Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
for
Baccalaureate/Graduate Degree Programs
Current as of July 2012

Overview (O) 1 Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 15th.

This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O 2. Institution Name: **Peirce College**   Date **February 15, 2016**
Address: **1420 Pine Street, Philadelphia, PA 19102**

O 3. Year Accredited/Reaffirmed: **2002 / 2012** This Report Covers Years: **2013-2014 and 2014-2015**

O 4. List <u>All</u> Accredited Programs (as they appear in your catalog):

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted

Bachelor of Science Degree in Business Administration
Concentrations: Management, Marketing, Entrepreneurship/Small Business Management.

Associate in Science Degree in Business Administration
Concentrations: Management, Marketing, and Entrepreneurship/Small Business Management.

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.
Neither the Bachelor of Science Degree in Human Resource Management nor the Bachelor of Science in Integrated Leadership is accredited by ACBSP. The following statement is posted on the Business accreditation link: ACBSP accreditation does not pertain to the Human Resource Management program or the Integrated Leadership program.

O 6. List all campuses that a student can earn a business degree from your institution:
N/A

O 7. Person completing report Name: **Michael L. Schirmer, DBA**
Phone: **(215) 670-9318**
E-mail address: **mlschirmer@peirce.edu**
ACBSP Champion name: **Michael L. Schirmer, DBA Associate Professor and Faculty Chair, Business**
ACBSP Co-Champion name:

O 8. Conditions or Notes to be Addressed: You do not need to address Opportunity for Improvement (OFI).

The teaching load policy has allowed for full-time faculty to teach 15 credits per semester. The teaching loads for full-time faculty members indicate that the 12-credit-per-semester have been exceeded in the Business Administration program.

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report. Are you requesting the Board of Commissioners to remove notes or conditions? (if the justification for removal is lengthy consider attaching an appendix to QA report):

No.

The Business Administration program adheres to the Peirce College institutional teaching load policy. In Fall 2013, the College changed the teaching load policy due to budget constraints as a result of declining enrollment. Teaching load for 9 month faculty is 30 credits split evenly between Fall and Spring. The annual teaching load for 12 month faculty is 42 credits with Fall/Spring/Summer options of 15/15/12, 18/12/12, or 12/18/12. The policy has not been changed since.

O 9. The business unit must routinely provide reliable information to the public on their performance, including student achievement such as assessment results.

   Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

Student Learning Outcome Assessment Results: Such as what you report in standard #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc.

Program Results: Such as what you report in standard #6, graduation rates, retention rates, job placement, etc.

Peirce College provides information to the public on the assessment results of Business Administration Program students through the College's website, www.peirce.edu. The Business Administration Program has an accreditation link where assessment results were reported on the following: capstone course performance and standardized test scores.

Standard   #1 Leadership

Organization

a. List any organizational or administrative personnel changes within the business unit since your last report.

The Accounting Program Manager, Dr. Ahmed Omar, resigned April 2014. The position was eliminated due to institutional budget constraints as a result of declining enrollment. The duties of the Accounting Program Manager were reassigned to the Faculty Chair, Business, Dr. Michael Schirmer.

In June 2015, three members Business Division faculty were no longer employed at the College, specifically, two members of Accounting faculty and one member of Business Administration faculty. The two Accounting positions were eliminated and the Business Administration position remains unfilled due to ongoing institutional budget constraints as a result of declining enrollment.

b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report?

No new sites have been added.

Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

Effective with the fall 2014 QA report submittals, please use the Excel spreadsheet file found in the Evidence file tab to supply this information. Provide one to two examples of evidence of any improvements/updates in the strategic plan for current year or long-term action plans using the table in the spreadsheet:

Figure 2.2 Example of a Table for Action Plans	
Current Year action plans:	**Long-term action plans:**

Human Resource Strategy: The Business Division focused on the credentials and qualifications of faculty members:
 	
• Dr. Leola Bennett completing 15 post-doctoral credits in Accounting at LaSalle University making her Academically Qualified
 	
• Dr. Gail DiGiacomo achieving Certified Fraud Examiner (CFE) making her Academically qualified
 	
• Dr. Michael Schirmer completing his Doctor of Business Administration degree at Wilmington University making him Academically Qualified
 	
• Hiring adjunct faculty with Accounting certifications to teach Accounting and Finance courses
	Members of Business Division faculty play a central role in the College's new 2015-18 Strategic Plan in the following areas:
	
	• Develop and implement of the flexible course delivery model now known as Peirce Fit ™ that offers students the flexibility of choosing on a weekly basis how they will participate in a course: on campus, completely online, or a mix of both throughout the duration of a course.
	
	    o Aggressively convert entire undergraduate and graduate curricula by September 2016 to capture cost savings, differentiation, and student benefits.
	
	• Develop and implement Intensive Courses in key areas to increase average credit hours attempted, speed to completion and attract transfer students.
	
	    o Weekend Intensive: on campus courses with class meetings Friday evening and all day Saturday over three consecutive weekends.
	
	    o Online Intensive: Three week courses administered completely online.

