

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

Program & Department Finance – Accounting and Finance

Assessment Coordinator Ernst Coupet, Ph.D.

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

	May 2013 Report		May 2014 Report		May 2015 Report	
<u>Instruments</u>	<u>2012/2013 Results</u>	<u>Actions Taken</u>	<u>2013/2014 Results</u>	<u>Actions Taken</u>	<u>2013/2014 Results</u>	<u>Actions Taken</u>
Graduation Rates	Report not filed		20%	The actual graduation rate of 20% falls just short of the targeted rate of 25%. While this is not far off the mark, we will work closely with finance program advisor to reach out to students who are part of that cohort. The Department will make certain that matriculation is facilitated by reducing institutional barriers, i.e. offering courses on a timely basis, educating students on proper course sequencing, etc.	No longer an assessment objective, per University Assessment Coordinator	
1st Year Retention Rates	Report not filed		100%	No action required	No longer an assessment objective, per University Assessment Coordinator	

<p>Senior Exit Questionnaire</p>	<p>Report not filed</p>		<p>Overall instruction by faculty: 3.4/4.0 Accessibility of instructors: 3.6/4.0 Academic advising: 3.2/4.0 Course availability: 2.2/4.0 Library collection: 3.0/4.0 Prep for employment: 3.2/4.0 Prep for Grad school: 3.3/4.0</p>	<p>Overall, students rate their experience in the Program as good to excellent. <i>A program course plan has been developed and program advisor will make it available to students. Required courses will be offered at least once a year, based on a schedule made public to finance students.</i></p>	<p>Overall instruction by faculty: 3.0/4.0 Accessibility of instructors: 3.5/4.0 Individual attention: 4.0/4.0 Academic advising: 4.0/4.0 Course availability: 2.5/4.0 Library collection: 3.5/4.0 Prep for employment: 1.5/4.0 Prep for Grad school: 1.5/4.0</p>	<p>Students rate their experience as good and bad. Students state that faculty are available and provide individual attention. These are the positive claims made by students. On the opposite end of the spectrum, students do not feel prepared for employment and graduate school, providing scores of 1.5/4.0 for each category. Even though the sample size is only two, these poor assessments are problematic.</p>
<p>Comprehensive Exam SLO: a. Prescribe financial management theory to solve a problem</p>	<p>Report not filed</p>		<p>Financial theory: Percentage of students scoring at least 70% in: Investments: 45% / 60% Corporate finance: 27% / 60 % Investments: 45% / 60% Derivatives: 64% / 60% Overall: 27% / 60% Needs improvement.</p>	<ol style="list-style-type: none"> 1. Develop master course outline for each required course in the Program. In progress 2. Increase the number of required Program courses from 7 to 8. Completed – effective fall 2014. 3. Revise instrument –not balanced in content covered. To be assigned to faculty for revision. 	<p>Financial theory: Percentage of students scoring at least 70% in: Investments: 0% / 60% Corp. Finance: 0% / 60 % Foundations: 67% / 60% Int. Finance: 0% / 60% Overall: 0% / 60% Needs improvement. N=3</p>	<p>Students scored poorly on all categories of finance theory. However, this result has to be taken and interpreted with extreme caution. The sample size was insufficient to ascertain a statistically significant assessment of the viability of the program. FIN 4700, the finance capstone course, was not offered during the 2014-15 academic year. This made it difficult to conduct assessment. However, during the time period assessed, the faculty assigned to teach investments, international finance and corporate finance were those with little experience teaching those topics.</p>

Financial Modeling Project SLO: c. Integrate financial analysis technology to solve business related problems	Report not filed		<table border="1"> <thead> <tr> <th>Grade</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>0</td> </tr> <tr> <td>B</td> <td>5</td> </tr> <tr> <td>C</td> <td>1</td> </tr> <tr> <td>D</td> <td>1*</td> </tr> <tr> <td>F</td> <td>0</td> </tr> </tbody> </table>	Grade	Number	A	0	B	5	C	1	D	1*	F	0	No action required.	<table border="1"> <thead> <tr> <th>Grade</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>7</td> </tr> <tr> <td>B</td> <td>7</td> </tr> <tr> <td>C</td> <td>7</td> </tr> <tr> <td>D</td> <td>0</td> </tr> <tr> <td>F</td> <td>0</td> </tr> </tbody> </table>	Grade	Number	A	7	B	7	C	7	D	0	F	0	No action required.
		Grade	Number																											
		A	0																											
		B	5																											
		C	1																											
		D	1*																											
		F	0																											
Grade	Number																													
A	7																													
B	7																													
C	7																													
D	0																													
F	0																													
	<p>*Incomplete</p> <p>86% (> 70%) of students earned a minimum of a C on the project.</p>		<p>100% (> 70%) of students earned a minimum of a C on the project.</p>																											

Report not filed

	CSU AVG (n=18)	US AVG (n=36,513)	
Analytical Reasoning	20	23	
Charts and graphs	17	26	
Math skills	19	25	
News analysis	20	27	
Economics	22	28	
Financial statement analysis	24	26	
Global markets	16	25	
Investment Banking	20	26	

to be removed as an assessment instrument

International finance is now a required course in the finance curriculum. Until now, it has been an elective course. We will continue to monitor student comprehension in this area. Moving forward, another assessment instrument will be implemented to assist in this process.

BAT was not administered during the academic year. It is no longer used as an assessment instrument.

The sample variances are unknown, so a t statistic could not be computed to determine statistical significance of the difference. However, considering that their mean scores in the global markets category are so different in the absolute sense, we can conclude that the CSU average is less than the US average.

This score suggests that a review of the global aspects of the curriculum is warranted.

Bloomberg Aptitude Test (BAT)
SLO e.

Integrate financial concepts in a global business

Writing Sample SLO: b. Organize thoughts/data to effectively communicate in a business environment	Report not filed		Grade	Number	No	action required.	Grade	Number		No action required.	
			A	6			A	3			
			B	5			B	0			
			C	0			C	0			
			All students scored a minimum of a B on the writing sample. Great results!						All students scored an “A” on the writing sample. Great results!		
Senior Exit Survey SLO. F. Assess organizational diversity in a corporate environment	Report not filed		100% of students polled stated that diversity in a business or organization is at least important. Great result!			No action required	100% of students polled stated that diversity in a business or organization is at least important. Great result!			No action required	

**ETS
Major Field Test
SLO:
a. Prescribe
financial
management
theory to solve a
problem**

The mean score of the 47 students taking the ETS-MFT in the area of finance was 34%. The following scores were obtained regarding specific sub-categories:

Sub-Content	CSU
Fin Markets	37%
Risk and return	40%
Capital budgeting	17%
Financial statement	35%
TVM	32%
Inter. Finance	26%
Valuation	24%

This score is abysmal. With the exception of international finance, all of the topics are covered in FIN 2660, the foundations course.

It will be imperative that the Department analyzes these scores to propose solutions.

[Add cells as needed]