualization configuration to utilize Application Virtualization. Deployment of 6 applications have been completed. Desktop virtualization needed to be put on hold until additional storage space could be installed and issues with video playback resolved. Storage has been added and video acceleration modules were added in early March. Windows 10 images are currently being tested within ITS. Plans for desktop virtualization are to have 150 computers in place for Fall 2016.

2014-15

Investigation completed and VMWare was selected as the vendor for desktop virtualization infrastructure. Datacenter hardware has been purchased and Phase I of deployment is underway with the plan to have 60 (3% of total) student lab desktops running virtualized for Fall 2015

Goal 0003

Assure the long term financial strength of the College through sound stewardship of all College resources.

Initiative Code 3.06

Continue to deploy new cloud services to replace or enhance current on-campus computing infrastructure, reducing the need for on-campus servers by 20%.

Success Indicators

3.06.01 -

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

The following cloud services were deployed (added/upgraded/changed) this year: Accommodate, SchoolDude and SkyFactor. This reduced the need for an additional estimated 2 on campus servers. Investigation into cloud services for employee email and portal services using Microsoft Office 365 is in process. Recommendation is expected by July 2016. Investigation to move to cloud faxing is also in process.

2014-15

The following cloud services were deployed (added/upgraded/changed) this year: Advocate Judicial, Zoho Dashboard, Desire2Learn Capture video service, WPEngine for PCToday, SmartEval for class evaluations (pilot), Accuplacer for Reading Placement, PeopleAdmin. This reduced the need for an additional estimated 6 on campus servers or 3% of total servers.

Goal 0003

Assure the long term financial strength of the College through sound stewardship of all College resources.

Initiative Code 3.07

Implement space management tools, access controls and monitoring to establish a baseline of current space utilization.

Success Indicators

3.07.01 -

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

Three additional buildings and four additional classrooms have been enabled for card access and the CCURE security system provides usage reporting on after hour access by students.

2014-15

Event Management Systems (EMS), from Dean Evans, has been fully implemented and integrated with the college's classroom scheduling system. EMS provides space reporting for all campus classrooms and event spaces. Six classrooms have been enabled for card access and the CCURE security system provides usage reporting on after hour access by students.

Goal 0003

Assure the long term financial strength of the College through sound stewardship of all College resources.

Initiative Code 3.08

Evaluate the move to p-cards for procurement to replace 50% of current college credit cards.

Success Indicators

3.08.01 -

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

An evaluation was conducted and it was determined that p-cards would have limited applicable use for College. The current credit card program is working very well as are blanket purchase orders for specific vendors. It was determined that current processes ensure greater control and operate efficiently, therefore it was determine not to institute p-cards at this time.

2014-15

The College did an evaluation of the credit card program in use for College personnel. As a result, the business was moved to another provider, resulting in lower costs and more efficient operations. PC cards have not yet been evaluated.

Goal 0003

Assure the long term financial strength of the College through sound stewardship of all College resources.

Initiative Code 3.09

Evaluate the use of Electronic Fund Transfer (EFT) for Accounts Payable payments to 50% of all recurring vendor payments.

Success Indicators

3.09.01 -

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

Currently there are a few payments made via ACH, however an evaluation was completed on expanding the use of ACH for vendor payments. While some savings in labor where identified, new tasks related to gathering, securing, maintaining and updating vendor bank and remittance email information would be required. In addition, the bank charge for processing an ACH transaction is higher than that of a check.

One area where ACH payments will work well is that of employee reimbursements, particularly since bank information for all employees is maintained as direct deposit is required for payroll. College policy and procedure will be modified to reflect that all employee reimbursements will be made through ACH; testing will be completed and the change will be effective 9/1/2016.

2014-15

No progress to date

Goal 0003

Assure the long term financial strength of the College through sound stewardship of all College resources.

Initiative Code 3.10

Evaluate the use of Colleague Web Advisor Special Check Request module.

Success Indicators

3.10.01 -

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

An evaluation of Colleague Web Advisor was completed and it was determined that this module should be utilized for special check requests. Financial Operations will be developing procedures and an implementation plan, which will include utilizing a few departments to test the process during the summer of 2016. Once the procedure is fine-tuned, training for the College community will take place. The goal is to have the module in use across campus by December 31, 2016.

2014-15

No progress to date

Goal 0003

Assure the long term financial strength of the College through sound stewardship of all College resources.

Initiative Code 3.11

Reinstate the Business Process Improvement Committee.

Success Indicators

3.11.1 Review and recommend improvements to at least 3 processes a year.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

3.11.1 The committee completed a prioritized list of potential projects to focus. No recommendations have been submitted as of this time.

2014-15

3.11.1 The committee has been formed and met twice during the Spring 2015 semester. The committee developed a list of potential projects to focus on and additional ideas are being solicited from senior administration. No recommendations have been submitted as of this time.

Goal 0003

Assure the long term financial strength of the College through sound stewardship of all College resources.

Initiative Code 3.12

Continue to deploy more energy efficient lighting fixtures, control systems and monitoring technologies.

Success Indicators

3.12.1   Reduce energy costs/needs 5% a year.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

3.12.1   Energy upgrades included installation of a plate heat exchanger in the ACC to accommodate free cooling in late fall and early spring, keeping the chillers offline till outside temps warrant startup. 38 parking lot lights in the BTC SE lot will be converted to dimmable photo controlled LED overhead heads that are software controlled and linked to our in-house energy mgt. system and also Campus Police with have an link from their cruisers to command light levels as needed in emergencies and the Emergency Call Box in that area will be linked to bring up the lights as needed. The AVC hanger lights were changed from 68 High Bay's to 32 LED fixtures, less devices higher light levels and great savings on electric consumption. The BWD Bollard lights were upgraded to LED just recently. On the docket is the CAL Collision and Prep areas for LED upgrades this summer. We continue to network our UST monitoring to a central workstation at GS for monitored alarm conditions and reporting. The Dental Hygiene renovation will feature a new LED software driven Clinical Status Lighting system. ATHS had 19 VAV controllers installed finishing off the entire first floor to DDC control. In Bush CC the 201 Counseling area was completely converted to DDC control also. Most all of the Mechanical projects incur some form of energy reduction or redirection for maximum benefit for the College. Two elevators had a hydraulic fluid change to a more environmentally friendly fluid. This fluid has runs cooler and has excellent lubrication qualities thereby reducing the electrical consumption between runs. Another set of elevators are scheduled for upgrade summer 2016.

2014-15

3.12.1   Between fiscal years 13/14 and 14/15 there's slightly less than a 1% reduction in electrical use with an increase in cost of 10% into the 14/15 period.

Goal 0003

Assure the long term financial strength of the College through sound stewardship of all College resources.

Initiative Code 3.13

Begin to deploy the newest wireless data technology (802.11ac) to replace the need for hardwired networked ports.

Success Indicators

3.13.1 Reduce the need for hard-wired network ports by 20%.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

3.13.1 Added 23 additional access points this year, all are 802.11ac. 95 existing access points were upgraded and replaced with 802.11ac. The total current wireless access point deployment campus wide is 591 with 120 (20%) being 802.11ac or better.

2014-15

3.13.1 Added 5 additional access points this year, all are 802.11ac. The total current wireless access point deployment campus wide is 568 with 6 (1%) being 802.11ac or better. Estimated that 10 wired ports were not added because of wireless coverage. No existing wired ports were removed from service.

Goal 0003

Assure the long term financial strength of the College through sound stewardship of all College resources.

