

ASSESSMENT REPORT Fall 2016

Business Undergraduate: Finance Concentration
(Instructional Degree Program)

BBA
(Degree Level)

Program Mission:

The Department of Business Administration is committed to the success of our students and to the highest observance of our professional accreditation standards. The department's goal is to be the best small business department in the Southwest, preparing students to be confident, competent, ethical and responsible decision makers, managers, leaders and agents of economic and social betterment in today's changing global business environment.

Student Learning Outcome 1:

Finance students are able to analyze and evaluate corporate investments using concepts of net present value, internal rate of return, and their relation to the risk adjusted interest rate.

Traits Specifically Linked to Student Learning Outcome 1

- Mastery of content knowledge and skills
- Critical and reflective thinking skills
- Effective use of technology
- Qualitative or quantitative analysis

First Means of Assessment for Outcome 1:

Evaluation of corporate investment exam in FIN 343 Corporate Finance. Criterion measure: 75% of students will score 70% or better = meets the outcome.

Summary of Data:

FIN 343 (342) (SLO1 MOA1) Data Points	Total Number of Students Assessed	Numbers of Students Meeting Criterion	Number of Students Not Meeting Criterion	% of Students Meeting Criterion
Spring 2013 (342)	13	13	0	100.0%
Fall 2015 (343)	17	13	4	76.5%
Fall 2016 (343)	19	19	0	100.0%

Second Means of Assessment for Outcome 1:

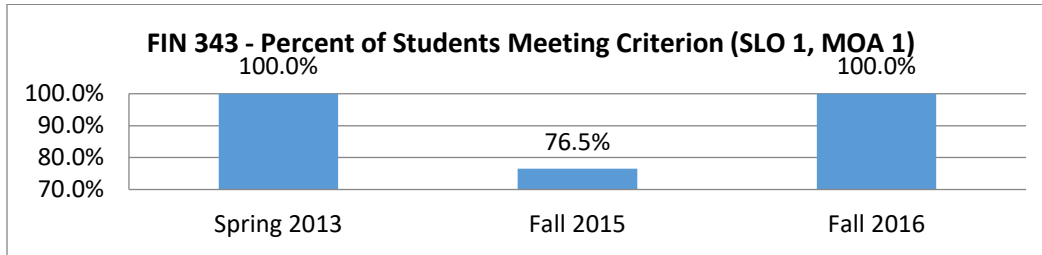
Quiz dealing with valuation of corporate investments in FIN 409 Investments. Criterion measure: 75% of students will score 70% or better = meets the outcome.

Summary of Data:

FIN 409 (SLO1 MOA2) Data Points	Total Number of Students Assessed	Numbers of Students Meeting Criterion	Number of Students Not Meeting Criterion	% of Students Meeting Criterion
Fall 2015	13	12	1	92.3%
Fall 2016	18	16	2	88.9%

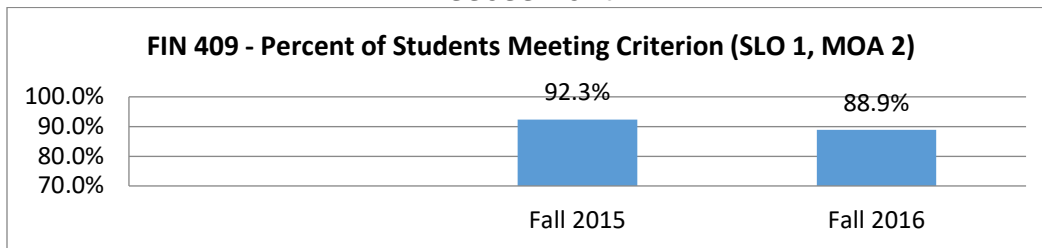
Interpretation of Results for Outcome 1:

Assessment 1



Students met criterion measure at the three data point above. Prior to fall 2015, FIN 343 Corporate Finance was taught as FIN 342 Financial Management 2. 100% of students met criteria in spring 2013, decreased to 76.5% in fall 2015 and increased to 100% fall 2016. After review results of fall 2015 outcomes assessment, faculty suggested that focus be placed on in-depth knowledge of financial investing and valuation of corporate investments. The suggestion was incorporated into the class in fall 2016. Also, more intensive use of the MyFinanceLab Learning Software was added to the class. More focused homework problems were assigned and additional practice quizzes were opened up in MyFinanceLab.

