



 **SUNY CANTON**

Finance Program
School of Business and Liberal Arts
Fall 2015 Assessment Report



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What was assessed? Student learning outcomes list:

- *SLO 1 - Critical Thinking and Communication Skills*
 - 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
- *SLO 3 - Critical Thinking and Proficiency Competence Skills*
 - Apply financial analysis concepts to financial issues such as mergers, acquisitions and international finance
- *SLO 4 - Critical Thinking, Communication, and Proficiency Competence Skills*
 - Describe and compare the associated risk and reward profiles of domestic versus international portfolios



Student learning outcomes list (Cont'd):

- *SLO 5 - Critical Thinking Skills*
 - Analyze major financial markets in international business and trade and the risks inherent in international financial management
- *SLO 6 - Critical Thinking Skills*
 - Evaluate and apply the concept of arbitrage
- *SLO 7 - Critical Thinking and Proficiency Competence Skills*
 - Analyze historical data for risks estimation: loss in value, ruin probability, VaR etc. and evaluate various means of controlling risks using different methods applied at different levels
- *SLO 8 - Critical Thinking Skills*
 - Analyze and apply the major United States legislative acts as they pertain specifically to financial service industry regulation and compliance



Where were outcomes assessed?

- *SLO 1 - Critical Thinking and Communication Skills*
FSMA 210 - SLO 1
- *SLO 2 - Critical Thinking and Communication Skills*
FSMA 210 - SLO 2, 4
- *SLO 3 - Critical Thinking and Proficiency Competence Skills*
FSMA 312 – SLO 5
- *SLO 4 - Critical Thinking, Communication, and Proficiency Competence Skills*
FSMA 315 – SLO 3
- *SLO 5 - Critical Thinking Skills*
FSMA 415 - SLO 2, 3



Where were outcomes assessed: (Cont'd)

- *SLO 6 - Critical Thinking Skills*

FSMA 420 – SLO 4

- *SLO 7 - Critical Thinking and Proficiency Competence Skills*

FSMA 422 – SLO 3, 4

- *SLO 8 - Critical Thinking Skills*

FSMA 325 – SLO 4



How was the assessment accomplished?

- Student work assessed:
 - Midterm and final exam short answer questions
 - Specially designed questions pertaining to SLOs
 - Calculations exams
 - Research papers
- Measurement strategy:
 - Rubrics used for research papers
 - % of questions answered correctly on calculations exam and midterm/final exams
- Sample size:
 - All students (**NOT KNOWN** majors)



Reporting Assessment Data

SLO 1 Critical Thinking and Communication Skills			
FSMA 210 (SLO 1)	95.3% of course SLO 1 measures met target.		
	All 4 sections met target.		
SLO 2 Critical Thinking and Communication Skills			
FSMA 210 (SLO 2, 4)	88.37% of course SLO 2 measures met target.		
	All 4 sections met target.		
	94.97% of course SLO 4 measures met target.		
	All 4 sections met target.		
SLO 3 Critical Thinking and Proficiency Competence Skills			
FSMA 312 (SLO 5)	87.39% of course SLO 5 measures met target.		
	Course (one section) met target.		



Reporting Assessment Data (Cont'd)

SLO 4 - Critical Thinking, Communication, and Proficiency Competence Skills			
FSMA 315 (SLO 3)	Not taught		
SLO 5 - Critical Thinking Skills			
FSMA 415 (SLO 2, 3)	88% of course SLO 2 measures met target.		
	Course (one section) met target.		
	56% of course SLO 3 measures met target.		
	Course (one section) did not meet target.		
SLO 6 - Critical Thinking Skills			
FSMA 420 (SLO 4)	Not taught		



Reporting Assessment Data (Cont'd)

SLO 7 - Critical Thinking and Proficiency Competence Skills		
FSMA 422 (SLO 3, 4)	81% of course SLO 3 measures met target.	
	Course (one section) met target.	
	81% of course SLO 4 measures met target.	
	Course (one section) met target.	
SLO 8 - Critical Thinking Skills		
FSMA 325 (SLO 4)	68% of course SLO 4 measures met target.	
	Course (one section) met target.	



Assessment results: What have the data told us?

- SLO 1 - Critical Thinking Skills
 - Students struggled the most on:
 - Understanding the calculation of interest period (FSMA 210)
 - Calculations exam (FSMA 210)
- SLO 5 – Critical Thinking Skills
 - Students struggled the most on:
 - Analyze the risks inherent in international financial system (FSMA 415)



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
 - Offer more face to face courses
 - The concepts and skills learned in FSMA 210 class will be reinforced in subsequent courses
 - Increase instruction- Include Finance Capstone course
 - Support (e.g., tutoring, acquire software, etc.) The Wallstreet Journal
 - Change assessment methods and/or measures
 - Design specific set of questions related to SLOs to assess the outcome



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

- Potential resources that you might identify:
 - The Wallstreet Journal print and online subscriptions for case studies and latest status of financial markets
 - Request of divisional/college funds - \$250 for financial newspaper and magazine subscription



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.
 - Senior Capstone may be used to measure graduating seniors' competence in these areas.
 - All finance assessments will 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.



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- Indirect assessment methods such as alumni surveys and/or employer surveys to complement the direct assessments
- In conclusion, because the department started formal assessment of the undergraduate program in Fall 2015, no changes have been proposed to the finance program. Moreover, because the samples are relatively small, additional data will be gathered before making any systematic changes.

