

Continuous Program Improvement (CPI)
Student Learning Outcomes (SLO)/Program Learning Outcomes (PLO)
Plan Implementation Report - AY 2024-25

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| Program name | School of Management, BSBA and MBA |
| Expected date of submission | 6/30/2025 |
| Department chair/program director | Maya Kroumova/Program Directors: Diamando Afxentiou for UG and Bill Ninehan for MBA |
| Dean's signature | |

New York Tech's CPI process is implemented to meet Middle States Commission on Higher Education (MSCHE) Standard V: *Educational Effectiveness Assessment*, which 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."

Each department was asked to create a three-year assessment/evaluation plan to improve student learning for ***each of their degree programs*** covering the following academic years: **2022-2023, 2023-2024, and 2024-2025**

All degree programs' three-year Program Learning Outcomes (PLO) plans are available here:

http://www.nyit.edu/planning/academic_assessment_plans_reports

This is a report on the PLO CPI plan **implementation** for the **2024-25** academic year and on the summary of your results over the three year implementation period (2022-25).

I. Please respond to the feedback provided by the CPI Committee in response to your program's prior year (AY 2023-24) CPI plan implementation report. How did you incorporate the Committee's recommendations into your CPI efforts?

II. Please address the following points in this year's (AY 2024-25) report:

1. Program learning outcomes assessed

List the program learning outcomes that were assessed in AY 2024-25 based on your three-year plan (2022-25).
(Please refer to the [guidelines for articulating expected program learning outcomes](#).)

SOM's process of evaluating its academic course outcomes is grounded in the identification and ongoing assessment of competencies that the school and its stakeholders believe are critical for student success. These competencies have been identified as Program Learning Goals (PLG) by faculty and appropriate external stakeholders, and have been embedded by our faculty into the courses that comprise each program's curriculum. PLGs for BSBA and MBA programs are partitioned into two categories: General and Management-Specific. The General goals are transferable and relevant across all disciplines of study. These goals are also consistent with the NYIT general education learning goals. The Management-Specific goals address issues that impact on success in the business environment.

For the MBA program: 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

(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

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

For the BSBA program: By the time of graduation, BS.BA management students will be able to:

General Learning Goals

GEN PLG#1: Communicate clearly and concisely

GEN PLG#2: Compare, contrast, and apply basic ethical concepts

GEN PLG#3: Illustrate cultural awareness and analyze the impact of globalization on business

Specific Learning Goals

MGT PLG#1: Demonstrate competency and make decision in each of the functional business disciplines.

MGT PLG#2: Use technology as a decision support tool in business and in the major

MGT PLG#3: Conduct and utilize research to support business innovation

MGT PLG#4: Integrate functional disciplines together to affect sound policy making and business planning

NYIT SOM also revised their program learning goals to include the addition of two new goals focused on societal impact. SOM incorporated these goals into the course content of its MBA and BSBA degree programs. In addition, faculty have revised master syllabi for respective courses to include new PLGs which were developed to provide students and faculty with clear expectations for learning outcomes, and the processes to measure them.

- United Nations Sustainable Development Goal (SDG) #3: Ensure healthy lives and promote well-being for all ages.
- United Nations Sustainable Development Goal (SDG) #9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

2. Methods

Describe the method of assessment that you used (student artifacts, sampling methods, sample size, who and how they were assessed, etc.) and attach measurement instruments (e.g., rubrics, exam items, scoring guide for a

particular task, supervisor evaluation form, survey instrument, and other measurement tools). Remember: direct assessment is required, and both direct and indirect assessment are strongly recommended.

(Please refer to the [guidelines for assessment methods](#).)

The School of Management assesses all programmatic learning goals every semester. Student proficiency is evaluated in a variety of ways as they progress through their academic program. In some case students progress measured via written examinations or oral presentations, in other cases by group projects and artifact production.

SOM then utilizes the Goal Validation System (GVS) to capture, store, analyze, and report scores used to assess the degree of student success in meeting the learning goals for a course, major, or program.

