



# 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 intended for students interested building a deeper understanding of the investment aspects of finance, including debt and equity investing, portfolio management and risk.

## 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?)

FINC435

Exceed: 90 - 100%  
Meet: 80 - 90%  
Doesn't meet: 70 % or less

FINC315

Professor one:

Exceed: 90 - 100  
Meet: 70 - 89  
Doesn't meet: Below 70

FINC315:

Professor two: Overall performance for the course: based on final grade (75% tests+ 25% assignments+ Bonus based on performance in trading simulation)

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

FINC 435:

Exceeded: 1 (100%)  
Met: 0  
Didn't meet: 0

FINC315:

Exceeded: 2 (100%)  
Met: (0%)  
Not met (0%)

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

Yes

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

Professor two: 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. (FINC 315)

### 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?)**

FINC435

Exceed: 90 - 100%  
 Meet: 80 - 90%  
 Doesn't meet: 70 % or less

FINC315

Professor one:

Exceed: 90 - 100  
 Meet: 70 - 89  
 Doesn't meet: Below 70

FINC315:

Professor two: Overall performance for the course: based on final grade (75% tests+ 25% assignments+ Bonus based on performance in trading simulation)

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

FINC 435:

Exceeded: 1 (100%)  
 Met: 0  
 Didn't meet: 0

FINC315:

Exceeded: 2 (100%)  
 Met: (0%)  
 Didn't meet: (0%)

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

Yes

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

Professor of FINC436: I started teaching this course during the Fall of 2021. It is probably the second most difficult class in the finance curriculum as it taps into higher level of cognitive rigor, unfamiliar processes, and strong quantitative skills. The course follows both CFA levels 1 and 2 LOS. Overall, I am satisfied with the student performance considering the poor to limited mathematical skills of our finance majors. As compared to previous semesters, this group of students performed similarly. A few students dropped within the first month, realizing that the course was not as "easy" as other electives in financial services. Since nobody got less than B-, I will continue to use the same teaching approach in the future.

## Assessment

**1. Major/Program Student Learning Outcomes***Student will be able to...*

Design and evaluate an investment portfolio to achieve a specific investor objective. (FINC432)

Note: N/A

**2. Phase***Check all that apply*

- Planning/ determining procedure**
- Planning/ Redesigning based on past assessment**
- Collecting/ analyzing assessment data**
- Discussing/ using result**
-

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?)**Exceed  
Met  
Does not Meet

## Assessment

**1. Major/Program Student Learning Outcomes***Student will be able to...*Communicate investment analysis and research results in oral and written form.  
(FINC434/5)

N/A

**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?)**Exceed  
Met  
Does not Meet

# Package History

Date	User	Action
10/1/2023 12:36:40 PM	Robert Tong	Submitted 'Student Learning Assessment Report'
10/1/2023 12:37:39 PM	School of Business - Asst. Dean	Received
10/1/2023 12:37:40 PM	Joseph McCollum	Received
10/1/2023 12:37:40 PM	School of Science - Asst. Dean	Received
10/1/2023 12:37:40 PM	Joseph McCollum	Received
10/1/2023 12:37:40 PM	School of Business - Dean	Received
10/1/2023 12:37:40 PM	Institutional Effectiveness	Received
10/1/2023 12:37:41 PM	Provost and Senior Vice President	Received
10/1/2023 12:45:35 PM	Margaret Madden	Decision Approved on step 'Provost and Senior Vice President'