Annual Report – Accredited Member

Institution: Wentworth Institute of Technology
College of Professional and Continuing Education
Project Management (BPM)

Academic Business Unit: Project Management (BPM)

Academic Year: 2013-14
This annual report should be completed for your academic business unit and submitted to the IACBE by November 1 of each year.

**General Information**

Institution’s Name: Wentworth Institute of Technology

Institution’s Address: 550 Huntington Ave.

City and State or Country: Boston, MA 02115-5998

Name of Submitter: Suzanne Kennedy

Title: Chair, Management & Facilities Department

Your Email Address: kennedys@wit.edu

Telephone (with country code if outside of the United States): (617)-989-4049

Type of Institution: Private Nonprofit

Date of Submission: November 1, 2014

Total Headcount Enrollment of the Institution for 2013-14: CPCE Enrollment 1,135

**Administrative Information**

1. Provide the following information pertaining to the current president/chief executive officer of your institution:

   Name: Dr. Zorica Pantic
   Title: President
   Highest Earned Degree: Ph.D.
   Email: panticz@wit.edu
   Telephone (with country code if outside of the United States): (617)-989-4476
   Fax (with country code if outside of the United States): (617) 989-4591

   Check here if this represents a change from the previous year.

2. Provide the following information pertaining to the current chief academic officer of your institution:

   Name: Dr. Russell Pinizzotto
   Title: Senior Vice President for Academic Affairs & Provost
   Highest Earned Degree: Ph.D.
   Email: pinizzottor@wit.edu
   Telephone (with country code if outside of the United States): (617)-989-4486
   Fax (with country code if outside of the United States): (617) 989-4591

   Check here if this represents a change from the previous year.
3. Provide the following information pertaining to the current head of your academic business unit:

Name: Patrick Hafford  
Title: Dean, College of Professional and Continuing Education  
Highest Earned Degree: Ph. D.  
Email: haffordp@wit.edu  
Telephone (with country code if outside of the United States): (617)-989-4870  
Fax (with country code if outside of the United States): (617) 989-4591  

Check here if this represents a change from the previous year.

4. Provide the following information pertaining to your current primary representative to the IACBE, i.e., the person who is your primary contact for the IACBE and who votes on behalf of the academic business unit on IACBE matters (if not the same as the head of the academic business unit):

Name: Suzanne Kennedy  
Title: Chair, Business Management and Facility Management Department  
Highest Earned Degree: M.S. Design  
Email: kennedys@wit.edu  
Telephone (with country code if outside of the United States): (617)-989-4293  
Fax (with country code if outside of the United States): (617) 989-4591  

Check here if this represents a change from the previous year.

5. Provide the following information pertaining to your current alternate representative to the IACBE:

Name: Cidhinnia Torres Campos  
Title: Director of Accreditation and Institutional Assessment  
Highest Earned Degree: Ph. D.  
Email: torrscaymposc@wit.edu  
Telephone (with country code if outside of the United States): (617)-989-4366  
Fax (with country code if outside of the United States): (617) 989-4591  

Check here if this represents a change from the previous year.
**Accreditation Information**

1. If applicable, when is your next institutional accreditation site visit?  
   **Fall 2021** Year

2. When is your next reaffirmation of IACBE accreditation site visit?  
   **February 2021** Year

3. Provide the website path to the page containing your public notification of accreditation by the IACBE:

   *(Note: Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.)*

   For example:
   1. Click on “Academics”
   2. Click on “School of Business”
   3. Click on “IACBE Accreditation” etc.)

4. Provide the website path to the page containing your public disclosure of student learning assessment results:

   *(Note: Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.)*

   For example:
   1. Click on “Academics”
   2. Click on “School of Business”
   3. Click on “IACBE Accreditation” etc.)
5. If your accreditation letter from the IACBE Board of Commissioners contained “notes” that identified issues that needed to be addressed, please list the number of the IACBE’s Accreditation Principle for each note in the table below. Indicate whether action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

<table>
<thead>
<tr>
<th>Commissioners’ Notes</th>
<th>Action Already Taken</th>
<th>Action Planned</th>
</tr>
</thead>
</table>
| **Principle 1.1 Outcome Assessment**  
BPM must report assessment results from the implementation of the revised outcomes assessment plan. | Please refer to “Other Issues” and Assessment Instruments for ISLOs Direct Measures. | |
| **Principle 4.1: Faculty Qualifications**  
Credential information for all faculty members, both full-time and adjunct/part-time, should be available to students either in the catalog or on the website. | Please refer to “Other Issues”. This includes the website path to the page containing faculty credentials. | |
Programmatic Information

1. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, emphasis, option, or track) for 2013-14 (insert rows in the table as needed):

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollment 2013-14</th>
<th>Number of Degrees Confirmed 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s in Project Management</td>
<td>192</td>
<td>25</td>
</tr>
<tr>
<td><strong>Totals for All Programs Combined</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(In the totals, please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)</td>
<td>192</td>
<td>25</td>
</tr>
</tbody>
</table>

2. Do you offer any of your IACBE-accredited business programs outside of your home country?
   - **X** No.
   - Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

<table>
<thead>
<tr>
<th>Program</th>
<th>Country or Countries</th>
<th>Partner Institution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Did you terminate any IACBE-accredited business programs during the reporting year?
   - **X** No.
   - Yes. If yes, please identify the terminated programs in the table below and provide a brief description of your termination plan (e.g., plan for teaching-out the program, when last graduates are expected, etc.). (Insert rows in the table as needed.)

<table>
<thead>
<tr>
<th>Terminated Programs</th>
<th>Termination Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Were changes made in any of your IACBE-accredited business programs during the reporting year? (Note: You do not have to identify course-level changes, e.g., changes in course names, course coding, course numbering, course content, etc.; identify only program-level changes, e.g., changes in program names, program curricula, etc.)
   - **X** No.
Yes. If yes, please identify the changes on a separate page at the end of this report.

5. Were any new business programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) established during the reporting year?

X No.

Yes. If yes, please identify the new programs and the locations at which they are offered in the table below. (Insert rows in the table as needed.) Please also describe the curricular requirements for the programs on a separate page at the end of this report, and answer item 6 below.

<table>
<thead>
<tr>
<th>New Programs</th>
<th>Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Any new programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) cannot be listed, identified, or advertised as being accredited by the IACBE until they have undergone an accreditation review and have been granted accreditation by the Board of Commissioners.

6. If applicable, was approval of your institutional accrediting body required for any of the new programs identified in item 5 above?

X No.

Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

7. Did you establish any new locations/instructional sites during the reporting year?

X No.

Yes. If yes, please identify the new locations/instructional sites and the IACBE-accredited programs offered at those locations/sites in the table below. Please also indicate whether you anticipate that any of the locations/sites will account for 25% or more of the total student credit hours (or contact hours as applicable) in business. (Insert rows in the table as needed.)

<table>
<thead>
<tr>
<th>New Locations/Instructional Sites</th>
<th>Programs Offered</th>
<th>25% or More of Total SCH?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Springfield Technical Community College</td>
<td>Project Management</td>
<td>no</td>
</tr>
<tr>
<td>Middlesex Community College</td>
<td>Project Management</td>
<td>no</td>
</tr>
<tr>
<td>Bristol Community College</td>
<td>Project Management</td>
<td>no</td>
</tr>
</tbody>
</table>
8. If applicable, was approval of your institutional accrediting body required for any of the new locations/instructional sites identified in item 7 above?

   ___ No.
   X Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.
Outcomes Assessment

1. Do you offer any majors, concentrations, specializations, emphases, options, or tracks as part of your business programs?
   __ Yes. If yes, proceed to item 2 below.
   X No. If no, proceed to item 4 below.

2. Do your majors, concentrations, specializations, emphases, options, or tracks appear on students’ transcripts, diplomas, diploma supplements, or other official records of program completion?
   __ Yes. If yes, proceed to item 3 below.
   X No. If no, proceed to item 4 below.

3. Does your current outcomes assessment plan include student learning assessment information for all majors, concentrations, specializations, emphases, options, and tracks contained within your business programs?
   X Yes. If yes, proceed to item 4 below.
   __ No. If no, please submit a revised outcomes assessment plan with your annual report that addresses student learning assessment for all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of your business programs. Information about this requirement can be found on the IACBE website at the following address: www.iacbe.org/oa-key-areas.asp.

4. Is the outcomes assessment plan that you submitted to the IACBE still current or have you made changes?
   __ The outcomes assessment plan that we have previously submitted is still current.
   X Changes have been made and the revised plan is attached.
   __ We have made changes and the revised plan will be sent to the IACBE by: ____________________________

5. Complete the Outcomes Assessment Results form below and include it with this annual report to the IACBE. Note: Section II of the form (Operational Assessment) needs to be completed only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.
Other Issues

Briefly comment on other issues pertaining to your academic business unit that you would like to share with the IACBE.

