

Finance Program
School of Business and Liberal Arts
Fall 2016 Assessment Report



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Date of Presentation: January 18, 2017

What was assessed? Student learning outcomes list:

- *SLO 1 - Critical Thinking*
 - Compute common financial ratios and utilize these ratios to evaluate the performance of a corporation
- *SLO 2 - Critical Thinking and Communication Skills*
 - Calculate time value of money and describe concepts of risk, and risk-return tradeoff



Where were outcomes assessed?

- **SLO 1 - Compute common financial ratios and utilize these ratios to evaluate the performance of a corporation** (FSMA 210 – Met 50% and Exceeded 50%)
- **SLO 2 - Calculate time value of money and describe concepts of risk, and risk-return tradeoff** (FSMA 210 – Met 100%)



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

- Given these findings, what will the department do differently?
- General categories:
 - Change teaching methods
 - **Use of the StockTrak and Morningstar Direct financial data resources more effectively**
 - **Offer more face to face finance and non-finance courses of the Finance Program (e.g. 8 weeks course or evening course)**
 - Increase instruction- **Include Intro to Investments Course**
 - Support (e.g., tutoring, acquire software, etc.) **The Wall Street Journal**
 - Change assessment methods and/or measures
 - **Design specific set of questions related to SLOs to assess the outcome (Met with Assessment Director 2/3/2017 to develop mapping for our program)**



What resources were used or have been requested to close the loop?

- Potential resources that you might identify:
 - The Wall Street Journal print and online subscriptions for case studies and latest status of financial markets
 - The Financial Markets Spring Break Experience, a one-of-a-kind trip
 - Request of divisional/college funds - \$250 for financial newspaper and magazine subscriptions
 - Availability of Funds for financial markets spring break experience



What changes would you make to the Assessment Process?

- Please list two or three suggested changes that you feel would improve the assessment process we used this fall.
 - All finance course assessments should be based on rubric defined standards. The rubrics used may include available published instruments or rubrics developed/modified by the finance faculty to suit their individual instructional styles and course assignments.



Cont'd

- We should use indirect assessment methods such as alumni surveys and/or employer surveys to complement the direct assessments.