Program Marketing Strategy: The Business Division focused on deploying low-cost marketing tactics that included:

- Establishment of a Speaker's Bureau and Speaking Events

    - Enhanced the pool of speakers from which to draw for the annual Business Conference for Students

    - Aided the development of the Enrichment Series of outside speakers deployed in 2015-16

- Position Peirce College as an ACBSP Annual Conference host institution

    - Peirce served as a host institution providing session moderators and a tour site for conference attendees

- Work collaboratively with the Peirce College Marketing and Communications Department

    - Update Business Division program information available within the Peirce College website

    - Develop Business Administration program marketing materials targeting transit riders (see Appendix A)

Members of Business Division faculty also support the College's new 2015-18 Strategic Plan in the following areas:

- New Vision: To be the recognized higher education leader in providing adult learners a direct and customized path to employer-valued skills and credentials.

- New Mission: We equip adult learners, in a personalized, student-centered environment, to achieve their goals and successfully fulfill workforce needs.

- Geographic Market Expansion: Aggressive but targeted increase in spend to stimulate push-pull demand out to a 75 mile radius. Complement geographic expansion/increase spend with targeted online programs for high value verticals and unique populations nationwide. Targeted employer centric efforts.

- Guidance and Support: Re-design approach to segment learners at front end, and provide more upfront support and need-based tools to increase success of all students. Approaches are based on student preparedness. Embed financial/career/job readiness skills and mapping throughout academic continuum.

- Fundraising/Grants & Alumni Relations: Significantly increase targeted grant/fundraising efforts in conjunction with strategic initiatives and Peirce Focus (e.g. working adults, CBE, Guidance & Support). Leverage the College's 150th anniversary to improve annual giving and engagement.

- Employer Relations: Develop executive level role charged with building and expanding relationships over time. Begin outreach with a select vertical and relevant base of current partners, then leverage for value capture. Maintain existing efforts across other industries: Opportunistic response to other emerging opportunities outside core above.

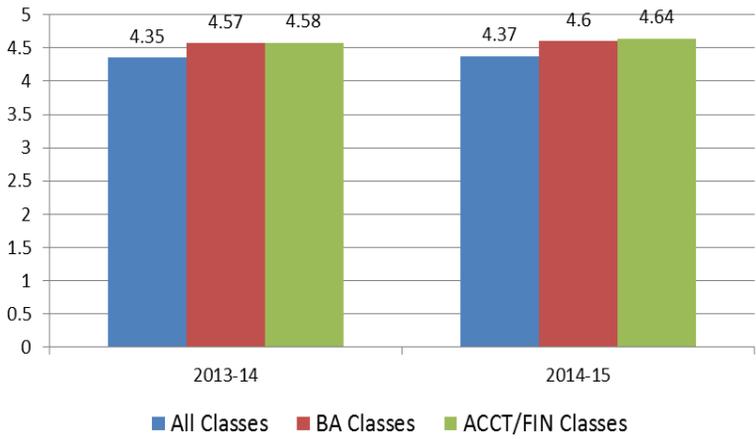**Standard #3 Student and Stakeholder Focus**

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 3 - Student and Stakeholder-Focused Results

| Performance Measure | Measurement Description | Analysis of Results | | | Insert Graphs or Tables of Results |
		Current Results	Results Analysis	Actions Taken	
1) Student Satisfaction Goal: Achieve overall customer service satisfaction score of 3.38 in 2013-14. No goal was set for 2014-15. The performance measure on this page reflects the satisfaction of the Peirce student body at large during the two years of this report and the year prior.	Annual College Customer Service Satisfaction Survey. This is an internally-created instrument first deployed in 2008-09. Students use a 4-point scale to assess their satisfaction with 12 area/aspects of the College.	The 2013-14 goal was not met. Since 2008-09, student satisfaction has exceeded the goal once, in 2010-11. Although no goal was set for 2014-15 because the survey was under review, results matched those of the apex year 2010-11.	Students consistently display a level of overall satisfaction, exceeding a score of 3.0.	Departments review student satisfaction regarding their areas and create annual improvement plans. The survey is under review.	**Annual Institutional Student Satisfaction Scores** |	2012-13	2013-14	2014-15
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Goal	3.42	3.38	No Goal Set
Overall Score	3.34	3.37	3.42	

Performance Measure	Measurement Description	Current Results	Results Analysis	Actions Taken	Insert Graphs or Tables of Results
2) Student Satisfaction by Department

Goal: Achieve program level student satisfaction score of at least the institutional goal. For 2013-14, the institutional goal was 3.38. No goal was set for 2014-15

The performance measure on this page reflects Business Administration student satisfaction. | The annual Student Satisfaction Survey described above.

Since 2011-12, results have been broken out by program to identify any trends. | Business Administration student satisfaction tracks slightly less than that of the overall student body. | Business Administration student satisfaction surpassed the 3.38 goal in the areas of Admissions, Classrooms & Computer Technology, Faculty, and Facilities.

They were least satisfied with Financial Aid. | Perceptions of Financial Aid improved in 2014-15.

The 2015-16 Customer Service Satisfaction Survey will be administered in Spring 2016.