Commissioners’ Notes
As part of the Project Management (BPM) program Accreditation site visit, there were two Commissioners’ Notes.

Principle 1.1: Required reporting assessment results from the implementation of the revised outcomes assessment plan, which was submitted in response to the site-visit team’s report of findings. (5/28/14)

The assessments can be found under Assessment Instruments for ISLOs, Direct Measures.

Capstone Rubric
An on-line assessment tool capturing real time rubric evaluation data will be implemented for the senior capstone course assessment process. Students will be reviewed during the final presentation on ISLOs 1, 2, 4, 5, and 6 by capstone faculty, full-time faculty, staff, and professional guests. Students will also be assessed on the written submittal separately by capstone professors. This will be implemented for the upcoming cohort.

Peregrine Test
This was the first implementation of the Peregrine test for the BPM program. It was delivered to three students who were off track. Our next delivery will be in Fall 2014 to 13 students.

Senior and Career Services Surveys
Based on the cohort schedule of the BPM program in 2013-2014 only three students completed the capstone course and will complete their senior and career services survey in the Fall 2014/Spring 2015 cycle.

Principle 4.1: Faculty Qualifications indicated credential information for all faculty both full-time and adjunct/part time faculty should be available to students either on the program/department website or in the WIT catalog.

Below are the website URL and steps to reach the faculty credential information.

- URL http://www.wit.edu
- Click “Continuing Education”
- Click “About Us”
- Select “Staff and Faculty”
- Click “Faculty”

In addition to the Commissioners Notes, the following are actions are being taken as part of the continuous quality improvement of the project management program.

- Facilities Management Concentration
  Discussions have begun on the potential for a facilities management concentration within the project management degree program. This would be 16-20 credits that would fulfill general
elective requirements. Concentrations are not listed on any official documents as they are intended for students to have self-directed electives.

- **New Locations**
  We are looking to expand our community college partnerships to include Massasoit Community College and Quinsigamond Community College.

- **Master Course**
  To ensure consistency and academic quality across the project management program we have developed a master course system using our LMS for the 13 courses in the major.

- **Project Management Institute Certification**
  To increase the value of the BPM program to current and future students, we are exploring obtaining PMI certification for the program.
Outcomes Assessment Results  
For Academic Year: 2013-14

Section I: Student Learning Assessment

<table>
<thead>
<tr>
<th>Project Management</th>
</tr>
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</table>

**Student Learning Assessment for Program 1**

**General Program Intended Student Learning Outcomes (General Program ISLOs)**

1. Students will demonstrate knowledge of the fundamental principles in business and project management.
2. Students will apply quantitative tools in decision-making.
3. Students will apply ethical principles to leadership decisions.
4. Students will exercise skills in analysis, critical thinking, and problem solving in the field of project management.
5. Students will demonstrate effective professional communication skills.
6. Students will integrate learning to address real world problems in project management.

**Assessment Instruments for Intended Student Learning Outcomes—Direct Measures of Student Learning:**

<table>
<thead>
<tr>
<th>Assessment Instruments</th>
<th>Performance Objectives (Targets/Criteria) for Direct Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Capstone Course &amp; Project – Senior projects evaluated by faculty and external evaluators using common scoring rubrics. Capstone assignments are directly related to student learning objectives. For Outcomes 1-6 throughout the semester there are benchmark assignments with rubrics that are utilized for each assignment.</td>
<td>At least 85% of students meet or exceed competency in the outcomes areas.</td>
</tr>
<tr>
<td>2. Peregrine Test</td>
<td>Students will meet or exceed the regional average in each area for Outcomes 1-3.</td>
</tr>
<tr>
<td>3. COMM310, Professional Communications</td>
<td>Student will be assessed on all aspects of communication in COMM310 from ISLO’s 5. Students will meet or exceed competency utilizing a standardized rubric. The standards set in this course will be used throughout the major course requirements.</td>
</tr>
<tr>
<td>4. MGMT470, Project Evaluation and Performance</td>
<td>Students will reflect through case study analysis and project work ISLO’s 4, 5, 6. Students will meet or exceed competency utilizing a standardized rubric.</td>
</tr>
<tr>
<td>5. MGMT415, Leadership and Management</td>
<td>Students will reflect through case study analysis and discussion boards ISLO’s 1, 3, and 10 and be graded using a standardized rubric.</td>
</tr>
</tbody>
</table>
### Assessment Instruments for Intended Student Learning Outcomes—Indirect Measures of Student Learning:

<table>
<thead>
<tr>
<th>1. Career Services Evaluations from Students</th>
<th>Performance Objectives (Targets/Criteria) for Indirect Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At least 80% of Students will respond agree or strongly agree to survey items directly related to Outcomes 1 – 6.</td>
</tr>
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</table>

| 2. Senior Survey                             | At least 80% of graduates will indicate they have the skills and competencies related to Outcomes 1 – 6 as indicated by responses to survey items. |

### Assessment Results: Program 1 with a Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1

#### Summary of Results from Implementing Direct Measures of Student Learning:

1. **Capstone** – 100% of students scored above average (3) or more on ISLO’s 1-6. There were only three students who completed capstone in 2013-2014.