Initiative Code 3.14

Review and evaluate areas of potential risk for the College. Based on this evaluation, develop an enterprise risk management program with will comprehensively and strategically mitigate risks which have the potential for impacting the achievement of the College's mission.

Success Indicators

3.14.1 Risk Assessment and plan presented to board; December 2016.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

02/2016 - Success indicator revised to reflect a date of December 2016.

Status Report

2015-16

3.14.1 A higher education best practices checkup through United Educators is currently being completed. This will serve to identify areas of risk, for which remediation plans will be developed.

2014-15

3.14.1 No progress to date.

Goal 0003

Assure the long term financial strength of the College through sound stewardship of all College resources.

Initiative Code 3.15

Review and evaluate internal control over financial resources.

Success Indicators

3.15.1 Evaluation of controls across campus completed by 12/31/2016.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

02/2016 - Success indicator revised to reflect a date of December 2016.

Status Report

2015-16

3.15.1   As part of the institution wide right sizing assessment, an evaluation of duties within Financial Operations has been completed. The Financial Operation team is currently reviewing the segregation of duties and developing a plan for rotation of duties where appropriate.

2014-15

3.15.1   No progress to date.

Goal 0003

Assure the long term financial strength of the College through sound stewardship of all College resources.

Initiative Code 3.16

Enhance financial stability through improved financial performance.

Success Indicators

3.16.1 Increase unrestricted undesignated net assets on the consolidated College Financial Statement.

3.16.2 Budget depreciation on an incremental basis with a goal of reaching an amount based on the following formula: Total projected depreciation expense less total budgeted capital less budgeted bond principal payments = shortfall in the budget. A percentage of the shortfall will be included in the budget, estimated as follows: FY14 = 18.9% ($800,000), FY15 = 27.4% ($1,000,000), FY16 = 36.3% ($1,200,000).

3.16.3 Improve overall financial health in order to maintain a S&P credit rating of A.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

3.16.1 Unrestricted undesignated net assets on the consolidated College financials increased $4,237,000 or 20.8% for the fiscal year ended June 30, 2015.

3.16.2 Due to budget constraints, the College was not been able to increase the amount, but did provide for $800,000 in the 15-16 budget for depreciation.

3.16.3 The College's S&P crediting rating of A stable was confirmed in June 2015. No additional updates at this time.

2014-15

3.16.1 Final financial results for the 14-15 year are not yet available.

3.16.2 The College did include $800,000 of depreciation in the 14-15 Budget.

3.16.3 The College's S&P crediting rating of A stable was confirmed in June 2015.

Goal 0004

Promote the College's mission and vision to both a regional and national audience.

Initiative Code 4.01

Develop and execute a marketing plan that communicates the College's success to a national audience

Success Indicators

4.1.1 Implement the Enrollment Management Plan's goal for marketing.

4.1.2 Provide an annual review/listing of national and statewide promotional media including advertising, press releases, press and trade-publication clippings, story "pitches," etc.

4.1.3 Increase national outreach opportunities 10% per year.

4.1.4 Develop both a regional and national marketing campaign for distance degrees.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

4.1.1 A connected campus Recruitment and Marketing plan was developed and implemented for the Fall 2015 semester. Marketing initiatives linked directly to increasing new student enrollment are emphasized. Most notably, there is an increase in the use of social media and a redesign/integration of marketing materials used for recruitment.

4.1.2 Switched to Meltwater News service for tracking news-media penetration, which will include online and social media components and focus more on regional/national exposure. Meltwater can generate an annual report based on its databases and our "targets."

4.1.3 Continued work with national media consultant Klein Curry Communications, including presenting a Salon Dinner in Boston with President Gilmour and physicist/author Alan Lightman and planning a second Salon Dinner in Washington, D.C., with national media in attendance; bringing several educational bloggers to campus for programmatic tours and follow-up posts on social media platforms; arranging executive positioning of President Gilmour with national media in New York City and Washington, D.C.; pitching op-ed pieces to Huffington Post and other news media outlets; continuing to pitch Jay Leno to return to campus for filming for his TV/online automotive program; and filming on campus for video segments to be used when pitching to national news media.

Separate from the consultant: Arranged for interviews or contributions from faculty for stories published by national news outlets. These included Univision, a story on roofing choices; The Conversation, a piece on clean diesel automotive; The EvoLLLution, a piece on workforce development in technology colleges; Club Thrifty.com, a story on automotive programs in Pennsylvania colleges; Higher Education Marketing Report, a piece on our Centennial planning; WVIA-TV, a "Stay Tuned" segment on workforce development; the Pennsylvania Cable Network (PCN), a segment on "wet gas" and plastics; and The Associated Press, a piece on training taking place here following the natural gas drilling slowdown.

4.1.4 Paid advertising: Upgraded to Peterson's premium online profile, allowing us to provide

photos and a logo, expand our profile description, add a video and provide links to our distance learning profile, as well as receive leads. https://www.petersons.com/online-schools/pennsylvania-college-of-technology-201331000.aspx. Listed the College's online majors in the Patriot News Continuing Education Guide.

Print pieces: Completed Dental Hygiene (online BS completion program) transfer guides for Harrisburg Area Community College, Harcum College and Manor College. Updated the PC Transfer flyer/posters (listing of programs with indication of those that are offered online). A flyer was created promoting the online aspect of the nursing completion degree program.

A distance learning component will be included in a round of the Branding Campaign Sunday newspaper ads.

We've included mentions of distance options in various newspaper advertorial pieces, and we will explore "free" methods to publicize, including press releases, a One College Avenue article and social media.

2014-15

4.1.1   A connected campus Recruitment and Marketing plan is under development. Marketing initiatives linked directly to increasing new student enrollment and retention have been outlined while some are already being implemented. Most notably, there has been an increase in the use of social media and a redesign/integration of marketing materials used for recruitment.

4.1.2   The annual listing for marketing and public relations is located on the intranet for Penn College—the portal, this allows analysis, charts and protects any possible copyright violations.

4.1.3   National exposure has grown 100% this year as a result of our AP story on the automotive restoration program. This is an unusual growth and we expect to see more moderate growth in the future.

4.1.4   No action to date.

Goal 0004

Promote the College's mission and vision to both a regional and national audience.

Initiative Code 4.02

Found a National Consortium of Superior Applied Technology Colleges. Such a consortium provides a peer group for benchmarking and assessment as well as a common voice to advocate nationally for applied technology education.

Success Indicators

4.2.1 Identify colleges and gauge interest by Academic Year 2014/2015.

4.2.2 Establish charter of the organization by Academic Year 2015/2016.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

4.2.1 Several colleges have expressed initial interest in such a consortium. Attempts to organize an initial meeting of interested schools at the 2016 ACE meeting were not successful

4.2.2 Six colleges have been invited to begin charter discussions during the joint American Council on Education and the Association of Chief Academic Officers meeting in March 2016.

2014-15

4.2.1 A number of colleges have expressed interest in the establishment of such a Consortium, including Ferris State, Pittsburg State, and Alfred State.

4.2.2 No action to date.

Goal 0004

Promote the College's mission and vision to both a regional and national audience.

Initiative Code 4.03

Identify and expand awareness of programs that have potential for national prominence.

Success Indicators

4.3.1   Implement marketing strategies for the academic portfolio program mix as approved by the provost for 2014.

4.3.2   On a yearly basis, provide an evaluation, and make revisions, for how we used advertising, promotion, press releases, and media "pitches" for each program.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

4.3.1   Undertaking digital advertising (Facebook, Google, YouTube, LinkedIn) in Spring 2016 for the selected majors.

Placed a print ad in the PIAA Football Championship Program for Sport & Event Management.

