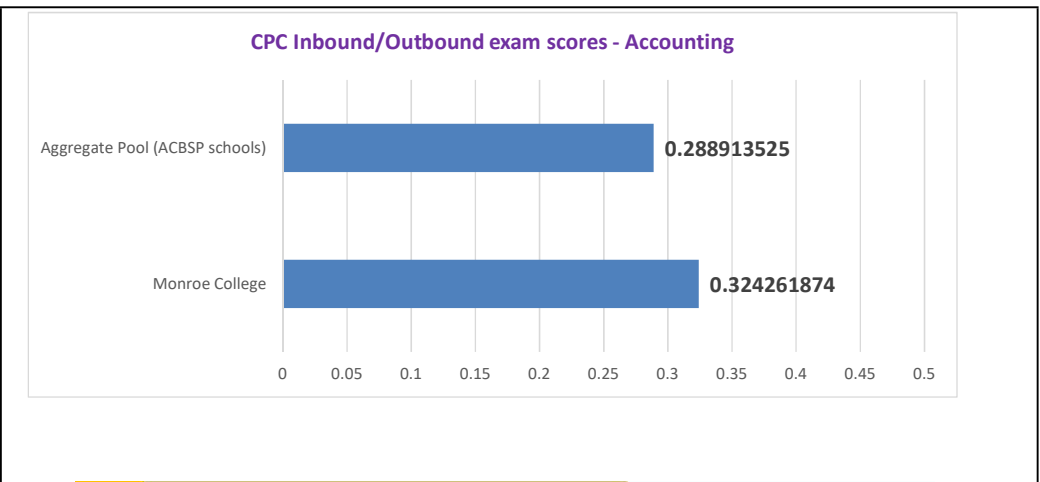


Standard #4 Measurement and Analysis of Student Learning and Performance AAS Accounting

Use this table to supply data for Criterion 4.2.

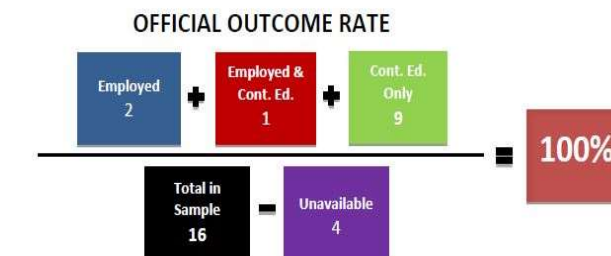
| Performance Indicator | Definition | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--|---|--|---------------|----------------|---------------|-----|---------------|-----|---------------|-----|---------------|-----|---------------|-----|---------------|-----|---------------|-----|
| 1. Student Learning Results | <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 Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. 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> | | | | | | | | | | | | | | | | | | | | |
| Performance Measure | | Analysis of Results | | | Insert Graphs or Tables of Resulting Trends (3-5 data points preferred) | | | | | | | | | | | | | | | | |
| What is your measurement instrument or process? Measurable goal What is your goal? | What is your measurement instrument or process? Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative | Current Results What are your current results? | Analysis of Results What did you learn from the results? | Action Taken or Improvement made What did you improve or what is your next step? | | | | | | | | | | | | | | | | | |
| Graduates will demonstrate mastery of accounting skills including adjusting entries, correction of accounting errors, payroll, and inventory. | <p>Direct/Internal: Solid Footing Accounting Cycle Project in AC 161 (Principles of Financial Accounting) class</p> <p>External: Results on CPC Inbound and Outbound Peregrine Assessments--diagnostic data (inbound) and outbound--summative data</p> | <p>Target 1: 70% of students will achieve a grade of 70& or higher in the Accounting Cycle project</p> <p>Results 1: Target met. 71% of the students earned grade of at least 70 on this project in AY22-AY23</p> <p>Target 2: Students' outbound Peregrine exam results will be 10% higher than the inbound exam results.</p> <p>Results 2: Target Met. Percent changes for outbound/inbound score comparisons have consistently exceeded the target percent change.</p> | <p>AY22-23 student performance on this project was an improvement over the prior academic year. 67% of the students earned grades of 70 or better on the project.</p> <p>Actual percent changes from Inbound to Outbound exam scores have significantly exceeded targets for the Peregrine CPC assessment for this pool over the past 5 years.</p> | <p>To improve student performance in fall 22, we segmented students based on career path, major, and academic preparedness. Accounting majors were placed on one section, and "Career Pathways" GED to Associates group one section. This appears to have had a positive affect on student performance. We will continue to segment large cohorts of students in this fashion to improve student performance.</p> | <div style="text-align: center;"> <p>AAS - ACCOUNTING % CHANGE FROM INBOUND TO OUTBOUND</p> <p>Target: 10% change</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th>Academic Year</th> <th>Percent Change</th> </tr> </thead> <tbody> <tr><td>FL2016-SP2017</td><td>48%</td></tr> <tr><td>FL2017-SP2018</td><td>36%</td></tr> <tr><td>FL2018-SP2019</td><td>30%</td></tr> <tr><td>FL2019-SP2020</td><td>51%</td></tr> <tr><td>FL2020-SP2021</td><td>21%</td></tr> <tr><td>FL2021-SP2022</td><td>24%</td></tr> <tr><td>FL2022-SP2023</td><td>33%</td></tr> </tbody> </table> </div> | Academic Year | Percent Change | FL2016-SP2017 | 48% | FL2017-SP2018 | 36% | FL2018-SP2019 | 30% | FL2019-SP2020 | 51% | FL2020-SP2021 | 21% | FL2021-SP2022 | 24% | FL2022-SP2023 | 33% |
| Academic Year | Percent Change | | | | | | | | | | | | | | | | | | | | |
| FL2016-SP2017 | 48% | | | | | | | | | | | | | | | | | | | | |
| FL2017-SP2018 | 36% | | | | | | | | | | | | | | | | | | | | |
| FL2018-SP2019 | 30% | | | | | | | | | | | | | | | | | | | | |
| FL2019-SP2020 | 51% | | | | | | | | | | | | | | | | | | | | |
| FL2020-SP2021 | 21% | | | | | | | | | | | | | | | | | | | | |
| FL2021-SP2022 | 24% | | | | | | | | | | | | | | | | | | | | |
| FL2022-SP2023 | 33% | | | | | | | | | | | | | | | | | | | | |