2. **Peregrine**
   - **Outcome 1** - In the area of Business Integration and Strategic Management, Human Resources Management, Operations/Production Management, and Organizational Behavior our students consistently scored higher than the regional average.
   - **Outcome 2** – In the area of quantitative research techniques and statistics our students scored 6.35% higher than the regional average.
   - **Outcome 3** – In Business Ethics our students scored 6.86% lower than the regional average.

3. **COMM310** – No data as new rubric was developed during 2013-2014 academic year.

4. **MGMT470** – No data as new rubric was developed during 2013-2014 academic year.

5. **MGMT415** - No data as rubric will be implemented during 2014-2015 academic year.

#### Summary of Results from Implementing Indirect Measures of Student Learning:

1. **Career Services Evaluations** – This was updated from Co-Op survey to Career Services as the BPM program does not require a Co-Op. Results for survey will be seen in the 2014-2015 annual report.

2. **Senior Survey** – No results as Capstone was offered to three students as an independent study, they will complete survey at end of Fall 2014 semester as will the current cohorts.
## Summary of Achievement of Intended Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes</th>
<th>Learning Assessment Measures</th>
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<tbody>
<tr>
<td></td>
<td>General Program ISLOs</td>
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<tr>
<td></td>
<td>Capstone</td>
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<tr>
<td></td>
<td>Peregrine Test</td>
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<td>COMM310</td>
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<td>MGMT470</td>
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<td></td>
<td>MGMT415</td>
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<td>Career Services</td>
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<td>Senior Survey</td>
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<td>Performance Target Was...</td>
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<td>Performance Target Was...</td>
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<td></td>
<td>Performance Target Was...</td>
</tr>
<tr>
<td>1. Students will demonstrate knowledge of the fundamental principles in business and project management.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Partially Met</td>
</tr>
<tr>
<td>2. Students will apply quantitative tools in decision-making.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Met</td>
</tr>
<tr>
<td>3. Students will apply ethical principles to leadership decisions.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Not Met</td>
</tr>
<tr>
<td>4. Students will exercise skills in analysis, critical thinking, and problem solving in the field of project management.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>Partially Met</td>
</tr>
<tr>
<td></td>
<td>No Data Yet</td>
</tr>
<tr>
<td></td>
<td>No Data Yet</td>
</tr>
<tr>
<td>5. Students will demonstrate effective professional communication skills.</td>
<td>Met</td>
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<tr>
<td></td>
<td>No Data Yet</td>
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<tr>
<td></td>
<td>No Data Yet</td>
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<td></td>
<td>No Data Yet</td>
</tr>
<tr>
<td>6. Students will integrate learning to address real world problems in project management.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>No Data Yet</td>
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<td></td>
<td>No Data Yet</td>
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<td></td>
<td>No Data Yet</td>
</tr>
</tbody>
</table>

## Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. Only 3 students completed MGMT655, the capstone course, in the 2013-2014 year. We are communicating to all faculty areas where emphasis is desirable. After the next full cohort we will evaluate what, if any changes are needed.

2. Implementing new systems and measures through direct course assessment, COMM310, MGMT415, and MGMT455, so data is not yet available for all areas.
3. *Results from the Peregrine exam are inconclusive given the small number of students taking the exam. We will continue to evaluate results and report in the next year.*

4. The Peregrine Exam will be reviewed, critical management components that are covered in project management will be identified, and specific project management content exam questions will be added.

