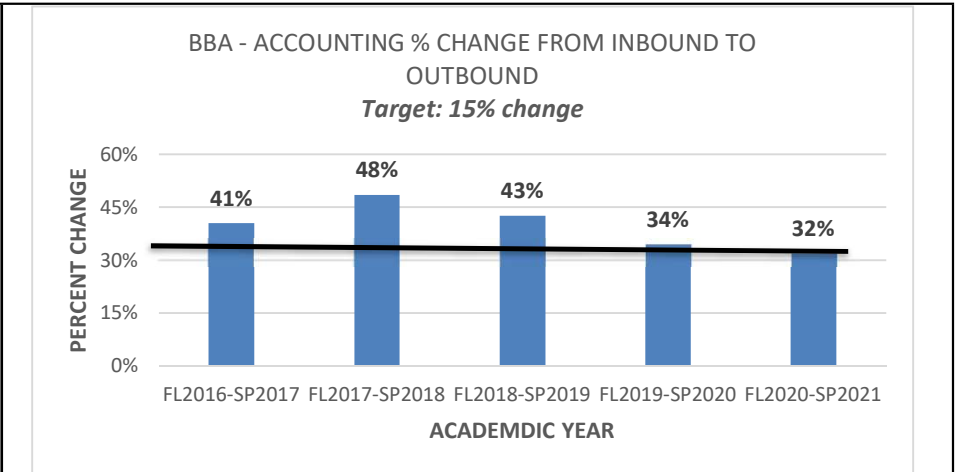


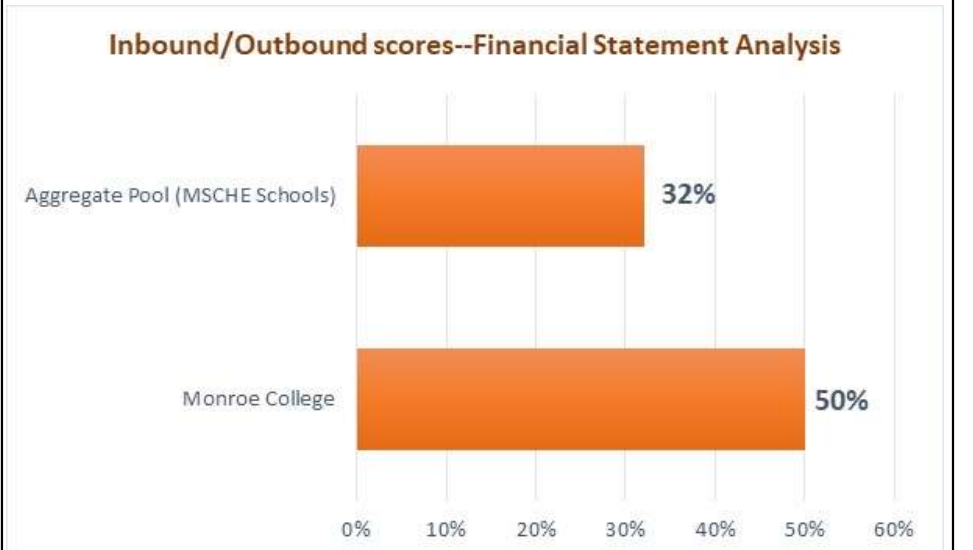
Standard #4 Measurement and Analysis of Student Learning and Performance BBA Accounting

Use this table to supply data for Criterion 4.2.