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| <p>Graduates will prepare financial statement by applying generally accepted accounting principles and practices to analyze, record, summarize, report, and interpret accounting information related to business transactions.</p> | <p>Direct/Internal: Mini Accounting Project in Solid Footing AC 161 (Principles of Financial Accounting) class</p> | <p>Target: 70% of students will achieve a grade of 70 or higher in the Accounting Cycle project Result: Target met. 71% of the students earned grade of at least 70 on this project in AY22-AY23</p> | <p>AY22-23 student performance on this project was an improvement over the prior academic year. 67% of the students earned grades of 70 or better on the project.</p> <p>Peregrine exam results show a significant increase in outbound scores compared with inbound scores. The increase in outbound scores versus inbound is substantially higher in FL19-SP20. Significantly fewer students completed the outbound exam during this period to the pandemic.</p> | <p>There is a more significant improvement in Outbound CPC test scores over Inbound scores for our AAS Accounting students compared to the Aggregate Pool. The Inbound exam score for our AAS Accounting students was 38.95 vs. 45.10 for the Aggregate Pool. The Outbound exam score for our AAS Accounting students was 51.58 vs. 58.13 for the Aggregate Pool. This presents a 32% improvement for our AAS student pool and a 29% improvement for the Aggregate Pool.</p> |
| <p>Graduates will research and identify a specific academic/career area of accounting to focus their futures.</p> | <p>External: Office of Career Services Outcomes Report: Official Outcome Rate for AAS in Accounting graduates</p> | <p>Target 1: The Official Outcome rate AAS in Accounting graduates will be at least 80%. Result 1: Target met. 100% Outcome Rate for the Class of 2023</p> | <p>Enrollment and subsequently the number of graduates have declined significantly over the past 5 years for the AAS in Accounting program. However, the Official Outcome for this pool is remained 100% each year for the past 3 years. Also, each year, the majority of graduates choose to continue their education, some choose to continue their education <u>and</u> work.</p> | |

