

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

Use this table to supply data for Criterion 4.2.

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                      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>																		
		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)														
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made															
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																		
<b>Graduates will research and analyze current issues in business, evaluate evidence, construct an in-depth written analysis, and recommendations. In addition to demonstrating effective oral, written, and interpersonal communication skills.</b>	<b>Direct/Internal #1:</b> Final project and presentation combined rubrics scores in MG800 (MBA capstone) course --summative <b>Direct/Internal #2:</b> Written and oral presentation summarizing quarterly decision-making and marketing strategies in MG 660 (Strategic Marketing) simulation game--formative	<b>Target 1:</b> 90% of MBA students will achieve a 90% or higher in their integrative (capstone) project as measured by the overall performance on the written and oral components combined. <b>Result 1:</b> Target not met. 86% of students achieved scores of 90% or higher on the Integrative Project in the MG 800 class. <b>Target 2:</b> 80% of the students will earn 90% or better on written and oral presentation summary of quarterly decision-making and marketing strategies inMG 600 (Strategic Marketing) simulation game. <b>Result 2:</b> Target met--87% of the students earned grades of 90% or higher on the written and oral simulation summary presentation	Although student performance has been consistent in that 85 to 88% scored of 90 or better over the past 6 years, there has been no improvement toward reaching the target of 90%. Results for the last two (2) academic periods (AY21-22 and AY22-23) have been consistent for student performance on the marketing simulation summary presentation in MG 660. Average scores for each class reached from 93 to 98%.	We need to determine whether or not the target is realistic based on historical data. For example, should the goal be revised to project that 80% will score 90% or better, or 90% will score 80% or better. We will continue to monitor student performance on the marketing simulation presentation in the Strategic Marketing (MG 660) class.	<div style="text-align: center;"> <b>MG 800 Integrative Project grades</b>                      [rubric scores--fall 17 - spring 2023]                 </div> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>MG 800 Integrative Project grades [rubric scores--fall 17 - spring 2023]</caption> <thead> <tr> <th>Academic Year</th> <th>% who earned 90% or better</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>85%</td> </tr> <tr> <td>2018-2019</td> <td>87%</td> </tr> <tr> <td>2019-2020</td> <td>88%</td> </tr> <tr> <td>2020-2021</td> <td>85%</td> </tr> <tr> <td>2021-2022</td> <td>87%</td> </tr> <tr> <td>2022-2023</td> <td>86%</td> </tr> </tbody> </table>	Academic Year	% who earned 90% or better	2017-2018	85%	2018-2019	87%	2019-2020	88%	2020-2021	85%	2021-2022	87%	2022-2023	86%
Academic Year	% who earned 90% or better																		
2017-2018	85%																		
2018-2019	87%																		
2019-2020	88%																		
2020-2021	85%																		
2021-2022	87%																		
2022-2023	86%																		

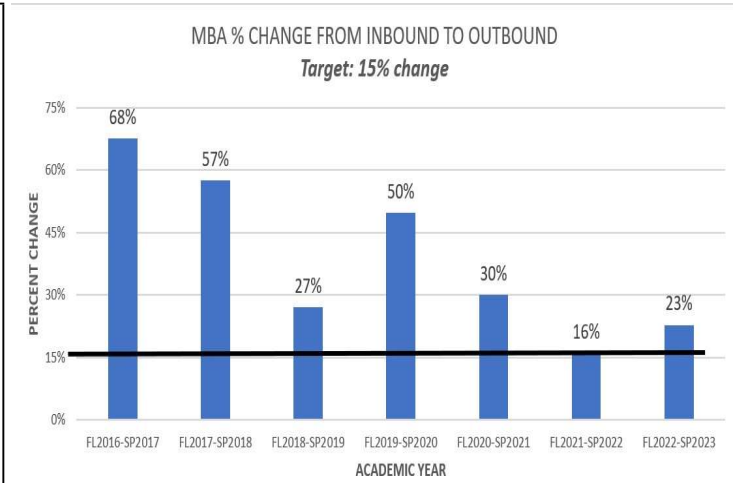
Graduates will acquire a vital common body of knowledge required to function effectively in a dynamic global business environment.

