



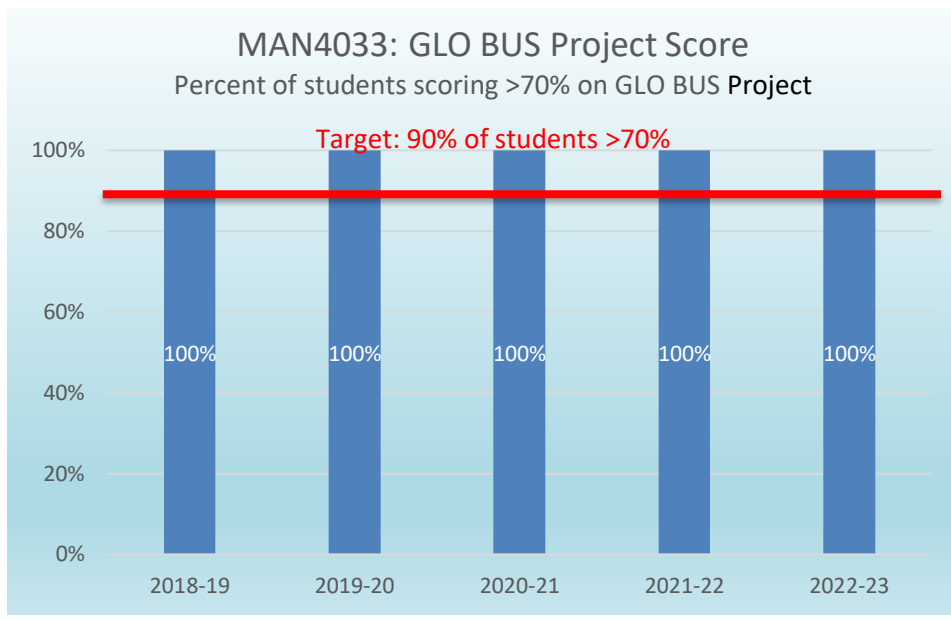
Academic Department/Program: [Bachelor of Science in Finance](#)

Student Learning Outcomes	Assessment Methodology	Target	Summary of Major Findings	Actions Taken to Improve Student Learning	Timeframe
---------------------------	------------------------	--------	---------------------------	---	-----------

SLO 1: Explain the interrelationships of the functional business areas within organizations

Method 1: Globus Project Score

90% of students score $\geq 70\%$



GLO-BUS Project score is used to find the percent of students in each cohort who have the ability to explain the interrelationships of the functional business areas within organizations. The goal is to have 90% of students each year obtain a score of 70% or higher on the GLO-BUS project.

At times, graduate assistants serve as teaching assistants in the classroom and are present as a resource when students work on the project during class-time. In the 2022-23 academic year, a graduate assistant was available in both the fall and spring semesters.

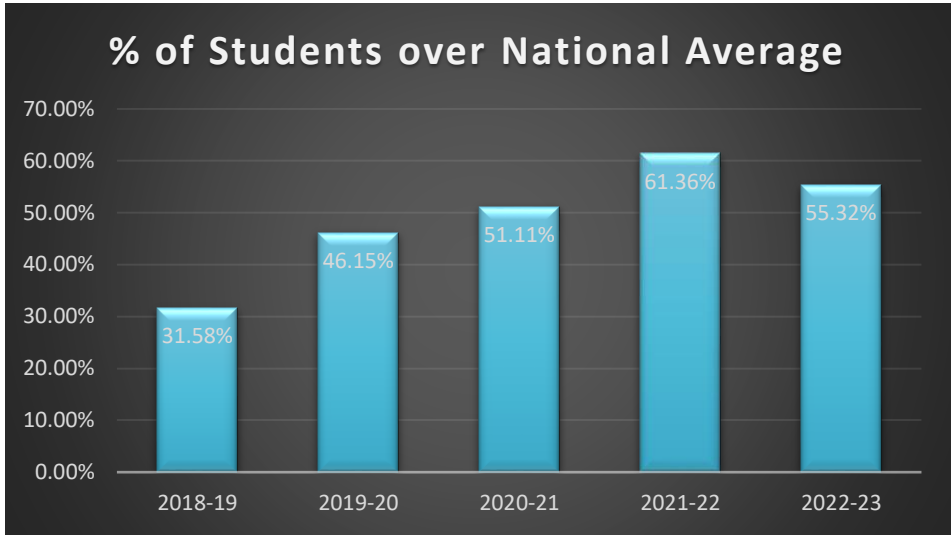
In 2021-22 the weight of the individual components within the larger GLO BUS Project scores were adjusted to emphasize the individual components of the larger assignment; these include individual quiz scores and peer evaluations within the group project. These same increased weights for the project were used in 2022-23 and the Globus Project score continues to be based on 50% of the company performance and 40% individual testing and peer evaluation of individual performance.

