



# Student Learning Assessment Report, Academic

Report Year

Program

Department Head

Submitted By

Previously Submitted Reports

Mission

The finance major focuses on the nature and practice of financial-decision making. This major provides students with skills and knowledge they need to identify financial problems, analyze their impact, and design innovative solutions which will withstand critical examination. The investment fundamentals concentration is designed for students interested building a deeper understanding of the investment aspects of finance.

## Assessment

### 1. Major/Program Student Learning Outcomes

Student will be able to...

### 2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

### 3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

When does assessment occur?

How often does assessment occur?

Criteria (How do you know students are achieving learning outcome?)

### 4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

Exceeded:	n =	0	/	0
Met:	n =	2	/	100%
Didn't meet:	n =	0	/	

Learning Outcome Met? (Based on Criteria)

## 5. Use of Results (Discussing/ using results)

Comments from professor: My sample is small and bias --a sizable amount of "BUSI" students dropped my course before the end of the semester--3 passed and 2 failed to meet the course standards. The findings are the same as last year: The few "good" BUSI students were "misguided" into forgoing a major for concentrations; hopefully, they will change their mind. The majority of BUSI students are typically weaker than students pursuing a major--poor work ethics, difficulty with basic math or computer skills. Since I will not lower my standard, I would suggest that the business core had more "quant courses" and less "soft courses." Since this will not likely change in my lifetime, I don't know.

## Assessment

### 1. Major/Program Student Learning Outcomes

Student will be able to...

Collecting the data (generally in sufficient at this time).

### 2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

### 3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

tests, quizzes, and assignments.

When does assessment occur?

Throughout the semester

How often does assessment occur?

Throughout the semester

Criteria (How do you know students are achieving learning outcome?)

FINC Integrate the concepts of allocation and selection to the construction, management and evaluation of a simulated portfolio."

### 4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

The sample size is 3, so we can not report details in the assessment.

Learning Outcome Met? (Based on Criteria)

Insufficient data

## 5. Use of Results (Discussing/ using results)

Comments from professor: My sample is small and bias --a sizable amount of "BUSI" students dropped my course before the end of the semester--3 passed and 2 failed to meet the course standards. The findings are the same as last year: The few "good" BUSI students were "misguided" into forgoing a major for concentrations; hopefully, they will change their mind. The majority of BUSI students are typically weaker than students pursuing a major--poor work ethics, difficulty with basic math or computer skills. Since I will not lower my standard, I would suggest that the business core had more "quant courses" and less "soft courses." Since this will not likely change in my lifetime, I don't know.

# Assessment

## 1. Major/Program Student Learning Outcomes

Student will be able to...

Analyze bond and stock characteristics for the purpose of valuation.

## 2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

## 3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Tests and assignments.

### When does assessment occur?

Throughout the semester

### How often does assessment occur?

Throughou the semester

### Criteria (How do you know students are achieving learning outcome?)

Each related professor has his or her own standards based on the distribution of grades.

## 4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

The sample size is 4, so we can not report details in the assessment.

### Learning Outcome Met? (Based on Criteria)

Insufficient data

## 5. Use of Results (Discussing/ using results)

Comments from professor: My sample is small and bias --a sizable amount of "BUSI" students dropped my course before the end of the semester--3 passed and 2 failed to meet the course standards. The findings are the same as last year: The few "good" BUSI students were "misguided" into forgoing a major for concentrations; hopefully, they will change their mind. The majority of BUSI students are typically weaker than students pursuing a major--poor work ethics, difficulty with basic math or computer skills. Since I will not lower my standard, I would suggest that the business core had more "quant courses" and less "soft courses." Since this will not likely change in my lifetime, I don't know.

# Assessment

## 1. Major/Program Student Learning Outcomes

Student will be able to...

Integrate the concepts of allocation and selection to the construction, management and evaluation of a simulated portfolio.

## 2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
-

Discussing/ using result

Determining if Changes had an Impact on Student Learning

Objective not assessed this year

### 3. Assessment Procedures (Planning/ determining)

**Method:** (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

The assessment is based on tests, assignments, and projects.

**When does assessment occur?**

Throughout the semester

**How often does assessment occur?**

Throughout the semester

**Criteria (How do you know students are achieving learning outcome?)**

Each related professor has his or her own standards based on the distribution of grades.

### 4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

The sample size is 4, so we can not report details in the assessment.

**Learning Outcome Met? (Based on Criteria)**

Insufficient data

### 5. Use of Results (Discussing/ using results)

Comments from professor: My sample is small and bias --a sizable amount of "BUSI" students dropped my course before the end of the semester--3 passed and 2 failed to meet the course standards. The findings are the same as last year: The few "good" BUSI students were "misguided" into forgoing a major for concentrations; hopefully, they will change their mind. The majority of BUSI students are typically weaker than students pursuing a major--poor work ethics, difficulty with basic math or computer skills. Since I will not lower my standard, I would suggest that the business core had more "quant courses" and less "soft courses." Since this will not likely change in my lifetime, I don't know.

## Assessment

### 1. Major/Program Student Learning Outcomes

Student will be able to...

Use knowledge of international financial institutions to predict and assess the impacts and responses of governments, markets, and firms to various international situations.

### 2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

### 3. Assessment Procedures (Planning/ determining)

**Method:** (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Tests.

**When does assessment occur?**

Throughout the semester.

**How often does assessment occur?**

Throughout the semester.

**Criteria (How do you know students are achieving learning outcome?)**

Each related professor has his or her own standards based on the distribution of grades.

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# Package History

Date	User	Action
10/1/2023 12:47:31 PM	Robert Tong	Submitted 'Student Learning Assessment Report'
10/1/2023 12:48:17 PM	Joseph McCollum	Received
10/1/2023 12:48:17 PM	School of Business - Dean	Received
10/1/2023 12:48:17 PM	Joseph McCollum	Received
10/1/2023 12:48:17 PM	Institutional Effectiveness	Received
10/1/2023 12:48:17 PM	Provost and Senior Vice President	Received
10/1/2023 12:48:17 PM	School of Science - Asst. Dean	Received
10/1/2023 12:48:18 PM	School of Business - Asst. Dean	Received
10/1/2023 6:16:55 PM	Margaret Madden	Decision Approved on step 'Provost and Senior Vice President'