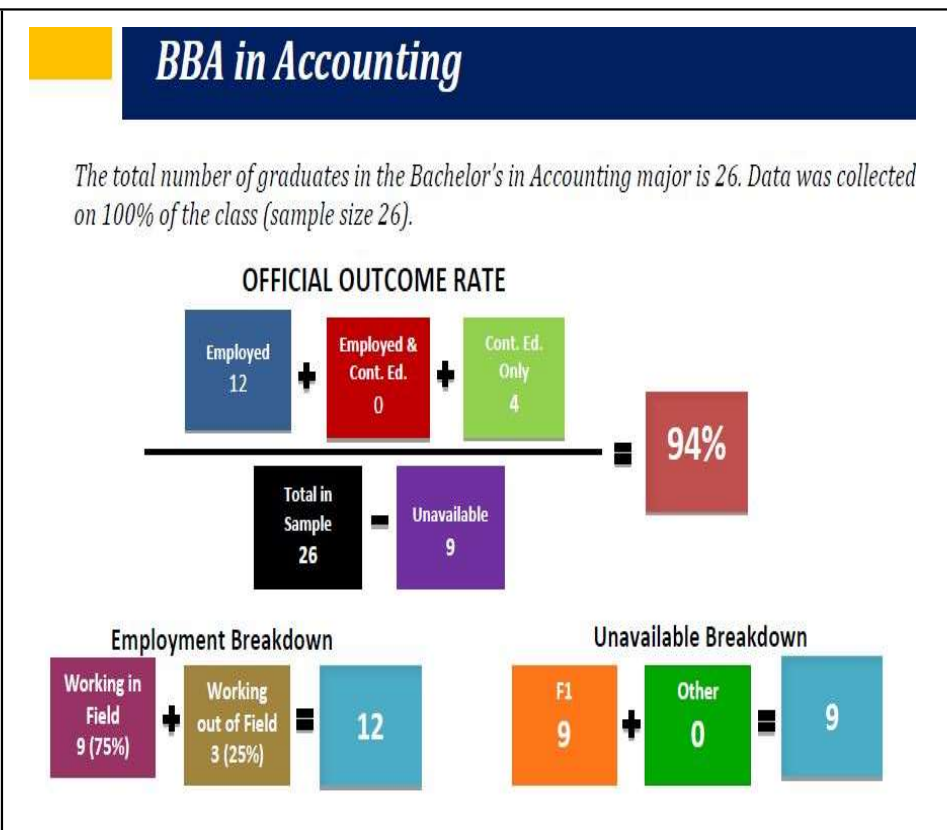
Performance Indicator	Definition												
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, 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)								
Measurable goal	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made									
What is your goal?	Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?									
Graudates will be able to critically analyze information.	<p>Direct/External: Term Project: Written Case Analysis/Interpretation in AC 370 (Financial Statement Analysis)--summative</p> <p>External: Results on the CPC inbound and outbound Peregrine Assessments--inbound (diagnostic) amd outbound (summative) [comparative for analysis of performance vs. Aggregate pool]</p>	<p>Target 1: 70% of students will earn a score of 80% or higher on the Term Project Results 1: Target met. 93% of students earned a score of 80% on the Term Project for AY22-23</p> <p>Target 2: achieve a 15% increase between AAS inbound and BBA outbound assessments Results 2: Target met. Percentage increases have consistenly surpassed target.</p>	<p>Results for AY21-22 were consistent wiith AY22-23 for student performance on the Term Project.</p> <p>-----Also, Outbound CPC exam scores imporvment 32% over Inbound for 2023. Outboudn score were slightly higher than teh Aggregate pool in 2023 as well.</p>	<p>The goal of this project is to complete a comprehensive analysis of two companies in the same industry. Students work in teams to collect relevant financial data, conduct accounting and financial analyses, prepare financial forecasts, and use critical thinking skills to render decisions regarding preferred investor-creditor actions on 2 publicly traded companies that compete with each other. The student teams then presented their decisions in class.</p>	<p style="color: #00AEEF; text-align: center;">Internal Analysis Report — Monroe College Bachelors Accounting and Finance</p> <hr/> <p>Executive Summary</p> <p style="text-align: center; color: #00AEEF;">Outbound vs Aggregate (%)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Outbound vs Aggregate (%)</caption> <thead> <tr> <th>Category</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>Monroe College Outbound</td> <td>61.31%</td> </tr> <tr> <td>Middle States Commission on Higher Education</td> <td>59.11%</td> </tr> <tr> <td>Difference</td> <td>2.2%</td> </tr> </tbody> </table> <p style="font-size: small;"> ■ Monroe College Outbound: 61.31% ■ Middle States Commission on Higher Education: 59.11% </p>	Category	Score (%)	Monroe College Outbound	61.31%	Middle States Commission on Higher Education	59.11%	Difference	2.2%
Category	Score (%)												
Monroe College Outbound	61.31%												
Middle States Commission on Higher Education	59.11%												
Difference	2.2%												

<p>Graduates will possess business writing and verbal communication skills.</p>	<p>Indirect/External: Internship employer evaluation "communication skills" rating---summative Direct/External: McGraw Hill Connect writing assignments on business ethics in MG 305 (Intermediate-Accounting II)--formative</p>	<p>Target 1 : 70% of students evaluated will earn a "communication skills" rating score of excellent or very good on the employer evaluation. Result 1: Target met. 82% of BBA Accounting students evaluated earned a communication skills rating score of excellent or very good for AY22-23 Target 2: 70% of the students will earn an average score of 70 or better across all writing assignments--cases involving ethical dilemmas. Result 2: Target met. 76% of the students in MG 305 earned an average score of 70 or better on the writing assignments in AC 305</p>	<p>Students writing and verbal communication skills have consistently improved year over year for the past 3 years.</p> <p>Within McGraw Hill's Connect platform, students use their professional communications skills to prepare detailed written responses to case studies involving ethical dilemmas</p>	<p>To ensure that our accounting graduates have the tools required for professional success, we will continue to focus on development of soft skills like writing, public speaking, presentation, and critical thinking in addition to development of functional/technical competencies.</p>



