

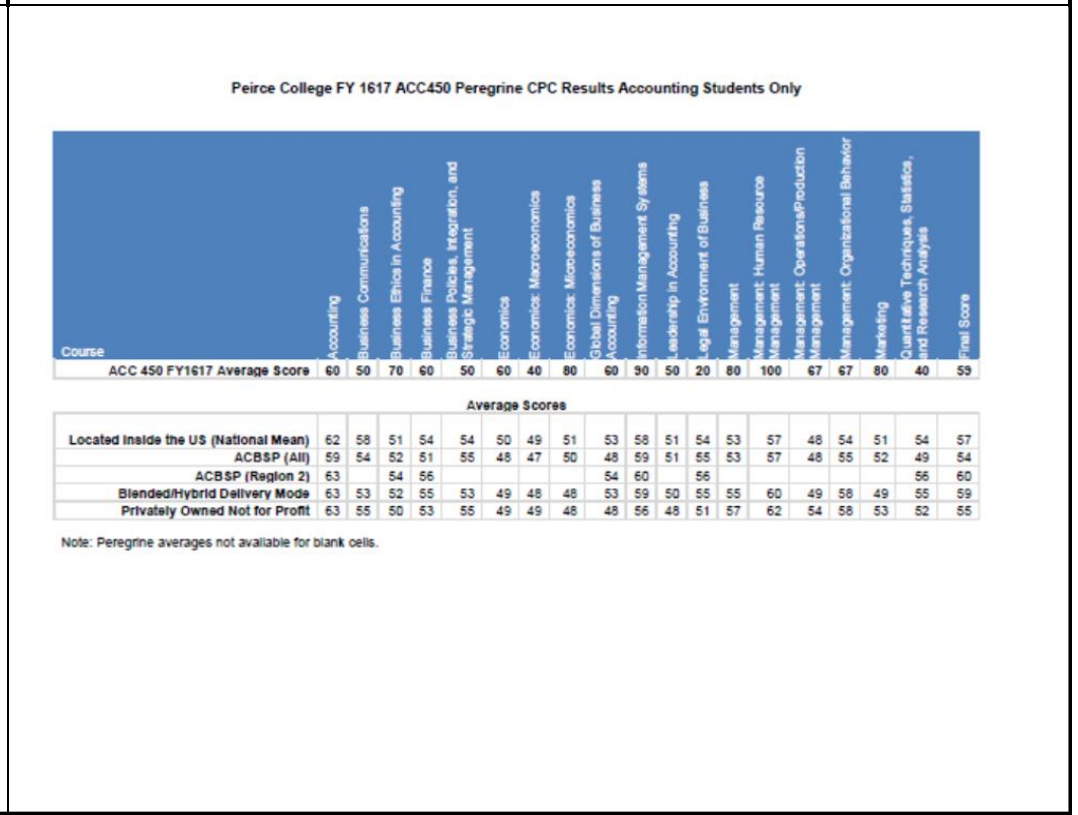
## Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Indicator	Definition
<b>1. Student Learning Results</b>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student’s education.</p> <p>Summative – An assessment conducted at the end of the student’s education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>

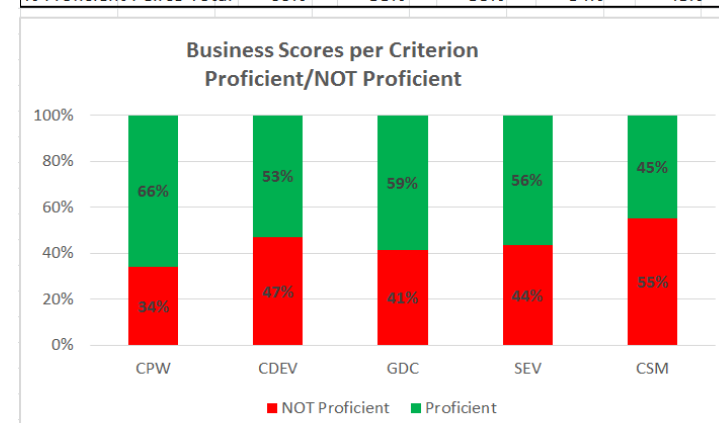
Analysis of Results					
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

<p>(1) Peregrine</p> <p>Match or exceed Peregrine scores as compared to ACBSP Institutions</p>	<p>Peregrine exams administered at the conclusion of ACC450. The test assesses student proficiency in 17 content areas.</p>	<p>Peirce students, as compared to students at ACBSP Region 2, scored higher 14 of the 17 content areas during the 2015-2016 assessment period.</p>	<p>For 2016-2017, Peregrin showed evidence of students acquiring knowledge that was consistent with content areas within the exam. There were six areas where Peirce students' scores were reported lower than ACBSP students (Region 2 when data was available, or all ACBSP). Areas in which scores were only slightly lower (1 to 7 points) were leadership in accounting, business communications, business policies and strategic management, and macroeconomics. Quantitative techniques and research analytics, and legal environment of business reported scores lower by 16 and 36 points respectively.</p> <p>On the contrary, as shown in the chart to the right, twelve content areas indicated scores that exceeded ACBSP; specifically three by 1-6 points; four content area scores exceeded ACBSP by 12-19; two content area scores exceeded ACBSP by 27-28 points; and three content area scores exceeded ACBSP by 30-43 points.</p>	<p>In 2016-2017 the Accounting curriculum was revised, with previously required courses identified as recommended electives. The apparent success of Peirce students when compared to other ACBSP Region 2 students, the re-alignment of the exam will be examined in 2018-2019.</p>
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<p>(2) Delta Mu Delta</p> <p>This is a continuation of a long-term goal, which focuses on increasing membership and eligibility for Delta Mu Delta (DMD).</p>	<p>DMD is an external organization which determines Business Administration and Accounting student eligibility as students who have completed 60 or more credits, and have a GPA of 3.3. Students who meet the criteria are eligible for induction into the Delta Mu Delta (DMD) National Honor Society.</p>	<p>In 2016, 34% more students met the eligibility criteria for DMD than in 2015, however, fewer students were inducted (paid the induction fee and attended the induction ceremony as required by DMD).</p>	<p>DMD exists to “foster the well-being of its individual members and the business community through life-time membership”. Members benefit from a lifetime recognition for outstanding academic achievement, but also have opportunities for networking. Additionally, members have an opportunity for scholarships, and considering 77% of our students receive Federal financial aid, and 73% are deemed low income, membership could have financial impact on degree completion as well.</p> <p>At Peirce College, we view the DMD opportunity as an added benefit to help increase degree persistence. DMD members volunteer to assist at College events such as the Professional Enrichment Series, Annual Job Fair, the Business Conference.</p> <p>Retaining DMD eligibility (and subsequent membership) allows students to capitalize on leadership skills and engage with various stakeholders outside the classroom.