**Direct/External #1:** Results on the CPC Peregrine inbound (formative) and outbound (summative) assessment in MG 800 (capstone) class.  
**Direct/External #2:** 'Overall Company Performance' score on McGraw Hill's Glo-Bus Management simulation game as reported in Glou-Bus simulation grade book in MG 800 (MBA capstone) class--summative

**Target 1:** Achieve a 15% increase between inbound and outbound assessments  
**Result 1:** Target met for 2021-2022 and 2022-2023 periods. Outbound test scores increased 16% over inbound scores in AY2021-2022, and 23% over inbound in AY2022-2023.  
**Target 2:** 80% of students in MG 800 class will earn "Overall Company Performance" scores of 80% or higher on the Glo-Bus Management simulation game.  
**Result 2:** Target met for 2022 and 2023 in that 83% of the students earned 'Overall Company' Performance' scores of 80% or higher.

Although targets were reached consistently, outound CPC scores have dipped slightly while inbound scoress have increasred during the last two periods. This has resulted in a downward trend in differences ibetween inbound and outbound CPC exam scores. Targets were met consisently for AY21-21 & 22 and AY 22-23 for 'Overall Company Performance' score.

We will examine differences in inbound and outbound scores by subject area to see if curriculum revision are necessary to reverse this trend. We will continue to monitory 'Overall Company Performance' scores and peer evaluations within the management simulation exercise to ensure that students meet this target consistently over time.



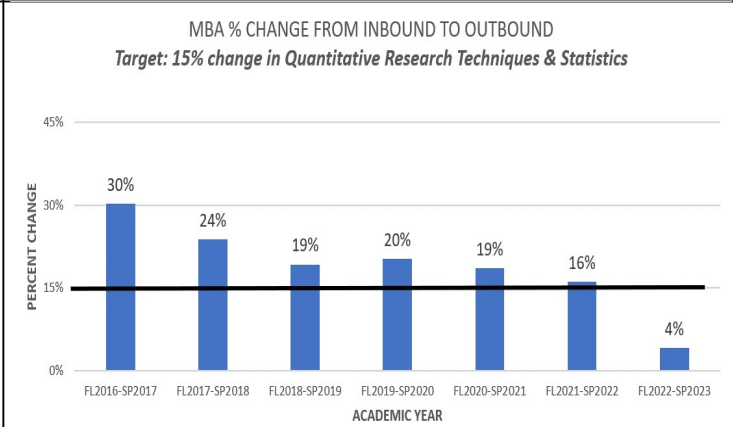
Graudates will utilize quantitative techniques to analyze business problems and implement solutions.

**Direct/External:** Results on the CPC Peregrine inbound (formative) and outbound (summative) assessments in the "Quantitative Research Techniques" topic  
**External/Comparative:** Glo-Bus Learning Assurance Report (LAR) Financial Management percentile ranking vs. all graduate simulation players over the last 12 months in the MG 800 (MBA capstone) course. Percentile rankings are vs all graduate Glo-Bus simulation players worldwide within a 12-month period. Roughly 3,500 graduate students participant and about 1,100 companies compete.--summative  
**Directt/Internal:** Scores on Term Project in MG 620 (Research and Statistics for Managerial Decision-Making)--formative

**Target 1::** Achieve a 15% increase between inbound and outbound Peregrine CPC assessment in the "Quantitative Research Techniques" topic  
**Result 1:** Target not met. The percent change from inbound to outbound assessment for AY2022-2023 was 4.3 for the "Quantitative Research Techniques" topic.  
**Target 2:** 80% of the students will earn a rankng of 50 or higher on the Financial Management section of the Glo-Bus Learning Assurance Report (LAR).  
**Result 2:** Target met. 83% of the students who participated in the siumulation game in AY22-23 earned rankings of 50 or higher on the LAR.  
**Target 3:** 90% of the students will score 80% on better on the course project which involves applicatiion of statistical concepts for business analysis adn decision making. **Results 3:** Target met: 91% of students on final project in MG620 earned grades of 80% or better.