<p>Graduates will possess technical accounting knowledge necessary for obtaining an entry level position</p>	<p>Direct/Internal: Case-based research exercises in AC 440 (Auditing)--summative</p>	<p>Target: 70% of students evaluated will earn a proficiency score of 70% or higher in the research/case project Results: Target met. 72% achieved a score of 70% or higher for AY22-23</p>	<p>Although target was met for FY22-23, the result was significantly lower than the prior period. In AY21-22 84% of the students earned a 70 or better. We continue to monitor results for this measure annually. The Official Outcome Rate for the Class of 2023 for BBA in Accounting was 95. This is 12 points higher than the prior year. Of those students who were employed, a high percentage (75%) are working in field.</p>	<p>This case-based research project focuses on current policy issues and real-world applications in the audit profession. It has been designed to strengthen students' writing skills as well as judgment skills, and ability to deal with more realistic and less structured problems in auditing. The case uses software to illustrate how data analytic technology is being implemented in auditing. Submissions are evaluated for graded for breadth and depth of analysis, originality, quality of writing and professional impression, completeness and brevity.</p>							
<p>Graduates will demonstrate comprehension of and present financial statements to assist in decision making.</p>	<p>Direct/Internal: Ongoing project with culminating (presentation and defense of financial analysis and interpretation for decision making in AC 370 (Financial Statement Analysis) class--summative</p>	<p>Target: 80% of students evaluated will earn an average grade of 80% or higher on the final presentation and defense Results: Target met. 93% of students earned grade of 80 or higher on their presentation and defense submissions in AY22-23</p>	<p>This performance is consistent with the prior year's performance in that 95% of the students earned grades of 80 or better. Score improvements for the Monroe College BBA Outbound group are significantly higher than score improvements for the Aggregate Pool of MSCHE schools.</p>	<p>We will continue to monitor student performance on this project.</p>	<p style="text-align: center;">Inbound/Outbound scores--Financial Statement Analysis</p>  <table border="1"> <caption>Inbound/Outbound scores--Financial Statement Analysis</caption> <thead> <tr> <th>Group</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>Aggregate Pool (MSCHE Schools)</td> <td>32%</td> </tr> <tr> <td>Monroe College</td> <td>50%</td> </tr> </tbody> </table>	Group	Score (%)	Aggregate Pool (MSCHE Schools)	32%	Monroe College	50%
Group	Score (%)										
Aggregate Pool (MSCHE Schools)	32%										
Monroe College	50%										

<p>Graduates will be skilled in advanced technology solution applications.</p>	<p>Direct/External: McGraw Hill Data Analytics case study assignments in AC 305 (Intermediate Accounting II) ---formative</p>	<p>Target: 80% of students evaluated will earn an average grade of 70% or higher.</p> <p>Results: Target not met.76% of students achieved a proficiency level of 80% or higher.</p>	<p>These data analysis projects were introduced 2 years ago, so we only have 2 data points on student performance at this point, Although the target was not met in 2023, it was met in 2022. We will continue to monitor student performance on this assignment.</p>	<p>These case analysis assignments incorporate data visualization exercises, Tableau dashboard activities, and assignments that allow students to apply Power BI and Tableau for analysis and presentation of large amount of data for use in business decision-making and problem solving. These experiences are designed to prepare students for use of advanced technology, for managing large amounts of data and information in today's business environment, We will continue to monitor student performance in this area. environment.</p>
---	--	---	---	---