</p>	<p>Using the external measure of DMD eligibility, and the notion that cost is prohibitive to membership, we are <u>exploring the potential of establishing a DMD Scholarship</u> fund to help defray the cost in 2018. In addition, DMD announced an increase in membership fee effective 2018 from \$50 to \$65 (plus \$10 for cord and pin), so this will be even more relevant. However, while DMD is an added value to students, the true focus has shifted to communicating to students the opportunities afforded by qualifying for membership.</p> <p>Furthermore, as means to help students meet the eligibility requirements, and the opportunity to serve leadership and volunteer roles at the College, the <u>business division collaborates with the Advising department and Walker Center for Academic Excellence on offering programming</u> to students geared toward development of skills needed to meet the eligibility criteria of DMD. The added support and guidance may help students with eligibility and ultimately, degree completion.</p> <p>Ultimately, by giving students the opportunity to build leadership skills and gain experience outside the classroom, they are improving the skill set desired by employers upon graduation.</p>	<p style="text-align: center;"><b>Delta Mu Delta – Eligibility/Induction Conversion</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>#eligible</th> <th># inducted</th> <th>% inducted</th> </tr> </thead> <tbody> <tr> <td><b>2015</b></td> <td style="text-align: center;">32</td> <td style="text-align: center;">18</td> <td style="text-align: center;">56%</td> </tr> <tr> <td><b>2016</b></td> <td style="text-align: center;">65</td> <td style="text-align: center;">14</td> <td style="text-align: center;">22%</td> </tr> </tbody> </table>		#eligible	# inducted	% inducted	<b>2015</b>	32	18	56%	<b>2016</b>	65	14	22%
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<p>(3) Learning Outcomes Assessment</p> <p>Assessment of written communication for students graduating with a Bachelor's degree in 2015-2016.</p>	<p>Summative assessment was conducted to evaluate the Peirce Institutional Learning Outcome (ILO): Communicate clearly and effectively both orally and in writing. For the purposes of the assessment exercise, only written communication was examined.</p> <p>Writing samples were identified for students graduating with a BS degree in in 2015-2016. Internal criteria required the writing was produced in the final year before graduation. All full-time faculty participated as evaluators.</p> <p>The American Association of Colleges and Universities' VALUE (Valid Assessment of Learning in Undergraduate Education) written communication rubric for this assessment.</p>	<p>Peirce set the bar for each of its six ILOs at a minimum of 75% proficiency. Both the institutional and business scores fall short of that mark in each of the categories below.</p> <p>CPW (Content of and Purpose for Writing)</p> <p>CDEV (Content Development)</p> <p>GDC (Genre and Disciplinary Conventions)</p> <p>SEV (Sources and Evidence)</p> <p>CSM (Control of Syntax and Mechanics)</p>	<p>While this was a cross-College assessment, the Student Learning Outcomes Assessment Committee (SLOAC) was able to extract the results for each academic division. Results of business and accounting students closely mirrored institutional results.</p> <p>The content development, genre and disciplinary conventions, and sources of evidence criteria cluster in the mid-50 percent range proficiency-wise. Context and purpose of writing is the bright spot, significantly higher at 66% proficient. Given that proficiency in this area is a precondition to any further success in any of the subsequent stages of writing, this is certainly a good spot for headway, although the results seen there are still short of the 75% goal.