In an effort to collect robust information regarding student attainment of course objectives, SOM uses both direct and indirect assessment tools to acquire data:

- **Direct assessment:** Each course has one or more assignments that are scored against general and/or discipline-specific programmatic learning goals. These scores (on a scale of 1 to 5) are linked to specific rubrics for each learning goal. Scores of 3 or higher indicate satisfactory learning outcomes. Each PLG has a specific rubric that faculty use to assess goal attainment in their courses.
- **Indirect assessment:** SOM collects a broad range of data via surveys (first semester, graduating students, alumni, etc.) administered to students throughout their association with NYIT and SOM.

ATTACHMENTS: BSBA and MBA rubrics.

3. Analyze and interpret assessment data

It is strongly recommended to provide criteria-based analyses of assessment results and based on the analysis to determine if students are meeting the expected learning outcomes.

(Please refer to the [guidelines for compiling, analyzing and interpreting assessment data](#)).

BSBA program data:

| BSBA DIRECT MEASURES | | | | | | |
|--|----------------------------------|---|---|--------------------------------------|--------------------------------------|--------------------------------------|
| Competency | Where Assessed | | | Results/ Sample Size 2022-2023 | Results/ Sample Size 2023-2024 | Results/ Sample Size 2024-2025 |
| | Gen Eds | Core | Electives | | | |
| G101: Utilize effective written communication (substance and style) to demonstrate knowledge. | ECON 202 QANT 201 | ACCT 101 ACCT 110 LLAW110 FINC 201 MGMT 102 | MIST 216 QANT300 QANT 405 BUSI 435 | 3.88 n=498 | 3.99 n=986 | 3.78 n=268 |
| G102: Utilize oral communication to effectively demonstrate knowledge | ECON 202 ECON 204 QANT 201 | ACCT 101 ACCT 110 LLAW110 MGMT 102 | MIST 216 QANT300 QANT 405 BUSI 435 | - | 3.86 n=126 | 3.70 n=54 |
| G103: Work Effectively In Teams | ECON 204 QANT 201 | ACCT 101 ACCT 110 LLAW110 MGMT 102 | MIST 216 QANT300 BUSI 435 | 3.2 n=432 | 3.56 n=814 | 3.23 n=230 |
| G201: Establish and support an ethical position on an emerging or contemporary business matter | QANT 201 | ACCT 101 ACCT 110 LLAW110 MGMT 102 | MIST 216 | 2.97 n=60 | 3.79 n=498 | 3.96 n=54 |
| G202: Explore compare or contrast global value judgments and perspectives | ECON 202 QANT 201 | ACCT 101 MGMT 102 | BUSI 450 QANT 405 BUSI 435 | 4.78 n=46 | 3.89 n=126 | 4.07 n=92 |
| G301: Conduct a multinational or international study on a contemporary business issue | ECON 202 ECON 204 | MGMT 102 | QANT300 | 4.82 n=44 | 3.18 n=76 | - |
| G302: Demonstrate the impact of globalization in a business discipline | | LLAW110 FINC 201 MGMT 102 | MIST 216 QANT300 | 4.48 n=240 | 4.23 n=756 | 4.06 n=100 |

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|--|----------------------------------|--|---|---------------|----------------|---------------|
| M101: Demonstrate comprehension and scope of knowledge across each functional area | ECON 202 ECON 204 QANT 201 | ACCT 101 ACCT 110 LLAW110 FINC 201 MGMT 102 | MIST 216 QANT300 QANT 405 BUSI 435 BUSI 495 | - | 4.79 n=38 | - |
| M102: Solve business problems in a functional area | ECON 204 QANT 201 | ACCT 101 ACCT 110 LLAW110 FINC 201 MGMT 102 MRKT102 | MIST 216 QANT300 QANT 405 BUSI 435 | 3.01 n=140 | 3.5 n=238 | 3.88 n=132 |
| M201: Access an information system to collect data and then conduct an analysis | ECON 202 ECON 204 QANT 201 | ACCT 101 ACCT 110 FINC 201 MGMT 102 | MIST 216 QANT300 BUSI 450 QANT 405 BUSI 435 | 3.27 n=454 | 3.87 n=1110 | 3.68 n=282 |
| M202: Use technology to model and solve an operational problem | QANT 201 | | MIST 216 QANT300 BUSI 450 QANT 405 BUSI 435 | - | 4.51 n=284 | 4.25 n=56 |
| M203: Utilize field specific software | | FINC 201 | QANT 405 BUSI 435 | - | 4.73 n=222 | 4.3 n=46 |