4.3.2   The manager of academic marketing will draft a report at the end of the academic year.

2014-15

4.3.1   Public Relations & Marketing teamed with a consulting firm in 2014-15 on a national-media initiative, delivering widespread exposure for various academic programs. Automotive Restoration was featured in an Associated Press story/video published or broadcast by national and regional news outlets throughout the United States and Canada. Welding and Diesel Technology were featured in National Public Radio segments. A marketing video, circulated on social media and issued to national media, profiled students in welding, aviation and hospitality.

In 2014-15, PRM completed the following projects for new or significantly revised academic programs.

- Emergency Management – placed an ad in the International Association of Emergency Managers bulletin and revised a flyer
- MRI – placed an ad in "Advance," created a new floor pull-up and revised a flyer
- Mopar CAP – developed posters, a dealer postcard, a floor pull-up and a Hobson's message. Created automotive banners to be sent to CTCs that include the Mopar logo.
- Exercise Science – developed a flyer and floor pull-up
- Mechatronics – updated a flyer

4.3.2   The College has placed renewed emphasis on Enrollment Management and the development of a supporting Marketing Plan. The Marketing Committee, a sub-group of the Enrollment Management Committee, spent much of 2014-15 in the development of this plan which will ultimately guide the efforts to promote selected programs.

Goal 0004

Promote the College's mission and vision to both a regional and national audience.

Initiative Code 4.04

Create a marketing component focused on athletics and student engagement

Success Indicators

4.4.1 Implement the Enrollment Management Plan's Activities for marketing related to student engagement and athletics.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

4.4.1 Enrollment Management and Student Affairs continue to work collaboratively to market student engagement and athletics to prospective students. Specifically, the Student Life brochure was redesigned to integrate it with all other Admissions recruitment materials. Student Activities is working with Admissions to redesign the Student Involvement Fair at Open House events. Athletics, at the suggestion of the Enrollment Management Committee, has reached out to local contacts for involvement in PIAA Heartland Conference and District IV high school athletics programs. For the first time, Athletics is conducting a marketing campaign to connect with elementary schools for the Girls and Women in Sports Day program. Athletics and Admission are also working actively to meld their focus on student-athlete recruitment, including collaborative training and regular, interdepartmental meetings.

2014-15

4.4.1 A focus on athletics and student engagement is highlighted in the campus Recruitment and Marketing plan which is under development. While this plan is being developed, several initiatives to begin raising the profile of the traditional collegiate environment were implemented including placement/design of billboards and heavier promotion of campus events in the community (i.e. Homecoming carnival).

Goal 0004

Promote the College's mission and vision to both a regional and national audience.

Initiative Code 4.05

Expand workforce development and outreach K-12 relationships and networks.

Success Indicators

4.5.1 Establish scalability for the ShaleNET US project by accessing resources of The Community College Transformative Change Initiative through strategic partnerships with America's Natural Gas Alliance (ANGA), American Petroleum Institute (API) and other economic development entities.

4.5.2 Increase awareness of training opportunities to a national audience through social media.

4.5.3 Offer at least 4 national seminars for the plastics industry through the Plastics Innovation & Resource Center.

4.5.4 Expand PC NOW in alignment with the Enrollment Management Plan.

Action

08/2014 - Endorsed by College Council; approved by BOD 10/2014.

Status Report

2015-16

4.5.1 ShaleNET established a strong public-private partnership with Chevron and the Allegheny Conference. The initial focus of this indicator has shifted away from The Community College Change Initiative which no longer applies. The gas industry suffered drastic reductions in force which has a direct impact on scaling the current ShaleNET model as well as forming strategic partnerships with ANGA and API. From the outset, the ShaleNET team recognized both the need for cross-training and the applicability of the curriculum to careers outside oil and gas, and that the program provides students and employers flexibility to respond to changing economic environments. ShaleNET operates in tandem with the many Industrial Technology disciplines to provide career candidates with opportunities in Advanced Manufacturing, Automation, Industrial Maintenance, and related fields. As a result, new partnerships are being explored with several trade organizations.

4.5.2 LinkedIn and Twitter continue to be used to promote WDCE training opportunities to a local, regional and national audience. The PIRC national and international workshops scheduled for May and June 2016 are also broadcast through our social media channels, including Constant Contact.

4.5.3 PIRC national/international workshops are scheduled for May and June 2016. In addition to PIRC training, WDCE continues to work with an international audience to deliver Lycoming Engines Service School, in Williamsport, Chile and Germany.

4.5.4 Resulting from the implementation of the new PC NOW model and additional marketing for the program, enrollment increased from the 2014-15 level (742 students/26 participating schools) to 1187 students from 35 participating schools during the 2015-156academic year. This growth directly aligns with the PC NOW objectives outlined in the Enrollment Management Plan.

2014-15

4.5.1   WDCE attended a Baltimore conference in 2015 sponsored by The Community College Transformative Change Initiative. Three graduates of ShaleNET were highlighted during the opening credits of the conference. During the Conference, WDCE had an opportunity to work closely with other energy-focused TAACCCT grants and discovered that many others faced large staff turnover and all are struggling with sustainability.

4.5.2   LinkedIn and Twitter were used to promote WDCE, mostly PIRC, workshops to a national audience. While the majority of WDCE LinkedIn group members are local, many are located across the country and have been exposed to the training opportunities available across program areas.

4.5.3   Five national plastics workshops on various aspects of plastics manufacturing were offered between May 12 and July 1, 2015.

4.5.4   Resulting from the implementation of the new PC NOW model and additional marketing for the program, enrollment increased from the 2013-14 level (352 students/21 participating schools) to 802 students from 26 participating schools during the 2014-15 academic year. This growth directly aligns with the PC NOW objectives outlined in the Enrollment Management Plan.

Appendix 6.1

New Initiatives Request Form
Proposed for Budget Year 2017-18

Description of the initiative:

The Labor Insight analytical product allows users to understand and adapt to the labor market in real time. Every day, Burning Glass collects millions of online job postings from more than 40,000 sources and applies their patented technology to mine and code detailed data from each posting describing the specific skills, education, experience, and work activities required for the job – going well beyond the occupation and industry codes offered in other sources. (per http://burning-glass.com/labor-insight/)

Rationale for Request: (please include data source if appropriate)
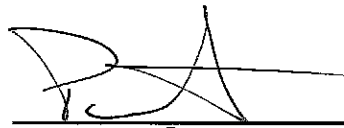
This analytical product can serve the College in a variety of ways, including curriculum portfolio evaluation and updates, targeted marketing and institutional advancement efforts, and optimal workforce development offerings. The feedback from all PCT leaders who viewed the product demonstration in September 2016 was quite positive and suggests realistic, meaningful utilization on-campus by several offices including ARP (Brian Cygan), WDCE (Tracey Brundage), IA (Liz Biddle), PR&M (Tina Miller) and to a lesser extent in Career Services (Jen McLean) and Academic Affairs (Tom Gregory).

Account Number	Temporary Funding	Permanent Funding	Strategic Initiative Reference	Notes
110-13-19202-63002		10,350.00	1.03.01	Peer Program and Emerging Program reviews will be conducted in alternate years.
			3.01.01	New or expanded relationships will be developed with at least 30 companies each year that result in equipment donations, new areas of student recruitment (full-time and internship), or scholarships.
			3.01.03	Develop and provide customized training to at least 5 new companies annually.
			4.03.01	Implement marketing strategies for the academic portfolio program mix as approved by the provost for 2014.
			1.06.01	Improve positive placement by 5% (to 83.1%) by Fall 2018.
Total:	-	10,350.00		

Check List:

                                                          Yes   No

1. Does the initiative require additional personnel?   [ ] [x]
2. If YES:
    a) Has the position(s) been included in the salary workbook? [ ][ ]
    b) Will computer equipment be needed for the position? [ ][ ]
    c) Will office furniture be needed for the position? [ ][ ]

Approval:

PC Representative: _____

Date: 2ε Jan 17

PC Representative should forward this completed form to the Budget Office DIF #110.

