Performance Indicator

1. Student Learning Results

Measurable goal
What is your goal?
(Indicate type of instrument) direct, formative, internal, comparative

Performance Measure
What is your measurement instrument or process?
Do not use grades.

Current Results
What are your current results?

Analysis of Results
What did you learn from the results?

Action Taken or Improvement made
What did you improve or what is your next step?

Finance Option Measures

LO1 - Integrating across disciplines - continuous improvement

ETS- Test - utilizing the overall percentile by option

2014 - Current results is 81, down from 99. 2016 - Result for finance fell again to 60. Significant concern.

2014 - Obviously a disappointment down from perfect. But, still above 80. Finance is always a smaller sample, so some volatility can be expected. 2016 - the analysis is complicated by the fact that finance contributes only one course to the core, and all other options did better in finance. We concluded after reviewing individual student scores that the problem was a small cohort.

Wait for the next administration.

Use this chart for all ETS results discussed below.

ETS - Overall - By Option

Use this chart for all ETS results discussed below.

ETS-Finance Students by Subject

LO1 - Integrating Across Disciplines - Utilizes ETS Business Test - Economics Score

Summative, External Comparative Data prior to two administrations

2014 - Current results are 99 on the economics score. 2016 - Result is down as all the other dimensions are concerned but believe that it was a matter of the small cohort for finance, and on this administration generally poorer finance students.

2014 - Unchanged from 2012, very strong results. 2016 - While the results are lower, finance provided only one course in the core, and all other options improved.

2014 - No action required 2016 - No action, but discussions are continuing.

Use this chart above.
LO1-Integrating Across Disciplines - Graduating Senior Survey

**Survey**
Summative, External Comparative Data prior to two administrations

**2014:** Current results are 33. 2016: a small improvement over 2014, but still unacceptable. The finance majors take all the same core courses as other options, so again see below it is the small cohort and poorer students.

**2014:** Cessation of the survey. There has been no change in math requirements, or quantitative business courses. 2016 - same

**2014:** The curriculum change recommended to the Joint Curriculum Committee for a C- on MATH 235 partially addresses this. We will have to wait for another administration to determine if this is a problem that needs further adjustments. 2016: The MATH 235 change did not happen, but it would have been too early for this administration anyway.

LO2-Analytical Ability - Measure - ETS-Business Test

**Survey**
Summative, External Comparative Data prior to two administrations

**2014:** Current result is 59. 2016: Current score is 93.

**2016:** Unchanged from 2012, very strong results. 2016: The only good news in the finance report, while it is a decline, it remains above 90%. It was because of this score that the curriculum committee recommended no change to the finance curriculum.

**2014:** Reassessed every two years as part of ETS test.

LO3-Ethics - ETS Business Test - Ethic/Social Score

**Survey**
Summative, External Comparative Data prior to two administrations

**2014:** Current result is 94. 2016: Current result is 84.

**2016:** Slight reduction, down from 99 in 2012. With such a high score to compare to, we find this result acceptable. 2016: Decline but still above 80%. The curriculum committee reviewed the "across the curriculum" approach to ethics and the content of our Legal Environment course - no changes recommended.

**2014:** The strong result in finance complicates the picture for the accounting and other options that had lower scores. The drill-down item analysis will be helpful. 2016: no change.

LO4-Professional Skills - ETS Business Test - Finance Score

**Survey**
Summative, External Comparative Data prior to two administrations

**2014:** Current result is 99. 2016: Current result is 99.

**2016:** Slight improvement over 2014, but still unacceptable. The majors take all the same core courses as other options, so again see below it is the small cohort and poorer students.

**2016:** The only good news in the finance report, while it is a decline, it remains above 90%. It was because of this score that the curriculum committee recommended no change to the finance curriculum.

**2014:** The only good news in the finance report, while it is a decline, it remains above 90%. It was because of this score that the curriculum committee recommended no change to the finance curriculum.

LO5-International - ETS Business Test - International Score

**Survey**
Summative, External Comparative Data prior to two administrations

**2014:** Current result is 81. 2016: Current result is 56.

**2014:** Reduction from the 2012-09. While the 99 in 2012 we expected a decline, but is this significant? We conclude no, there has been no recent change in curriculum which would account for this, a significant number of students take the finance elective BUAD 344 International Finance. 2016: Finance declined while the entire BUAD went up.