Assessment 2



FIN 409 Investments was not an assessed course prior to fall 2015. 92.3% of students met criterion measure in fall 2015 and 88.9% in fall 2016. After reviewing results of fall 2015 outcomes assessment, faculty decided the students in FIN 409 should analyze corporate investments more thoroughly by computing more financial ratios. More capital budgeting problems dealing with financial tools such as net present value, internal rate of return, and payback were assigned. Increased utilization of financial databases were also incorporated into the course. Going forward, some fine tuning is recommended. More financial ratios will be analyzed in class using Excel spreadsheets. Two additional quizzes will be used for assessment dealing with financial ratios. Lecture notes on with financial ratios and capital budgeting will be typed and posted on Desire2Learn. Also these same ratios will be extracted from real company's using the Value Line database. The quizzes will be expanded upon dealing with net present value, internal rate of return, and payback using calculators and Excel to calculate the numbers. Video clips will also be generated and posted on Desire2Learn dealing with ratios and capital budgeting to help students master the material.

Student Learning Outcome 2:

Finance students understand how interest rates are determined, using concepts such as maturity, risk, and yield on competing securities.

Traits Specifically Linked to Student Learning Outcome 2

- Mastery of Content Knowledge and Skills
- Critical and Reflective Thinking Skills
- Effective Use of Technology
- Qualitative or Quantitative Analysis

First Means of Assessment for Outcome 2:

Scores on quiz covering this concept in FIN 405 Financial Markets and Institutions. Criterion measure: 75% of students will score 70% or better = meets the outcome.

Summary of Data:

FIN 405 (ECON 405) (SLO2 MOA1) Data Points	Total Number of Students Assessed	Numbers of Students Meeting Criterion	Number of Students Not Meeting Criterion	% of Students Meeting Criterion
Fall 2014 (ECON 405)	11	5	6	45.5%
Fall 2015 (FIN 405)	19	18	1	94.7%
Fall 2016 (FIN 405)	24	22	2	91.7%

Second Means of Assessment for Outcome 2:

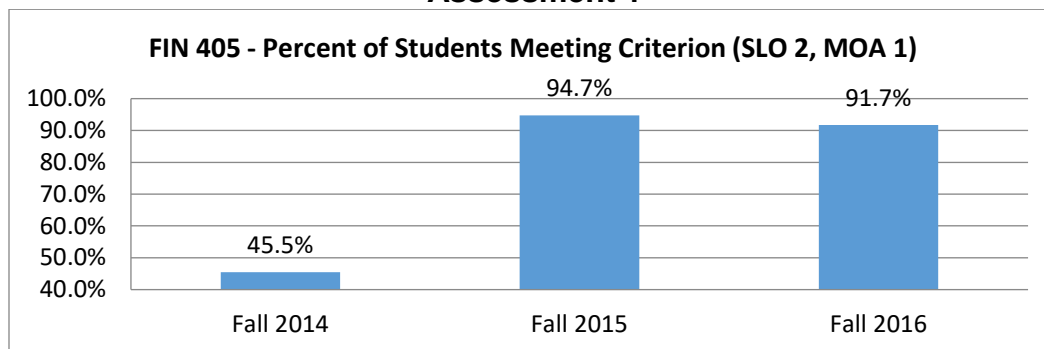
Assignments on My Finance Lab pertaining to interest rate determination in FIN 343, Corporate Finance. Criterion measure: 75% of students will score 70% or better = meets the outcome.

Summary of Data:

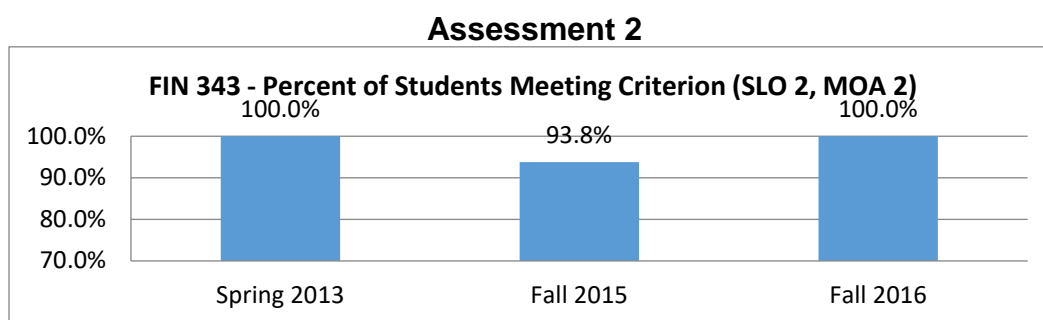
FIN 343 (342) (SLO2 MOA2) Data Points	Total Number of Students Assessed	Numbers of Students Meeting Criterion	Number of Students Not Meeting Criterion	% of Students Meeting Criterion
Fall 2014 (FIN 342)	13	13	0	100.0%
Fall 2015 (FIN 343)	16	15	1	93.8%
Fall 2016 (FIN 343)	19	19	0	100.0%