Students Until AY22-23, student performance for "Quantitative Research Techniques" performance has consistently met or exceeded the targe, however, for AY22-23 performance is significantly below target. Inbound exam scores have risen 6-8 points while outbound scores have decline 2-3 points. The Financial Management ranking is based on each company's EPS ROE, credit rating, and stock price performances, plus individual participant answers to 6 finance-related questions on a quiz wthin the simulation. Results are consistent with the prior academic year in which 82% of the students achieved the target. Average rankings for each class are from 60 to 77.

Despite the strong student performance on the internal measure, we are currently reviewing the curriculum Research and Statistics for Managerial Decision Making with the goal of revising course learning objectives, content, and materials to reflect current approaches and methods of analyzing data and informaiton to decison -making. We will continue to track Financial Management student rankings on LAR reports to ensure that students continue to meet or exceed targets which assess student ability to apply financial management principles when making business decisions and solving business problems.



**Graduates will integrate and apply the common body of knowledge to solve business problems and pursue opportunities.**

**Indirect/External:** Glo-Bus end-of-game Peer Evaluations on quality and frequency of co-managers' contributions to the business problems-solving and the decision-making processes for their respective companies in the MBA capstone class (MG800)--summative

**Indirect/External:** Office of Career Services annual Outcome data--summative

**Direct/Internal:** Student performance on presentation of business finance and investment decisions-making strategie and their impact on the simulated companies they manage in MG670 (Managerial Finance)--formative

**Target 1:** 90% of students in MG 800 class will earn 80% or better on peer evaluation/review for simulation decision contributions and participation.

**Result 1:** Target met--91% of students achieved 80% or better on simulation peer evaluation.

**Target 2:** Achieve a Official (career) Outcome Rate of 80% with at least 70% working in field.

**Result 2:** Target met with 92% Official Outcome Rate and 89% who are employed are 'working in field'.

**Target 3:** 80% of the students in MG 670 will achieve earn scores of 80% or better on finance simulation presentation that explains results of analysis and application of financial principles for business/company decision-making and problem-solving

**Result 3:** Target met--87% of students achieved 80% on their presentation during AY22-23.

Targets were met consistently for AY21-21-22 and AY 22-23 for Student Peer evaluations.

Outcome Rates have consistently met or exceeded targets for the past 3 years. For the lass of 2023, 80% of the graduates who are employed secured 'in field' positions.

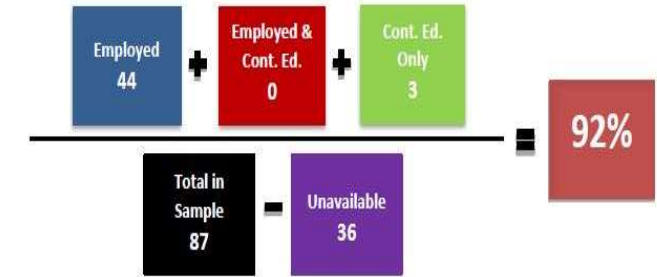
We transitioned to using Hubro simulation in AY22-23, and we will continue to monitor student performance against the target for this measure. We will also continue to track trends in peer evaluation within Glo-Bus, and recommend implementation of corrective action when needed.

To ensure relevancy of our MBA curriculum, we will continue to review 'Employment Breakdown' data for MBA graduates annually to monitor whether or students are able to obtain employment that is appropriate to their area and level of study.

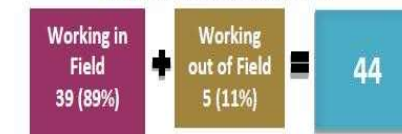
## Master's in Business Administration

The total number of graduates in the Master's in Business Administration major is 92. Data was collected on 95% of the class (sample size 87).