Financial literacy is a part of the Guidance and Support Strategic Initiative. | **2013-14 Customer Service Comparison of Business Administration Students to All Students** |

Performance Measure	Measurement Description	Current Results	Results Analysis	Actions Taken	Insert Graphs or Tables of Results
3) Student Satisfaction focused on Student Support Services Goal: Achieve program level student satisfaction score of at least the institutional goal. For 2013-14, the institutional goal was 3.38. No goal was set for 2014-15 The performance measure on this page reflects Business Administration student satisfaction	The annual Student Satisfaction Survey described above. Since 2011-12, results have been broken out by program to identify any trends.	Student satisfaction increased over the 2-year period.	Just prior to the beginning of the 2013-14 year, the College underwent a comprehensive reorganization process resulting from the retirement of the VP, Finance and the Provost. During that same period, the College experienced a financial aid audit resulting in some changes to aid distribution.	Assigned advisors to specific programs, strengthening advisor program knowledge and facilitating stronger advisor/student engagement (2013-14). Combined financial aid and business office into Student Financial Services department (2013-14). Hired a new Director of Student Financial Services (2014-15).	**Business Administration Student Satisfaction with Student Support Services**

Performance Measure	Measurement Description	Current Results	Results Analysis	Actions Taken	Insert Graphs or Tables of Results
4) High Engagement Approach to Teaching (HEAT) – a measure of Student and Faculty Engagement Goal: Achieve 4.39 overall average rating for end of course survey questions related to HEAT. Achieving a high level of student/faculty engagement in academically related contexts is measured as an institutional goal.	The HEAT score is determined from 12 questions pertaining to instructors in the end of course surveys, An end of course survey is attached to each course students take. The survey was developed internally and is administered online.	The overall HEAT score for 2013-14 was 4.35, an improvement over the previous year but less than the goal. The score for 2014-15 improved again to 4.37.	Student perception of HEAT within Business Administration classes exceeded the institutional goal both years.	Provided mandatory orientation for all members of faculty. Mandated communicating office hours beginning 2013-14. Sent emails to faculty reminding them of the importance of, and tactics to improve, the high engagement approach to teaching. Focused on HEAT results in the performance reviews of full time Business Administration and Accounting faculty.	**HEAT Score Comparison** 2013-14: All Classes 4.35, BA Classes 4.57, ACCT/FIN Classes 4.58 2014-15: All Classes 4.37, BA Classes 4.6, ACCT/FIN Classes 4.64 Legend: All Classes, BA Classes, ACCT/FIN Classes

Performance Measure	Measurement Description	Current Results	Results Analysis	Actions Taken	Insert Graphs or Tables of Results		
5) Graduate Employment Data collected and analyzed annually.	Annual Graduate Survey The graduate survey is deployed from the Career Development Services (CDS) Office.	More than half of the Business Administration survey respondents indicated employment in their field.	Results are based on self-reporting. Some graduates may choose employment other than in their discipline.	A joint effort of the Alumni Office and CDS was launched to explore process improvement opportunities. Plans being made to pilot NACE First Destination survey in to 20115-16 graduates.			

Employment	2013-14	2014-15
Business Administration Graduates Surveyed	106	103
Number of Respondents (Response Rate)	66 (62.3%)	63 (61.2%)
Number (Percent) of Respondents Employed	49 (74.2%)	46 (73.0%)
Number (Percent) of Respondents Employed in Discipline	34 (51.5%)	33 (52.4%)

Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

List outcomes, by accredited program. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.

Business Administration Program Learning Outcomes

1. Analyze a complex business issue into a coherent written statement and oral presentation
2. Demonstrate comprehension of business principles including accounting, finance, management, and marketing, and apply to business situations
3. Demonstrate ability to work effectively in teams to complete collaborative assignments and projects.
4. Select and apply appropriate quantitative and qualitative tools and methodologies to make reasoned recommendations
5. Demonstrate information literacy and information technology skills in the analysis of problems and solutions for business situations
6. Assess ethical issues in economic competition, in the management of organizations, and in the community
7. Demonstrate knowledge fundamental to the discipline of the concentration

b. Performance Results

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

Performance Measure	Measurement Description	Analysis of Results		Actions Taken	Insert Graphs or Tables of Resulting Trends
		Current Results	Results Analysis		
1) Teamwork: Assess Business Administration program learning outcome 3 via (Bachelor's) capstone course: BUS 450 Policy and Strategy Formulation. Goal for 2014-15 based on 2013-14 baseline performance: At least 80% of the teams will meet or exceed standard by performing at the Milestone or Capstone levels.	BUS 450 Associate Capstone course: direct, summative, internal, comparative assessment. Program learning outcome 3 was assessed through the evaluation of the Bachelor's capstone team case reports using the Association of American Colleges and Universities-Teamwork VALUE Rubric (see Appendix C).	Team performance improved across all rubric categories and the 2014-15 goal was met.	Improved performance levels were achieved with course improvements made as a result of baseline year data analysis.	Instructor standards and coaching guidelines established and posted in the course master Conducted training with faculty regarding handling the team conflict resolution processes.	2013-14: Baseline Year Performance 2014-15