Monitor for trends

On-going

Method 2:
MFT Post-
test
Composite
Score

Exceed
the
national
average



The MFT average score for MVNU 2022-23 seniors was 153.00 which is above the most recent national average of 150.3. The department desires a ranking above the 50th percentile, indicating an average score that exceeds the national average. Thus, this desire was met.

Historically, there has been a small number of points awarded to students for completing the MFT and the number of points were not a large part of the overall grade (~3%), which did not incentivize the students to perform well. In 2020-21, the total number of available points associated with the MFT within the Strategic Planning course was increased (now worth 9% of the overall grade) and a points scale was created for earning various MFT percentile rankings in five different strata. In addition, the difference between the top and bottom percentile results in a 5% adjustment to the overall grade.

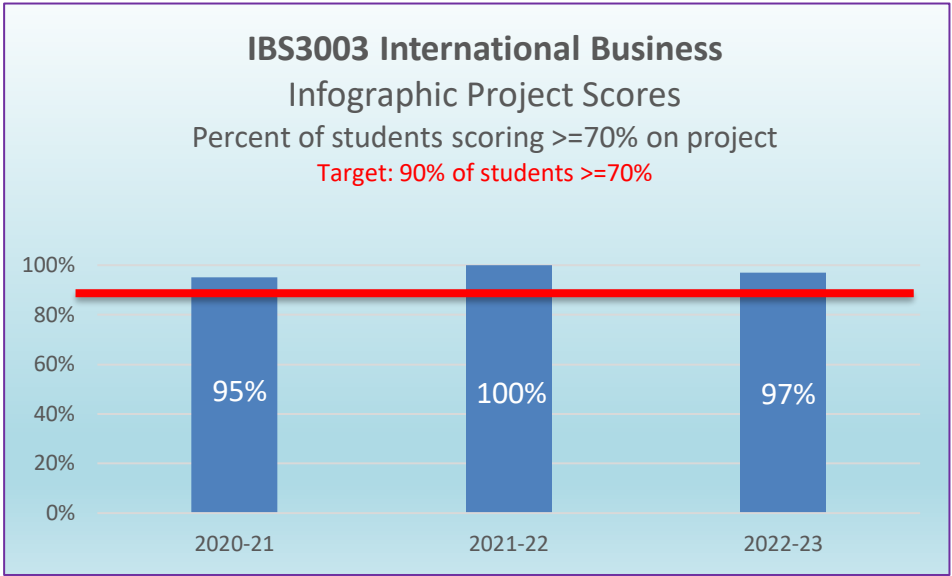
The increased emphasis on the MFT score within the Strategic Planning course continues to incentivize students to invest their best effort in the MFT exam. The department was pleased to note that more than half of MVNU students scored higher than the national average, though there was a decline in the percentage from 2021-22.

It appears that the right emphasis is now placed on this exam w/in the Strategic Planning course, but the department will watch for continued trends to confirm.

