Student Outcomes Assessment and Success Report AY2018-19   *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

Unit/Program Name: Finance   **Contact Name(s) and Email(s):** Melony A. Sacopulos; melony.sacopulos@indstate.edu

Part 1a: Summary of Student Learning Outcomes Assessment

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? *Can expand on this in Part 2.*
Learning Outcomes 1.1, 1.2, 2.1, and 2.2. 1.1 - Students master the key concepts in asset pricing and can measure risk and return for one security and for a portfolio of securities. 1.2 - Students know the elements that are necessary to define investment goals in a policy statement. 2.1 Students show that they can study the financial and economic conditions, perform industry analysis and company analysis and select the best securities for their investment portfolios. *Note: 2.1 and 2.2 were assessed together.* 2.2 Students show that they can monitor and manage their investment and update	**Measure (1.1, 1.2, 2.2):** Indirect measure - Student Survey **Details/Description**: Complete a student perception survey in FIN 434. **Measure (2.1):** Direct measure **Details/Description**: Complete an investment project in FIN 434, selecting countries best to invest in.	70% of the students will perceive their abilities to be good or better.	These Learning Outcomes were not assessed this year, due to personnel changes.	These Learning Outcomes will be assessed during the 2019-20 cycle, and then will resume on the regular cycle.

the investment as the conditions of the investor and/ or the markets change. *Note: 2.1 and 2.2 were assessed together.*				
Learning Outcome 3.1. Students will be able to apply quantitative methods used in the analysis o the firm.	Exam questions in FIN 333 or 471	A score of 75% or better will be achieved by at least 70% of the students.	Targets were met. 21 out of 30 students (70.00%) scored 75% or more.	No changes are required at this time.
Learning Outcome 3.2. Students analyze, evaluate, and synthesize information to solve corporate financial problems faced by firms.	Exam questions in FIN 471	A score of 75% or better will be achieved by at least 70% of the students.	Targets were met. 22 out of 30 students (73.33%) scored 75% or more.	No changes are required at this time.

Note: *If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.*

Helpful Hints for Completing this Table
   a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
   b. Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
   c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
   d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

Part 1b: Review of Student Success Data & Activities
Use Blue Reports to generate the following information (as well as any other information helpful to you):
   1) Cohort Sizes   2) Year-to-Year Retention   3) 5-Year Graduation Rate

What worked well in supporting student success this year?

What are the most significant opportunities for improvement upon which to focus in the coming year?

Part 1c: Summary of Career Readiness Activities
Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. You can find the template here: https://www.indstate.edu/assessment/plan-components

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

1) **the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness** (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)
2) **findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
3) **what your assessment plan will focus on in the coming year**
4) **how this information will be shared with other stakeholders**

Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific--assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.

Dear Melony,

Thank you so much for sharing your assessment process and findings for AY 2018-19 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: B.S. Finance	Overall Rating: Developing (1.25/3.00)
Strengths	**Recommendations**
• Learning outcomes are clear, specific, and measurable. • Clear information is provided about the courses and assignments/surveys used as assessment measures. • Some expectations of student performance are clearly articulated, and student performance data is shared in relation to expectations.	• I know the Business Core is the focus of alignment to the AACSB standards in SCOB, but note any alignment of your learning outcomes, as applicable. • Having direct measures to complement your indirect measure (student survey) for 1.1, 1.2, and 2.2 would provide better data more reflective of student learning. • Describe the tools used to evaluate the FIN 434 investment project (e.g., rubric, checklist, etc). • The performance measure for LOs 1.1-2.2 seems to only be applicable to the indirect measure (student survey). Make sure to include the expectations for outcome 2.1 as well. • Provide reflection on your findings about student performance, note any changes to improve student learning and/or assessment (possible include information about how to stabilize your assessment plan against personnel changes in the future), and how faculty are involved in sharing and using assessment findings.

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
Student Learning Outcomes	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.) Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcomes(s) is measurable.	No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.
Performance Goals & Measures	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal(s) is identified for each learning outcome. Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures. Tools or processes for evaluating student performance on measures are not described.	No goals for student performance of learning outcomes is identified, and/or no measures are provided.

Analysis & Results	Data is collected using the measures and tools identified. Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures). Results are shared in relation to performance goals. Results are discussed in relation to college, institutional, and/or accreditor goals/standards.	Data is collected using the measures and tools identified. Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures). Results are shared in relation to performance goals.	Data is collected using the measures and tools identified. Results are reported with little description of analysis.	No data is being collected. No results are provided.
Sharing & Use of Results for Continuous Improvement	Clear information is provided about sharing and using results to inform practice. Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice. A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.	Clear information is provided about sharing and using results to inform practice. Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.	Limited information is provided about sharing or using results to inform practice. Some discussion of what was learned from results is provided.	No information is provided about sharing or using results to inform practice. No evidence of reflection on results is provided (ex: discussion, conclusions drawn)
Overall Rating	**□ Exemplary**	**□ Mature**	**□ Developing**	**□ Undeveloped**