Performance Measure	Measurement Description	Current Results	Results Analysis	Actions Taken	Insert Graphs or Tables of Resulting Trends
2) Business Analysis: Assess Business Administration program learning outcomes 2 and 4 via capstone course: BUS 450 Policy and Strategy Formulation. Goal: at least 50% of students will meet or exceed standard in the respective rubric categories. This goal was developed from baseline data gathered in 2011-12 and 2012-13 focusing on the two rubric categories with the poorest overall performance: Action Plans and Recommended Solutions (see tables at right).	Bachelor's capstone courses, direct, summative, internal, comparative. Program learning outcomes 2 and 4 were assessed through the evaluation of the Bachelor's capstone project, i.e., case study, using a rubric developed by business faculty (see Appendix D) with a focus on the Action Plans and Recommended Solutions rubric categories.	Performance improved significantly over the baseline years. The goal was exceeded in 2013-14 and 2014-15 for Recommended Solutions and during the second year for Action Plans.	Performance improvements attributed to: - Revised capstone assignment guidelines by adding clarifying language. - Guidance offered to instructors in providing feedback on student work - A second norming exercise using Session 6 2014-15 data to revisit assessor inter-rater reliability concerns that arose during baseline years.	Began working with new Student Learning Assessment Specialist to strengthen the goal-setting and assessment processes. Business Division faculty reviewed and revised the Business Administration PLOS to better reflect stakeholder needs. A draft was then shared with Curriculum Committee for comment and recommendations. Final revisions were approved by the VPAA for 2015-16.	*(see tables below)*

Baseline Data
2011-12

Rubric Categories	Percentage (Met or Exceeded Standard)			
	Session 6	Session 2	Session 4	Overall
Action Plans	14%	22%	13%	**16%**
Recommended Solutions	48%	44%	30%	**41%**

2012-13

Rubric Categories	Percentage (Met or Exceeded Standard)			
	Session 6	Session 2	Session 4	Overall
Action Plans	40%	25%	20%	**28%**
Recommended Solutions	47%	41%	18%	**35%**

Current Years
2013-14

Rubric Categories	Percentage (Met or Exceeded Standard)			
	Session 6	Session 2	Session 4	Overall
Action Plans	31%	35%	40%	**35%**
Recommended Solutions	88%	85%	65%	**79%**

2014-15

Rubric Categories	Percentage (Met or Exceeded Standard)			
	Session 6	Session 2	Session 4	Overall
Action Plans	N/A*	67%	75%	**71%**
Recommended Solutions	N/A*	67%	78%	**73%**

Performance Measure	Measurement Description	Current Results	Results Analysis	Actions Taken	Insert Graphs or Tables of Resulting Trends
3) Ethics: Assess Business Administration program learning outcome 6 via pre-test/post-test performance in MGT 310 Ethical Leadership.

Baseline data collected in 2013-14 was used to establish goals for 2014-15:

1. At least 50% of students will increase their pre-post-test performance by 25%

2. At least 50% of students will answer correctly 73% or more of ethics outcome-related post-test questions | The MGT 310 Ethical Leadership course was selected as a function of its combination of ethics-related course and program learning outcomes.

A comprehensive final examination was used as a pre-test/post-test comparative assessment of student learning. | Baseline data gathered in 2013-14 indicated that the goals set for 2014-15 were achievable, but 2014-15 results fell far short of the goals. | The 2013-14 baseline data sample size was 32 students who all took MGT 310 online in Session 3. The sample size of the 2014-15 data was just over double that across multiple courses. Additional data collection is warranted for trend identification and analysis. | Eliminated negative exam questions (with "not" or "except") and questions that include "Therefore, do you believe" to minimize student confusion.

MGT 310 course coordination reassigned after Business faculty position eliminations near the end of 2014-15. Results were shared with the new course coordinator.

Requiring new Intro to Ethics course beginning 2015-16. | (see table below) |

MGT 310 Ethical Leadership Pre-test/Post-test		
Goal	**2013-14**	**2014-15**
1: Change in pre-test/post-test performance	Gather baseline data	At least 50% of students will increase their pre- post-test performance by 25%
Results	Twenty (20) of a total 32 students (62.5%) increased their comparative pre-test/post-test performance by 25% or more.	Twenty-three (23) of a total 65 students (35%) increased their comparative pre-test/post-test performance by 25% or more.
2: Post-test performance	Gather baseline data	At least 50% of students will answer correctly at least 73% of ethics outcome-related post-test questions
Results	Seventy-five percent (75%) of students scored 73% or more of the ethics-related questions correctly.	Eleven percent (11%) of students scored 73% or more of the ethics-related questions correctly.

Standard #5 Faculty and Staff Focus

Table 5.1 Standard 5 - Faculty- and Staff-Focused Results

| Performance Measure | Measurement Description | Analysis of Results | | Actions Taken | Insert Graphs or Tables of Resulting Trends |
		Current Results	Results Analysis		
1) Faculty Support Satisfaction 2013-14: Pilot a new Faculty Satisfaction Survey and gather baseline data in Spring 2014. 2014-15: Achieve at least an average score of 3.30 from the previously-administered annual Faculty Support Survey in Spring 2015.	New Faculty Satisfaction Survey based on national EBI Faculty Assessment instrument using a seven-point scale from 1=Not at All to 7=Extremely Annual Faculty Support Survey, internal: tracks faculty satisfaction provided by the Academic Operations and Faculty Support Office (AOFS) using a four-point scale from 1=Strongly Disagree to 4=Strongly Agree	2013-14 results indicated: • Higher satisfaction with classroom facilities, applicability of curricula, administrative support, and IT support • Lower satisfaction with support for travel, research, sabbaticals, and international activities • A level of satisfaction with AOFS similar to what was recorded in prior years using the old survey. 2014-15 results exceeded the goal for 2014-15.	Included in the new survey was a question of satisfaction with being a member of Peirce College faculty using a seven point scale: 1=Very Dissatisfied to 7=Very Satisfied. Results from this question are shown to the right and indicate slight to moderate overall satisfaction.	Business Division faculty members were required to complete the Faculty Orientation Course providing additional opportunities for dialogue with AOFS personnel. The new Faculty Satisfaction Survey will be administered biennially with the old Faculty Support Survey being administered in the intervening years.	(see table below)