</p> <p>The grammar criterion (control of syntax and mechanics) is the low point. Given that grammar and mechanics are more foundational and involve higher order cognition to a lesser degree than the other categories in general, this result may seem surprising. Usage flaws, however, may be more salient, in the sense that they are obvious and difficult to miss than shortcomings</p>	<p>Next steps on the program level include data collection and assessment of Program Learning Outcome (PLO) number 3 in 2018-2019. See the Business Division's Assessment Cycle Schedule below.</p> <p>PLO 3 = apply appropriate research methods to the analysis of business methods and communicate recommendations. Precise methodology has not yet been set for the upcoming cycle of PLO assessment. Previous cycles focused on assessment of writing in associate and bachelor's level capstone courses.</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">Student Group</th> <th colspan="5">Institutional vs Business Scores</th> </tr> <tr> <th>CPW</th> <th>CDEV</th> <th>GDC</th> <th>SEV</th> <th>CSM</th> </tr> </thead> <tbody> <tr> <td>% Proficient Business</td> <td style="text-align: center;">66%</td> <td style="text-align: center;">53%</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">56%</td> <td style="text-align: center;">45%</td> </tr> <tr> <td>% Proficient Peirce Total</td> <td style="text-align: center;">66%</td> <td style="text-align: center;">55%</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">54%</td> <td style="text-align: center;">48%</td> </tr> </tbody> </table> <div style="text-align: center; margin-top: 10px;"> <p><b>Business Scores per Criterion Proficient/NOT Proficient</b></p>  </div>	Student Group	Institutional vs Business Scores					CPW	CDEV	GDC	SEV	CSM	% Proficient Business	66%	53%	59%	56%	45%	% Proficient Peirce Total	66%	55%	59%	54%	48%
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			in the other criteria, which are likely more ambient and cumulative in their impact. Still, when reporting on and discussing the results of this assessment at a faculty assembly on February 24th, 2017, the faculty collectively expressed little surprise at this outcome, and a collective consensus that efforts to improve student grammar and syntax need to be ongoing.																																																																								
(4) Assessing the Assessment  Revise and update Program Learning Outcomes Assessment cycle.	Direct assessment of learning outcomes  In 2010-2011, Peirce College commenced a well-organized cycle of Institutional and Program Learning Outcomes Assessment which ran through 2014-2015 when the cycle was completed. During this time, each ILO and PLO was assessed on the institutional level by SLOAC and on the program level by program faculty.	A new assessment cycle will begin in the 2017-2018 academic year.  Generally, assessment of PLOs has been rooted in assessing Capstone course assignments and deliverable. Faculty are currently exploring alternatives, for example building assessments earlier in the program to effect more immediate changes/improvements.	Analysis of the previous five-year assessment cycle has resulted in revised program student learning outcomes, for better alignment with institutional outcomes and industry needs.  Additionally, the process itself has been revised to allow for a longer data collection and analysis period for each outcome.	