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|--|----------------------------------|--|--|---------------|-----------------------------|-----------------------------|
| M204: Prepare reports and presentations using MS-Office products | ECON 202 ECON 204 QANT 201 | ACCT 101 ACCT 110 LLAW110 FINC 201 MGMT 102 | MIST 216 QANT300 QANT 405 BUSI 435 | 3.34 n=362 | 3.93 n=822 | 3.63 n=366 |
| M301: Conduct business research | ECON 202 | ACCT 110 LLAW110 FINC 201 MGMT 102 | QANT300 BUSI 435 | 4.05 n=114 | 3.87 n=554 | 4.1 n=146 |
| M302: Innovate or survey recent innovations | | | QANT300 QANT 405 BUSI 435 | - | 4.09 n=220 | 4.67 n=18 |
| M401: Contribute an analysis in support of or develop a business plan | ECON 202 ECON 204 QANT 201 | ACCT 101 ACCT 110 LLAW110 FINC 201 MGMT 102 MRKT102 | MIST 216 BUSI 450 QANT 405 BUSI 435 BUSI 495 | 3.63 n=216 | 3.46 n=332 | 3.74 n=132 |
| M402: Solve business problems that integrate multiple functional areas together | QANT 201 | ACCT 101 ACCT 110 LLAW110 FINC 201 | BUSI 435 | 3.98 n=80 | 3.84 n=102 | 4.09 n=90 |
| SI1: Ensure healthy lives and promote well-being for all at all ages. | ECON 204 QANT 201 | MRKT102 | | | New goal - not assessed yet | New goal - not assessed yet |
| SI2: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation. | | | QANT300 BUSI 435 | | New goal - not assessed yet | New goal - not assessed yet |

MBA program data:

| MBA Management - DIRECT MEASURES | | | | | |
|--|--|--|--------------------------------------|--------------------------------------|--------------------------------------|
| Competency | Where Assessed | | Results/ Sample Size 2022-2023 | Results/ Sample Size 2023-2024 | Results/ Sample Size 2024-2025 |
| MBA1G: Work collaboratively in groups. | MGMT 605 MIST 610 MRKT 620 | QANT 630 MGMT 650 | 3.73 n=1182 | 3.9 n=1776 | 3.93 n=264 |
| MBA2G: Recognize socio-economic issues, and establish and defend a position supported by ethical reasoning. | MGMT 650 | | - | 3.63 n=186 | - |
| MBA3G: Lead effectively, particularly in an uncertain global environment. | MGMT 605 MIST 610 | QANT 620 QANT 630 | 3.88 n=732 | 3.8 n=1530 | 3.67 n=290 |
| MBA1M: Utilize technology support systems to strengthen organizational decision processes. | ECON 601 FINC 601 QANT 620 MIST 610 | | 3.57 n=966 | 3.65 n=1488 | 3.96 n=314 |
| MBA2M: Conduct industry, company specific, or environmental business analysis using appropriate data and informational resources to bridge the gap between abstract theory and practice. | MGMT 650 ECON 601 MRKT 620 FINC 601 MIST 610 | QANT 630 ACCT 610 BUSI 650 MGMT 650 | 3.65 n=2222 | 3.7 n=3636 | 3.68 n=498 |
| MBA3M: Identify and analyze country/region-specific contemporary business issues; establish and effectively communicate and support recommendations. | MGMT 605 MRKT 620 FINC 601 QANT 620 BUSI 650 | | 3.64 n=1168 | 3.74 n=2884 | 3.44 n=400 |

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|---|--|--|--|-----------------------------|-----------------------------|
| 1SI: Ensure Healthy lives and promote well-being for all at all ages. | MGMT 605 MGMT 650 | | | New goal - not assessed yet | New goal - not assessed yet |
| 2SI: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation. | MGMT 605 MGMT 650 | | | New goal - not assessed yet | New goal - not assessed yet |
| MBA Management - INDIRECT MEASURES | | | | | |
| Competency | Where Assessed | Results | | | |
| To assess student's feedback on meeting learning goals and general satisfaction with program. | Students are assessed via a survey at the completion of program. | Students indicated a significant deficit in understanding statistical concepts | | | |
| *Sample size less than 10. | | | | | |

4. Close the Loop

If the expected program learning outcomes were successfully met, describe how the program will keep or expand the good practices. If they were not successful, explain how you have or will refine the plan and begin the next cycle of [Plan-Do-Study-Act \(PDSA\)](#).

