

Student Learning Summary AY2015-16

Due to your Dean by June 1

Due from dean to assessment office by June 15

Degree Program Name: Financial Services

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Part One

a. Outcomes assessed this year.	b. Measure(s) and course(s)	c. Expectations established for achieving outcomes.	d. Findings/Results	e. Responsible instructor/methods for sharing results
<p>Outcome 1.3: Students will be able to describe clients' dispositions toward risk and identify appropriate strategies to pursue.</p>	<p>A total of 29 exam questions from Exams 1, 2, and 3 were used from FIN 320, Fall 2015.</p>	<p>70% of the students will earn a score of 75% or better.</p>	<p>Only 5 students in the class were Financial Services majors. Analysis indicates that 80% of the students earned scores of 75% or better.</p>	<p>Ms. Sharon Robinson. Findings are posted on the AFIR Department assessment website. Results also are emailed to program faculty and will be discussed at the Fall 2016 Program faculty meeting.</p>
<p>Outcome 2.1: Students will be able to apply time value of money techniques to the valuation of financial securities.</p>	<p>FIN 333 exam questions, Spring 2016.</p>	<p>70% of the students will earn a score of 75% or better.</p>	<p>Only one student in the class was a Financial Services major and this student answered all 8 exam questions correctly. Therefore targets were met for Outcome 2.1</p>	<p>Tarek Zaher. Findings are posted on the AFIR Department assessment website. Results also are emailed to program faculty and will be discussed at the Fall 2016 Program faculty meeting.</p>

Part Two

Summarize 1) the discoveries assessment has enabled you to make about your students' learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator's feedback on last year's summary; and 3) what your assessment plan will focus on in the coming year.

1. **Outcome 1.3:** Only 5 financial services major were enrolled in FIN320. For most students, instruction methods are effective. However, some students seem to be unwilling or unmotivated to prepare for class which results in poor learning. The population for this assessment period was considerably smaller relative to the last assessment period (5 compared to 10 students).

Outcome 2.1: Only 1 student was a Financial Services major in FIN 333, and this student answered all assessment questions correctly. As a result, the current teaching strategies employed are achieving the desired results at this time.

2. **Outcome 1.3:** Since the last assessment in FIN 320, exam questions were reviewed for clarification. Additional questions were used across three exams. A difference between the course from 2013 to 2015 was to introduce additional online homework that encouraged reading with a weekly assignment (myFinanceLab). For the students who embraced this component, it appears to have aided in their learning. However, the students

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who did not complete the homework or did it poorly, their learning did not translate to performance on the exams. The grades in the homework portion showed 4 of 5 students exceeded 90% and 1 student had 38%.

During AY 2014/2015 Outcomes 2.1, 2.2, 2.3, and 3.2 were assessed. Targets were met or exceeded for all learning goals.

3. **Outcome 1.3:** In order to identify weaker students, an improvement may be to incorporate more formative assessment in class throughout the semester, such as readiness assessment tests (RATS).

2016/2015 Program Focus:

- Program outcomes will be mapped to the Foundational Studies learning goals, which was not a previous assessment requirement.
- In addition, an appropriate indirect measure of one or more outcomes will be determined and implemented. Having an indirect measure was not previously an assessment requirement.
- Outcomes 1.1 and 3.2 are scheduled to be assessed during Fall 2016 in FIN 440.

The Financial Services Assessment Materials are located at:

[https://blackboard.indstate.edu/webapps/blackboard/content/listContentEditable.jsp?content_id= 3131872_1&course_id= 88724_1&mode=reset](https://blackboard.indstate.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=3131872_1&course_id=88724_1&mode=reset)

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: BS in Financial Services Date: 7.8.16

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes are identified.	<input type="checkbox"/> An Outcomes Library was provided. <input type="checkbox"/> Some of the outcomes are specific and measurable. <input type="checkbox"/> Some of the outcomes are written in student-centered terms. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes listed in the Outcomes Library are specific, measurable, and student-centered. <input checked="" type="checkbox"/> Outcomes support the Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input checked="" type="checkbox"/> Outcomes listed in the Outcomes Library are specific, measurable, student-centered, and span multiple learning domains. <input type="checkbox"/> Outcomes integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input checked="" type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input type="checkbox"/> The Curriculum Map identifies where/to what extent