**Standard #4 Measurement and Analysis of Student Learning and Performance
BBA Business Management**

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition										
<p>1. Student Learning Results</p>	<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>Performance Measure</p> <p>Measurable goal</p> <p>What is your goal?</p>	<p>What is your measurement instrument or process? Do not use grades.</p> <p>(Indicate type of instrument) direct, formative, internal, comparative</p>	<p align="center">Analysis of Results</p> <table border="1"> <tr> <th data-bbox="888 1326 1314 1441">Current Results</th> <th data-bbox="1314 1326 1656 1441">Analysis of Results</th> <th data-bbox="1656 1326 2097 1441">Action Taken or Improvement made</th> </tr> <tr> <td data-bbox="888 1441 1314 1612"> <p>What are your current results?</p> </td> <td data-bbox="1314 1441 1656 1612"> <p>What did you learn from the results?</p> </td> <td data-bbox="1656 1441 2097 1612"> <p>What did you improve or what is your next step?</p> </td> </tr> </table>			Current Results	Analysis of Results	Action Taken or Improvement made	<p>What are your current results?</p>	<p>What did you learn from the results?</p>	<p>What did you improve or what is your next step?</p>	<p>Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)</p>
Current Results	Analysis of Results	Action Taken or Improvement made									
<p>What are your current results?</p>	<p>What did you learn from the results?</p>	<p>What did you improve or what is your next step?</p>									

<p>Graduates will have a solid foundation in the full range of business concepts.</p>	<p>Direct/Internal: Case-based paper applying strategic management principles to business operations in MG 485 (capstone course)--summative _____</p> <p>Indirect/Internal: Peer Evaluation on contribution to team paper and presentation--summative</p> <p>External: Comparison of results on the CPC inbound and outbound Peregrine Assessments--inbound (diagnostic), and outbound (summative)</p>	<p>Target 1: 80% of students will achieve a grade of 80 or better on their team case analysis paper/presentation</p> <p>Results 1: Target met. 95% of te student teams earned a grade of 80 or better on their paper submissions. Target 2: 90% of students in the MG 485 class will earn 80% or better on peer evaluation/review for contribution and participation in this effort. Result 2: Target met, 98% of the students were rate 80% or better fby fellow team members for contribution and participation.</p> <p>Target 3: achieve a 15% increase between AAS inbound and BBA outbound assessments</p> <p>Results 3: Target met. Outbound (percentage increase for the outbound compared to the inbound assessment</p>	<p>We switched from use of final exams, to assessment of final projects performance for this measure in AY22-23.</p> <p>Percentage increase between Inbound and Ooutbound assessments have consistently been well above teh target of 15%. Also, comparisons of the Outbound exam results to aggregate pools indicate our students' scores are about the same scores at schools with relatively similar student populations and educational delivery.</p>	<p>We will continue to monitor student performance using this project since it allows students to demonstrate application of knowledge acquired.</p>	<p style="text-align: center;">BBA - BUSINESS % CHANGE FROM INBOUND TO OUTBOUND <i>Target: 15% change</i></p> <table border="1"> <caption>BBA - BUSINESS % CHANGE FROM INBOUND TO OUTBOUND</caption> <thead> <tr> <th>Academic Year</th> <th>Percent Change</th> </tr> </thead> <tbody> <tr> <td>FL2016-SP2017</td> <td>64%</td> </tr> <tr> <td>FL2017-SP2018</td> <td>60%</td> </tr> <tr> <td>FL2018-SP2019</td> <td>51%</td> </tr> <tr> <td>FL2019-SP2020</td> <td>49%</td> </tr> <tr> <td>FL2020-SP2021</td> <td>35%</td> </tr> </tbody> </table>	Academic Year	Percent Change	FL2016-SP2017	64%	FL2017-SP2018	60%	FL2018-SP2019	51%	FL2019-SP2020	49%	FL2020-SP2021	35%
Academic Year	Percent Change																
FL2016-SP2017	64%																
FL2017-SP2018	60%																
FL2018-SP2019	51%																
FL2019-SP2020	49%																
FL2020-SP2021	35%																
<p>Graduates will have chosen a specific academic/career area of business to focus on their futures.</p>	<p>Internal: minor declaration reports-formative</p>	<p>Target: 25% of Bachelors students (non-transfer) will declare a business minor.</p> <p>Results: Target not me. 15% of non-transfer students declared a business minor</p>	<p>Results show that an effort needs to be made to increase awareness of business minors. This most recent result is lower than the prior period, which was 21%.</p>	<p>An action plan has been developed to visit BBA virtual and on-site classes each semester to explain the benefits of declaring business minors. Once the appropriate human resources are in place, we will executre this plan. We will also develop electronic communicaitons to discuss the minors. Lastly, as of AY24-25, business-related minor courses will be revised to reflect the current business environment. Plans for additional revisions are underway for . More revisions will be implementd inr AY25-26.</p>	<p>Internal Analysis Report — Monroe College Bachelors Business Administration</p> <p>Executive Summary</p> <p style="text-align: center;">Outbound vs Aggregate (%)</p> <table border="1"> <caption>Outbound vs Aggregate (%)</caption> <thead> <tr> <th>Category</th> <th>Total Score</th> </tr> </thead> <tbody> <tr> <td>Outbound</td> <td>60.73%</td> </tr> <tr> <td>ACBSP (U.S.) - Accreditation Council for Business Schools and Programs</td> <td>59.68%</td> </tr> </tbody> </table> <p>Difference: 1.05%</p>	Category	Total Score	Outbound	60.73%	ACBSP (U.S.) - Accreditation Council for Business Schools and Programs	59.68%						
Category	Total Score																
Outbound	60.73%																
ACBSP (U.S.) - Accreditation Council for Business Schools and Programs	59.68%																