On-going

Method 3:
Infographic
project score

90% of
students
score $\geq 70\%$



The Infographic Project requires students in groups of two to recognize the interrelationships of the functional business areas within organizations, especially as they become more complex when understood in the context of various cultures and economics systems. The assessment measure was first employed in 2020-21, and results continue to show that students are progressing well at this learning objective.

In 2022-23, 97% of the students scored at least a 70% on the assignment compared to 95% in 2020-21 and 100% in 2021-22.

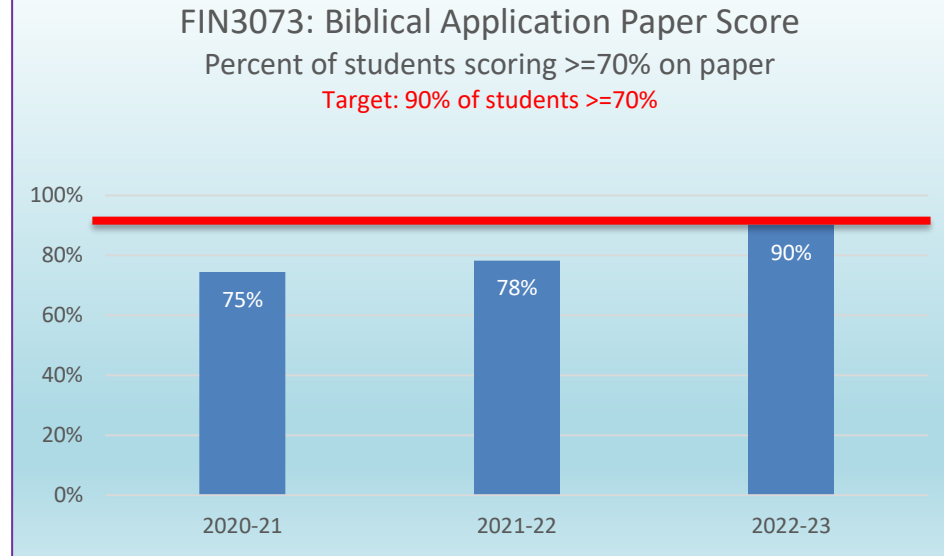
The department will watch for trends moving forward.

On-going

SLO 2:
Articulate the impact of personal and professional integrity upon organizational decision making in light of biblical truths

Method 1: Biblical Application Paper Score in Financial Management

90% of students score $\geq 70\%$



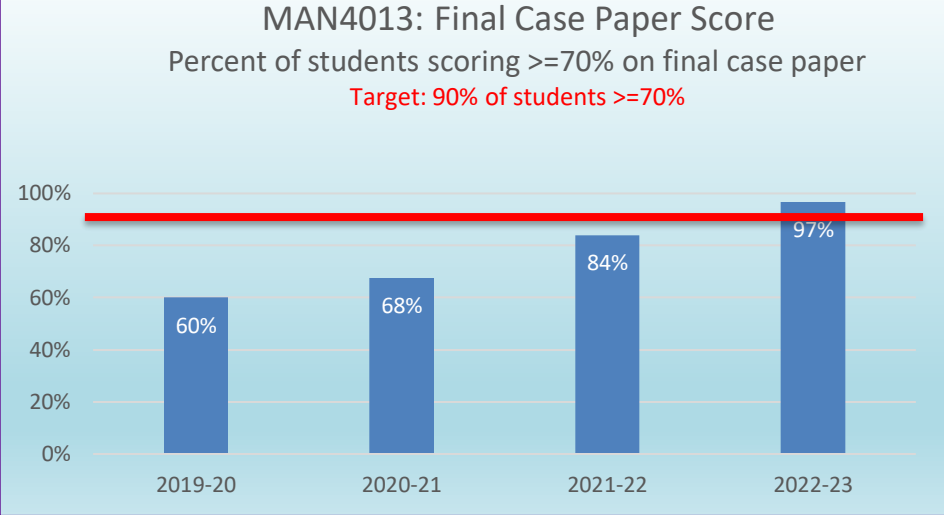
Students' ability to apply biblical principles to a specific discipline (finance) is evaluated with the use of a term paper in the Financial Management course, required of all majors within the department, except for Sports Management. This paper requires students to evaluate a specific money-related passage within the context of the larger biblical narrative. Then, students are required to make practical application to the day-to-day activities that financial managers and company CFOs perform on a daily basis. 2022-23 data show that 90% of students received a passing score on this measure compared to 75% in 2020-21 and 78% in 2021-22.

