



# Student Learning Assessment Report (SLAR)

## Finance

**Instructions:** This template is a running document of each annual Academic Program Assessment Report due to the department chairs and Provost the last Friday in October. The final report in the document should be the official report of the year of the full Program Review. All reports below use the same report template. If the report is the Program Review year, please indicate it next to "Program Review Year" and also submit the Academic Program Review (APR).

**Department: Business**

**Academic Program Evaluated: Finance**

**Program Review Year: 2018-2019**

	Year 1 <b>Academic Year: 2018-2019</b>	Year 2 <b>Academic Year:</b>	Year 3 <b>Academic Year:</b>	Year 4 <b>Academic Year:</b>
<b>Faculty members involved in this assessment process:</b> (List all faculty members who participated: program coordinator, reviewers, committee members, etc.)	Eveline Lewis Dale Manke Derek Schmidly			
<b>Number of students in sample:</b> (If known, supply the number of	Sophomores: 8 Juniors: 30 Seniors: 31	Freshmen: Sophomores: Juniors:	Freshmen: Sophomores: Juniors:	Freshmen: Sophomores: Juniors:

students in each class/year who were used in the assessment report.)		Seniors:	Seniors:	Seniors:
<b>Instrument(s) used in assessment:</b> (List the exams, standardized tests, portfolios, etc. that were used in the assessment process.)	Investment Project in FIN 299 Exam questions in FIN 351 Multinational Firm Country Analysis in FIN 452 Investment Analysis Project in FIN 457			
<i>Additional Data:</i> (List any additional information/data that informed this report.)	Peregrine Outbound Assessment			
<b>Methodology:</b> (Explain the method of data collection and the data analysis process.)	Canvas data collection from summative courses (Linking outcome rubric with artifact from each course), each student is assessed individually.			
<b>Results of Assessment:</b> (List the findings in summary format as narrative.)	From the data collected, it looks like learning outcomes for this program have been achieved.			

<p><b>Data:</b> (Provide the graphs, charts, etc. that were used to show data results. Do not include the actual data.)</p>	<table border="1"> <thead> <tr> <th colspan="6">FIN 442</th> </tr> <tr> <th>Program Outcomes</th> <th>Competency</th> <th>Performance Measure</th> <th>Source Content</th> <th>15-18</th> <th>19-22</th> </tr> </thead> <tbody> <tr> <td>1. Recognize the characteristics of real estate as they affect the market and explain the procedures and problems in financing real estate and the techniques of valuation (FIN 451).</td> <td>Show understanding on Home Affordability Analysis</td> <td>Final Exam question #2</td> <td>90% of the students will be able to score at least 3 of the 10 points.</td> <td></td> <td>80%</td> </tr> <tr> <td>2. Recognize and apply the general principles and tools of insurance such as life insurance, casualty insurance, fire insurance, Social Security, and workers' compensation to business enterprises (FIN 442).</td> <td>Show understanding on Needs Approach Life Insurance</td> <td>Final Exam question #99</td> <td>75% students will be able to answer this question correctly.</td> <td colspan="2">This course is taught every other year (Spring even years)</td> </tr> <tr> <td>3. Recognize how the key concepts of business finance may be adapted in the context of a multinational firm (FIN 452).</td> <td>Comprehensive application of all phases of investment analysis</td> <td>Special Project: Country Analysis</td> <td>90% of the students will be able to score at least 80 of 100 points.</td> <td>95%</td> <td></td> </tr> <tr> <td>4. 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<p><b>Strengths:</b> (From the findings, list the areas of strengths that currently exist in the academic program.)</p>	<p>This program has a strong hands-on experiential learning component. Students used the funding provided by alumni to participate in the actual investment and portfolio trading.</p>																																																			
<p><b>Areas in need of improvement:</b> (From the findings, list the areas of weakness(s) that currently exist in the academic program.)</p>	<p>A couple of courses were similar (even used the same textbook). Students learned similar concepts in both courses. The program learning outcomes are too detailed; these need to be modified.</p>																																																			

**Year 1:**

**Plans for improvement:** (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

\*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Plan for Improvement	Timeline	Responsible Person
Review the needs to modify or restructure the two similar courses FIN 457 and FIN 458.	Fall 2019	Dale Manke, Derek Schmidly, Eveline Lewis
Modifying program learning outcomes to reflect CPA exam prep.	Dec 2019	Dale Manke
Modifying Program Mapping (Outcome Assessment) to reflect the improved PLOs	Dec 2019	Dale Manke

**Year 1:**

**Improvements made:** (List completed improvement plans and dates of actual implementation.)

If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Improvement Plan	Implementation Date
Improvement plans are ongoing	

**Year 2:**

**Plans for improvement:** (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

\*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Plan for Improvement	Timeline	Responsible Person

**Year 2:**

**Improvements made:** (List completed improvement plans and dates of actual implementation.)

\*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Improvement Plan	Implementation Date

**Year 3:**

**Plans for improvement:** (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

\*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Plan for Improvement	Timeline	Responsible Person

**Year 3:**

**Improvements made:** (List completed improvement plans and dates of actual implementation.)

\*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Improvement Plan	Implementation Date


**Year 4:**

**Plans for improvement:** (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

\*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Plan for Improvement	Timeline	Responsible Person

**Year 4:**

**Improvements made:** (List completed improvement plans and dates of actual implementation.)

\*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Improvement Plan	Implementation Date