Improvements undertaken since 2015 include:  - A revision of every course within the Business Administration and Accounting programs (2015-2016) for alignment with new Program Learning Outcomes and the new Peirce Fit delivery model  - Re-mapping of Program Learning Outcomes (2016-2017)  - Implementation of the new Program Learning Outcomes Assessment timeline (2017-2018 onward)	<p style="text-align: center;"><b>Assessment Cycle Schedule</b></p> <table border="1"> <thead> <tr> <th>PLO</th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> <th>2021-22</th> <th>2022-23</th> <th>2022-24</th> <th>2022-25</th> <th>2022-26</th> </tr> </thead> <tbody> <tr> <td>1. 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## Standard #6 - Organizational Performance Results, Table 6.1

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.

**Table 6.1 Standard 6 - Organizational Performance Results**

**Organizational Effectiveness Results** Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.

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<p>Goal 1: Increased enrollment: Peirce College sets its enrollment goals in credit hours attempted at the institutional level. The College fell short of its goals in both 2015-2016 and 2016-2017. Enrollment goals are not set per program.</p> <p>For practical, comparative purposes, enrollment in the Accounting and Business Administration programs is depicted at right in Headcounts.</p>	<p>Enrollment and retention Dashboards are produced quarterly and shared with College leadership, faculty, and staff.</p> <p>The final (June) dashboard of the year is used to track the College's progress towards its annual goals. The annual goals are part of the overall institutional performance assessment as well as the assessment of each employee.</p>	<p>Over the last 5 years, enrollment has decreased in both ACBSP accredited programs: Accounting and Business Administration.</p> <p>Over the same period, enrollment increased in a new business-related leadership program which is designed as degree completion for transfer students with 45 or more credits.</p>	<p>In 2015, analysis of these enrollment trends resulted in a charge from the College President to examine, revise, and update the business programs via intensive review including student, faculty, and employer input and thorough comparative analysis.</p>	<p>Actions taken to date include:</p> <p>1) revise associate level business admin program to be more <u>transfer friendly</u> and to <u>facilitate completion</u> -revisions implemented in fall 2015;</p> <p>2) make recommendations for Accounting revisions to be implemented in 2017-2018;</p> <p>3) draft recommendations for Business Administration revisions to be implemented in fall 2018.</p>	<table border="1" style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <thead> <tr style="background-color: #2c5e8c; color: white;"> <th colspan="7">Business Division Enrollment Trends</th> </tr> <tr style="background-color: #d9e1f2;"> <th>Total HC</th> <th>2012-13</th> <th>2013-14</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>CAGR</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9e1f2;"><b>Accounting</b></td> <td>121</td> <td>115</td> <td>101</td> <td>86</td> <td>74</td> <td style="color: red;">-9.37%</td> </tr> <tr> <td style="background-color: #d9e1f2;"><b>Business Admin</b></td> <td>1,160</td> <td>936</td> <td>768</td> <td>625</td> <td>601</td> <td style="color: red;">-12.32%</td> </tr> <tr> <td style="background-color: #d9e1f2;"><b>Leadership</b></td> <td>1</td> <td>59</td> <td>95</td> <td>117</td> <td>135</td> <td style="color: green;">166.73%</td> </tr> </tbody> </table>	Business Division Enrollment Trends							Total HC	2012-13	2013-14	2014-15	2015-16	2016-17	CAGR	<b>Accounting</b>	121	115	101	86	74	-9.37%	<b>Business Admin</b>	1,160	936	768	625	601	-12.32%	<b>Leadership</b>	1	59	95	117	135	166.73%