The department will watch for trends in the measurement and adjust pedagogical practices as necessary moving forward.

On going

Method 2:
MAN4013/ACC4013
Business Ethics
final case study
paper score

90% of
students score
≥70%



The final case study paper in Business Ethics is Scripture based and focused on an ethical situation where application of course material is required. In this fourth year of using this measure, 97% of students obtained a score higher than 70% on this paper, which is a significant improvement on past years. It should be noted that a new (adjunct) faculty member taught the course in the fall 2022 semester, which may account for a portion of the difference in the outcome. Moreover, the adjunct instructor used a different rubric than previous faculty.

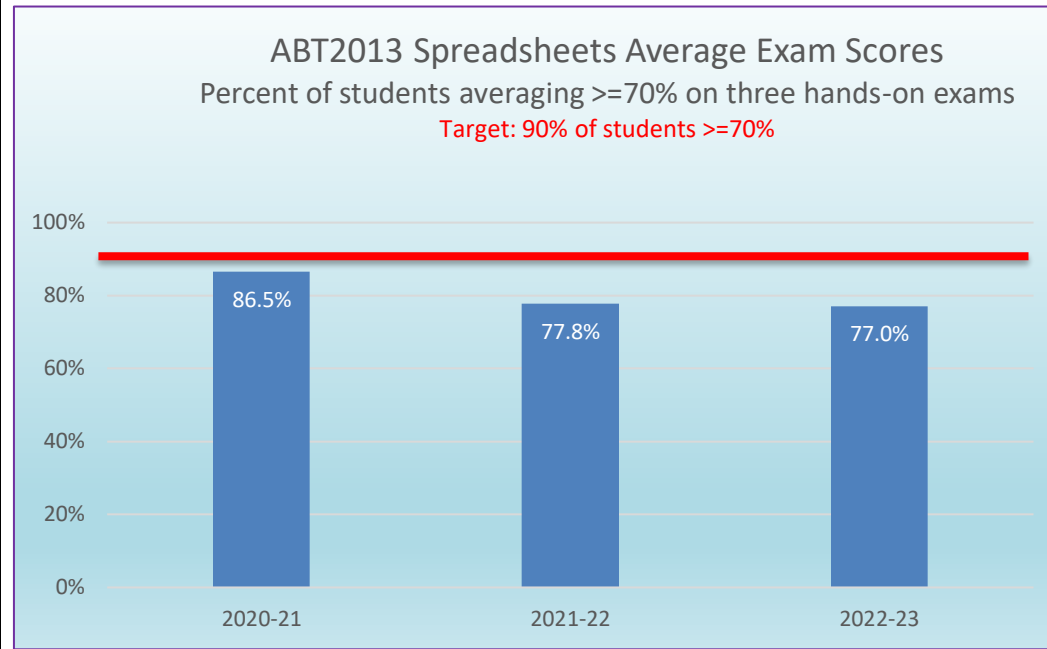
Monitor for
trends

On
going

SLO 3: Apply critical thinking skills

Method 1:
Spreadsheets
Average Exam
Scores

90% of
students
score $\geq 70\%$



One of the courses required of all Business Department majors is Spreadsheets and this course requires significant critical thinking ability. By assessing the students' ability to complete the hands-on portion of the exams, their associated ability to think critically is evaluated. The assessment measure uses the average of the scores from the three hands-on exams for each student as the data point.