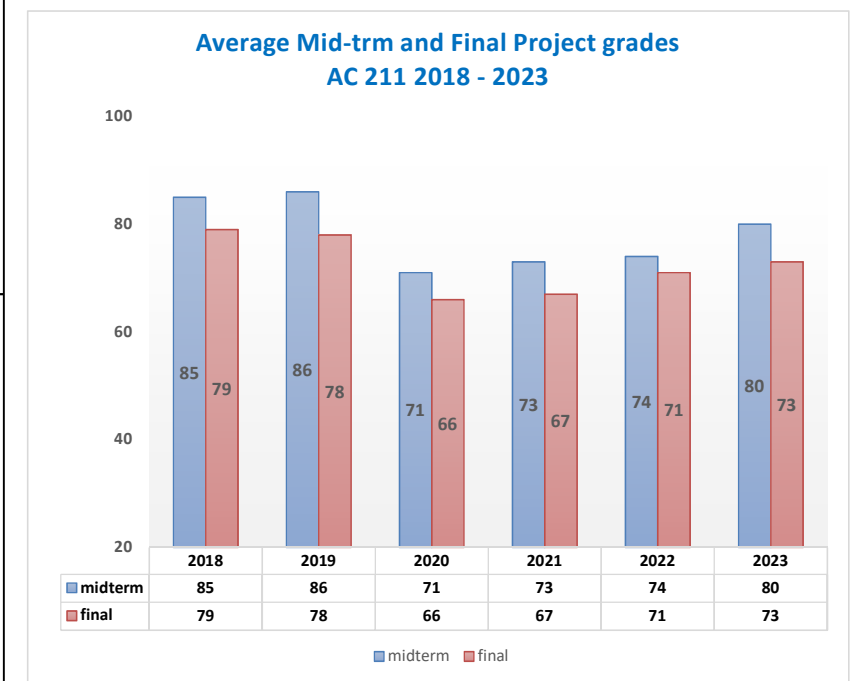
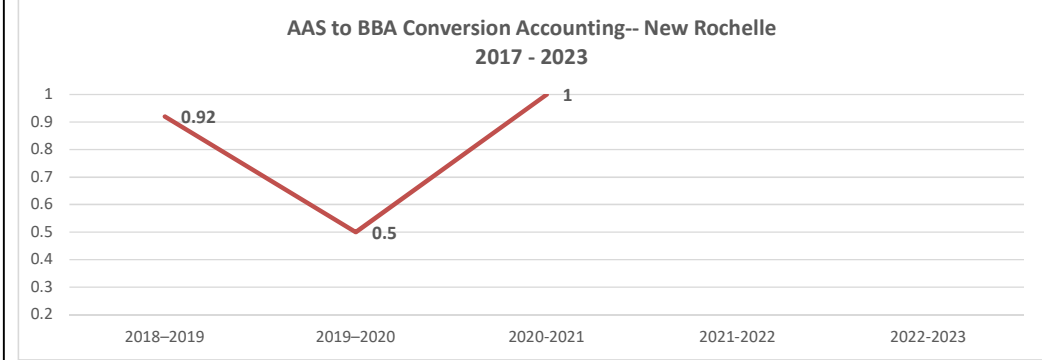
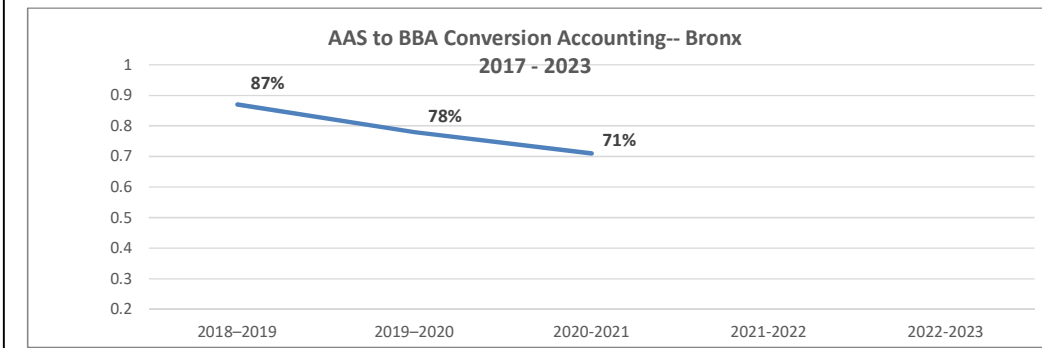


AAS in Accounting

The total number of graduates in the Associate in Accounting major is 17. Data was collected on 94% of the class (sample size 16).