Graduates will possess business writing and verbal communication skills.

Direct Internal: MG485 Bachelor Capstone Grading Rubrics term project (Business case analysis and presentation)-summative

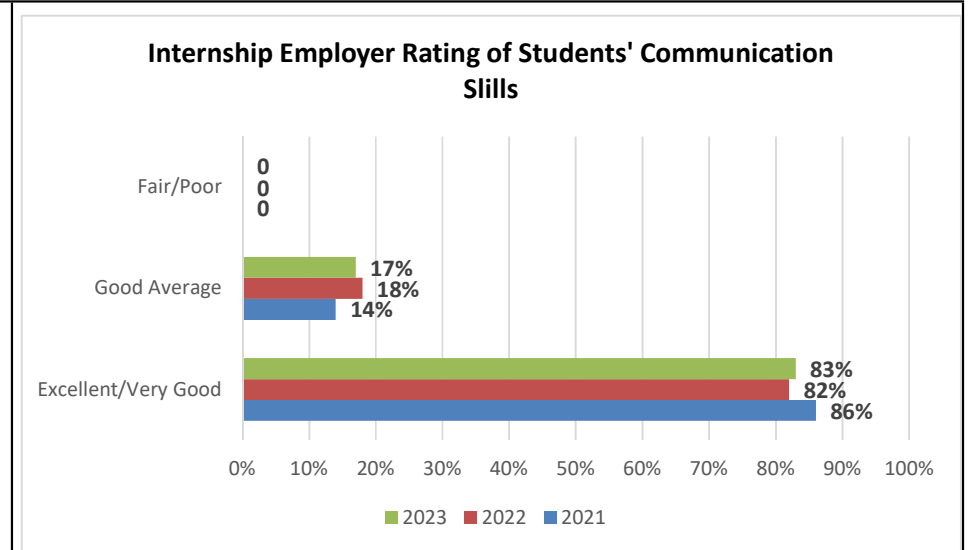
External: Internship employer evaluation-communication skills rating (as reported to the Office of Career Services)--summative

Target 1: 78% of students evaluated will earn a "communication skills" rating score of excellent or very good on the MG485 rubrics.
Note: Internal and external evaluators student presentations.
Results 1: Target met. 94% of students evaluated earned a communication skills rating score of excellent or very good on the MG485 rubrics

Target 2: 70% of students evaluated will earn a "communication skills" rating score of excellent or very good in the Internship employer evaluation-communication rating
Results 2: Target met (83% of students evaluated earned a communication skills rating score of excellent or very good in the Internship employer evaluation)

Students continue to improve upon their ability to convey information to others in a clear, effective, efficient, concise manner in academic and professional settings as noted by the consistently strong performance on team projects and during internship experiences.

We will continue to emphasize development and enhancement of communication skills by providing students with a variety of opportunities to practice and improve these skills in all courses.



Graduates will be employable for entry-level professional/managerial positions.

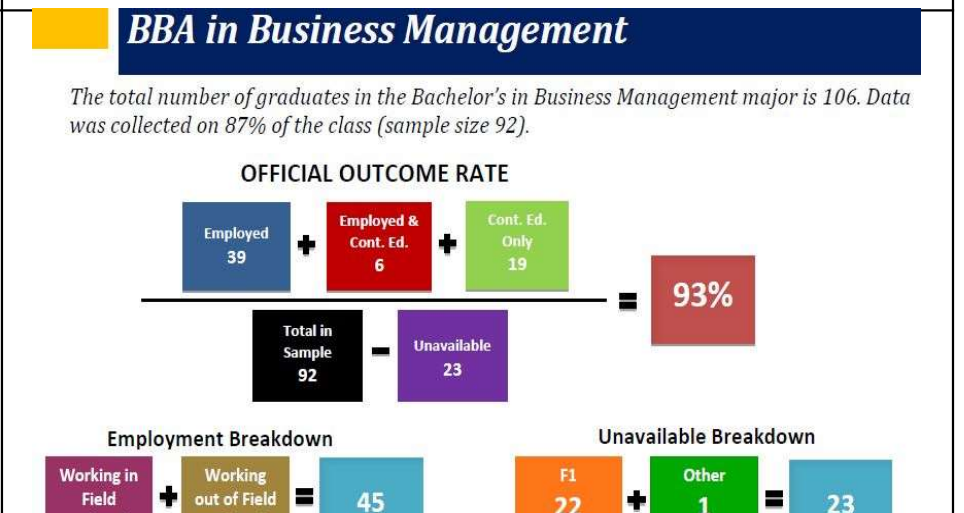
External: Internship Employer Evaluations-summative

