

## SACS Comprehensive Standard 3.3 Institutional Effectiveness

**3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:**

### **3.3.1.1 educational program, to include student learning outcomes.**

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**1. The \_\_\_BBA Finance\_\_\_ program identifies expected outcomes and assesses the extent to which it achieves these outcome: **In Compliance****

The faculty members of the \_\_\_BBA Finance\_\_\_\_\_ program have drafted an assessment plan than includes student learning outcomes aligned with the appropriate level university learning goals. The learning goals for the \_\_\_\_\_BBA Finance\_\_\_\_\_ program are listed below.

**Expected Outcome:** Demonstrate proficiency in analytical thinking, critical analysis, creativity and problem-solving in a finance context.

**Assessment Results:**

Mean embedded assessment score, creativity = 3.83/4.0

Mean embedded assessment score, problem solving and critical analysis = 3.90/4.0

**Expected Outcome:** Demonstrate competency in interpersonal, oral, and written communications in a financial context.

**Assessment Results:**

Mean embedded assessment score, oral and interpersonal communication = 3.57/4.0

Mean embedded assessment score, written communication = 2.3/4.0

**Expected Outcome :** Demonstrate knowledge of contemporary theory and practice in finance.

**Assessment Results:**

Mean Overall MFT results for Finance majors:

2010-2011 = 75<sup>th</sup> percentile as compared to goal of 50<sup>th</sup> percentile.

2009-2010 = 80<sup>th</sup> percentile as compared to goal of 50<sup>th</sup> percentile.

2008-2009 = 30<sup>th</sup> percentile as compared to goal of 50<sup>th</sup> percentile.

Mean Finance Assessment Indicator for Finance majors:

2010- 2011 = 95<sup>th</sup> percentile as compared to goal of 75<sup>th</sup> percentile.

2009-2010 = 90<sup>th</sup> percentile as compared to goal of 75<sup>th</sup> percentile.

2008-2009 = 75<sup>th</sup> percentile as compared to goal of 75<sup>th</sup> percentile.

**Expected Outcome:** Demonstrate knowledge of how international business activity influences financial decisions.

**Assessment Results:**

Mean International Assessment Indicator for Finance majors:

2010- 2011 = 80<sup>th</sup> percentile as compared to goal of 50<sup>th</sup> percentile.

2009-2010 = 50<sup>th</sup> percentile as compared to goal of 50<sup>th</sup> percentile.

2008-2009 = 5<sup>th</sup> percentile as compared to goal of 50<sup>th</sup> percentile.

2. The \_\_\_\_\_ BBA Finance \_\_\_\_\_ program provides evidence of improvement based on analysis of the results: **In Compliance**

**FINUGLG1:** *Demonstrate proficiency in analytical thinking, critical analysis, creativity and problem-solving in a finance context.*

The results appear good, but we are laying a baseline by which to judge future improvement. We shall monitor this area carefully, especially in regard to the content of the cases and assignments.

Students' creativity, for example, can be challenged by increasing the latitude within which case solutions may be addressed appropriately. Relaxing existing parameters will allow the students to be more creative in their responses.

Problem solving and critical analysis skills can be sharpened by encouraging an array of solutions in analytical cases.

**FINUGLG2:** *Demonstrate competency in interpersonal, oral, and written communications in a financial context.*

The results in oral and interpersonal communications appear good, but we are laying a baseline by which to judge future improvement. Oral and interpersonal communication can be improved by practice with carefully planned oral presentations and group work.

The results in written communication appear weak. Written communication can be improved by emphasizing writing skills throughout the curriculum.

**FINUGLG3:** *Demonstrate knowledge of contemporary theory and practice in finance.*

The Major Field Test has been used for several years with improving results for Finance majors. Their scores on the finance section are higher than for the overall test. The overall score is the more difficult of the two to address because the other disciplines are addressed primarily in related courses. The finance faculty can attempt to couch financial decisions in the overall context of decisions of the firm, thus relating the parts to the whole.

**FINUGLG4:** *Demonstrate knowledge of how international business activity influences financial decisions.*

The Major Field Test has been used for several years with improving results for Finance majors on the International section. Their results on the MFT can be further improved through emphasis on all aspects of international decisions as well as financial problems.