

**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: 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.				
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				
Graduates will have a solid foundation in the full range of business concepts.	Internal (summative): Capstone Course with a Departmental Final Exam Results External: Results on CPC Inbound (diagnostic) and Outbound (summative) Peregrine Assessment	Target 1: 70% of students will achieve a 70% proficiency level of better on capstone course with departmental final exam. Results 1: Target Met (71% of AAS students achieved 70% or higher in capstone course with departmental final exam. 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 significantly exceeded the target consistently.	The content of the final exams are aligned with the course learning objectives resulting in strong student performance for this assessment. Students' scores on the Peregrine exam continue to improve significantly as a result of an initiative to emphasize the importance of the process and because of students' preparedness.	Developing new departmental exams to better align with course objectives along with a deliberate effort to engage students in case analysis helped improve students' performance. The review and assessment process will continue to ensure targets are met. 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.	
Graduates will have chosen a specific academic/career area of business to focus their futures.	Internal: Concentration Declaration Report.	Target: 25% on non-transfer students will declare a business concentration. Results: Target not met for concentrations. 22% of students declared a concentration.	Although the percentage of non-transfer students who declare a concentration has increased relative to the last reporting period from 18% to 22%, results show that continued efforts needs to be made to increase awareness of business concentrations.	We will continue to make virtual and in-person visits to freshmen classes to introduce the concentrations and minors each semester. Efforts to increase conversion rates from AAS to BBA will continue.	
Graduates will possess business writing and verbal communication skills	Internal: MG285 Capstone Project Grading Rubrics (summative)	Target: 70% of students will earn a score of 70% or higher in the writing and presentation categories of the MG285 project rubrics. Results: Target met. 86% of students achieved 70% or higher in the verbal communication skills and 77% of students achieved 70% or higher in the writing skills.	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.	We will continue to review grading rubrics to monitor students' performance in these areas, to make adjustments to the curriculum that will ensure improvements in writing and verbal communications skills.	
Graduates will be employable for administrative jobs in business or eligible for bachelor-level study.	Internal: Office of Career Services Annual Placement Report (summative) AAS to BBA conversion rates (summative)	Target 1: Official (career) Outcome Rate of 80% or higher Results: Target met. An 85% Outcome Rate was achieved for 2020 Associates graduates in Business Administration. Target 2: AAS to BBA Conversion Rate (Achieve a 50% AAS to BBA conversion rate). Results: 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	In addition to exceeding the target Outcome Rate, more than half (54%) of Associates graduates are 'working in field' versus the goal of 50%. In AY2020-2021, as the data shows at the New Rochelle campus, there is significant increase in the percentage of students who choose to pursue their BBA degree compared to the prior 3 periods.	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.	
Graduates will be skilled in software applications and technology solutions relevant to employers.	External (summative): Microsoft Office Specialist (MOS) exam certification	Target: 70% of students who attempt the MOS exam will pass. Results: Target not met. Pass rates for the entire reporting period were significantly below the target at 19%, 24% and 16.7% in 2018, 2019 and 2020, respectively. Note that 2021 is included in the report, however, the pass rate is not statistically significant due to the number of students who took the exam.	While increased emphasis has been placed on practicing and preparing students for the exam in several courses, the pass rates as been consistently low year over year. Student must take the exam oncampus, therefore, the number of exams administered in 2020 and 2021 declined significantly as a result of the pandemic.	As a result of low pass rates on the MOS exam, we will consult with our Academic Technology and Information Technology departments to develop a plan to increase student pass rates.	

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

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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. <i>Direct Assessment of Student Performance by Examining Completion of Student Work</i>																																		
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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?																															