External: Office of Career Services annual Outcomes report-summative

Target 1: 70% of interns will earn an "Overall Performance" rating of "excellent or very good."
Results 1: Target met for 2023-- 80% of interns earned an overall performance rating of excellent or very good
Target 2: Official Outcome annual rate of 80% or higher
Results 2: Target not met. Outcome rate was 93% for the Class of 2023.

The target for employer satisfaction with the overall performance of business management interns has consistently been achieved over the past 3 years. The Official Outcomes rate has also been at or above target for the past 3 years.

We will continue to monitor student performance for these 2 measures to ensure that student performance remains on or above target.



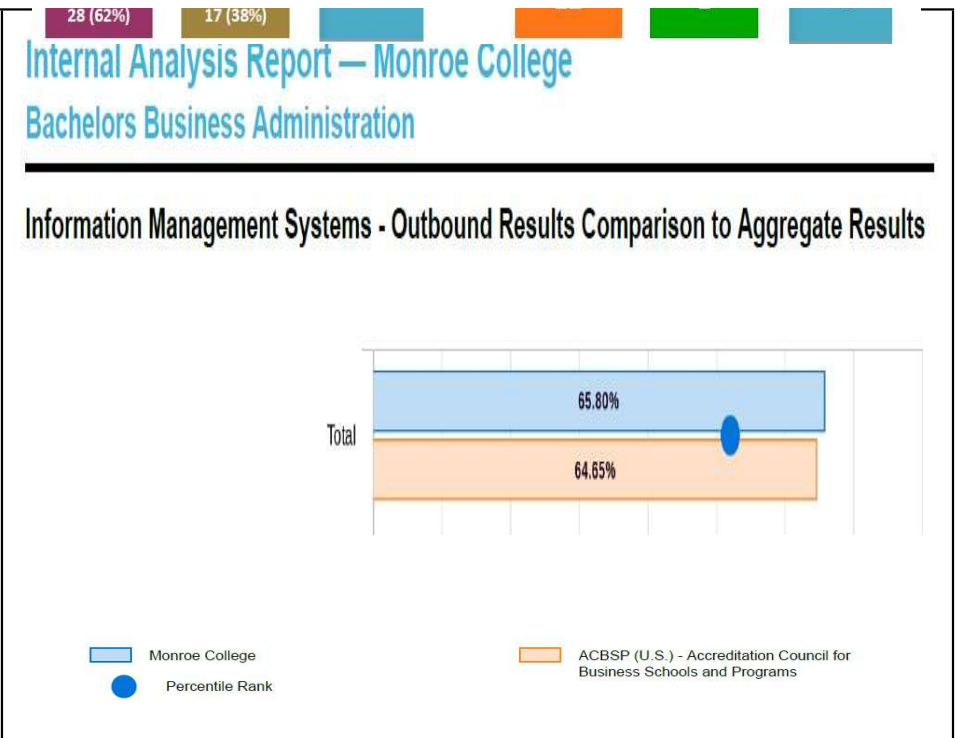
Graduates will be skilled in software applications and technology solutions relevant to employers.

Direct/External : CPC Outbound Exam results compared to aggregate pool (ACBSP Accredited schools) --summative

Target: Outbound results for BBA Business Management majors will be equal to or greater than results of Aggregate pools of similar student populations at other institutions.
Result: Target met. Outbound results for 2023 are equal to Aggregate Pool results.

As of AY22-23, we discontinued administering the MOS exam due to very low student participation related to difficulty with logistics and exam preparation, add lack of student interest in taking exam. Also, discussions with corporate partners and advisory board members indicate that this certification is no longer widely recognized as a desirable credential that potential employers look for when hiring recent college graduates.