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				<p>each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes.</p> <p><input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.</p>
<p>2. Measures & Performance Goals</p>	<p><input type="checkbox"/> No measures are provided.</p> <p><input type="checkbox"/> No goals for student performance are identified.</p>	<p><input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.</p> <p><input type="checkbox"/> Measures are primarily indirect.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Performance goals are identified, but they are not specific.</p>	<p><input checked="" type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input checked="" type="checkbox"/> Sufficient information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input checked="" type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes.</p> <p><input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified.</p>	<p><input type="checkbox"/> Multiple measures were provided, and a majority are direct.</p> <p><input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure.</p> <p><input type="checkbox"/> Measures assess some high impact practices (internships,</p>

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				<p>capstone course projects, undergraduate research, etc.)</p> <p><input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.</p> <p><input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided to demonstrate that the measure provides clear evidence of what students know/can do.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.</p>
<p>3. Results</p>	<p><input type="checkbox"/> No data are being collected.</p> <p><input type="checkbox"/> No information is provided about the data collection process.</p> <p><input type="checkbox"/> No results are provided.</p> <p><input type="checkbox"/> Students are meeting few of the performance standards set for them.</p>	<p><input type="checkbox"/> Some data are being collected.</p> <p><input type="checkbox"/> Some data are being analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input type="checkbox"/> Students are achieving some of the performance standards</p>	<p><input checked="" type="checkbox"/> Data are being collected and analyzed.</p> <p><input checked="" type="checkbox"/> Results are provided.</p> <p><input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.</p>	<p><input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity of the assessment process.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve.</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure</p>

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		<p>expected of them.</p>		<p>exam to practice in the field, the pass rate meets the established benchmark.</p>
<p>4. Engagement & Improvement</p>	<p><input type="checkbox"/> No one is assigned responsibility for assessing individual measures.</p> <p><input type="checkbox"/> Assessment primarily is the responsibility of the program chair.</p> <p><input type="checkbox"/> No improvements (planned or actual) are identified.</p> <p><input type="checkbox"/> No reflection is offered about previous results or plans.</p>	<p><input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.</p> <p><input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.</p> <p><input type="checkbox"/> Plans for improvement are provided, but they are too vague to connect clearly to the results or to implement.</p> <p><input type="checkbox"/> Little reflection is offered about previous results or plans.</p>	<p><input checked="" type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.</p> <p><input checked="" type="checkbox"/> Results regularly are shared with the faculty.</p> <p><input checked="" type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment.</p> <p><input checked="" type="checkbox"/> These discussions lead to the development of specific plans for improvement.</p> <p><input type="checkbox"/> Some improvement in student learning has occurred as the result of assessment.</p>	<p><input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.</p> <p><input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust activities, performance goals, outcomes, etc. according to established timelines.</p> <p><input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.</p> <p><input type="checkbox"/> There is evidence of continuous improvement in student learning as a result of assessment.</p> <p><input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.</p> <p><input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.</p>

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Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input type="checkbox"/> Level 1 - Developing	<input checked="" type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary
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COMMENTS

Strengths, Concerns, Recommendations for Improvement

1. Learning Outcomes

The outcomes in your Library are clear (except for 1.1, which indicated students will “understand”), specific, measurable, and key to students’ future success. The curriculum map shows that courses address all of the outcomes, but there appear to be some gaps. 1.3, for example, is introduced in two junior-level courses but does not appear to be practiced anywhere. Is the Taskstream map accurate?

2. Measures & Performance Goals

Exams whose questions are calibrated to the outcomes are an effective direct assessment measure, though tests alone may not allow all learners to demonstrate their knowledge and skills. I would appreciate having access to the results so that I could verify the linkage between the outcomes and the exam questions. (You did this in the Finance Program report, and it was very helpful.) I was glad to see that you have a plan to develop an indirect measure in the future. Last, your expectations appear to be reasonable, and that majors slightly exceed the goals suggests they are appropriate. But are your goals based only on the performance of Financial Services majors?

3. Results

Results for majors look good, though in general, I would like to know more about what the numbers mean—what exactly do students know/do well and less well? I think it’s fine to separate the majors from the non-majors, but why not report the total N’s so I’ll have a better understanding of overall performance?

4. Engagement & Improvement

It’s difficult to gauge engagement from a single report, but I see evidence that data are collected, analyzed, and shared among the faculty; that you reflect on assessment results, both current and previous ones; and that you develop plans for improvement when they are needed. While I don’t love the acronym RATS (!), I am glad to hear you are attending to the needs of the weaker, non-majors. If the pre-test reveals common weaknesses, you may be able to develop some course-based, formative assessments to help bring these students up to speed. Do you involve students or external stakeholders in discussions about student learning and efforts to improve it?

Thanks for sharing this information about your assessment program. I look forward to learning more next year!