2014-2017 Three-Year Academic Affairs Plan

College Mission: Pennsylvania College of Technology is a public institution providing comprehensive, hands-on technical education at the baccalaureate and associate degree levels. Every member of our College community endeavors to create and sustain excellence in a student-centered environment that promotes personal growth, social awareness, a shared commitment to diversity, and lifelong learning, all of which help prepare our graduates for success.

Division Mission: Academic Affairs provides the core that drives Penn College: effective teaching and academic advising that promote effective learning substantiated through assessment. We are committed to the highest quality programs focused on applied technology and enriched by general education through the core curriculum. Through the acquisition and application of knowledge in a student-centered environment, our students develop skills and abilities that are highly valued by employers.

Goals for Academic Affairs: Three major themes drive the planning for Academic Affairs. These are as follows: (1) To develop, grow and maintain High Quality, Responsive Programs, (2) To Increase Enrollment, and (3) To seek means for Resource Expansion. Around these themes, explicit goals are organized.

Theme: High Quality, Responsive Programs
1. Program Portfolio
2. Capital Equipment Replacement Plan
3. Faculty
4. Leadership development
5. Assessment & Accreditation

Theme: Increase Enrollment
6. Student Retention/Recruitment
7. Promote the Full College Experience
8. Expand Penn College NOW

Theme: Resource Expansion
9. Increase Funding Through Grants & Contracts and Through Private & Corporate Donors

Last modified: October 23, 2014

Division Goals Supports College Initiative	Strategies	Success Indicators	Targeted Completion Date
The division will develop, grow and maintain high quality, responsive programs.			
Goal 1 **Program Portfolio** – Penn College has long been recognized for the currency of the programs offered. This goal recognizes the need to maintain that agility and utilize coordinated resources in identifying opportunities which ensure that current programs remain relevant and to pursue new programs that fit with the mission of the College as well as to bring national recognition to Penn College programs.			
	• Conduct an assessment of current program portfolio to determine if there are potential programs that Penn College should add and identify those programs that are no longer viable.	• List of potential new programs is developed annually. • Concept proposals from active list are submitted to Deans' Council. • Program reviews will identify obsolete programs.	**Ongoing**

	• Create national awareness for Penn College programs that are distinctive.
	   o Identify programs with the potential for gaining national attention and implement strategies targeting these programs.
	   o Found a national consortium of applied technology colleges.
		• Increase out-of-state enrollments in selected programs by 10%.
		
		• Four colleges or universities have indicated support for a consortium.
			2017
			
			Fall 2015

	• Develop new program proposals in respective schools o Grow distance and hybrid programs.	• Average two program proposals each year.	**Ongoing**
	• Foster collaboration on interdisciplinary programs o Implement inter-professional programs both within current programs and as the basis for new programs.	• Two cases of new interdisciplinary collaboration are documented annually.	**Ongoing**
	• Determine the feasibility of introduction of selected graduate degree programs. o Target programs for which it is appropriate for Penn College to consider graduate education.	• Idenify all current programs mandated to have graduate degrees as minimum entry credentials. • Identify current programs where graduate credentials would offer significant advantage and are non-competitive with surrounding institutions.	**December 2014** **May 2015**

Goal 2
Capital Equipment Replacement Plan – Use of the latest technologies is a hallmark of Penn College programs. Planning for the acquisition, use, and/or replacement of capital equipment for instructional purposes will allow more effective budgeting and utilization of resources as well as ensuring state-of-the-art technology in academic programs.

• Develop a 3-5 year plan for the acquisition/replacement of capital equipment.
 	
    o Develop an annual planning process and related template to document equipment needs for each of the years 1 through 3.
 	
    o Develop the initial 3-5 year plan for FY years 2015, 2016 and 2017 (in conjunction with College budget planning process).
 	
    o Secure resources for identified and approved equipment needs.
	• Planning process is developed and agreed upon.
	
	• Annual budgeting process for equipment is driven by 3-5 year replacement plan.
	
	• MEL archives are used to look beyond 3-5 year scope for long-term planning.
		2015
		
		FY 2017
		
		Ongoing

Goal 3

Faculty – Penn College faculty make the difference for the success of our students, our programs, and the College in general. Determine the long-term needs of programs regarding faculty to assure that we have the right people, in the right numbers, with the right skills to become a national leader in applied technology education. We will also provide our faculty members with the resources and opportunities to remain current in their respective disciplines.

	• Recruitment – development of a 5-year needs analysis by program. Develop a strategic recruitment plan, which may include internal transfers, for attracting the appropriate faculty members to the College. Expand recruitment to a national level. 　o Development of faculty needs analysis by program. 　o Development, in collaboration with Human Resources, a recruitment strategy.	• The needs analysis has identified all faculty within various departments that are eligible to retire. • HR has identified potential marketing strategies to reach candidates nationally. • Planned new programs have identified likely qualifications of required faculty.	**May 2015** **May 2015** **Ongoing**
	• Support faculty scholarship and participation leadership in national organizations within the respective disciplines.	• Modified reimbursement strategies and specific budget lines have been created to support faculty travel and memberships in national technical organizations.	**Feb 2015**
	• Professional Development - Creation of in-house professional development portfolio to address needs of faculty regardless of discipline. Enhance the resources available for, and utilization of, discipline-specific development opportunities. 　o In collaboration with Employee Relations, create a menu of professional development offerings for Penn College faculty. 　o Partner with multiple departments (e.g., FinOps, Corporate Relations, Grants & Contracts) to enhance funding for professional development.	• Professional training and upgrading grant applications have increased by 25% over three years. • Sabbatical applications have increased by 25% over three years. • Attendance at professional development offerings increases by 5% per year over three years.	**Spring 2017**
	• Creation & maintenance of a suitable pool of part-time faculty . 　o Evelute current pool of part-time and adjunct faculty. 　o Recruit potential faculty through industry partners. 　o Expand professional development opportunities for part-time faculty.	• All departments have an adequate pool of qualified adjuncts as determined by school deans, but not to exceed institutional guidelines. • The population of adjuncts attending semester professional development sessions has been identified and tracked over a three year period. • Attendance at the annual adjunct staff development day increases by 10% per year for three years.	**Ongoing** **Spring 2017** **Spring 2017**

Goal 4			
Leadership development – Penn College will provide the professional development necessary for the ongoing growth of the existing leadership within the faculty and staff of Academic Affairs. The development of the next generation of leaders is an ongoing priority.			
	• Department/Program level – The division will promote nurturing the talent of potential leaders among the faculty and staff.	• Leadership development opportunities will be made available annually.	

	• Development of current leaders – Those currently serving in leadership positions will be provided opportunities for continued professional growth. Particular attention will be given to those new to their positions.
	
	Support efforts of faculty and staff to be active in leadership roles in national organizations
	
	   o Professional development – Ongoing professional development focused on leadership skills, both at the College and provided externally, will be made available to existing and potential leaders within Academic Affairs.
	
	   o Mentoring – Mentors, both within the respective schools and across the College, will be provided to those chosen to new leadership positions.
		• Professional development funding at the division and school level will be prioritized for those faculty & staff involved in national organizations.
		