As of AY24-25, we are introducing a new, more relevant technology solutions course that give students hands on experience with Tableau, Power BI, Python, Advanced Excel and other software applications used to analyze, organize, and present data in business settings;



Standard #4 Measurement and Analysis of Student Learning and Performance BBA 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	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>Graduates will apply sports business concepts including management, marketing, finance, operations, and ethics in analyzing sports management issues and cases</p>	<p>Direct/Internal: Case study research paper submission in MG 435 Sports Management Capstone Seminar course--summative</p> <p>External: Results on the CPC inbound and outbound Peregrine Assessments--inbound (formative), outbound (summative)</p>	<p>Target 1: 70% of students will achieve a grade of 80 on their case analysis paper Results 1: Target met. 84% of the students in MG 435 earned grades of 80 or better on their case analysis papers. Target 2: achieve a 15% increase between AAS inbound and BBA outbound assessments Results 2: Target not met. Outbound scores were lower than Inbound scores for 2023</p>	<p>The instrument was used for the first time in AY22-23. We will continue to monitor student performance case study paper.</p> <p>Differences between Inbound and Outbound scores were well below the target of 15% for this pool for 5 of the 6 data points, however, results are being considered with caution because the size of the Outbound pool is very small (less than 10 students.) The size of the sample has also affected the year to year percent differences between Inbound and Outbound scores.</p>	<p>For the case analysis paper, student must incorporate at least three (3) of the four (4) key revenue streams (merchandise, media rights, ticket sales, sponsorships) in the recommended solutions they provide to resolve the business issue.</p> <p>Although the results of the Inbound/Outbound comparisons suggest a gap in various subject areas, we will not make any programmatic changes based on these results. We will analyze the data for possible curriculum revisions once the sample size reaches at least 100.</p>	<table border="1"> <caption>BBA - SPORTS MANAGEMENT % CHANGE FROM INBOUND TO OUTBOUND</caption> <thead> <tr> <th>ACADEMIC YEAR</th> <th>PERCENTAGE</th> </tr> </thead> <tbody> <tr> <td>FL2017-SP2018*</td> <td>8%</td> </tr> <tr> <td>FL2018-SP2019*</td> <td>3%</td> </tr> <tr> <td>FL2019-SP2020*</td> <td>18%</td> </tr> <tr> <td>FL2020-SP2021*</td> <td>8%</td> </tr> <tr> <td>FL2021-SP2022*</td> <td>3%</td> </tr> <tr> <td>FL2022-SP2023*</td> <td>-4%</td> </tr> </tbody> </table>	ACADEMIC YEAR	PERCENTAGE	FL2017-SP2018*	8%	FL2018-SP2019*	3%	FL2019-SP2020*	18%	FL2020-SP2021*	8%	FL2021-SP2022*	3%	FL2022-SP2023*	-4%
ACADEMIC YEAR	PERCENTAGE																		
FL2017-SP2018*	8%																		
FL2018-SP2019*	3%																		
FL2019-SP2020*	18%																		
FL2020-SP2021*	8%																		
FL2021-SP2022*	3%																		
FL2022-SP2023*	-4%																		
<p>Graduates will identify and research a specific academic/career area of sports to focus their futures</p>	<p>Direct/Internal: Resume Review/Career Goals Project in MG 435 (capstone course)--summative</p> <p>External: Office of Career Services annual Outcomes report--summative</p>	<p>Target 1: 80% of students will earn a grade of 80 or higher their resume projects Results 1: Target met . 98% of students earned a grade of 80 or higher on their projects. Target 2: An Outcome rate to 80% will be achieved for the Class of 2023. Result 2: Target Met. Actual Outcome rate is 100% for Class of 2023</p>	<p>Although we have been incorporating this project into the capstone course for the past 4 year, who have not tracked performance for the until tAY22-23. We will continue to do this to ensure that student sare acquiring and applying the relevant professional required for career succss.</p>	<p>This assignment is aligned with the LinkedIn Career project. Students prepare and submit their resume and a cover letter they would use to apply for one of the career opportunities they are interested in pursuing.</p>	<p>BBA in Sports Management</p> <p>The total number of graduates in the BBA in Sports Management major is 21. Data was collected on 81% of the class (sample size 17).</p> <p>OFFICIAL OUTCOME RATE</p> <p>Employed 10 + Employed & Cont. Ed. 1 + Cont. Ed. Only 2 = 13 Total in Sample 21 - Unavailable 4 = 17 13 / 17 = 100%</p> <p>Employment Breakdown</p> <p>Working in Field 4 (36%) + Working out of Field 7 (64%) = 11</p> <p>Unavailable Breakdown</p> <p>F1 2 + Other 2 = 4</p>														