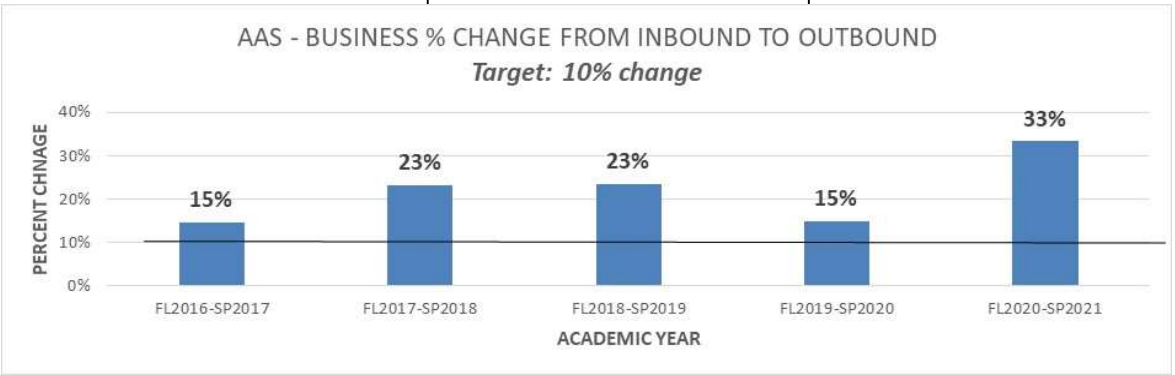
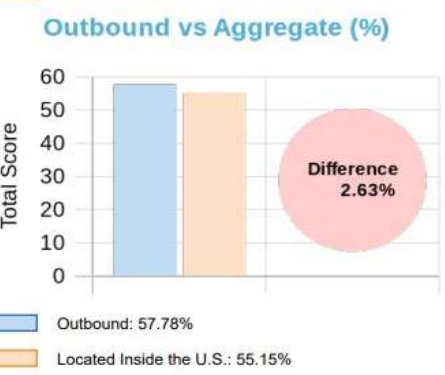
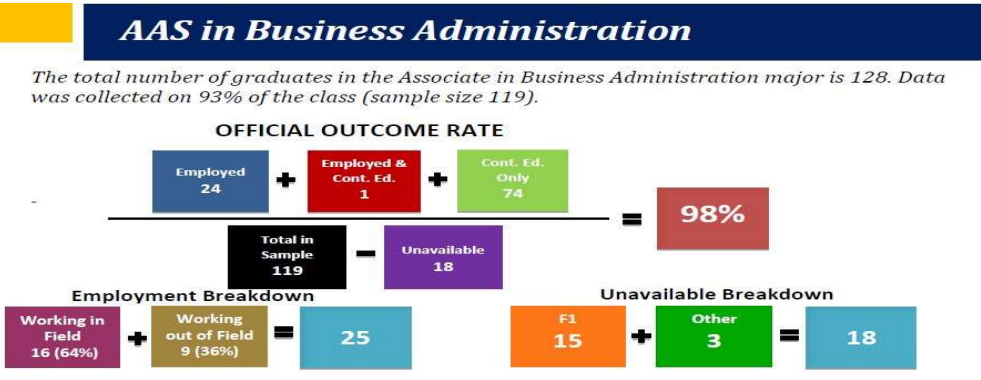
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| <p>Graduates will develop a career plan to secure and appropriate entry-level position relevant to their program of study or be eligible for Bachelors-level study</p> | <p>External: Office of Career Services Outcomes Rates: Comparison of graduates working 'in field' vs. graduates working 'out of field'--summative</p> <p>Direct/External: AAS to BBA in Accounting conversion rates</p> | <p>Target 1: At least 50% of the Class of 2023 AAS in Accounting graduates will be employed 'in field').</p> <p>Result 1: Target not met. None of the Class of 2023 graduates obtained employment 'in field'. Note the sample size was small and only 3 students were employed of the 12 that were available.</p> <p>Target 2: Achieve AAS to BBA conversion rate of 80% in Bronx, and 65% in New Rochelle for AAS to BBA [Accounting].</p> <p>Results 2: Target not met for 2023 conversion rates at both campuses: actual rates of 72 vs 80% were achieved in the Bronx, and 53 vs. 65% in New Rochelle.</p> | <p>Accounting conversion rates and 'Employment Breakdown' percentages for 'working in field' vs. 'working out of field' have fluctuated significantly over the past 5 years (since 2018), due to small pools and sample sizes. We continue to analyze these results cautiously when drawing conclusions.</p> | <p>We will continue to monitor the 'Employment Breakdown' and conversion rates over time to identify any patterns that we may need to address with the Office of Career Services in the future.</p> |
| <p>Graduates will be skilled in software applications and technology solutions relevant to employers.</p> | <p>Direct/External: Mid-term QuickBooks online project in AC 211 (Accounting Software Solutions)--formative</p> <p>Direct/External: Final Project Simulation with Cengage Accounting Software in AC 211 (Accounting Software Solutions)--formative</p> | <p>Target #1: 70% of the students will earn a grade of 70% or better on the mid-semester QuickBooks simulation project.</p> <p>Result #1: Target met in that 83% of the students earned grades of 70 or higher</p> <p>Target #2: 80% of the students will earn a grade of 70% or better on the final project simulation using Cengage Accounting Software in AC 211--formative</p> <p>Result #2: Target not met-- met in that 71% of the students earned grades of 70 or higher on the final project.</p> | <p>Average grades for the mid-term and final projects began declining in 2020 as we transitioned from on-site to virtual instruction due to the pandemic. Since we resumed offering AC 211 on-site in 2022, we have seen some improvement in student performance on these projects.</p> | <p>We will continue to explore opportunities with corporate partners and employers to increase the percentage of students placed and working in field.</p> <p>Also, we will continue to monitor student performance and the curriculum for this course along with technology and tools used in this industry to ensure the content and techniques taught remain relevant. We will also remind students of virtual and in-person academic support services that are available to them through our on-site/virtual accounting lab and academic center.</p> |