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Graduates will possess a full range of knowledge related to accounting and bookkeeping.	<p>Internal: Departmental Final Exams in Milestone Courses (AC161, AC330*, and AC350*)--summative data * Due to course content revisions, AC330 is now AC 205, but is still Intermediate Accounting I. AC350 is now AC360 but is still Cost Accounting.</p> <p>External: Results on CPC Inbound and Outbound Peregrine Assessments--diagnostic data (inbound), summative data (outbound)</p>	<p>Target 1: 70% of students will achieve a 70% proficiency level or better in Milestone courses with departmental final exam.</p> <p>Results 1: Target Not Met for the first Milestone Course--AC 161. On average only 57% of the student in this reporting period (FL17-WN20) passed the final exam with a grade of 'C' or better versus the target of 70%. The target was achieved for AC 330 (AC205) and AC 350 (AC 360). 73% and 83% of students, respectively achieved a 70% proficiency level or better on the final course assessments.</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>Evaluation of departmental (final) exam results reveal that students who are not business or accounting majors scored very low in specific areas of the exams compared with other areas.</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>A more in-depth analysis of student performance on the departmental (final) exam questions to ensure that the appropriate tools and resources are provided to assist non-business and accounting majors with improving their performance on this assessment.</p> <p>Since the percent changes for outbound versus inbound scores have significantly exceeded the target, we will increase the benchmark to 20% going starting with the FL2021-2022 academic year.</p>	<p>AC 161 FINAL EXAM PASS RATES</p> <table border="1"> <tr><th>Academic Year</th><th>% Who Passed with 'C' or Better</th></tr> <tr><td>FL2016-SP2017</td><td>60.9%</td></tr> <tr><td>FL2017-SP2018</td><td>56.9%</td></tr> <tr><td>FL2018-SP2019</td><td>54.0%</td></tr> <tr><td>FL2019-SP2020</td><td>63.2%</td></tr> <tr><td>FL2020-SP2021</td><td>53.3%</td></tr> <tr><td>FL2021-SP2022</td><td>50.0%</td></tr> <tr><td>FL2022-SP2023</td><td>52.4%</td></tr> <tr><td>FL2023-SP2024</td><td>60.0%</td></tr> </table> <p>AAS - ACCOUNTING % CHANGE FROM INBOUND TO OUTBOUND</p> <p>Target: 10% change</p> <table border="1"> <tr><th>Academic Year</th><th>Percent Change</th></tr> <tr><td>FL2016-SP2017</td><td>47.77%</td></tr> <tr><td>FL2017-SP2018</td><td>36.36%</td></tr> <tr><td>FL2018-SP2019</td><td>30.00%</td></tr> <tr><td>FL2019-SP2020</td><td>51.32%</td></tr> <tr><td>FL2020-SP2021</td><td>21.28%</td></tr> </table>	Academic Year	% Who Passed with 'C' or Better	FL2016-SP2017	60.9%	FL2017-SP2018	56.9%	FL2018-SP2019	54.0%	FL2019-SP2020	63.2%	FL2020-SP2021	53.3%	FL2021-SP2022	50.0%	FL2022-SP2023	52.4%	FL2023-SP2024	60.0%	Academic Year	Percent Change	FL2016-SP2017	47.77%	FL2017-SP2018	36.36%	FL2018-SP2019	30.00%	FL2019-SP2020	51.32%	FL2020-SP2021	21.28%
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Graduates will possess business writing and verbal communication skills	<p>Internal: BL201 Standard Departmental Case Study Essay Exam Rubric--formative data</p> <p>External: Internship Employer Evaluations 'communication skills' rating--formative data</p>	<p>Target 1: 70% of student will achieve 70% proficiency in case study essay exam rubric.</p> <p>results 1: Target met. 70% of students achieved 70% or more in case study essay exam rubric.</p> <p>Target 2: 70% of students will receive a rating of excellent or very good in the Internship Employer evaluations (communication skills rating).</p> <p>Results 2: Target not met. Only 'good' rating was given in the employer evaluation of 'communication skills' area.</p>	<p>Since our last QAR, 2 required courses, EN-111 College Writing and Critical Analysis EN-121 Analytical Thinking, Writing, and Research were added to our AAS curriculum to assist students with developing and strengthen their analysis and writing.</p> <p>Because of the small sample sizes in 2019 and in 2020, it is not possible to generalize the results of employer evaluations to the entire student population.</p>	<p>A plan is in place to introduce students to case study analysis and writing through the Writing Center and additional help from the Business and Accounting Lab.