Interpretation of Results for Outcome 2:

Assessment 1



Prior to fall 2015 the assessed course was ECON 405 Financial Markets and Public Institutions. The course changed to FIN 405 Financial Markets and Institutions in 2015. In fall semester 2014, the means of assessment was the final exam and only 45% of students met criterion. Faculty felt that the final exam was probably not the best assessment tool for this criterion. Faculty thought the 45% was a little misleading. Three students were just shy of meeting the criteria, and the overall average for the final exam was 82%. In fall semester 2015 the means of assessment was changed to quizzes based on last year's faculty suggestion. 94.7% of students met criterion with quizzes as the means of assessment. 15 out of 16 students met the criterion showing that students understand the determinants of interest rates which is a critical concept in finance. In fall 2016, the means of assessment was a quiz based on 2015 modeling. 21 out of 23 students (91.7%) met the criterion showing that students understand the determinants of interest rates which is a critical concept in finance. The slight dip percentage wise, although more students passed, indicates that more time will be needed to teach this critical concept in finance.



Prior to fall 2015, FIN 343 Corporate Finance was taught as FIN 342 Financial Management 2. Students met criterion measure for the three data points above. Percent of students meeting criterion decreased from 100% in spring 2013 to 93.8% in fall 2015 then increased to 100% meeting criterion in fall 2016. Intensive use of MyFinanceLab assignments and recorded lectures (flipped classroom approach) are credited with the increase in students meeting criterion from fall 2015 to fall 2016. Faculty will continue to post recorded lectures to allow more time for in class problem solving. MyFinanceLab resources will continue to be used.

Student Learning Outcome 3:

Finance students are able to analyze company financial statements for valuation and forecasting purposes.

Traits Specifically Linked to Student Learning Outcome 3

- Mastery of Content Knowledge and Skills
- Critical and Reflective Thinking Skills
- Effective Use of Technology

First Means of Assessment for Outcome 3:

Scores on final exams in FIN 343, Corporate Finance. Criterion measure: 75% of students will score 70% or better = meets the outcome.

Summary of Data:

FIN 343 (342) (SLO3 MOA1) Data Points	Total Number of Students Assessed	Numbers of Students Meeting Criterion	Number of Students Not Meeting Criterion	% of Students Meeting Criterion
Fall 2014 (FIN 342)	13	13	0	100.0%
Fall 2015 (FIN 343)	17	13	4	76.5%
Fall 2016 (FIN 343)	19	19	0	100.0%

Second Means of Assessment for Outcome 3:

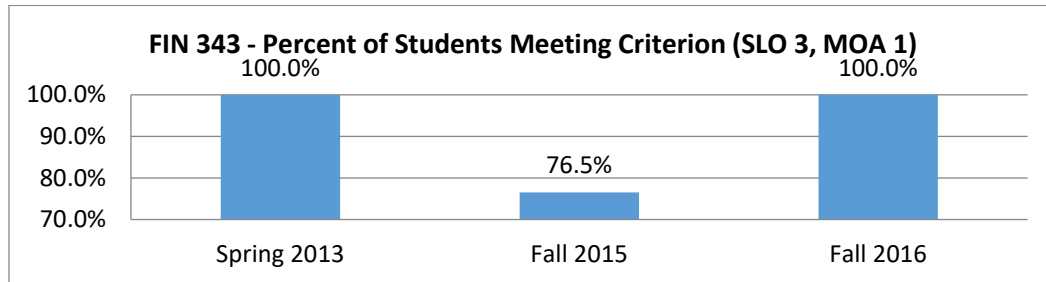
Scores on spreadsheet case studies in ACCT 485, Financial Statement Analysis. Criterion measure: 75% of students will earn 70% or better = meets the outcome.