Standard #4 Measurement and Analysis of Student Learning and Performance AAS Business Administration

Use this table to supply data for Criterion 4.2.

| Performance Indicator | Definition | | | | |
|---|--|---|--|---|--|
| 1. Student Learning Results | 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: | | | | |
| Performance Measure Measurable goal What is your goal? | What is your measurement instrument or process? Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative | Analysis of Results | | | Insert Graphs or Tables of Resulting Trends (3-5 data points preferred) |
| | | Current Results What are your current results? | Analysis of Results What did you learn from the results? | Action Taken or Improvement made What did you improve or what is your next step? | |
| Graduates will demonstrate solid foundation in the full range of business concepts including management, marketing, finance, accounting, human resources, and ethics. | <p>Direct/Internal (summative): Departmental Final Exam In MG 285 (Integrated Business Concepts)---summative</p> <p>Direct/External: Results on CPC Inbound (diagnostic) and Outbound (summative) Peregrine Assessment--summative</p> | <p>Target 1: 70% of students will achieve a 70% proficiency level of better on capstone course with departmental final exam.</p> <p>Results 1: Target Met. 80%, 76%, and 81% of the students in MG 285 (AAS Business capstone course) earned grades of 70 or higher on the final exam in the fl22, wn23, and sp23 semesters.</p> <p>Target 2: Students will achieve a 10% increase between AAS inbound and outbound assessments.</p> <p>Results 2: Target Met. The change for outbound assessment scores compared to inbound scores significantly exceeded the target consistently.</p> | <p>Student performance on this measure has been fairly consistent except for a decline from winter '20 thru spring '21 which we attributed to students struggles during the pandemic. Student performance recovered in fall '21.</p> <p>Students' scores on the Peregrine exam continue to exceed the target as staff and faculty continue to emphasize the importance of the process and because of students' preparedness. Also, a recent comparison of scores for this group to an aggregate pool of US schools shows that Outbound scores are slightly higher than the Aggregate pool, although Inbound scores are slightly lower than the pool.</p> | <p>As part of the T.E.A.M. Initiative, a group of faculty is working on development of culminating course project that will allow students to demonstrate their ability to apply theoretical concepts learned in a real work setting to prepare them for employment.</p> <p>Since percent changes for outbound versus inbound assessment scores have significantly exceeded the target, we will monitor differences against the benchmark to see if target percentage change should be increased.</p> | <p style="text-align: center;">MG 285 Department Final Exam-- Students who earned 'C' or better</p> <p style="text-align: center;">Inbound vs Outbound Exam (%)</p> <p style="text-align: center;">Inbound vs Aggregate (%)</p> |

