

Program & Department Finance – Accounting and Finance

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Directions: Assessment trend data is recorded in 3-year cycles. Provide the information requested in each column along with a summary of action.

FORM 201C: SUMMARY OF TREND [Instructional Programs – Undergraduate and Graduate Majors]

Attach the assessment plan.

| | May 2011 Report | | May 2012 Report | | May 2013 Report | | |
|---|--------------------------|--|--------------------------|----------------------|--------------------------|----------------------|---------------------------------|
| <u>Instruments</u> | <u>2010/2011 Results</u> | <u>Actions Taken</u> | <u>2011/2012 Results</u> | <u>Actions Taken</u> | <u>2012/2013 Results</u> | <u>Actions Taken</u> | <u>Summary of Actions Taken</u> |
| Graduation Rates (undergrad programs only) | Data not available yet | Propose two courses (MGMT 1030) to engage freshmen earlier in their academic careers and improve the math skills (QBA 1500) of the average COB student. Above implemented Spring 2011 | | | | | |
| 1st Year Retention Rates (undergrad programs only) | Not available yet | Propose two courses (MGMT 1030) to engage freshmen earlier in their academic careers and improve the math skills (QBA 1500) of the average COB student. Above implemented Spring 2011 | | | | | |

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| Indirect or Reflective Assessment Instrument | <p><u>Senior Exit Survey</u></p> <p>The results of the senior survey (4 respondents) are encouraging. In all 10 categories measured, 3 rated accomplishment of their objectives as good and excellent. . This suggests that the seniors are satisfied with the programs of finance in communication, leadership, problem-solving and decision-making. Seniors generally satisfied with all areas of finance in the program.(survey was orally conducted on some questions).</p> | None suggested | | | | | |
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| | <p><u>Senior Comprehensive Exam</u></p> <p>The quantitative part of the Comprehensive exam was devised to assess student comprehension of basic financial management concept taught in the curriculum; corporate finance, investments, financial derivatives, and financial institutions. Overall, most of 20 respondents were satisfied with their learning experience in the finance program. 71% state that they strongly agree/agree that the program met expectations. 86% state that they would strongly agree and agree to recommend the program to other friends. The only major concern was that 71% of the respondents state that the program did not meet the demands in terms of course scheduling, number of finance courses available and technology contents of the</p> | <p>To address this, it is recommended of the Department to:</p> <ol style="list-style-type: none"> 1. Construct a master course outline for the each finance course. This course outline will specify the application of spread sheet technology in addition to the breadth and depth of financial theories to be covered in each course. It will provide professors with necessary components to be included in their course syllabi. Additionally, each faculty member will be provided with a copy of the assessment plan to inform them of assessment measures and rubrics. 2. The program added two additional advanced courses Fin 3630 (Financial Modeling) and Fin 3840 (Risk Management). Added two more tracks: risk management and taxation. Added two additional gen ed. Requirements Phil 2530 (Bus Ethic), and Math 1400. Added two more finance elective options; Econ 4010 (Econometrics) and Econ 4030 (Forecasting). 3. Added hybrid courses Fin 3690 and Fin 3630 with flexible schedules. | | | | | |
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agree/agree in the area of financial institutions. 36% feel that online courses meet their demands. Five students were demanding year round finance courses, more courses for finance majors and improved contents of technology applications in the courses. (see the tabulation results in the attachment)

Writing Sample

The research papers of 20 students enrolled in the FIN 3680 were evaluated using the rubric outlined in the assessment plan. The results of the writing sample are as follows:

| Grade | Number | |
|-------|--------|--|
| A | 2 | |
| B | 11 | |
| C | 6 | |
| D | 1 | |
| F | 0 | |

Since the targeted level of performance was a minimum grade of B...

4. Continue to offer required coursed day and night, and over the weekend using online web courses.

To improve this writing skill, it is recommended of the Department to:

1. Require a research paper/project in all applicable courses.
2. Make writing and presentations more prominent in the curriculum.
3. Department enforce the existing requirement for thesis writing to graduate.

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| (Other Instruments) | | | | | | | |
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