		• Leadership Professional Development sessions dedicated to faculty and to staff, respectively, will be held on an annual basis.
		
		• Strategic Initiative Fund will continue to be available for faculty & staff to participate in leadership development activities at a national level.
			2016
			
			Ongoing
			
			Ongoing

	• Succession Planning **–** The ongoing identification and development of leadership talent is a priority with Academic Affairs. Succession Planning, including the assessment and development of the capabilities of individuals, allows for the seamless transition of leadership
	
	   o Assess the current skill sets of the members of the leadership team within Academic Affairs.
	
	   o Develop individualized personal development plans.
		• Complete development of a skill-set assessment tool.
		
		• Assessment of current leaders within Academic Affairs will be done in conjunction with performance assessment.
		
		• Individualized development plans will be created.
			Spring 2015
			
			Spring 2016
			
			Fall 2016

Goal 5

Assessment & Accreditation – Assessment-based, data-driven decisions are the foundation of the strategies chosen within Academic Affairs, particularly in the determination of the Core Curriculum. These assessments of our outcomes are validated by our peer reviews through regional and discipline-specific accreditors.

	• Implement the Middle States Self-Study Suggestion: Review the components of the core curriculum to be completed by 2016; as the core is being assessed, the need to affirm the ten items comprising it has been identified.
	
	    ○ Continue to assess student learning in the current Core Curriculum over a second 3-year period.
	
	    ○ Evaluate the appropriateness of the Core Curriculum.
		• All core areas are affirmed, modified, or removed.
		
		• Useful, effective, and reliable assessment methods have been determined.
			2016

	• Seek discipline accreditation in all fields it is available. Implement third-party assessments and reviews in disciplines and programs where accreditation is not offered. ○ Identify accrediting agencies or potential third-party reviewer for all programs.	• All departments have identified potential accreditation or endorsement agencies for at least one of the majors. • Those programs that do not have appropriate accreditation or endorsing agencies have identified potential third-party reviewers.	**Ongoing**

	• Initiate peer institution comparison at the College, school and program Levels
	
	    ○ Identify peer institutions for the College, schools and programs.
	
	    ○ Incorporate peer data into curriculum proposals and program reviews.
		• ARP has identified a cohort of peer institutions.
		
		• Selected administrative staff have visited identified schools.
			Fall 2015
			
			Fall 2017

	• Implement Middle States Self-Study Recommendation to develop and refine the assessment process.
	
	    ○ Infuse assessment results in all decisions.
	
	    ○ Incorporate evidence of assessment outcomes in all division, school & departmental/program level plans.
	
	    ○ Partner with Assessment, Research & Planning and Employee Relations to introduce a series of professional development activities.
		• Program reviews have uniform assessment reporting requirements.
		
		• School and department plans will have assessment components tied to the College's Strategic Plan.
		
		• Evidence of strengthened learning outcomes exists at the program level and at the course level (within both major and non-major courses).
			Spring 2015
			
			Ongoing
			
			Ongoing

	• Implement the Middle States Self-Study Suggestion: Evaluate the impact of students' developmental needs on curricular and academic success.
	
	    o Assess developmental courses.
	
	    o Determine level of under-preparedness.
	
	    o Review relevant academic policies.
	
	    o Assessment of adequacy of services
		• QTA reports are complete for all developmental courses.
		
		• Identify selected cohorts of students with development needs and track academic success compared to non-developmental students.
			Fall 2015

	• Implement the Middle States Self-Study Suggestion: A review and improvement of current distance learning practices.
	
	    o Create a presence on the website and student portal to support effective communications about distance learning courses, programs, support services, and contact information.
	
	    o Provide focused professional development for faculty and administrators, on both pedagogical and technical matters, which allows accurate assessment of all aspects of distance learning and web-supplemented courses.
	
	    o Evaluate necessary technical support for students and faculty.
		• Publish a current and effective Distance Learning Guidelines handbook for faculty, students, and administration reference.
		
		• Evaluate and revise the website for effective communication about distance learning offerings.
		
		• Implement recommended technical support for students and faculty.
			Fall 2014
			
			Spring 2015
			
			Ongoing

Academic Affairs, as part of the College's Enrollment Plan, will increase enrollment in academic programs

Goal 6
Student Retention/Recruitment – Attracting and assuring the success of students is the shared responsibility of all members of the Penn College community, including all faculty and staff in Academic Affairs. The division will work collaboratively to identify and implement College-wide initiatives while also undertaking school-specific projects.

	• Marketing & Recruiting Initiatives – Develop and execute plans for targeted programs in accordance with the College's Marketing Plan and the Enrollment Management Plan. Direct programming efforts and support networks toward specific target populations within the student body to ensure success.
	
	    o Target petention/recruiting to sub-populations.
	
	    o Expand recruiting to include selected markets across the nation.
		• Build programs for Unrealized Potential and Bright Ideas programs in each school, realizing enrollment gains of at least 5% in these programs.
		
		• Targeted populations will increase in enrollment by 5%.
			2016

	• Entrepreneurial Initiatives – Provide schools and programs opportunities to develop and execute ad hoc plans to feature selected programs.	• Enrollment in target programs increased by 5%	**2017**

	• Fully implement recommendations of the 2010 Academic Success Center proposal by:
	
	    o Expand the use of MAP-Works among faculty and staff, particularly among advisers, coaches, and mentors through focused professional development and direct communication.
	
	    o Expand mentoring to include additional special populations and curricular mentoring.
	
	    o Develop a communication plan for student outreach and advertising specific events/programs in a targeted manner.
		• Unique faculty and staff referrals are increased by 15%.
		
		• The number/diversity of trained mentors meets the needs of referred/requesting students (including special populations to include but not be limited to transfer and nontraditional students).
		
		• A mentoring site on portal is established as location for all mentoring activities on campus.
		
		• Student usage rate of ASC services is increased by 10%.
			2017

	• Transfer students - Identify established and likely feeder schools for transfer and target programs for relationship building activities.	• Develop relationships with faculty and administrators at feeder schools resulting in 10% increase in enrollment. • Enrollment data in target schools and programs is compared annually.	**Fall 2017** **Ongoing**

Last modified: October 23, 2014

Goal 7
Promote the Whole-College Experience – Work collaboratively with other divisions of the College, particularly Student Affairs, to ensure prospects and students are aware of and participating in the wide range of co-curricular and extra-curricular opportunities available.

• Provide a comprehensive understanding to all members of Academic Affairs of what the 'whole-college experience' is and the benefits derived.
 	
    o Identify the scope of programming within the schools and across the College that provides opportunities for co-curricular and extra-curricular experiences.
 	
    o Provide information regarding benefits realized by students involved outside classrooms and labs.
	• Professional development offered to all staff highlighting co-/extra-curricular opportunities and benefits.
	
	• Semester list of organizations and events are distributed to all faculty.
	
	• Co-/extra-curricular opportunities are promoted on all portal sites.
		Fall 2015

• Expand both opportunities for and participation in co-curricular and extra-curricular programming
 	
    o Collaborate with other College departments to seek new opportunities for programming.
 	
    o Expand living/learning communities.
	• Increase student involvement in programming by 10%.
	