Faculty Satisfaction Survey (2013-14)	
Areas of Higher Satisfaction	• Classroom facilities • Relating concepts to the real world • Administrative assistance • Computer software support
Areas of Lower Satisfaction	• Ability to secure funded research • Support for travel • Support for international activities • Support for sabbaticals

Overall Faculty Satisfaction (2013-14) **Seven-point Scale: Average Score**	
All Faculty	6.10
Business Administration	5.70

Faculty Support Satisfaction (2013-14) **Seven-point Scale: Average Score**	
All Faculty	5.61

Faculty Support Satisfaction (2014-15) **Four-point Scale: Average Score**	
All Faculty	3.31

Faculty Qualifications

Complete Table 5.2 and 5.3 for <u>new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.</u>

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITIERA • Five Year's Work Experience • Teaching Excellence • Professional Certifications	ACBSP QUALIFICATION 1. Doctorate 2. Professional 3. Exception
Hobdy, Adriene	Business Administration	Introduction to Business	Bachelor of Arts, Political Science; Master of Science, Budget & Finance; Master of Business Administration	• Nine year's work experience • Five year's teaching experience	Professional
Honer, Joseph	Accounting, Business	Introduction to Entrepreneurship, Managerial Accounting	Bachelor of Arts, Accounting & Finance; Juris Doctor	• Seven year's work experience • Certified Public Accountant (CPA) • Certified Fraud Examiner (CFE)	Doctorate

Table 5.3 Standard 5, Criterion 5.8
Scholarly and Professional Activities

| Faculty Member's Name | Highest Degree Earned | Professional Certification | Scholarly Activities | | | | | Professional Activities | | | | |
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Services	Professional Conferences Workshops	Professional Meetings	Professional Memberships	Other
Hobdy, Adriene	MBA, MS			C=1	A=1	D=6	D=1	1	2		
Honer, Joseph	Law Degree (J.D.)	CPA, CFE						3		2	

Codes to Use for Scholarly Activities:

    A = Scholarship of Teaching

    B = Scholarship of Discovery

    C = Scholarship of Integration

    D = Scholarship of Application

Standard #6 Educational and Business Process Management

a. **Curriculum**

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each program.
None

2. List any **new** degree programs that have been developed and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each new program since your last report.

Beginning Fall 2013, Peirce College offered a Bachelor of Science degree in Integrated Leadership. The College will not be seeking accreditation for this program.

In October 2014, Peirce College discontinued enrollment in the Business Law and Professional Studies concentrations. The decision was made based, in part, on the availability and growing popularity of Peirce's new degree completion programs: Bachelor of Science in Legal Studies in Business and Bachelor of Science in Integrated Leadership.

Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs) and the outcomes assessment process to ACBSP. If the new degree is at a higher level then what is currently accredited, the school must complete a self-study to add the degree.

3. List any accredited programs that have been terminated since your last report.
None

Complete table 6.1. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 6.1 Standard 6 - Organizational Performance Results

Performance Measure	Measurement Description	Current Results	Results Analysis	Actions Taken	Insert Graphs or Tables of Resulting Trends
1) Enrollment Trends Business Administration enrollment trends is tracked and analyzed as part of the annual program review process.	Enrollment data, internal Historically, the College has not set program-specific enrollment goals.	Business Administration is still the largest undergraduate program, but enrollment has declined precipitously in recent years and was just over half what it was five years ago.	Additionally, the influx of new Business Administration students was less than half what it was in 2010-11. Exacerbating these conditions, Business Administration Students are taking fewer credit hours both totally and on average.	The College began a limited program-level marketing initiative in 2014-15 targeting adult learners who ride public transit throughout metropolitan Philadelphia. See Appendix A for an example. Additionally, more broad marketing and employer engagement strategies were developed as part of the College's new strategic plan. Open elective options for improved transferability beginning 2015-16.	(see table and graph below)

Business Administration Enrollment

Year	Headcount	Credit Hours	New Students
2010-11	1,427	21,686	353
2011-12	1,237	19,617	317
2012-13	1,164	17,251	280
2013-14	936	13,253	212
2014-15	768	10,487	171

Business Administration Enrollment

(Line graph showing Headcount by Year: 2010-11: 1,427; 2011-12: 1,237; 2012-13: 1,164; 2013-14: 936; 2014-15: 768. Y-axis from 0 to 1,600.)