(Please refer to the [guidelines for closing the loop and taking action to improve program learning outcomes](#).)

GVS reports are created for the Dean and Chairs to review and determine any need for intervention. The Dean and Chairs then share information with the faculty to facilitate discussion related to addressing any curricular shortcomings reflected by the data. Proposed curricular changes are made by Course Leaders to course content, course materials, and/or instructional delivery. The revised course is delivered in subsequent semesters, updated assessment data collected, and evaluated to determine the efficacy of the curricular changes.

In addition, every spring semester, course leaders examine course content, books and materials, methods of content delivery, and assessment of course and program learning goals to ensure that each course's curriculum is relevant and forward-looking. Attention is also given to ensure our courses form a coherent continuum of content and student experiences as students' progress through their academic program. During this process, faculty aim to integrate new technologies and a global perspective into their courses.

5. Describe how faculty were involved in the implementation of the PLO CPI plan and how the results will be communicated to all stakeholders.

SOM's learning goal process is grounded in the identification and ongoing assessment of competencies that the school and its stakeholders believe are critical for student success. These competencies have been identified by faculty and appropriate external stakeholders and have been embedded by our faculty into the courses that comprise each program's curriculum. Faculty measure progress towards learning goals and provide student feedback in every course they teach. Learning goals are periodically reviewed within each program and discipline to identify weak areas.

The assessment of student achievement also includes a unique review by stakeholders from the external community by way of the SOM's annual Stakeholders' Conference. External participants review samples of student work in the context of the course-level learning goals, meet and discuss their findings with students at the conference, and submit suggestions for curricular modification and/or improvement.

III. Summary:

This is the end of the three-year (2022-25) CPI implementation reporting cycle on improving student learning outcomes. By now, all program learning outcomes have been assessed. Please summarize all actions that have been implemented over the past three academic years (2022-23, 2023-24, and 2024-25) and their impact on achieving the learning outcomes that are outlined in the three-year CPI plan in the table below:

BSBA:

| PLOs | Findings: Meeting the expected outcomes? | Measures: Direct/Indirect methods used | Action taken based on assessment results. | Actions planned/in progress |
|--|--|--|--|---|
| BSBA M201: Access an information system to collect data and then conduct an analysis | Assessment result was 3.27 in 2021-2022. | In an indirect assessment, students indicated a significant deficit in understanding statistical concepts. | A new course, Making Sense in a Data Oriented Society (DATA 101), was implemented that is mandatory for all students. In addition, SOM increased quantitative focus in all courses | The most recent graduating survey results suggest some improvement in students' self-evaluated quantitative skills. |
| BSBA G301: Conduct a multinational or international study on a contemporary business issue | Meeting Expected Outcomes – significant drop in mean from previous year. | Direct | | Appropriate interventions will be devised and embedded in MGMT 102 and ECON 202 to strengthen student performance. |

MBA:

| PLOs | Findings: Meeting the expected outcomes? | Measures: Direct/Indirect methods used | Action taken based on assessment results. | Actions planned/in progress |
|--|--|--|--|--|
| MBA2M: Conduct industry, company specific, or environmental business analysis using appropriate data and informational resources to bridge the gap between abstract theory and practice. | 2019: Mean was Assessment result was 3.23 in 2019. | Direct | Prerequisites/corequisites were adjusted in 2023. | Future assessments will be reviewed to determine if additional adjustment is needed. |
| MBA3M: Identify and analyze country/region-specific contemporary business issues; | | Direct | Strategic Marketing and Branding MRKT 620 was updated to include current | Future assessments will be reviewed to determine if |

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| establish and effectively communicate and support | | | terminology. | additional adjustment is needed. |
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