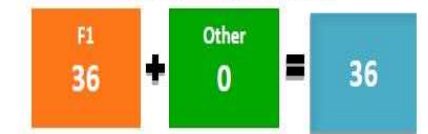
### OFFICIAL OUTCOME RATE



### Employment Breakdown



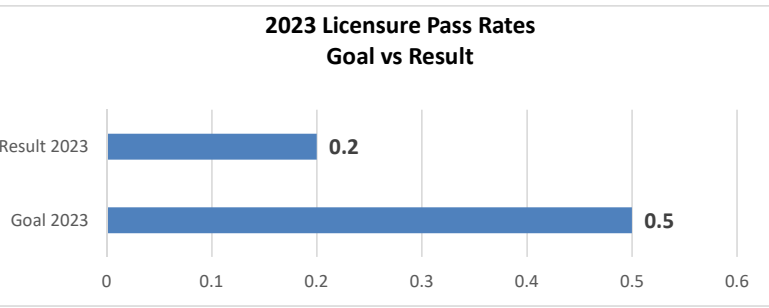
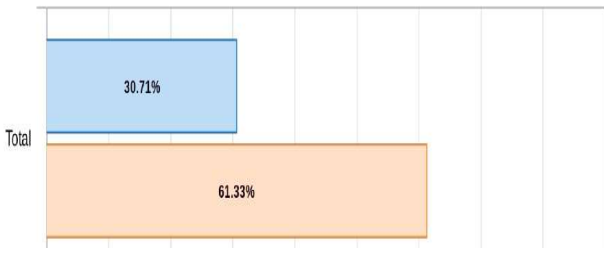
### Unavailable Breakdown



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

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition																
<b>1. Student Learning Results</b>	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:																
	<b>Analysis of Results</b>																
<b>Performance Measure</b>	<b>What is your measurement instrument or process?</b> Do not use grades.	<b>Current Results</b> What are your current results?	<b>Analysis of Results</b> What did you learn from the results?	<b>Action Taken or Improvement made</b> What did you improve or what is your next step?	<b>Insert Graphs or Tables of Resulting Trends</b> (3-5 data points preferred)												
<b>Measurable goal</b>																	
<b>What is your goal?</b>	(Indicate type of instrument) direct, formative, internal, comparative																
<b>Students will research and analyze current issues in accounting, evaluate evidence, construct an in-depth written analysis, make recommendations, and deliver an oral presentation detailing the outcomes of the analysis</b>	<p><b>Direct/Internal #1:</b> Primary Case Report, Review, and Synthesis Presentation in AC 610 (Managerial Accounting) class--formative</p> <p><b>Direct/Internal #2:</b> Written and oral presentation summarizing results of query analysis and conclusions for decision-making in business case study (AC 630 (Advanced Accounting Information Systems class)--formative</p>	<p><b>Target #1:</b> 80% of graduate accounting students will achieve a 80% or higher in their case analysis report and presentation.</p> <p><b>Results:</b> Target met. 88% of students achieved scores of 80% or higher on their case analysis and presentation in AC 610.</p> <p><b>Target #2:</b> 90% of the students will earn 90% or better written and oral presentation of recommendations.</p> <p><b>Results:</b> Target not met--85% of the students earned grades of 90% or higher on the written and oral simulation summary presentation.</p>	<p>Results for both instruments met or exceeded the target in 2020 and 2021. For each of these projects, students submit and present a detailed analysis of a case and incorporate alternative solutions to the challenges, problems or questions related to the case. Students must identify the company's problems and challenges, then explain their recommended solutions and suggested course of action to address those problems. Students present a review and synthesis (along with exhibits and presentation slides) on a major area of cost and managerial accounting covered during the semester as it relates to the assigned case.</p>	<p>We will continue to monitor student performance and gather feedback from stakeholders to ensure relevancy of course content. Note that the same size is small due to small number of students enrolled in this program. Of the 20 students in the pool, 17 scored 90 or better, and 3 remaining students earned scores of 85.</p> <p>Comparison of Inbound/Outbound CPC exam scores of 2023 reveals a difference of over 65%. Students score increased from the slightly below average to the average range.</p> <p>Comparison of students Outbound exam scores reveal a difference of slightly less than 5%.</p>	<p><b>Internal Analysis Report — Monroe College Masters Accounting and Finance</b></p> <p><b>Inbound vs Outbound Exam (%)</b></p> <table border="1"> <caption>Inbound vs Outbound Exam (%)</caption> <thead> <tr> <th>Exam Type</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>Monroe College Inbound</td> <td>33.63%</td> </tr> <tr> <td>Monroe College Outbound</td> <td>55.78%</td> </tr> </tbody> </table> <p><b>Outbound vs Aggregate (%)</b></p> <table border="1"> <caption>Outbound vs Aggregate (%)</caption> <thead> <tr> <th>Exam Type</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>Monroe College Outbound</td> <td>55.78%</td> </tr> <tr> <td>ACBSP (U.S.) - Accreditation Council for Business Schools and Programs</td> <td>60.59%</td> </tr> </tbody> </table>	Exam Type	Score (%)	Monroe College Inbound	33.63%	Monroe College Outbound	55.78%	Exam Type	Score (%)	Monroe College Outbound	55.78%	ACBSP (U.S.) - Accreditation Council for Business Schools and Programs	60.59%
Exam Type	Score (%)																
Monroe College Inbound	33.63%																
Monroe College Outbound	55.78%																
Exam Type	Score (%)																
Monroe College Outbound	55.78%																
ACBSP (U.S.) - Accreditation Council for Business Schools and Programs	60.59%																