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<p>Goal 2: Improved retention and completion.</p> <p>Retention goals are not set per academic program.</p>	<p>Enrollment and retention Dashboard described in Goal 1 above.</p>	<p>In 2016-17, undergraduate retention began to increase after some years of decline.</p>	<p>Challenges to persistence and retention facing the College's primarily adult population have been identified and strategies developed to combat them.</p> <p>To increase persistence, Peirce is focusing on <u>reducing absenteeism</u> facing adult learners with family and work obligations.</p> <p>To <u>increase completion</u>, Peirce is focusing on efficient program design and advising methods to maximize earned credits and financial aid.</p>	<p>Strategies identified and implemented as part of the 2015-2018 planning cycle include:</p> <p>1) <u>intensive program review</u> to identify areas for revision and updating (mentioned in Goal 1 above);</p> <p>2) the <u>new Peirce Fit delivery system designed to increase attendance</u> (implemented fall 2016);</p> <p>3) and <u>new CRM and LMS</u> platforms (operational in fall 2017).</p> <p>Results of retention initiatives are discussed below.</p>	<table border="1"> <thead> <tr> <th colspan="5">Fiscal Year to Date Comparisons</th> </tr> <tr> <th>Inst'l Retention</th> <th>2013-14</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td><b>Total</b></td> <td><b>64.90%</b></td> <td><b>63.40%</b></td> <td><b>63.70%</b></td> <td><b>66.20%</b></td> </tr> </tbody> </table>	Fiscal Year to Date Comparisons					Inst'l Retention	2013-14	2014-15	2015-16	2016-17	<b>Total</b>	<b>64.90%</b>	<b>63.40%</b>	<b>63.70%</b>	<b>66.20%</b>																					
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<p>Za: Absenteeism – Peirce Fit Delivery</p> <p>In Fit, students may choose on a week to week basis whether to attend on campus or online. Fit is applied across all programs and most courses.</p> <p>Rationale: increase flexibility for adult learners and address rising absenteeism.</p>	<p>Student attendance is reported at the end of each session. A Peirce Fit team monitors findings and reports out to the College.</p>	<p>Since the inception of Fit (piloted in 2015 and fully implemented in 2016), overall absenteeism has decreased. Business courses show a smaller percent of absenteeism compared to courses at large.</p>	<p>Findings to date are positive. Course-specific data will help identify courses requiring additional attention.</p>	<p>The Student Services Division, which oversees Admissions and Advising, has implemented onboarding orientations specific to Fit to help students understand its benefits.</p> <p>Faculty receive instruction and share findings annually on Fit delivery best practices. Faculty focus groups are scheduled for 2017-2018.</p> <p>Long term assessment will look at improved time to degree completion and retention rates.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Absenteeism Rate</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>15.98%</td> </tr> <tr> <td>2016</td> <td>11.11%</td> </tr> <tr> <td>2017</td> <td>10.42%</td> </tr> <tr> <td><b>Grand Total</b></td> <td><b>11.88%</b></td> </tr> <tr> <td><b>Business Total</b></td> <td><b>8.00%</b></td> </tr> </tbody> </table>	Year	Absenteeism Rate	2015	15.98%	2016	11.11%	2017	10.42%	<b>Grand Total</b>	<b>11.88%</b>	<b>Business Total</b>	<b>8.00%</b>																								