Summary of Data:

ACCT 485 (SLO3 MOA2) Data Points	Total Number of Students Assessed	Numbers of Students Meeting Criterion	Number of Students Not Meeting Criterion	% of Students Meeting Criterion
AY 2013-2014	52	41	11	78.8%
Spring 2015	27	23	4	85.2%
Spring 2016	24	18	6	75.0%

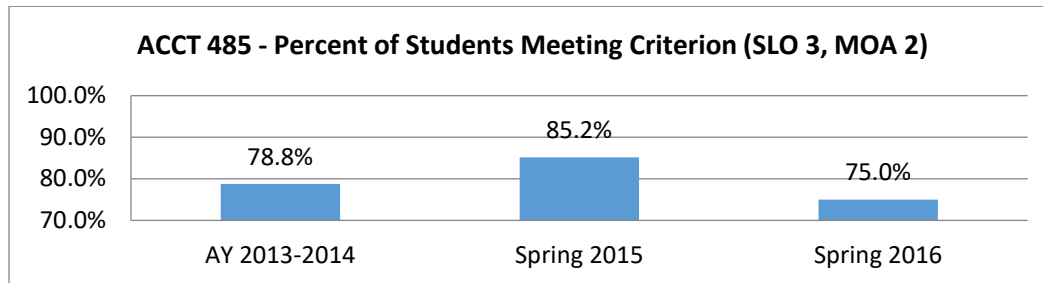
Interpretation of Results for Outcome 3:

Assessment 1



The First Means of Assessment for Outcome 3 exceeded the criterion and expectations. All of students achieved the outcome, and this was a big improvement from the 76.5% result that was achieved in fall 2015. The credit goes to the interactive MyFinanceLab, where the students did their homework and practiced mock quizzes.

Assessment 2



Financial Statement Analysis is an advanced course in the accounting and finance concentrations. The course is challenging and requires students to apply quantitative concepts with software programs such as Microsoft Excel. The student is expected to master the content of the course as well as the skills associated with spreadsheets for financial modeling. Most students who struggle in meeting the criterion of this performance measure do so because of the lack of spreadsheet knowledge. The curriculum of the course has become more applied in scope and includes weekly in-class spreadsheet exercises that enable students to apply prospective analysis in the residual income valuation of a firm. The student's proficiency in problem solving and analysis is improved through the use of spreadsheet software applications to create financial reports and models. The applied approach to this course will be continued as part of the finance and accounting concentrations. More time spent and more emphasis on Excel spreadsheet case studies by the professor will be utilized.

Utilization of Results:

An annual review of outcome assessment results lead to revision of outcomes assessment plans in fall semester 2012, fall semester 2015, and again in spring semester 2017. Outcomes assessment results have been utilized to improve student learning in a variety of ways including improvements to course content and delivery, an increased emphasis on ethics and globalization, and to changes and improvements in the business administration curriculum. . Importantly, revisions included changes based on prior outcomes assessment results.

Changes to Program Based on Results:

During the fall semester 2016 the Department conducted a comprehensive review of its curriculum for the BBA concentrations. The purpose of the review was to align the program's requirements with the university's overall graduation and ACBSP requirements, to provide greater to flexibility for students in pursuing courses of interest, and to align the curriculum with the Department's capacity to dependably and regularly deliver the curriculum. The revised curriculum increased emphasis on ethics and globalization.

Improvements in course content and delivery: Faculty has made modifications to individual course requirements and the means of assessment in several courses based on outcomes assessment results.

Business Strategy Game: The Department is using the Business Strategy Game as a means of external assessment in the BBA capstone course Prerequisites were added to the MBA capstone course so students have a stronger foundation in business principles before competing in the Business Strategy Game. With a stronger foundation in business principles students complete the Business Strategy Game with a higher success rate.

Increased availability of tutoring services: The Department's faculty and graduate assistants provide students with tutoring support.

The Department requires use of Desire2Learn, the University's online course learning management system, by all faculty for all course, whether traditional, hybrid or online.

Retention Strategies:

Continue utilizing outcomes assessment results as a means of improving student learning and the quality of education in the Department of Business Administration.

The Department of Business Administration reduced the credit hour requirements for the BBA degree from 75 to 69 credit hours. The change allows students greater flexibility in pursuing courses of interest.

The Department of Business faculty will respond to student email and phone messages within 24 hours during the work week. Email and phone messages received on weekends and holidays will be returned the next work day.

Department of Business faculty will effectively advise students toward degree completion. Students are assigned an academic advisor in their chosen BBA concentration area. By 9th week of the semester, advisees are contacted by academic advisor.

Department of Business faculty will participate in university activities and programs aimed at increasing retention.

Department of Business faculty and staff will provide excellent customer service to all students.

In spring 2017, monthly "Coffee with the Dean" hour for students was established and "Welcome Back Student BBQ" was reinstated. Both were a huge success and will continue. Having regular informal meetings with students leads to shared information and sense of being valued and belonging.