5. To address content in the area of finance we will review course curriculum, develop additional remedial support through tutoring services, and review qualified faculty members.
Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)

### Intended Operational Outcomes:

1. **Provide qualified faculty**
2. **Keep programs relevant and vibrant**
3. **Use current technology in the classroom**
4. **Provide interdisciplinary, project-based learning**
5. **Provide effective student advising**
6. **Retain qualified students**

### Assessment Measures/Methods for Intended Operational Outcomes:

<table>
<thead>
<tr>
<th>Operational Assessment Measures/Methods</th>
<th>Performance Objectives (Targets/Criteria) for Operational Assessment</th>
</tr>
</thead>
</table>
| 1. A. Maintain faculty and student evaluations  
   B. Course Evaluation | A. Standard level of hiring based on tiered plan to increase our pool of highly qualified faculty.  
   Three levels of evaluation based on course evaluations  
   - Good Job  
   - Need some additional training  
   - Not retained as a faculty member  
   B. Maintain an average score of 3 for student surveys. |
| 2. A. Maintain IPACs as external advisors  
   B. Use qualified external professional reviewers for capstone | Regular IPAC meetings (at least once per year)  
   At least one external reviewer per capstone course. |
| 3. **Continue to upgrade technology used in the BPM program.** | Continue to evaluate and increase technology available to our BPM students. |
| 4. **Interface with other programs/departments on projects** | The number of interdisciplinary projects developed and implemented  
   (Baseline will be established during 2014-15). Currently course offerings are available such that bachelors programs within and outside of management share general education and general elective courses. |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. Maintain high quality advising</strong></td>
<td><strong>Regular communication with staff advisor. Provide tools and resources for students to aid in their academic program.</strong></td>
</tr>
<tr>
<td><strong>6. Work closely with Student Affairs and Academic Affairs across campus to support students.</strong></td>
<td><strong>Maintain or increase current levels of student retention and persistence (baseline to be established in Summer 2014)</strong></td>
</tr>
</tbody>
</table>

**Summary of Results from Implementing Operational Assessment Measures/Methods:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A. 95% of faculty scored a 3 or higher in student evaluations   B. 90% of faculty scored 3 or higher in course evaluations</td>
<td></td>
</tr>
<tr>
<td>2. A. IPAC met in the Fall semester during 2013-2014 academic year.   B. Capstone had one external reviewer.</td>
<td></td>
</tr>
<tr>
<td>3. Through our Division of Technology Services all students are able to download needed software at no cost. In addition our Learning and Technology department has created a toolkit comprised of turnitin, Lynda.com, Atomic Learning, and Embanet. The Library is continuously updating their collection of e-book and databases. They also work with faculty members to create online course and subject guides.</td>
<td></td>
</tr>
<tr>
<td>4. The number of interdisciplinary projects developed and implemented (Baseline will be established during 2014-15 academic year). Currently our BPM program shares general education and elective courses with other degree programs and we will review to increase the number as curriculum allows.</td>
<td></td>
</tr>
<tr>
<td>5. Each BPM student has assigned to them a staff advisor. In the 2013-2014 academic year   • Due to increased enrollment an additional advisor was hired.   • Began the implementation of Agilegrad, an advising software system, to help support communication between academic and support offices across campus.   • Advising staff has participated in an institute wide advising evaluation as directed by our Academic Leadership Team to provide feedback for an update of online resources and training for faculty and students around advising.</td>
<td></td>
</tr>
<tr>
<td>6. Through the Student Affairs and Academic Affairs Division, faculty can submit Care reports and Early alerts to students in need. In Fall 2014, Student Affairs conducted a focus group of students to assess the growing needs of our student population. We will have results in 2014-2015. The Learning Center has increased their support through one-on-one tutoring and online services.</td>
<td></td>
</tr>
</tbody>
</table>
**Summary of Achievement of Intended Operational Outcomes:**

<table>
<thead>
<tr>
<th>Intended Operational Outcomes</th>
<th>Operational Assessment Measures/Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Faculty Evaluations</td>
</tr>
<tr>
<td></td>
<td>Performance Target Was...</td>
</tr>
</tbody>
</table>

1. **Provide qualified faculty**
   - Partially Met
   - Met

2. **Keep programs relevant and vibrant**
   - Met
   - Met

3. **Use current technology in the program**
   - Met

4. **Provide interdisciplinary, project-based learning**
   - Partially Met

5. **Provide effective student advising**
   - Met

6. **Retain qualified students**
   - Met

**Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:**

1. We are in need of expanding our pool of faculty and are doing so through shared resources and other academic departments at Wentworth.

2. Developed a standard form to be completed for class visits/evaluation of instructor and course. A standard rubric will be used to complete the assessment.

3. We identified a need to update the delivery of course evaluations and streamlined the process of ensuring all courses receive evaluations in the same time frame.