Performance Measure	Measurement Description	Current Results	Results Analysis	Actions Taken	Insert Graphs or Tables of Resulting Trends
2) Retention Achieve an annual institutional retention goal of 66.6% in 2013-14 and 65.5% in 2014-15.	Retention data, internal The College first began looking at program-specific retention rates in 2010-11. The retention rates provided are based on cohorts. Cohorts were created based on the date students took their first Peirce course during the fiscal year defined from 7/1 to 6/30. The data is reflective of student activity for their first year of enrollment.	Institutional goals were not met in either year. During the years of this report, Business Administration student retention rose above that of the institution overall in 2014-15.	The effects of reinforced attendance recordkeeping begun in 2012-13 were still felt in the reporting years. Communication with non-attendees shows major reasons for attrition to be: academic (lack of progress), financial, and personal barriers to progress towards goals.	Assigned program advisors to work with students within a specific major beginning in 2013-14. Three advisors are assigned to work with Business Administration students. A "War on Absenteeism" was declared. Class meeting attendance emphasized by faculty and Student Services. Twenty-four Business Administration students joined the Student Mentoring Program, a program developed and implemented to aid student retention.	

Retention Rates		
Year	Business Administration	Institution
2010-11	64%	70%
2011-12	68%	63%
2012-13	59%	62%
2013-14	55%	60%
2014-15	58%	56%

Performance Measure	Measurement Description	Current Results	Results Analysis	Actions Taken	Insert Graphs or Tables of Resulting Trends
3) Delta Mu Delta Membership

Induct eligible Accounting and Business Administration students into the Delta Mu Delta Honor Society annually to recognize academic success. | Delta Mu Delta Honor Society Annual Reports, an internal measure | While the number of students eligible has declined, the percent inducted improved in 2014-15. | Declines reflect the overall decline in enrollment.

Improving the ratio of inductees to those eligible continues to be a challenge. | The advising function was split among two members of faculty to aid in program administration and support.

Induction ceremonies are now conducted synchronously online to capture in one ceremony those unable to attend on campus. | (see table below) |

Delta Mu Delta

Year	Eligible	Inducted	Business Administration	Accounting
2010-11	162	55	49	6
2011-12	149	47	42	5
2012-13	132	50	46	4
2013-14	132	38	35	3
2014-15	91	32	32	0

Performance Measure	Measurement Description	Current Results	Results Analysis	Actions Taken	Insert Graphs or Tables of Resulting Trends
4) Graduation Rates Graduation rates per program will be tracked and analyzed.	Graduation data, internal	The number of Business Administration degrees awarded has declined.	The decline in degrees awarded reflects the overall decline in program enrollment.	The College identified and implemented Program Advisors dedicated to serving the needs of Business Administration students and guiding them towards graduation.	**Business Administration Degrees Awarded** 2010-11: AS 94, BS 160 2011-12: AS 88, BS 132 2012-13: AS 80, BS 147 2013-14: AS 57, BS 108 2014-15: AS 42, BS 100

Appendix A

Business Administration Program Transit Ad

Appendix B – Faculty Information

Figure 5.1 – Faculty Qualifications

Faculty Member	Initial Appointment	Highest Degree		Assigned Teaching Discipline	Professional Certifications	Qualifications	Notes
		Type	Discipline				
Full Time Faculty							
Bennett, Leola	1974	Ed.D.	Education	Accounting		Academically Qualified	Completed postdoctoral accounting courses
Brown, Willie	1976	Ph.D.	African-American Studies	Management		Academically Qualified	Completed postdoctoral management courses
Glenn, Charlene	2000	Ed.D.	Education	Management		Professionally Qualified	
Irey, Kristen	2013	J.D.	Law	Human Resource Management	Professional in Human Resources (PHR); NJ Bar License	Academically Qualified	Completed 33 doctoral credits in business towards a DBA
Omar, Ahmed	2011	DBA	Accounting	Accounting, Finance	Certified Fraud Examiner (CFE), Quality Matters (QM) Certified	Academically Qualified	
Quigg, Brooke	1975	DBA	Marketing	Marketing		Academically Qualified	
Schirmer, Michael	2010	DBA	Business Administration	Entrepreneurship/ Small Business Management		Academically Qualified	

Faculty Member	Initial Appointment	Highest Degree		Assigned Teaching Discipline	Professional Certifications	Qualifications	Notes
		Type	Discipline				
Adjunct Faculty							
Arthur, Chandra	2009	MBA, MAFM	Management, Accounting/ Finance	Accounting, Business, Management, Entrepreneurship, Finance		Professionally Qualified	
Beck, Erica	2012	MBA	Finance	Accounting	CPA	Professionally Qualified	
DeBona, Leonard	1999	MBA		Management, Marketing, International Business, Business	Financial Specialist	Professionally Qualified	
Drago, Rosario	2007	MBA	Marketing & International Business	Marketing, Management, International Business, Entrepreneurship		Professionally Qualified	
Dutko, Don	2007	MA	Personal Management	Human Resource Management, Management, Business	Pennsylvania Quality Assurance System (PQAS)	Professionally Qualified	
Emery, Mary Jane	1995	MBA	Computer Information Systems	Accounting, Business, Management		Professionally Qualified	
Gakeler, Carl	2007	MS	Organizational Dynamics	Human Resource Management	SPHR	Professionally Qualified	
Golderer, Edward	2005	MA, MBA	Finance, Mathematics	Marketing		Professionally Qualified	
Gsell, Craig	2005	DBA	Management	Management	Defense Acquisition Workforce	Academically Qualified	