<p><b>Students will integrate all accounting principles related to the NYS CPA exam into a comprehensive plan to sit for all four parts of the exam.</b></p>	<p><b>Direct/External #1:</b> CPA Review Progress Report in AC 780 (Accounting, Tax, and Audit Seminar) capstone class--summative <b>Direct/External #2:</b> CPA Licensure pass rates--summative</p>	<p><b>Target 1:</b> 90% of the students will complete and submit their CPA Review Progress Reports from the test prep portal. <b>Results 1:</b> Target met. 100% of the students submitted a printed report or screenshot to confirm completion of required CPA exam preparatory modules and assignments. <b>Target 2:</b> 50% of the students currently enrolled in the MS Accounting program will earn their CPA license within 12 months after completing the degree program. <b>Result 2:</b> Target not met. 20% of the graduates of 2023 have earned their CPA license as of May 2024.</p>	<p>Although the target was met, only 81% of the students completed ALL required preparatory assignments, a few did not complete all assignments by the submission deadline. However, they did submit the missing work after the deadline, and they subsequently received partial credit. Once students complete sections of CPA Prep package related to course content within the degree program, they are required to print or screenshot a report from the test prep site to show that they've completed all assigned parts with a grade of 80% or higher to receive credit.</p>	<p>A formal test prep program was imbedded into the MS in Accounting program since its launch, to ensure that students have a tool to adequately prepare themselves for the CPA exam. However, very few students have taken the exam over time. In 2023, we expected 50% of the pool of students to take the exam. Only 6% took and passed all 4 parts of the exam so far. Our Program Director for accounting is currently realigning the course sequence and test prep components to encourage more students to take each component as they complete the related course work.</p>	<p style="text-align: center;"><b>2023 Licensure Pass Rates Goal vs Result</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Result 2023</td> <td>0.2</td> </tr> <tr> <td>Goal 2023</td> <td>0.5</td> </tr> </tbody> </table>	Category	Value	Result 2023	0.2	Goal 2023	0.5
Category	Value										
Result 2023	0.2										
Goal 2023	0.5										
<p><b>Students will demonstrate in-depth knowledge of professional responsibilities and ethical decision making in accounting and tax settings.</b></p>	<p><b>Direct/Internal:</b> Term Project on Fraud and Unethical Business Practices in AC 780 (Accounting, Tax, and Audit Seminar--capstone)--summative <b>Direct/External:</b> Results on the CPC Peregrine inbound (diagnostic) and outbound (summative) assessments Business Ethics in Accounting--summative</p>	<p><b>Target 1:</b> 90% of the students will earn a grade of 80 or better on this term project. <b>Result 1:</b> 100% of the students earned grades of 80 or better on this term project. <b>Target 2:</b> Achieve a 15% increase between inbound and outbound Peregrine CPC assessment on the "Business Ethics in Accounting" subject area. <b>Result 2:</b> Target met. The percent change from inbound to outbound assessment doubled in 2023 in the subject area. The Inbound score was 30.71 and the Outbound score was 61.33-. This is nearly a 100% increase.</p>	<p>For this course project, students analyze recent accounting scandals and examine the firm's financial reporting before and after the scandal. Based on understanding of GAAP and ethical conduct in business, each team writes a report on issues, solutions, subsequent results and make an in-class presentation on findings.</p>	<p>Results for the CPC exam in the area of Business Ethics in Accounting is nearly even with the Aggregate Poll of ACBSP accredited schools. We will continue to monitor results to ensure that performance remains consistent and on target.</p>	<p style="text-align: center;"><b>Internal Analysis Report — Monroe College Masters Accounting and Finance</b></p> <hr/> <p><b>Business Ethics in Accounting - Comparison of Inbound Exam Results with Outbound Exam Results</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Inbound Exam Results</td> <td>30.71%</td> </tr> <tr> <td>Outbound Exam Results</td> <td>61.33%</td> </tr> </tbody> </table>	Category	Value	Inbound Exam Results	30.71%	Outbound Exam Results	61.33%
Category	Value										
Inbound Exam Results	30.71%										
Outbound Exam Results	61.33%										
<p><b>Students will evaluate alternative solutions to complex accounting and tax issues and determine the costs and benefits of each possible solution.</b></p>	<p><b>Direct/Internal:</b> Mini-case study/practice problems written analysis with recommendations in AC 610 *(Managerial Accounting)--formative</p>	<p><b>Target:</b> 80% of students AC 610 will earn a combined (average) grade of 85% or better on the mini-case study/practice problems written submissions <b>Result:</b> Target met--86% of students achieved 85% or better on this assignment category.</p>	<p>The mini case study assignments were just introduced this academic year (2022-2023), so we will continue to track student performance, and relevancy for measuring student performance going forward.</p>	<p>Anecdotal feedback from students indicates that they enjoy reading the case studies because they incorporate real-world companies and events that they are aware of. The goal for selecting these cases is to encourage active learning and student engagement. Faculty have noted that students are more actively involved in analyzing, discussing, and applying concepts while the case study discussions take place after submission of written work. It appears that students are spending more time preparing for the discussion due to increased interest.</p>							