4. In developing our current bachelor’s programs we are creating more shared courses within each major to increase interdisciplinary projects.
May 20, 2014

Dr. Zorica Pantic
President
Wentworth Institute of Technology
550 Huntington Avenue
Boston, MA 02115-4998

Dear President Pantic:

I am pleased to inform you that at its meeting on April 24, 2014, the Commission on Institutions of Higher Education considered the report submitted by Wentworth Institute of Technology regarding its instructional locations at the Sheet Metal Workers Union Local 17 in Dorchester, Massachusetts; Springfield Technical Community College in Springfield, Massachusetts; Middlesex Community College in Bedford, Massachusetts; and the New England Regional Carpenters Union training center in Millbury, Massachusetts, as well as the report of the evaluator, and took the following action:

that the report regarding the Institute’s instructional locations be accepted and inclusion of the Middlesex Community College site within the institution’s accreditation be confirmed;

that the Institute be granted general approval to establish off-campus programs within Massachusetts;

that the fifth-year interim report scheduled for Fall 2016 be confirmed and, as part of the evaluation, a visit to a representative sample of the off-campus sites added since the Fall 2011 comprehensive evaluation be scheduled for Spring 2016.

The Commission gives the following reasons for its action.

The Commission accepted the report submitted by Wentworth Institute of Technology (WIT) and confirmed inclusion of the Middlesex Community College instructional location within the institution’s accreditation because the report provided evidence that the Institute is implementing the location in a manner consistent with Commission standards and policies.

The Commission is pleased to learn that the Bachelor of Science in Project Management (BSPM) program offered by Wentworth Institute of Technology at Middlesex Community College (MCC) provides associate degree students
a “pathway” to earning a baccalaureate degree. We understand that the agreement between WIT and MCC permits students to transfer up to 80 credits toward the BS PM, and that students enrolled in the MCC cohort receive a 20% tuition discount. An on-site supervisor, who reports to WIT’s Provost, has responsibility for ensuring the provisions of the agreement are met. We are aware that the faculty teaching at the MCC site also teach at WIT’s main campus, and note with favor that multiple evaluation tools are used to assess student performance. In addition, the resources and services of both the WIT Alumni Library and the MCC library are available to students, and “ample” technology support is provided to assist students enrolled in the program’s hybrid courses.

We understand that WIT’s financial model for its off-campus sites requires a cohort of 11-15 students before courses are run, and that 13 students were enrolled at the MCC site when the on-site evaluation took place in Fall 2013. The other three sites scheduled for review – the Sheet Metal Workers Union Local 17 in Dorchester, Massachusetts, Springfield Technical Community College in Springfield, Massachusetts, and the New England Regional Carpenters Union training center in Millbury, Massachusetts – were “inactive” due to low enrollment. In such cases when minimum enrollment to run a cohort is not met, we note with approval that WIT provides fully online programs so that students are able to continue their studies.

 Wentworth Institute of Technology is granted general approval to establish off-campus locations within Massachusetts because the visit provided evidence that the Institute is assuring effective oversight of its sites in a manner consistent with Commission standards and polices. We concur with the evaluator that WIT’s off-campus programs are clearly aligned with the Institute’s mission and goals, have a high level of support from the administration and faculty, and “adhere to the same expectations of student performance on the main campus.” We note positively that WIT has created new landing pages on its website for each of the Institute’s off-campus locations that provide information specific to the needs of off-campus students. In addition, we commend the Institute for providing all students regardless of location access to commensurate academic and student services.

Commission policy requires a fifth-year interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution’s current status in keeping with the Policy on Periodic Review. In keeping with the Commission’s Procedures for the Review of Off-Campus Sites at the Time of the Interim Report, an on-site evaluation of a sample of the locations added since the institution’s last comprehensive review will be scheduled for Spring 2016. A copy of the relevant procedural statement is enclosed for your information and use. The Commission asks that the report prepared in advance of the Spring 2016 evaluation provide evidence to demonstrate the institution’s continued capacity to administer its off-campus instructional locations in a manner consistent with Commission standards and polices.

The Commission expressed appreciation for the reports prepared by Wentworth Institute of Technology and the visiting evaluator and hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution’s constituencies. It is Commission policy to inform the chairperson of the institution’s governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Michael T. Anthony. The institution is free to release information about the report and the Commission’s action to others, in accordance with Commission policy.
If you have any questions about the Commission’s action, please contact Barbara Brittingham, President of the Commission.

Sincerely,

Jean A. Wyld

JAW/jm

Enclosure

cc: Mr. Michael T. Anthony
Evaluator