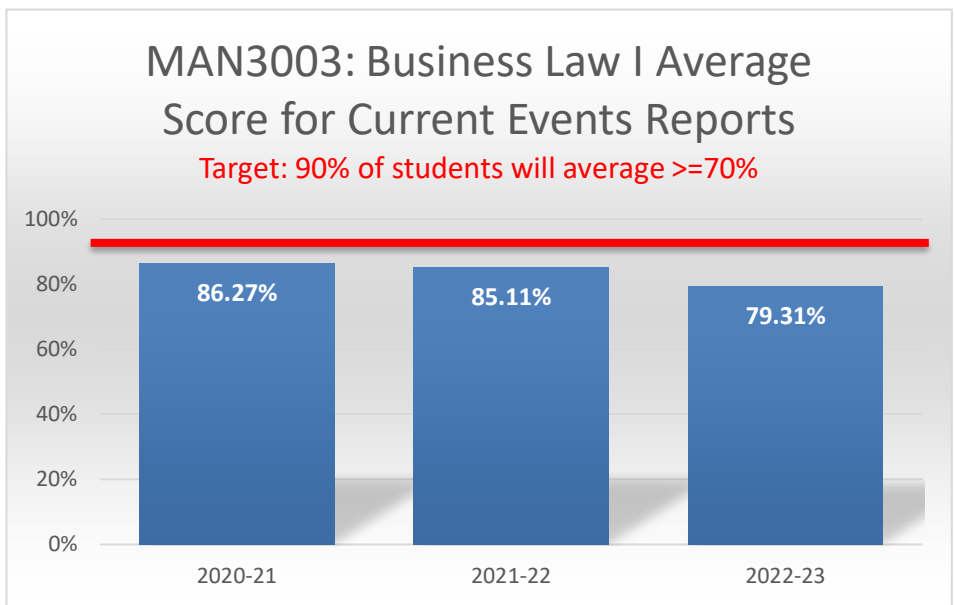
Compared to 87% of students in 2020-21 and 78% of students in 2021-22, 77% of students in 2022-23 averaged 70% or above on the three exams.

