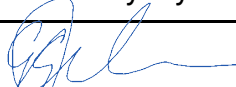


**Continuous Program Improvement (CPI)
Student Learning Outcomes (SLO)/Program Learning Outcomes (PLO)
Three Year Plan - 2024-2027**

Program name	Vancouver MBA program
Expected date of submission	January 31 st , 2024
Department chair/program director	Sinan Caykoylu
Dean's signature	

The Middle States Commission on Higher Education (MSCHE) Standard V, *Educational Effectiveness Assessment*, states: “Assessment of student learning and achievement demonstrates that the institution’s students have accomplished educational goals consistent with their program of study, degree level, the institution’s mission, and appropriate expectations for institutions of higher education.”

To ensure that New York Tech’s CPI process meets this standard, each department is requested to create a three-year assessment/evaluation plan to improve student learning for **each of their degree programs**. The plan should cover the following academic years: **2024-2025, 2025-2026, and 2026-2027**.

Each Program Learning Outcomes (PLO) CPI plan should include the following:

1. State/update each degree program’s **learning outcomes** based on the [Program Assessment Guidelines and Best Practices](#). The original Program Learning Outcome Assessment Plans and Reports are available here: http://www.nyit.edu/planning/academic_assessment_plans_reports.

General Learning Goals

Upon completion of the MBA program, the successful student will be able to:

General Learning Goals

(1G) Work collaboratively in groups;

(2G) Recognize socio-economic issues, and establish and defend a position supported by ethical reasoning; and

(3G) Lead effectively, particularly in an uncertain global environment.

Specific Learning Goals

(1M) Utilize technology support systems to strengthen organizational decision processes;

(2M) Conduct industry, company-specific, or environmental business analysis using appropriate data and informational resources to bridge the gap between abstract theory and practice; and

(3M) Identify and analyze country-/region-specific contemporary business issues; establish and effectively communicate and support recommendations.

2. Provide/update the **matrix of program learning outcomes** that indicates which learning outcomes are assessed in which courses. The original matrices are available here: http://www.nyit.edu/planning/academic_assessment_plans_reports.

	1G	2G	3G	1M	2M	3M
ACCT 601		X		X	X	
FINC 601	X			X	X	
ECON 601		X		X	X	X
MIST 610	X	X	X	X	X	X
MRKT 620	X		X	X	X	X
MGMT 605	X	X	X		X	X
QANT 620			X	X	X	X

QANT 630			X	X	X	X
MGMT 650	X	X		X	X	X

3. Describe the **method of assessment and measurement instruments** (e.g., rubric, exam items, scoring guide for a particular task, supervisor evaluation form, and standardized assessment tool). Note: Direct evidence of student learning is required; both direct and indirect evidence are strongly recommended. *[Direct evidence of student learning includes but is not limited to: course assignments, portfolios, internship evaluations, capstone course work, thesis papers, research projects, standardized tests, etc. Indirect evidence of student learning includes but is not limited to: student surveys, interviews, alumni surveys, employer surveys, focus groups, students' reflections, etc.]*

Direct assessment of the students as well as a review of course evaluations for elements pertinent to the PLOs.

4. A **timeline** of when each PLO will be assessed:

Due to our AACSB accreditation the Vancouver MBA program will follow the assessment timeline set by the School of Management in NY.

5. **Faculty working as a team** is essential in program learning outcome assessment. Please provide a **brief description** of how faculty are involved in the creation of this assessment plan and how the results will be communicated to all stakeholders.

School of Management every year holds an annual retreat where all stakeholders (i.e. Faculty, students and advisory board members) attend to discuss and review the learning outcomes.