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| <p>Graduates will research and identify a specific academic/career area of business to focus their futures.</p> | <p>Direct/Internal: Career Portfolio capstone projects in MG 285 (Integrating Business Concepts)---summative External: 'Employment Breakdown' of 'working in field' vs. 'working out of field' data from annual Official Outcome report</p> | <p>Target 1: 80% of the students will earn a grade of 80 or better on their portfolios which are designed to demonstrate the competencies and accomplishments in specific fields that they wish to pursue careers in. Result: 83% of the students earned grade of 80 or better on their career portfolio submissions.</p> <p>Target 2: 50% of the AAS business graduates will be employed 'in field'. Result 2: Target met. 64% of the Class of 2023 AAS in Business graduates reported that they are 'working in field'.</p> | <p>Results for graduates working in field have exceeded targets for the past 3 years. The actual result for the Class of 2022 was 76% and the actual result for the Class of 2021 was 57%.</p> | <p>We will continue to monitor student performance for this measure to ensure that students are well-prepared for career pursuit as they complete this final course in the degree program. Rather than simply listing your skills, activities, interests, education and experience, a career portfolio allows you to enhance the presentation of your skills by including examples of work such as writing samples, class papers, class projects, awards, transcripts, photographs, and certificates.</p> |  |
| <p>Graduates analyze current issues in business, evaluate evidence and construct a written report, and deliver an oral presentation detailing the outcomes of the evaluation</p> | <p>Internal: Case Analysis presentation in MG 285 (Integrated Business Concepts)---formative</p> | <p>Target: 80% of students will earn a score of 80% or higher in the written and oral presentation of case analysis and recommendations. Results: Target met. 84% of students achieved 80% or higher on combined written and oral presentation of case analysis for the most recent semester--spring 2023.</p> | <p>The targets were met for all semesters of AY22-23. 81% of students achieved 80% or higher on combined written and oral presentation of case analysis for the academic year</p> | <p>We will continue to review grading rubrics to monitor students' performance in these areas, so that we can make adjustments to the curriculum and delivery that will ensure consistent improvements in writing and verbal communications skills as students complete the Associates degree program.</p> | |

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| <p>Students will illustrate effective utilization of technology solutions relevant to employers.</p> | <p>Direct/Internal: Technical/Computer Skills Self-Assessment in Career Portfolio Projects in the MG 285 (Integrating Buisness Concepts--summative</p> | <p>Target : 80% of students will earn a score of 80% or higher on fthei Career Portfolio Projects in MG 285 (Integrated Business Concepts). Result : Targeet met. 81% of students earned grades of 80 or better on this projecr. in AY22-23.</p> | <p>For the first phae of ths project which takes place in MG 101 provide a self-assessment of their technical skills as part of a discussion of their professional strengths and weaknesses. Students evaluate their own proficiency with use of Word, Excel, Powerpont, Adode within a professional context. A skills asessment of other plaforms used such as Google Docs for collaborative docuemnt ceatiion, and and Asana and Trello for task/project amanagement and collaboration is also included. Students then engage in a re-assessment and self-reflection in MG 285, the second phase to evaluate their progress, and if needed, revise their actions plans.</p> | <p>The goal for this project is to allow student to reflet their current professional skills sent to elebrate their strengths, and identify areas for improvement in their planss as they prpare for today's employment landscape.. Students list tools and techniques to assist students with analyzing data, streamlining tasks, and communicateing effectively in professional environments. Creatioin of thee career plans is the start of acontinuous learning and improvement process for students to further enhance their askills as they progress to MG 285, so that as gradautes and employees contribute positively to organizational success.</p> <p>We discontinued use of the MOS exam as an objective measure in 2022,and we are still working to identify another enternal toool to measure student learning in this area.</p> | |
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Standard #4 Measurement and Analysis of Student Learning and Performance AAS Sports Management