Faculty Member	Initial Appointment	Highest Degree		Assigned Teaching Discipline	Professional Certifications	Qualifications	Notes
		Type	Discipline				
					Improvement Act (DAWIA) Production, Manufacturing & Quality, Level III and Lean Six Sigma Black Belt		
Hardy, Wanda	2008	MBA		Marketing, Management, Business	Licensed New Jersey Realtor	Professionally Qualified	
Hobdy, Adriene	2013	MBA, MS	HRM, Finance	Business		Professionally Qualified	EdD Candidate
Honer, Joseph	2013	JD		Accounting, Entrepreneurship	CPA, CFE	Academically Qualified	
Hubler, Monica	2012	DBA		Accounting		Academically Qualified	
Hughes, Michael	2001	MBA	Marketing	Marketing, Management, Business		Professionally Qualified	
Kelly, Charles	2004	MBA		Management, Accounting		Professionally	
King, James	2007	DBA	Management	Management, Human Resource Management, Business	SPHR	Academically Qualified	
Lenney, William	1998	MBA	Finance	Accounting, Finance	CPA, CIA, CISA	Professionally Qualified	
Long, Susan	1996	MS	Human Resource Management	Human Resource Management		Professionally Qualified	
Manchin, John	2000	MBA	Marketing	Marketing		Professionally Qualified	
Mazzarella, James	2008	Ph.D.	Business Administration	Accounting	CFM CMA	Academically Qualified	

Faculty Member	Initial Appointment	Highest Degree		Assigned Teaching Discipline	Professional Certifications	Qualifications	Notes
		Type	Discipline				
McCarthy, Robert	1999	MBA	Finance	Marketing, Management, Business		Professionally Qualified	
McCrae, Sharon	2012	MBA		HRM	SPHR	Professionally Qualified	
McKee, Michael	2006	MBA		Accounting, Finance, Management	CFE	Professionally Qualified	
Moore-Dent, Joanne	2012	M.Ed.	Instructional Systems	Human Resource Management	Human Resource Management	Professionally Qualified	
Motz, Joseph	1999	MBA	Finance	Management, Business, Human Resource Management		Professionally Qualified	
Nilsson, Jeffrey	2005	MBA	Entrepreneurship	Management, Entrepreneurship, Finance, Business		Professionally Qualified	
Pincus, Adam	2008	J.D.		Employment Law		Professionally Qualified	
Place, Carl	1996	MBA	Finance	Management, Business, Finance		Professionally Qualified	
Purnell Muldrow, Sylvia	1998	MA	Organizational Development	Management		Professionally Qualified	
Robinson, Isaiah	2006	MBA	Global Management	Management	Series 6 and 63, Six Sigma	Professionally Qualified	
Salerno, Janice	1998	MBA	Marketing	Business, Management		Professionally Qualified	
Shelow, Carl	2013	MS	Taxation	Finance	CPA	Professionally Qualified	

Figure 5.2
Table for Faculty Credit Hour Production or Equivalent
Total Student Credit Hours (SCH) in Business Program

	2013	2014	2014	2014	2015	2015	Qualification Level		
	Fall	Spring	Summer	Fall	Spring	Summer	Undergraduate		
FULL-TIME	UG	UG	UG	UG	UG	UG	Acad.	Prof.	Other
Bennett, Leola	12	18	3	15	15		63		
Bentil, Michael	18	15	12	18	24	9	96		
Brown, Willie L	15	15	12		3		45		
DiGiacomo, Gail	15	15	12	24	18	6	48	42	
Glenn, Charlene	9	9	6	12	6	6		48	
Irey, Kristen H	12	21	12	21	18	12	96		
Omar, Ahmed	18	3					21		
Poellnitz, Fred D.	21	18		18	15		72		
Quigg, Brooke C.	15	18	12	15	18	3	81		
Schirmer, Michael	3	3		6	9	3	24		
FULL TIME TOTALS	**138**	**135**	**69**	**129**	**126**	**39**	**546**	**90**	**0**
PART-TIME	UG	UG	UG	UG	UG	UG	Acad.	Prof.	Other
Arthur, Chandra	6	6		3				15	
Beck, Erica D.		3	3	9	3	3		21	
DeBona, Leonard	3	3	3			3		12	
Drago, Rosario P.	3	6						9	
Dutko, Don J.	3	6	3	3	9			24	
Emery, Maryjane		6		3		3		12	
Gakeler, Carl J.	3	3		3	3	3		15	
Golderer, Edward	3	3	3		3			12	
Gsell, Craig		3	3				6		
Hardy, Wanda P	3	3						6	
Hobdy, Adriene			3					3	
Honer, Joseph				6			6		
Hubler, Monica	3	6	3	6	3	3	24		

Name									
Hughes, Michael	3	3	3	3	3	3		18	
Kelly, Charles	3				3			6	
King, James R.		3	3	3	6			15	
Lenney, Bill	3			3	6	6		18	
Long, Susan	3				3			6	
Manchin, John	3							3	
Mazzarella, James	9	3			3	3		18	
McCarthy, Robert	3	6			6			15	
McCrae, Sharon A.	6			6				12	
McKee, Michael Damian				3				3	
Moore-Dent, Joanne		3						3	
Motz, Joseph	3	6	3	3		3		18	
Nilsson, Jeffrey A.	3					3		6	
Pincus, Adam		3			3			6	
Place, Carl	9	6	3	3	3	3		27	
Purnell Muldrow, Sylvia	3	3						6	
Robinson, Isaiah		3			3			6	
Salerno, Janice	3	3	3		3			12	
PART TIME TOTAL	**36**	**90**	**27**	**60**	**60**	**36**	**69**	**297**	**0**
TOTAL SCHs	**174**	**225**	**96**	**189**	**186**	**75**	**615**	**387**	**0**