Monitor for
trends
moving
forward

On
going

Method 2:
Business Law I
Average Score
for Current
Events Reports

90% of
students score
≥70%

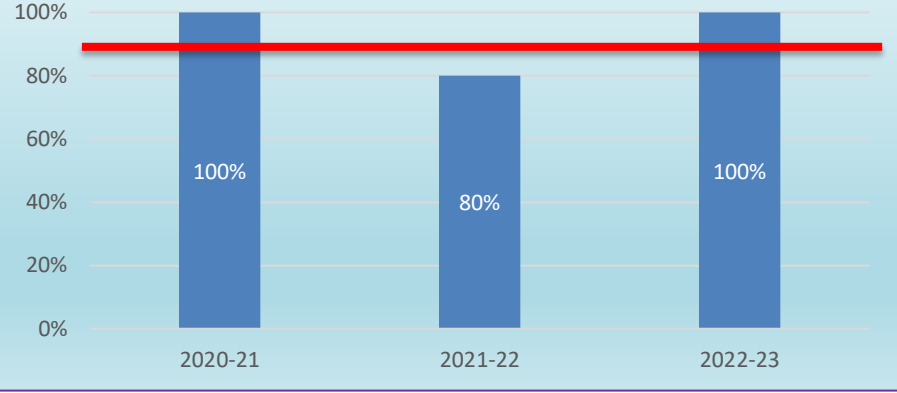


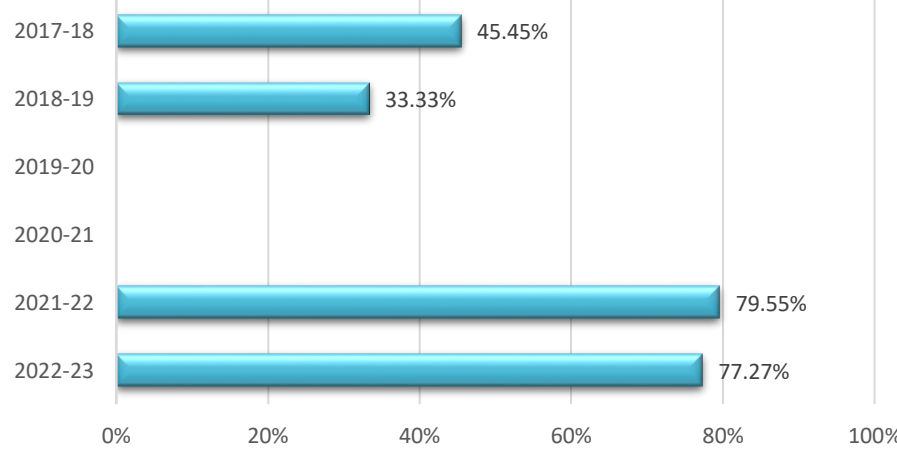
In Business Law I, students complete three Current Events reports. Each report is written after students collect and analyze newspaper, magazine, and internet news articles. The articles deal with legal cases/issues related to topics discussed in class. Students address the facts of the cases and any surrounding issues, describe the stages of the proceedings the cases are in, identify legislation related to the cases, discuss issues related to the cases and what the interested parties want to see happen, and take a stand on the best outcomes. This process requires significant critical thinking and an ability to discern applicable course content within real-life scenarios.

Results from the most recent year declined slightly from the previous two years of data. Moving forward this course will be taught by a new (adjunct) instructor, which may impact the specifics of the assignment.

Monitor for
trends moving
forward

On
going

<p>SLO 4: Model effective oral and written communication skills</p>	<p>Method 1: FIN3073 Term Paper Score</p>	<p>90% of students score $\geq 70\%$</p>	<p>FIN3073: Biblical Application Paper Score Percent of finance majors scoring $\geq 70\%$ on paper Target: 90% of students $\geq 70\%$</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2020-21</td> <td>100%</td> </tr> <tr> <td>2021-22</td> <td>80%</td> </tr> <tr> <td>2022-23</td> <td>100%</td> </tr> </tbody> </table> <p>Beginning in 2020-21, the dept started using FIN3073 Term Paper score for assessing the Finance students' written communication skills. This year, 100% of the finance majors exceeded the target of 70% or higher.</p>	Year	Percentage	2020-21	100%	2021-22	80%	2022-23	100%	<p>Monitor progress</p>	
Year	Percentage												
2020-21	100%												
2021-22	80%												
2022-23	100%												

<p>SLO 5: See the value and participate in professional development, service and/or multi-cultural activities</p>	<p>Method 1: Survey of graduating seniors</p>	<p>70% of students will report participation in one of those activities during their undergraduate experience</p>	<p>Percentage of students participating in service, mission, and/or multi-cultural activities</p> <p>Target: 70% of students will show participation in one of these activities</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>45.45%</td> </tr> <tr> <td>2018-19</td> <td>33.33%</td> </tr> <tr> <td>2019-20</td> <td></td> </tr> <tr> <td>2020-21</td> <td></td> </tr> <tr> <td>2021-22</td> <td>79.55%</td> </tr> <tr> <td>2022-23</td> <td>77.27%</td> </tr> </tbody> </table>	Year	Percentage	2017-18	45.45%	2018-19	33.33%	2019-20		2020-21		2021-22	79.55%	2022-23	77.27%	<p>Monitor for trends moving forward and continue to include the survey as an assignment in the Strategic Planning course.</p>	
Year	Percentage																		
2017-18	45.45%																		
2018-19	33.33%																		
2019-20																			
2020-21																			
2021-22	79.55%																		
2022-23	77.27%																		

			Students in the Strategic Planning course complete an online survey that records activities that they participated in during their time as a business student at MVNU. Business students continue to be highly engaged in service, mission, and/or multi-cultural activities outside of required course assignments.		
	Method 2: Finance majors have only one assessment method for this SLO, as Finance majors are not required to take ABT3073 Business Communication	n/a	It should be noted that Finance majors are among the most active in the department at participating in professional development activities. Therefore, while not assessed here, the participation in these activities inflates the results for the rest of the department's majors.		