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<p>Zb: Time to Degree Completion</p>	<p>Time to Degree Completion is monitored and recorded annually by the Institutional Research Department and is reviewed by faculty chairs and the VPAA as part of annual program review.</p>	<p>Some improvement in time to degree completion is shown in the evidence charts, highlighted in green.</p>	<p>With multiple retention and completion strategies underway, it is difficult to attribute improvement to a specific initiative. Most of the current retention activities commenced in 2015-2016 so the data shown is in the nature of benchmarks.</p>	<p>Actions underway are described under Goal 2.</p> <p>Additional actions will include review and possible revision of Accounting and Business Admin bachelor's programs and assessment of the implementation of the new CRM and LMS platforms in fall 2017.</p>	<table border="1"> <thead> <tr> <th colspan="4">Time to Degree Completion</th> </tr> <tr> <th>Transfer Credits</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> </tr> <tr> <td></td> <td>Avg. Months</td> <td>Avg. Months</td> <td>Avg. Months</td> </tr> </thead> <tbody> <tr> <td><b>All Peirce BS</b></td> <td>34.72</td> <td>29.47</td> <td>31.41</td> </tr> <tr> <td>BS in Accounting</td> <td>43.63</td> <td>39.63</td> <td><b>33.73</b></td> </tr> <tr> <th>NO Transfer Credits</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> </tr> <tr> <td></td> <td>Avg. Months</td> <td>Avg. Months</td> <td>Avg. Months</td> </tr> <tr> <td><b>All Peirce BS</b></td> <td>50.55</td> <td>57.67</td> <td><b>37.12</b></td> </tr> <tr> <td>BS in Accounting</td> <td>51.50</td> <td>59.00</td> <td><b>36.00</b></td> </tr> </tbody> </table>	Time to Degree Completion				Transfer Credits	2014-15	2015-16	2016-17		Avg. Months	Avg. Months	Avg. Months	<b>All Peirce BS</b>	34.72	29.47	31.41	BS in Accounting	43.63	39.63	<b>33.73</b>	NO Transfer Credits	2014-15	2015-16	2016-17		Avg. Months	Avg. Months	Avg. Months	<b>All Peirce BS</b>	50.55	57.67	<b>37.12</b>	BS in Accounting	51.50	59.00	<b>36.00</b>
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<p>2c: New LMS (Canvas)</p> <p>Peirce introduced a new LMS in Fall 2017. Under the previous LMS (10+ years old), students and faculty were faced with aging technology. New technology is expected to facilitate student/faculty engagement and satisfaction.</p>	<p>High Engagement Approach to Teaching (HEAT) – end of course survey questions. See Standard 3 for additional information.</p> <p>Usually, the HEAT score is reported and assessed annually. To monitor any effect of the new LMS introduction in Fall 2017, Peirce created a mid-year report.</p>	<p>The institutional goal for the HEAT score is 4.39 which has been achieved in Fall 2017.</p> <p>Results show improvement overall and in technology-specific questions. For evidence, we show results for the most directly related question and the overall average.</p>	<p>Results show improvement in the most pertinent LMS-related question as well as in overall satisfaction.</p>	<p>Monitoring will continue using the Customer Service Survey (students), annual HEAT analysis, and Faculty Satisfaction.</p> <p>In addition to training before and during the Canvas rollout, a week-long online workshop is scheduled for Spring 2018 entitled: How to Design and Develop a Course in Canvas.</p>	<b>HEAT Technology Score - New LMS</b>					
						2012-13	2013-14	2014-15	2015-16	Fall 2017
					Effective use of electronic learning environment	4.36	4.38	4.4	4.4	4.41
					<b>Overall Average</b>	<b>4.34</b>	<b>4.35</b>	<b>4.37</b>	<b>4.38</b>	<b>4.39</b>