<p>Graduates will analyze current issues in sports business, evaluate evidence, construct a written report, and deliver an oral presentation detailing the outcomes of the analysis</p>	<p>Direct/Internal: CBA presentation in MG 435 sapstone class--formative</p> <p>External: Internship employer evaluation-'communication skills, rating--summative</p>	<p>Target 1: 80% of students will earn a grade of 80 or higher their witten and oreal presentation</p> <p>Results 1: Target met . 92% of studens earned a grade of 80 or highter on their PowerPoint and oral presentation</p> <p>Target 2: 70% of students evaluated will earn a "communication skills" rating score of excellent or very good in the Internship employer evaluation-communication rating</p> <p>Results 2: Target met (75% of Bachelors sttudent majoring in Sports Management earned a communication skills rating score of excellent or very good in the Internship employer evaluation)</p>	<p>The instrument was used for the first time in AY22-23. We will continue to monitor student performancem on this instrument.</p>	<p>For the CIBA assignment which was introduced in AY22-23, each student must choose one of the major sport leagues (NBA, NFL, NHL, MLB, MLS, etc.) in the United States, then research and locate the respective Collective Bargaining Agreement (CBA). Finally, students prepare a PowerPoint presentation, providing information on their anlysis on key elements of how the league and player associations do business,negotiate, and bargain.</p> <p>An Internship Evaluation Report is completed by Career Services to document responses to questionnaire submitted by internship employers once interns have omlpeted their experiences</p>	<table border="1"> <caption>Employer Internship Satisfaction-- Communication Skills</caption> <thead> <tr> <th>Year</th> <th>Excellent/Very Good</th> <th>Good/Average</th> <th>Fair/Poor</th> </tr> </thead> <tbody> <tr> <td>2020/2021</td> <td>75%</td> <td>25%</td> <td>0%</td> </tr> <tr> <td>2021/2022</td> <td>83%</td> <td>17%</td> <td>0%</td> </tr> <tr> <td>2022/2023</td> <td>75%</td> <td>25%</td> <td>0%</td> </tr> </tbody> </table>	Year	Excellent/Very Good	Good/Average	Fair/Poor	2020/2021	75%	25%	0%	2021/2022	83%	17%	0%	2022/2023	75%	25%	0%
Year	Excellent/Very Good	Good/Average	Fair/Poor																		
2020/2021	75%	25%	0%																		
2021/2022	83%	17%	0%																		
2022/2023	75%	25%	0%																		
<p>Graduates will bdevelop a career plan to secure an appropriate position relevant to their study or be prepared for graduate study</p>	<p>External: AAS to BBA Conversion rates --summative</p> <p>External: 'Working in field;' percentage for this major (as reported the the Office of Career Services in the Annual Outcomes data book--summative</p>	<p>Target 1: 50% of the students who earn an AAS in Sports Management wittl transfer in a Bhachelor's degree upon completion of thir Associates studies at the Bronx and New Rochelle campuses</p> <p>Results 1: Target met. 58% of Bronx AAS graduates were accepted into a BBA degree program, and 53% of the New Rochelle AAS graduates were acceptd into a BBA degree program in 2023.ot met, for 2020/2023</p> <p>Target 2: 50% of the Class of 2023 gradautes will obtiend employed in their field of study.</p> <p>Results 2: Target not met. 36% were employed 'in field. Noote that the pool of employed gradautes was small</p>	<p>Class of 2023 results for those working in the field were lower than expetd, bu t Class of 2022 werr results were better than expectd t 86%. The goal wa 50%.</p>	<p>Will wii comntinue to minor Outcomes for the BBA Sports Management majors</p>																	

<p>Graduates will illustrate effective utilization of technology solutions relevant to employers</p>	<p>Direct/Internal: LinkedIn project/paper on careers in Sports Techonology in the MG 435 class--summative</p>	<p>Target : 80% of students will earn a grade of 80 or higher their project . Result: Target met. 92% of the student earned an 80 or better on their project submissions.</p>	<p>The instrument was used for the first time in AY22-23. We will continue to monitor student performancem on this instrument.</p>	<p>For this project, studenent will visit (search) LinkedIn or another business and employment platform to research a select a sports technology-related job opportunity that they are intersted in pursuing. Each student will summarize the skills, and experience required, and prepare for an in-class discussion on the oportuntiiies selected. We also plan to develop a course that allows students handson experience with thecnical tools used to analyze and summarize information for decision-making.</p>	
---	---	--	--	---	--