TOTAL SCHs for year		495			450	**61%**	**Academically**	**Qualified**

Appendix C – BUS 450 Policy and Strategy Formulation – AACU Teamwork VALUE Rubric

TEAMWORK VALUE RUBRIC
for more information, please contact value@aacu.org

AAC&U Association of American Colleges and Universities

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition
Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Framing Language
Students participate on many different teams, in many different settings. For example, a given student may work on separate teams to complete a lab assignment, give an oral presentation, or complete a community service project. Furthermore, the people the student works with are likely to be different in each of these different teams. As a result, it is assumed that a work sample or collection of work that demonstrates a student's teamwork skills could include a diverse range of inputs. This rubric is designed to function across all of these different settings.

Two characteristics define the ways in which this rubric is to be used. First, the rubric is meant to assess the teamwork of an individual student, not the team as a whole. Therefore, it is possible for a student to receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well. Second, this rubric is designed to measure the quality of a **process**, rather than the quality of an **end product**. As a result, work samples or collections of work will need to include some evidence of the individual's interactions within the team. The final product of the team's work (e.g., a written lab report) is insufficient, as it does not provide insight into the functioning of the team.

It is recommended that work samples or collections of work for this outcome come from one (or more) of the following three sources: (1) students' own reflections about their contribution to a team's functioning; (2) evaluation or feedback from fellow team members about students' contribution to the team's functioning; or (3) the evaluation of an outside observer regarding students' contributions to a team's functioning. These three sources differ considerably in the resource demands they place on an institution. It is recommended that institutions using this rubric consider carefully the resources they are able to allocate to the assessment of teamwork and choose a means of compiling work samples or collections of work that best suits their priorities, needs, and abilities.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

Appendix D

BUS 450 Policy and Strategy Formulation – Case Analysis Rubric

	(4) Exceeds Standard	(3) Meets Standard	(2) Below Standard	(1or 0) Unacceptable
Action Plan	Clearly outlines the implementation of the recommended solutions. A detailed timeline is included.	Somewhat outlines the implementation of the recommended solutions. A somewhat detailed timeline is included.	Poorly outlines the implementation of the recommended solutions. A detailed timeline is not included.	Unorganized outline of the implementation of the recommended solutions. A timeline is not included.
Analysis of Situation	Thorough analysis of most of the issues. Analysis tools (SWOT, financial ratios, and industry analysis) were utilized in-depth. Makes appropriate and insightful connections between the problem (s) and conceptual material from class.	Superficial analysis of some of the issues in the case. Limited use of analysis tools (SWOT, financial ratios, and industry analysis). Makes appropriate but somewhat vague connections between the problem (s) and conceptual material from class.	Incomplete analysis of the issues. Analysis tools (SWOT, financial ratios, and industry analysis) were used poorly or not at all. Makes little or no connection between the problem (s) and conceptual material from class.	Incomplete analysis of the issues. Analysis tools (SWOT, financial ratios, and industry analysis) were used poorly or not at all. Makes no connection between the problem (s) and conceptual material from class.
Background/ Problems	Synopsis provides the background information, senior management, products and services, and issues/problems that confront management. Presents the issues and problems.	Synopsis provides some of the background information. Some areas are missing. Presents some of the issues and problems.	Synopsis provides a poor summary of the background information. Many areas are missing. Issues and problems are not mentioned.	Synopsis provides an unacceptable summary of the background information. Many areas are missing. Issues and problems are not mentioned.
Professional Format	Case presented in proper case analysis format using headings. The report follows the guidelines and includes the following: cover page, table of contents, doubled spaced, times new roman font size, tables, charts and graphs using Excel, MLA in-text citations, works cited page in MLA format, and appendix. Correctly cited all sources. Attractive appearance.	Some errors in the presentation of the case analysis format. The report is missing 3 or 4 of the key components. Correctly cited some of the sources in MLA format. Unorganized appearance.	Poor presentation of the case analysis format. The report did not follow the guidelines and is missing several of the key components. Sources incorrectly cited in MLA format or not at all. Unorganized appearance.	Poor presentation of the case analysis format. The report did not follow the guidelines and is missing several of the key components. Sources incorrectly cited in MLA format or not at all. Unorganized appearance.

Recommended Solutions	Makes realistic and appropriate recommendations supported by the analysis.	Makes suitable recommendations supported by some of the analysis.	Makes unrealistic or unsuitable recommendations supported by little or no analysis.	Makes unrealistic recommendations supported by no analysis.
Writing Skills	Communicates information and ideas concisely with a high degree of clarity. Writing is totally free of grammar, punctuation and spelling errors.	Communicates information and ideas with moderate clarity. There are more than occasional grammar, punctuation and/or spelling errors.	Communicates information and ideas with poor clarity. There are frequent grammar, punctuation and/or spelling errors.	Communicates information and ideas with poor clarity. There are several grammar, punctuation and/or spelling errors.