</p> <p>All students in internships are required to have their employers fill out an evaluation form upon the completion of their internship. Because the Internship course is not required on the AAS in Accounting level, the sample size remains small. A review of the AAS curriculum with stakeholders' feedback will help determine if making an internship a requirement for AAS Accounting students is beneficial or not.</p>	<p>OFFICIAL OUTCOME RATE</p> <p>Employed 2 + Employed & Cont. Ed. 2 + Cont. Ed. Only 22 = 100%</p> <p>Total In Sample 27 = Unavailable 1</p> <p>Employment Breakdown: Working in Field 2 (50%) + Working out of Field 2 (50%) = 4</p> <p>Unavailable Breakdown: F1 1 + Other 0 = 1</p>																														
Graduates will be employable for administration jobs in accounting or eligible for bachelor-level study.	<p>Internal: Office of Career Services Annual Placement Report (summative)</p> <p>AAS to BBA conversion rates (summative)</p>	<p>Target 1: Official (career) Outcome rate of 80% or higher</p> <p>Results 1: Target met. 96% Outcome Rate for the Class of 2020</p> <p>Target 2: AAS to BBA Conversion Rate (Achieve a 50% AAS to BBA conversion rate).</p> <p>Results 2: Target met for 2020-2021 conversion rates at both campuses. 71% and 100% of AAS in Accounting students enrolled in BBA at the Bronx and New Rochelle campuses, respectively.</p>	<p>Although a small percentage of the Associates in Accounting graduates in the Class of 2020 were employed, as many as 89% opted to continue their education.</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 efforts to educate students about the CPA requirements and encourage those pursuing a BBA in Accounting to continue on to meet all educational requirements to sit for the CPA exam</p>	<p>OFFICIAL OUTCOME RATE</p> <p>Employed 2 + Employed & Cont. Ed. 2 + Cont. Ed. Only 22 = 100%</p> <p>Total In Sample 27 = Unavailable 1</p> <p>Employment Breakdown: Working in Field 2 (50%) + Working out of Field 2 (50%) = 4</p> <p>Unavailable Breakdown: F1 1 + Other 0 = 1</p>																														
Graduates will be skilled in software applications and technology solutions relevant to employers.	<p>Internal: departmental final exam in AC211-Accounting Software Solutions (formerly title Computerized Accounting)--formative data</p> <p>External: Microsoft Office Specialist (MOS) Certification results--summative data</p>	<p>Target 1: 70% of students in AC211 will achieve a proficiency level of 70% or higher</p> <p>Results 1: Target met. 83% of students achieved 70% or higher</p> <p>Target 2: 70% of students who attempt the MOS Exam will pass.</p> <p>Results 2: Target not met. Pass rates for the entire reporting period were significantly below the target at 19%, 24% and 16.7% in 2018, 2019 and 2020, respectively. Note that 2021 is included in the report, however, the pass rate is not statistically significant due to the number of students who took the exam.</p>	<p>While students continued to perform well in the Computerized Accounting, since the last QAR, this course has been modified to increase the content and utilization of technology solutions relevant to employers. As a result, the course is now entitled 'Accounting Software Solutions'.</p> <p>While increased emphasis has been placed on practicing and preparing students for the exam in several courses, the pass rates as been consistently low year over year. Student must take the exam on campus, therefore, the number of exams administered in 2020 and 2021 declined significantly as a result of the pandemic.</p>	<p>Since the last QAR, this course has been re-imagined to increase the content and ensure utilization of technology solutions remains relevant to employers. As a result of poor performance on the MOS exam, we will consult with our Academic Technology and Information Technology departments to develop a plan to increase student pass rates.</p>	<p># of MOS exams administered vs. # passed</p> <table border="1"> <tr><th>Year</th><th>Total # students who took MOS exam</th><th># passed</th></tr> <tr><td>2018</td><td>230</td><td>44</td></tr> <tr><td>2019</td><td>227</td><td>55</td></tr> <tr><td>2020</td><td>29</td><td>29</td></tr> <tr><td>2021</td><td>18</td><td>18</td></tr> </table>	Year	Total # students who took MOS exam	# passed	2018	230	44	2019	227	55	2020	29	29	2021	18	18															
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