Use this table to supply data for Criterion 4.2.

| Performance Indicator | Definition | | | | |
|---|--|---|---|--|--|
| 1. Student Learning Results | 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: | | | | |
| | Analysis of Results | | | | |
| Performance Measure Measurable goal What is your goal? | What is your measurement instrument or process? Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative | Current Results What are your current results? | Analysis of Results What did you learn from the results? | Action Taken or Improvement made What did you improve or what is your next step? | Insert Graphs or Tables of Resulting Trends (3-5 data points preferred) |
| Students will demonstrate fundamental knowledge and application of business concepts with emphasis on the sports management industry. | Direct/Internal: Term project in MG 120 (Introduction to Sports Management and Marketing--summative Direct/External: Results on CPC Inbound (diagnostic) and Outbound (summative) Peregrine Assessment--summative | Target 1: 70% of the students enrolled will achieve scores of 70% or better on the final term project rubric in MG 120 course Results 1: Target not met 62% of the students earned a grade of 70 or better on the term project for tAY22-23. Target 2: Students will achieve a 10% increase between AAS inbound and outbound assessments. Results 2: Target Met. The change for outbound assessment scores compared to inbound scores exceeded the target consistently. | The target has not be met for the past two periods so we will work with the First Year Experience office to see if we can create a course or activities that focus on college readiness, specifically for athletes. With regard to the Peregrine exam, students' Inbound vs, Outbound scores on the Peregrine exam have consistently exceeded the target, and score fall within the average to slightly below average range, however, student scored lower on quantiitive topic like data analysis tools, topics related to price, cost , and profit, and analysis of GDP calculation were well below average. | As the graph shows, the proportion of athletes in AAS Sports Management significantly outweighs non -athletes. These athletes often struggle with managing persona1, physical, academic and athletic-related demands, Academics will continue to work with the athletics department and it's liaisons to devise creative solutions to ensure students are positioned for academic success. On e important currclum change for AY24-25 is that we are created two sepearaate introductory courses for Sports Management and Marketing to ensure enough depth of coverage for both areas. Since percent changes for outbound versus inbound assessment scores have significantly exceeded the target, we will increase the benchmark to 20% going starting with the FL2021-2022 academic year. | <p style="text-align: center;">AAS - SPORTS MANAGEMENT % CHANGE FROM INBOUND TO OUTBOUND</p> |
| Identify and research a specific academic/career area of sports business management to focus their futures | Direct/Internal: Reseach Project on 'the role ethics in sports today' presentation in the MG 227 (Business Ethics in Sports) class--formative External: Office of Career Services annual Outcome Report for AAS in Sports Mangement gradautes--summative External: AAS to BBA Business - Conversion rates--summative | Target: 80% of students will earn a score of 80% or higher in their written and and presentations on this measure Results: Target met. 91% of students earned grades of 80 or better on written and oral presentations combined in AY22-23.. Target 1: Offical (career) Outcome Rate of 80% or higher Results: Target met. An 92% Outcome Rate was achieved for 2023 Associates graduates in Sports Management Target 2: AAS to BBA Conversion Rate (Achieve a 50% AAS to BBA conversion rate). Restults: Target met for conversion rate (68% of AAS students enrolled in BBA)--BX campus; Target met (63% of AAS students enrolled in BBA)--NR campus | Results show that integrating more requirements toward strengthening writing and presentation skills continues to have a significant and positive effect on student performance in these areas. In addition to exceeding the target Outcome Rate, more than half (67%) of Associates graduates are 'working in field' versus the goal of 50%, however, the samples size is mall because only 6 students are working. The remianing 42 student sin the ppol chose to continue their education | We will continue to review grading rubrics to monitor students' performance in these areas, to make adjustments to the cirriculum that will ensure improvements in writing and oral communication skills. A plan of action is in place to increase percentage of students working in field by exploring opportunities with corporate partners and employers in the field. We will also continue efforts and activities to increase conversion rates at both campuses. | <p style="text-align: center;">AAS in Sports Management</p> <p style="text-align: center;"><i>The total number of graduates in the AAS in Sports Management major is 69. Data was collected on 87% of the class (sample size 60).</i></p> <p style="text-align: center;">OFFICIAL OUTCOME RATE</p> <p style="text-align: center;">Employed 6 + Employed & Cont. Ed. 0 + Cont. Ed. Only 42 = 92%</p> <p style="text-align: center;">Total in Sample 60 - Unavailable 8 = 52</p> <p style="text-align: center;">Employment Breakdown Working in Field 4 (67%) + Working out of Field 2 (33%) = 6</p> <p style="text-align: center;">Unavailable Breakdown F1 8 + Other 0 = 8</p> |