	• Expand the number of living/learning communities to six and expand student participation by 33%.
		Fall 2016

Goal 8			
Expand Penn College NOW – Increase the involvement of the K-12 community in the Penn College dual enrollment program and ensure increased matriculation of enrolled students to Penn College degree programs.			
	• PC Now Marketing Initiative	• PC Now will be identified as a "Bright Idea" within the Marketing Plan. • A program champion will represent PC Now in marketing initiatives.	**Ongoing**
	• Participating Programs – Increase the number of Penn College degree programs that actively support PC Now.	• Penn College academic programs with the greatest potential to benefit from PC Now will be identified. • Professional development and other faculty awareness/education initiatives will be conducted. • Additional faculty liaisons will be identified.	**Ongoing**
	• Participating High Schools and CTCs – Increase the number of K-12 Institutions with whom we partner.	• Target schools with large student populations are identified.	**Fall 2015**

	• Student Enrollment – Increase the number of students enrolled in PCNow and the number who matriculate successfully to Penn College degree programs.
	    o More fully integrate and introduce PC Now high school students to the College.
	    o Actively recruit PC Now high school students into campus programs.
		• Increase the number of high school students enrolled in PCNow by 100%.
		
		• Maintain the percentage of students who matriculate from PCNow to Penn College degree programs, even as the number of PCNow students increase.
			Fall 2016
			
			Ongoing

The Division will seek additional external resources.			
Goal 9 **External Funding** – Involve academic schools and individual programs more in development of relationships with industry partners and seeking external funding and other resources.			
	• Industry support – Partner with Corporate Relations to pursue new industrial partnerships and increase support from existing partners to increase the availability and quality of resources and technology in academic programs. o Actively seek to build and extend Penn College awareness with national and international corporate partners.	• Increase number of industry relationships by 5% each year. • Increase support by 10% in the third year of the plan's execution.	Ongoing 2017
	• Grants – Increase external funding and alternative resources for academic programs and affiliated activities.	• Increase grant applications involving academic school or program participation by 10% each year.	Ongoing

Three-Year Plan for School Science, Humanities & Visual Communications (2016-2019)

School of Science, Humanities & Visual Communications (2016-2019)

Academic Affairs provides the core that drives Penn College: effective teaching and academic advising that promote effective learning substantiated through assessment. Academic Affairs is committed to the highest quality programs focused on applied technology and enriched by general education through the core curriculum. Through the acquisition and application of knowledge in a student-centered environment, Penn College students develop skills and abilities that are highly valued by employers.

Academic Affairs strategically focuses on three major themes to implement our College Mission. The three themes include: Develop, grow and maintain high quality responsive programs; increase enrollment; and seek means for resource expansion.

The School of Science, Humanities & Visual Communications (SHVC) is a critical component of Academic Affairs and is committed to implementing the aforementioned themes through its three-year strategic plan. SHVC is responsible to broaden intellectual perspectives, develop technical skills, and foster ethical sensibilities in all students through general education coursework and humanities based programs.

The following document will explicitly list how SHVC plans to grow and develop programs, increasing enrollment, and seek means for expansion.

School Goals	Supports College/ Academic Affairs Goal/Initiative	Focus Area(s) (Check all that apply)	Strategies	Success Indicators	Targeted Completion Date	Resource(s) Needed	Persons Responsible
Goal 1: Develop, grow and maintain high quality responsive programs	**Supports Academic Affairs goals focused on: Program portfolio, equipment replacement, faculty, leadership development and assessment**	Accreditation / Assessment / Student Learning	Identify high impact general education courses in all content areas and conduct course assessments on a yearly basis	Plan and Process/Assessment reports; Curriculum and Instruction revisions	Ongoing for plan and process. 2017 for Human Service study	Time and TBD based on findings	School admin and departmental leaders
			Conduct self study for human service program and continue to assess need for human service accreditation				
			Modify course learning objectives to align with College assessment protocols				
		Curriculum/Instruction	In partnership with Business & Hospitality and Assessment, Research & Planning, create and implement a brewing and fermentation science program	Develop brewing program that adequately prepares students for industry demands while meeting enrollment goals.	Lab renovations: Summer of 2017; program begins Fall of 2017; progress monitored: ongoing	Approximately $40,000 of lab renovations and equipment requests submitted.	Science Dept. Head and School Admin
			Create a 100% online option for Emergency Management	Program development	Fall 2017		Dept head and admin

School	Goals	Supports College/ Academic Affairs Goal/Initiative	Focus Area(s) (Check all that apply)	Strategies	Success Indicators	Targeted Completion Date	Resource(s) Needed	Persons Responsible
				Assess need and possibly create a post-degree emergency management certificate		Spring 2018		Dept head and admin
				Work closely with industry to assure graphic design and advertising art programs are adequately preparing students for both online and print demands	Employment trends of graduates	Ongoing		Dept head and admin
				Modify human service program curriculum to reduce amount of credits needed to earn degree while still appropriately preparing students for industry demands	Curriculum	Fall 2017		Dept head and admin
			Professional Development	Promote College opportunities for general education faculty to collaborate with program faculty	Faculty completion of College leadership academy, and professional development and workshop verification forms	Ongoing	Contractual professional development funding and established institutional resources	Faculty and admin
				Continually share new learnings that emerge with colleagues from studies (example math advising/placement testing) and encourage participation in professional development experiences that will enhance development and student				
				Encourage faculty with leadership potential to get involved in College leadership academy				

School	Goals	Supports College/ Academic Affairs Goal/Initiative	Focus Area(s) (Check all that apply)	Strategies	Success Indicators	Targeted Completion Date	Resource(s) Needed	Persons Responsible
			Personnel/Staffing	Complete ongoing analysis of departmental and student needs to make budgetary decisions and assure resource capacity is being maximized. Maximizing program and faculty capacity provides more opportunities for students and will increase likelihood of student success.	Student retention rates; advising data; & budget markers	Ongoing	School budget and retention reports	Dept. leaders and School admin
			-Facilities/Equipment	Distinctive programs is a key reason why most students choose Penn College. Collaborate with departmental leaders to assure upkeep of equipment and identify long range program needs.	Program review and budgetary planning	Ongoing	Routine budget	Program leaders and School admin

Comments/Explanation: Through collaboration with faculty and assessing all available data to inform program and class decisions, SHVC was able to meet students' needs as indicated by retention and GPA while also reducing School budget by over one million dollars when comparing 2014-15 budget data to 2016-17.

School	Goals	Supports College/ Academic Affairs Goal/Initiative	Focus Area(s) (Check all that apply)	Strategies	Success Indicators	Targeted Completion Date	Resource(s) Needed	Persons Responsible
	Goal 2: Increase enrollment	Supports Academic Affairs goals focused on: retention/recruitment, promoting the full college experience and expanding Penn College NOW	Accreditation / Assessment / Student Learning	Continually review available data (student evaluations, advising data reports and evaluations) to assure students needs are being met within School.	Retention rates and enrollment reports	Ongoing	SHVC is currently conducting a study in MTH 180 where some students have an additional hour of instruction each week to increase conceptual understanding and student success rates. Depending on the findings, a recommendation may emerge to add a lab component to MTH 180, which may carry some level of expense.	Dept. leaders and School admin

School	Goals	Supports College/ Academic Affairs Goal/Initiative	Focus Area(s) (Check all that apply)	Strategies	Success Indicators	Targeted Completion Date	Resource(s) Needed	Persons Responsible
				Continue to assess math placement advisement and continue to develop proactive interventions to increase student success			Minimal costs may be associated with developing MTH 006 pre-enrollment remediation modules. Advising expenses are already covered in School budget.	
			- Curriculum/Instruction	SHVC faculty will work in collaboration with admissions department to personally contact Status 2 students to increase connections with prospective students	Enrollment reports	Ongoing		Dept. facutlty and School admin
				SHVC faculty will offer multiple PCNow courses and promote College while working in high schools	Enrollment reports	Ongoing	SHVC is now at capacity with most PC Now course offerings. If further expansion becomes necessary, additional staffing will be needed.	College Transitions, Dept. leaders and School Admin.
				Continually assess available data and adapt programs to better meet students' needs- this will include, but is not limited to attempting to reduce credit hours in programs and review online options where appropriate	Curriculum reports	Ongoing	Course development funds may be necessary if new courses are necessary to meet needs.	Dept head and admin
				Human services will reduce total credits for bachelor program	Curriculum reports	Fall 2017		Dept head and admin
				Emergency Management will create online degree option	Curriculum reports	Fall 2017	Standard expenses associated with course development	Dept head and admin
				SHVC will develop and implement brewing and fermentation science program	Curriculum and enrollment reports	Fall 2017	Lab rennovations and equipment	Dept head and admin