**2014:** Recommendation to the Accounting/Finance curriculum committee: include BUAD 344 as a required finance elective. Scheduling - offer this course once per year. Until a change is made, use advising to include it among the finance electives. 2016: The department is still discussing requiring international finance, but scheduling and complement remain the impediment.

LO6-Integrating Across Disciplines - Graduate Senior Survey

**Survey**
Summative, Internal Self Reported Survey - Comparative prior administrations

**2014:** The current result for lifelong learning is 94 and the score for integrating across disciplines is 81. 2016: Results fell from just above 90, to just below 80.

**2014:** The life long learning score is an improvement over 2012, the integrating across disciplines score is a slight decline. Both now over 80. 2016: Disappointing but consistent with our determination of a poorer finance cohort.

**2014:** Part of the routine survey - small sample size perhaps, 2 year cycle for assessment. 2016: same.

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**Finance - Integrating Across Disciplines**

**Fall 2013**
- The program help me to develop my appreciation for lifelong learning and its importance to my professional career advancement.
- I understand basic economics, issues of globalization, and challenges managers face in an increasingly competitive market.

**Spring 2014**
- I appreciate the computer software used by financial managers today.

**Fall 2016**
- Business Sense: I appreciate the way business is conducted around the world.
- Business Sense: The program helped me understand the ethical issues managers face in an increasingly competitive market.

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### LO2: Analytical Ability - Measure Graduating Senior Survey

**Survey**: Summative - Internal - Self Reported Survey

**Comparative prior administrations**

- **2014**: Current score on Quantitative methods 100, Decision-Making under uncertainty 83. 2016: Both scores now below 80th.
- **2014**: Both scores up slightly over 2012, decision-making under uncertainty now at the rolling average. 2016: Significant decline, students take the same core courses - no core improvement needed.
- **Routine question on the survey, so place on the 2 year cycle for monitoring. 2016**: same.

###LO3: Communication Skills-Measure Graduating Senior Survey

**Survey**: Summative - Internal - Self Reported Survey

**Comparative prior administrations**

- **Current scores**: Written and oral presentation: 95, Communicate with technology: 90, Collaboration skills: 100.
- **2016**: The written and oral communication now broken out, just below 80%.
- Written and oral communication and collaboration show improvement, communication with technology scored a slight reduction, but with 99 in 2012 it was difficult to do otherwise. 2016: Overall score is just above 80%, interpersonal skills remain at 100, written and oral could improve to above 80.
- Written and oral communication and collaboration show improvement, communication with technology scored a slight reduction, but with 99 in 2012 it was difficult to do otherwise. 2016: The survey has been adjusted. Writing remains important in the core course, BUAD 341, and in all the option courses. This result is affected by the overall poor performance of this option.

### LO4: Professional Skills-Measure Graduating Senior Survey

**Survey**: Summative - Internal - Self Reported Survey

**Comparative prior administrations**

- **Current results**: Team work: 90, Team leadership: 85, professionally prepared: 88. 2016: scores now below 80.
- 2016- scores above 80. 2016- with scores below 80, same low cohort that affected the ETS scores.
- Each measure has improved slightly and they are above 80. 2016- with scores below 80, same low cohort that affected the ETS scores.
- No action required.
Current results are: Volunteerism and community service-5, Ethical Decision-making-100. While the overall result shows improvement, it is because of the volunteerism score and not ethical decision-making.

5 is a low score. The UNIV 103 requirement will probably affect future measures. Ethical decision-making shows continued improvement to 100. The high self-assessed score on ethics vs the low score on volunteerism raises the question of translating knowledge into action. In accounting and finance courses ethics is taught in the context of professional ethics, not social engagement. 2016–the UNIV 103 course may have affected the volunteerism score, ethics score is disappointing, after four administrations showing steady improvement, we have fallen back below the Spring 2013 result.

Accounting and Finance curriculum committee will review the importance of volunteerism and community service. These are University goals, but have they translated down to our program goals? 2016–the volunteerism change is helpful. The ethical decision making is troubling. Again, small cohort.

Finance and Social Responsibility:
The program helped me to appreciate the importance of volunteerism and community service.

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