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| <p>Analyze current issues in sports business management, evaluate evidence and construct a written report, and deliver an oral presentation.</p> | <p>Direct/Internal: 'Ethics Topics in Sports oral and written Presentation (PPT) in the MG 227: Business Ethics in Sports class--summative</p> | <p>Target: 80% of students will earn a score of 80% or higher in their written and presentations on this measure Results: Target met. 87% of students earned grades of 80 or better on written and oral presentations combined in AY22-23..</p> | <p>In addition to meeting the target, the latest comparison of Inbound to Outbound CPC exam scores for this group shows a difference of almost 17% with the Inbound score falling in the "slightly above average" range and the Outbound score falling within the 'above average' range for 'Sports Marketing--Contemporary Issues in Sports Marketing and Management. The Outbound score for 'Violence in Sports' nearly doubled vs Inbound rose from 42.8 (below average), to 80.00 (above average).</p> | <p>The following areas had the lowest Outbound scores: Organization and Administration of Sport and Recreation Management (46.43%), Business Finance (47.14%), and [general] Marketing (50.00%). We will compare this information to the current curriculum to see where improvement can be made to assist students with strengthening their knowledgebase in these areas.</p> |
| <p>Students will develop a career plan to secure an appropriate, entry-level position relevant to their study or be eligible for bachelor-level study</p> | <p>External: AAS to BBA Sports Management conversion rates --summative</p> | <p>Target: 50% of the graduates earning an AAS in Sports Management pursue bachelors studies upon completion of their Associates degree.</p> | <p>Target met for AY20-21 and AY 21-22 for both campuses. Actual conversion rates in the Bronx were well above projections at 76% vs. the forecasted 50% for AY20-21. In New Rochelle actual conversion rates were 58% vs. an estimated 50% for the same period. Conversion rates for AY21-22 for both campuses were modestly higher than expected at 58% and 53% for the Bronx and New Rochelle, respectively.</p> | <p>More than likely, the sharp spike on conversion rates in FY20-21 was due in part, to the onset of the global pandemic which resulted in job losses in the US labor market on a scale not seen since the Great Depression, according to the Bureau of Labor Statistics (BLS).</p> |
| <p>Students will illustrate effective utilization of technology solutions relevant to employers.</p> | <p>Direct/Internal: Case Analysis on Marketing Information Management in MG 120 (intro to Sports Management and Marketing) --formative Direct/Internal: Student use of technology to develop promotional message for term project concept. in MG 120 course--summative</p> | <p>Target 1: 70% of students will earn a score of 70% or higher in the writing and presentation research to show how data is used to make informed business decisions based on case analysis. Result 1: Target met. 85% of students earned grades of 70 or better on written and verbal presentation of findings for AY-22-23. Target 2: 70% of the students will earn grades of 80% or better on their promotion flyer or video AD to market their term project concept. Results 2: Target met. 78% of the students earned a grade of 80% or higher on this component of their final course projects.</p> | <p>We will continue to track performance on each of these measures to ensure that students are able to apply tools used to function effectively in a dynamic business environment.</p> | |

Internal Analysis Report — Monroe College
Associate Business Administration

Contemporary Issues in Sport Marketing and Management - Comparison of Inbound Exam Results with Outbound Exam Results