School Goals	Supports College/ Academic Affairs Goal/Initiative	Focus Area(s) (Check all that apply)	Strategies	Success Indicators	Targeted Completion Date	Resource(s) Needed	Persons Responsible
		- Professional Development	SHVC faculty will increase involvement in campus activities such as career and counselor days to connect with high school prospects and dean will continue to work with high school leader teams to promote college while helping high schools implement school improvement plans.	Enrollment and session reports	Ongoing	Routine budget	Faculty and admin
		-Personnel/Staffing	Program faculty will be actively involved in offering student tours	Tour reports with prospective students	Ongoing	No additional funding	Faculty and admin
		-Facilities/Equipment					

Comments/Explanation

School Goals	Supports College/ Academic Affairs Goal/Initiative	Focus Area(s) (Check all that apply)	Strategies	Success Indicators	Targeted Completion Date	Resource(s) Needed	Persons Responsible
Goal 3: Seek means for resource expansion	**Supports Academic Affairs goals focused on: increasing funding through grants and donors**	Accreditation / Assessment / Student Learning	Continue to work closely with NSF and McAllister & Quinn to identify appropriate grant applications	Grant reports	Summer, 2017	Contract with McAllister and Quinn	School admin and departmental leaders
		Curriculum/Instruction	Collaborate with industry to solicit appropriate donations for programs	Equipment reports	Ongoing	No additional funding	School admin and departmental leaders
		Professional Development					
		Personnel/Staffing					
		Facilities/Equipment					

Comments/Explanation: $7,000 brewing/chemistry equipment obtained through donation. NSF IUSE grants were explored for mathematics, but application has been deferred until Summer 2017.

Student Affairs Strategic Plan 2014-2017

Goal 1: Improve the level of co-curricular and social engagement among students.

Outcome 1.1: Create an outcomes-based Student Affairs programming model.
Objective 1.1.1: Create a student affairs committee to develop this model throughout the programming calendar by Fall 2014.
Objective 1.1.2: Implement and evaluate the application of the model beginning Spring 2015.

Outcome 1.2: Create opportunities for the development of campus-wide traditions and pride by students.
Objective 1.2.1: Define and gain support for a campus-wide philosophy on homecoming that will be in place for Homecoming 2015 planning.
Objective 1.2.2: Implement a revised WEB structure to promote student involvement in the creation and maintenance of campus traditions and pride during the 2014-2015 academic year.

Outcome 1.3: Enhance interdepartmental and college-wide collaboration to optimize student engagement.
Objective 1.3.1: Student Affairs will partner with faculty on 8 programs per year beginning in Fall 2014.
Objective 1.3.2: Through the Student Engagement Taskforce (SET), student affairs will collaboratively facilitate 8 high profile events per academic year beginning Spring 2015.

Outcome 1.4:   Develop a residential programming model.
Objective 1.4.1: Residence Life, in collaboration with Student Affairs, will develop this model by Spring 2015.
Objective 1.4.2: Implement and evaluate the application of the model beginning Fall 2015.

Outcome 1.5: Enhance the image, presence, and impact of Living-Learning Communities within and upon the residential community.
Objective 1.5.1: Create a Community Mentor position for each LLC as a means of providing additional community and programmatic support for the 2014-2015 academic year.
Objective 1.5.2: Expand from 4 to 6 LLC's by Fall 2016.
Objective 1.5.3: Increase student participation in LLC's by 33% by Fall 2016.

Outcome 1.6: Enhance the student experience in campus dining facilities.
    Objective 1.6.1: Establish four primary board meal facilities to increase communal
    dining experiences by Fall 2014.
    Objective 1.6.2: Develop a mandatory meal plan for full time off campus students to
    increase social integration through communal dining experiences by Fall 2015.
    Objective 1.6.3: In accordance with the Dining Services Strategic Plan, renovate existing
    dining units to provide a more expansive and varietal menu, create inviting spaces for
    our students, and improve customer satisfaction.
    Objective 1.6.4: Partner with student groups, organizations, and other departments to
    increase the use of dining facilities for co-curricular and social engagement.

Outcome 1.7: Expand and enhance programs and services to identify, address, and support
needs of our adult, off-campus, and commuter student populations.
    Objective 1.7.1: With the assistance of the Adult Student Learner Advisory Committee,
    Off-Campus Living & Commuter Services and Student Activities will create one program
    each semester geared to non-traditional students with at least 50 participants beginning
    Spring 2015.
    Objective 1.7.2: Off-Campus Living & Commuter Services will conduct an assessment of
    off-campus students to identify student needs by Fall 2015.
    Objective 1.7.3: Establish and market additional commuter spaces within the dining
    units on campus (ongoing).

Outcome 1.8: Develop and implement a Social Mentor program to support the transition, social
adjustment, and social interaction of students with an Autism Spectrum Disorder in Fall 2014.

Outcome 1.9: Enhance opportunities for students to develop leadership skills and experiences.
    Objective 1.9.1: Offer focused leadership training to specific student organizations
    (ongoing).
    Objective 1.9.2: Offer students opportunities to enhance their leadership skills through
    structured experiences (ongoing).
    Objective 1.9.3: At least 30% of Leadership Boot Camp program graduates will assume
    leadership positions within student organizations and/or in paid positions by Fall 2015.

Outcome 1.10: Increase community service among students.
    Objective 1.10.1: 80% of student-athletes will volunteer at least 300 cumulative hours
    of service during each academic year.
    Objective 1.10.2: Develop Career Services' presentations that focus on the value of
    volunteerism and community service in resume building by Fall 2015.
    Objective 1.10.3: Identify and establish relationships with local community
    organizations for collaborative opportunities for community service throughout
    Lycoming County (ongoing).

Outcome 1.11: Increase the level of student-athlete engagement at other athletic and college-sponsored events.

Goal 2: Build a supportive and inclusive campus environment through the advancement of diversity and social justice.

Outcome 2.1: Provide programs, events, and resources to promote the development of a campus and community that is culturally responsive to all community members.
Objective 2.1.1: Schedule 2 large high profile diversity programs annually that attract at least 200 attendees each by Fall 2014.
Objective 2.1.2: Collaborate with the Madigan Library to create a rotating multicultural display and resources to be housed in the Multicultural Lounge in the Campus Center.
Objective 2.1.3: Re-envision educational programming at Connections regarding Penn College as a community of respect by Summer 2015.
Objective 2.1.4: Enhance the campus culture's focus on inclusive practices and the integration of universal design principles (ongoing).
Objective 2.1.5: Develop a Statement on Accessibility that will guide institutional planning on universal design and accessible instruction by Fall 2015.
Objective 2.1.6: Implement a LGBTQA Safe Zone program by Spring 2015.
Objective 2.1.7: Implement a LGBTQA Student Ally program by Fall 2015.
Objective 2.1.8: Student-athletes will attend at least one educational session per academic year that focuses on the importance of diversity and social justice beginning Fall 2015.
Objective 2.1.9: Train student athletes on sportsmanship and communication with deaf and hard-of-hearing athletes beginning Fall 2015.

