

**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:** Financial Services      **Contact Name(s) and Email(s):** Melony A. Sacopulos; melony.sacopulos@indstate.edu

**Part 1a: Summary of Student Learning Outcomes Assessment**

<b>a. What learning outcomes did you assess this past year?</b>  If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	<b>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?</b>	<b>c. What were your expectations for student performance?</b>	<b>d. What were the actual data/results?</b>	<b>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.</b>
Learning Outcome 1.2. Students will be able to describe various types of insurance contracts and their uses in financial services.	Exam questions in INS 340.	A score of 70% will be achieved by at least 75% of the students.	Targets met. 88.2% of students scored 70% or better.	No further action required at this time.
Learning Outcome 1.3. Students will be able to describe clients' dispositions toward risk and identify appropriate strategies to pursue.	Exam questions in FIN 320.	A score of 70% will be achieved by at least 75% of the students.	Targets not met. Only 65% of students scored 70% or better.	This learning outcome will be re-assessed next year.
Learning Outcome 2.1. Students will be able to apply time value of money techniques in the valuation of securities.	Exam questions in FIN 333.	A score of 70% will be achieved by at least 75% of the students.	Targets met. 80% of students scored 70% or better.	No further action required at this time.
Learning Outcome 3.2. Students will have an understanding of ethical issues and ethical decision making as it applies to managing organizations.	Exam questions in MGMT 370.	A score of 70% will be achieved by at least 75% of the students.	Targets not met. 71% of students scored 70% or better.	This learning objective will be assessed next year. Four of the questions that were posed to students had a correct percentage of 50% and lower. Coverage will be enhanced around the issues raised by these questions, in particular.

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.

- 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)

<b>Program: B.S. Financial Services</b>	<b>Overall Rating: Developing (1.50/3.00)</b>
<b>Strengths</b>	<b>Recommendations</b>
<ul style="list-style-type: none"><li>• Learning outcomes are clear, specific, and measurable.</li><li>• Clear information is provided about the courses and assignments/surveys used as assessment measures.</li><li>• Expected and actual student performance are clearly described.</li><li>• Good analysis that provides specific insight into the content that may be most challenging for students to learn relative to outcome 3.2. This gives a much better target to focus on for improvement.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• Provide a little more information about how performance was evaluated (are these exam questions clear right/wrong answers, or are they written short-answer that require some additional evaluative tools?).</li><li>• For outcomes 1.3, is there a reason for no intervention and just reassessment (e.g. – small sample, first time using this measure, first time assessing this outcome, data didn't provide enough insight for improvements, etc.)?</li><li>• Provide information about how faculty are involved and how assessment is shared.</li></ul>

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

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