<p><b>Students will apply advanced accounting and tax principles and techniques in a variety of business settings.</b></p>	<p><b>Direct/Internal:</b> Reflection Paper on Lessons Learned from reading <u>The Goal: A Process of Ongoing Improvement</u>- [book] in AC 610 (Managerial Accounting)--summative</p> <p><b>External:</b> Office of Career Services annual Outcomes Report -summative</p>	<p><b>Target 1:</b> 90% of students in AC610 will earn grades of 85% or higher on their Reflection Papers.</p> <p><b>Results:</b> Target met--100% of the students achieved 85% or better on their Reflection Paper submissions during period.</p> <p><b>Target 2:</b> Achieve a Official (career) Outcome Rate of 85% with at least 70% working in field.</p> <p><b>Results 2:</b> Target not met with 82% outcome rate, and 78% working in field in 2023</p>	<p>The author of the book offers insights on how to improve efficiency and increase profits in a variety of business settings. Students analyze and reflect on how the book relates to principles, tools, techniques, and concepts introduced in the course, and how the course information, and the key takeaways from the book can be applied in the real-world, when making business decisions and solving business problems.</p> <p>Note that the sample size in the 2023 Outcome Report for MS in Accounting is very small with only 11 graduates in the pool.</p>	<p>We will continue to monitor student performance and gather feedback from stakeholders to ensure relevancy of course content.</p> <p>To ensure relevancy of our graduate accounting curriculum, we will continue to review 'Employment Breakdown' data for MS in Accounting graduates annually. We will assess the data to determine whether or not students are able to obtain positions at the appropriate level within their industry of choice.</p>	<div style="text-align: center;"> <p><b>Master's in Accounting</b></p> <p><i>The total number of graduates in the Master's in Accounting major is 11. Data was collected on 100% of the class (sample size 11).</i></p> <p><b>OFFICIAL OUTCOME RATE</b></p> <p>Employed 9 + Employed &amp; Cont. Ed. 0 + Cont. Ed. Only 0 = 100%</p> <p>Total in Sample 11 - Unavailable 2 = 9</p> <p><b>Employment Breakdown</b></p> <p>Working in Field 7 (78%) + Working out of Field 2 (22%) = 9</p> <p><b>Unavailable Breakdown</b></p> <p>F1 2 + Other 0 = 2</p> </div>
--	--	--	---	---	---