Outcome 2.2: Increase the engagement and involvement of students from historically underrepresented backgrounds.
Objective 2.2.1: Identify and use at least three methods for recruiting students, from historically underrepresented backgrounds, for leadership positions and student worker positions throughout campus by Fall 2015.
Objective 2.2.2: Introduce students to menu items and cultural events through food by hosting special events where ethnic foods are prepared and served.
Objective 2.2.3: Expand programming targeted to ESL and international students by Fall 2015.
Objective 2.2.4x: Expand targeted outreach to students from underrepresented groups during Connections and Welcome Weekend by Summer 2015.
Objective 2.2.5: Assist in the expansion of student organizations that focus on underrepresented populations (ongoing).

Outcome 2.3: Provide employees diversity training to aide them in understanding co-workers and our students.

> Objective 2.3.1: Collaborate with Human Resources to create diversity-related staff development training sessions for employees (ongoing).
>
> Objective 2.3.2: Provide Athletics staff at least one educational session per academic year that focuses on the importance of diversity and social justice beginning Fall 2015.

Outcome 2.4: Expand and systematize the campus-wide awareness campaign focusing on sexual misconduct prevention and response.

Outcome 2.5: Expand and systematize the campus-wide bystander intervention campaign.

Outcome 2.6: Develop and implement a hazing prevention program by Fall 2015.

Goal 3: Expand campus-wide health and wellness education and awareness.

Outcome 3.1: Expand collaboration for health and wellness programming (ongoing).

> Objective 3.1.1: Implement health and wellness education sessions to all student-athletes to help bring awareness on current issues and trends by Fall 2015.

Outcome 3.2: Seek deeper integration between physical and mental health services to further enhance continuity of care and client/patient care management and outcomes.

> Objective 3.2.1: Examine models of integration and review best practices during 2014-2015.
>
> Objective 3.2.2.: Revisit existing integration and case management model in Health and Counseling Services for Fall 2015.

Outcome 3.3: Enhance the current Emergency Response Plan.

> Objective 3.3.1: Update the Emergency Response Plan to meet the standards under Federal Emergency Management Agency Comprehensive Preparedness Guide (CPG) 101 by Fall 2015.
>
> Objective 3.3.2: Develop an active shooter response protocol that takes into consideration mass casualties to achieve more effective and timely medical treatment of victims by Fall 2014.

Outcome 3.4: Implement an Emergency Response Service (ERS) to respond to campus emergencies across campus by Fall 2014.

Outcome 3.5: Develop a systematic approach to marketing and outreach to prevent, educate, and reduce stigma surrounding mental health issues, including suicide.

> Objective 3.5.1: Enhance employee skills in identifying and supporting students in need (ongoing).

Objective 3.5.2: Enhance student skills in identifying and supporting students in need through RA training and training that targets student leaders including athletes, Greeks, and SGA (ongoing).

Objective 3.5.3: Provide specialized training in mental health risk assessment for Residence Life, Police, and EMTs (ongoing).

Outcome 3.6: Review operational effectiveness of the Behavioral Intervention Team.

Objective 3.6.1: Examine committee membership compliance with national best practices in Fall 2014-2015.

Objective 3.6.2: Investigate need for development of behavior and threat assessment protocols by Spring 2015.

Outcome 3.7: Provide education on nutrition and the availability of healthy food offerings to our campus community.

Objective 3.7.1: Purchase Netnutrition software program and provide customers with nutritional information on Dining Services products by Fall 2014.

Objective 3.7.2: Continue to expand fresh, seasonal, customizable action cooking stations (ongoing).

Objective 3.7.3: Provide a series of educational cooking demonstrations and classes by Fall 2015.

Goal 4: Focus on facility and campus development that maximizes student engagement.

Outcome 4.1: Redirect vehicle and pedestrian traffic campus wide to improve safety.

Objective 4.1.1: Investigate the impact of closing existing roads to expand pedestrian-only walkways (ongoing).

Outcome 4.2: Continue the development of the "Penn College Neighborhood" initiative.

Objective 4.2.1: Work with the City of Williamsport to identify needed pedestrian crosswalks on streets that receive heavy pedestrian traffic from off-campus students by Fall 2015.

Objective 4.2.2: Work with Grants & Contracts Office, Landlords and the City of Williamsport to identify funding that could be used to install "period style lighting" in specific areas of the off-campus neighborhood with a plan in place by Fall 2016.

Outcome 4.3: Renovate facilities to maximize opportunities for student engagement.

Objective 4.3.1: Optimize use of the renovated CC Patio area (ongoing).

Objective 4.3.2: Ensure preservation of green space and/or recreation space during facilities planning (ongoing).

Outcome 4.4: In accordance with the College's NCAA strategic planning documents, ensure the resources and infrastructure of Athletics adequately supports progression through the NCAA affiliation process.

Objective 4.4.1: Upgrade existing facilities to improve utilization of space and enhance the player and fan experience.

Objective 4.4.2: Enhance staffing in proportion to growth and requirements set forth by NCAA.

Goal 5: Engage key stakeholders (alumni, prospects, and parents) in Student Affairs programming and activities by promoting key events.

Outcome 5.1: Market Student Affairs events to alumni.

Objective 5.1.1: Collaborate with Alumni Relations to promote events to alumni through the alumni newsletter.

Objective 5.1.2: Develop and offer career development activities marketed specifically to alumni.

Objective 5.1.3: Enhance the engagement between coaching staff and former student-athletes at special events (mailings, alumni games, team/athletic gatherings, etc.).

Outcome 5.2: Involve Student Affairs in campus visits by prospective students.

Objective 5.2.1: Create residence life talking points during residence hall tours by Fall 2014.

Objective 5.2.2: Review/amend "student life" talking points given during regular Admissions tours by Fall 2014.

Objective 5.2.3: Partner with Admissions to schedule events that engage prospective students in social and co-curricular experiences (ongoing).

Outcome 5.3: Involve parent/family members in the matriculation process.

Objective 5.3.1: Enlist parents as recruitment partners by Fall 2016.

Objective 5.3.2: Investigate the need/role of a Parent Advisory Board (ongoing).

Objective 5.3.3: Identify other areas in which enhanced parent involvement could enrich the student experience (ongoing).

Objective 5.3.4: Implement a 2-day summer transition program for 9th, 10th, 11th grade students (and their parents) who have postsecondary as a goal on their I.E.P and have an autism spectrum disorder (Autism Spectrum Post-secondary Interest Experience – ASPIE) by Summer 2014.

Goal 6: Enhance student career development in preparation for the workforce.

Outcome 6.1: Expand existing base of faculty champions to support career development activities within the curriculum (ongoing).

Outcome 6.2: Develop and implement career awareness frameworks that will contribute to the Lifelong Learning goal within the core curriculum by Fall 2015.

Outcome 6.3: Expand career preparation for students with disabilities.
        Objective 6.3.1: Develop and implement a Career Mentor program for students with disabilities to assist in navigating the social landscape of employment by Fall 2015.

Appendix 6.5

Pennsylvania College of Technology

Assessment Plan Template - Division Level

1. Department_____2. Contact Person_____3. Academic Year_____

Department Goals	Related Strategic Initiative/or collaborating department goal	Activities/ Assessment Measure	Additional sources of data	Timeline	Assessment Results/Findings	Budgetary/Planning Implications

4.

5. Actions/Recommendations based on results.