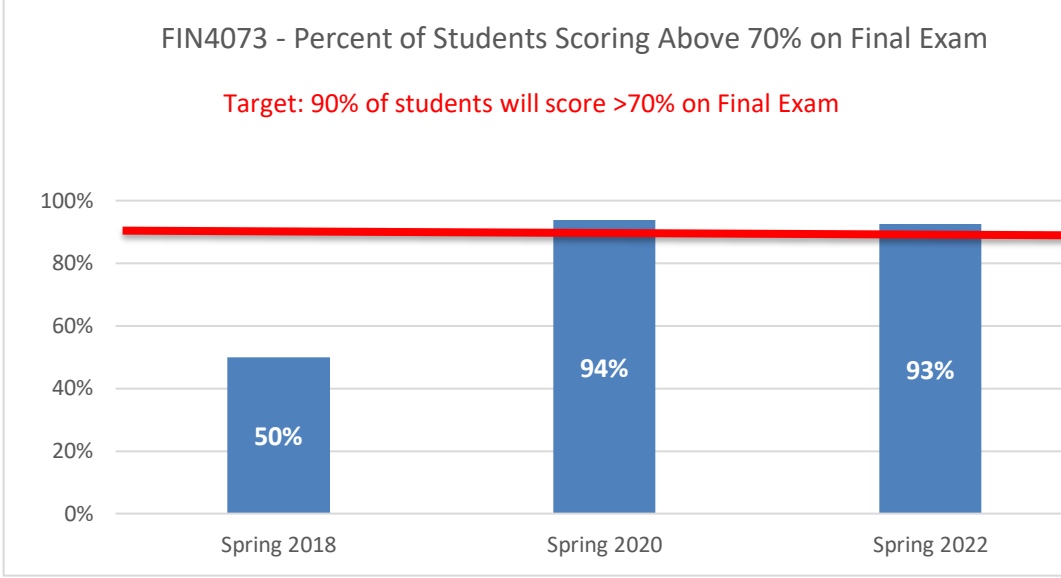
SLO 6: Summarize core theories and practices of the finance discipline	Method 1: Final exam in FIN4063 Financial Theories and Models	90% of Students will score \geq 70%	<p>FIN4063 - Percent of Students Scoring >70% on Final Exam</p> <p>Target: 90% of students will score >70% on Final Exam</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of Students Scoring >70%</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>58%</td> </tr> <tr> <td>Fall 2019</td> <td>82%</td> </tr> <tr> <td>Fall 2021</td> <td>75%</td> </tr> </tbody> </table> <p>In 2021-22, 75% of students in Financial Theories and Models scored greater than a 70% on the final exam.</p> <p>It is noted that the final exam is intentionally written to be a rigorous essay exam where students must articulate arguments for/against various finance theories from memory.</p>	Year	Percent of Students Scoring >70%	Fall 2017	58%	Fall 2019	82%	Fall 2021	75%	Monitor for trends	On-going
Year	Percent of Students Scoring >70%												
Fall 2017	58%												
Fall 2019	82%												
Fall 2021	75%												

Despite the low performance on this metric, the students overall course grades were excellent, in part due to the variety of opportunities for students to show meaningful learning occurred during the semester.

This course was not taught in 2022-23, and it will be assessed again after the 2023-24 academic year.

Method 2:
Final exam in
FIN4073
Applied
Finance

90% of
Students will
score \geq 70%



As in years past, students continue to perform well on the final exam in the Applied Finance course.

This course was not taught in 2022-23, and it will be assessed again after the 2023-24 academic year.

Monitor
for trends

Ongoing