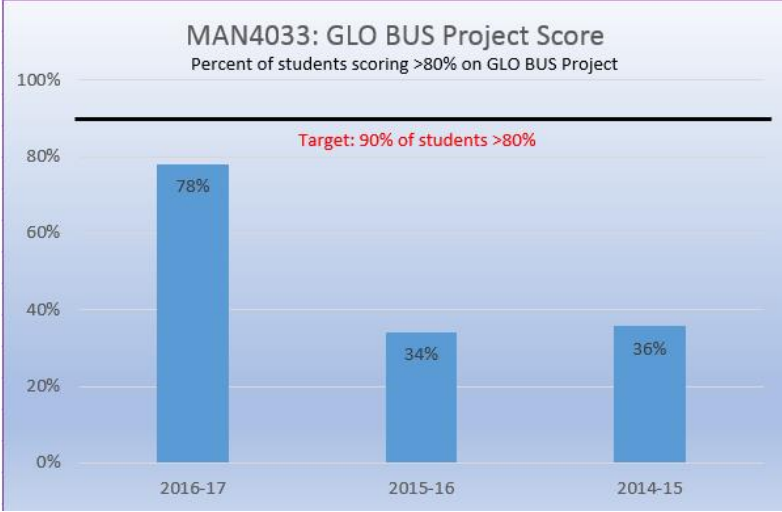


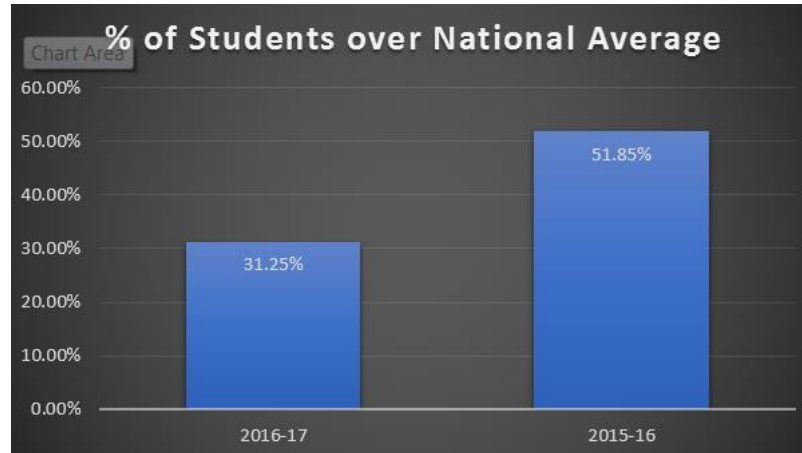


Academic Department/Program: Bachelor of Science in Finance

Student Learning Outcomes	Assessment Methodology	Target	Summary of Major Findings	Actions Taken to Improve Student Learning	Timeframe								
<p>SLO 1: Explain the interrelationships of the functional business areas within organizations</p>	<p>Method 1: Globus Project Average Score</p>	<p>90% of students score &gt;80%</p>	 <p>MAN4033: GLO BUS Project Score Percent of students scoring &gt;80% on GLO BUS Project</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of students scoring &gt;80%</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>78%</td> </tr> <tr> <td>2015-16</td> <td>34%</td> </tr> <tr> <td>2014-15</td> <td>36%</td> </tr> </tbody> </table> <p>GLO-BUS Project total score used. The goal is to have 90% of students obtain a score of 80% or higher. Historically, project scores have been low, but significant improvement was made this year.</p>	Year	Percent of students scoring >80%	2016-17	78%	2015-16	34%	2014-15	36%	<p>Continue to monitor progress</p>	
	Year	Percent of students scoring >80%											
2016-17	78%												
2015-16	34%												
2014-15	36%												
<p>Method 2: See next page.</p>													

Method 2:  
MFT Post-test  
Composite Score

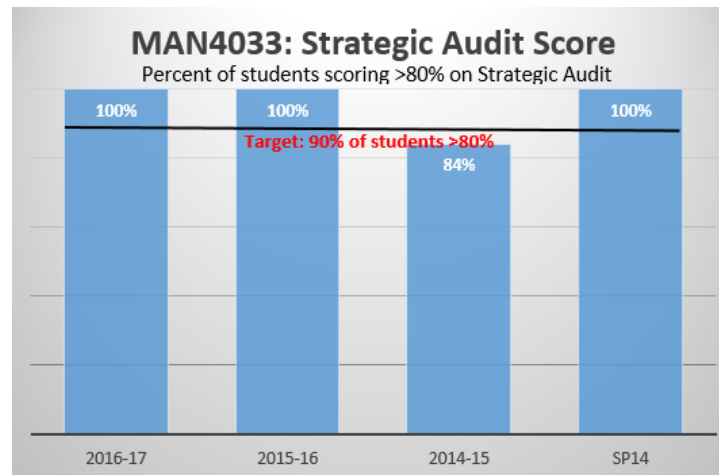
Exceed the  
national  
average



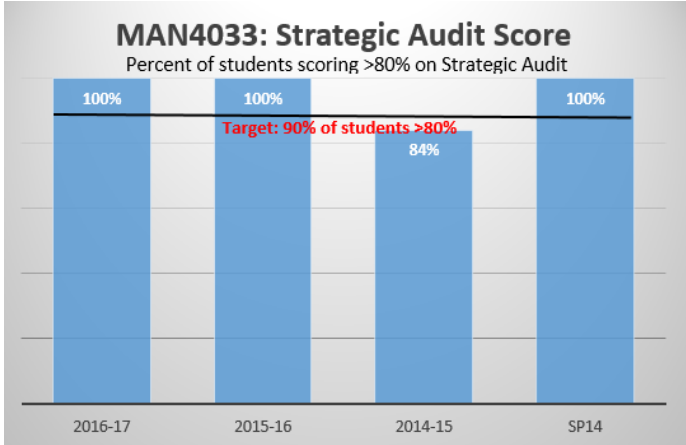
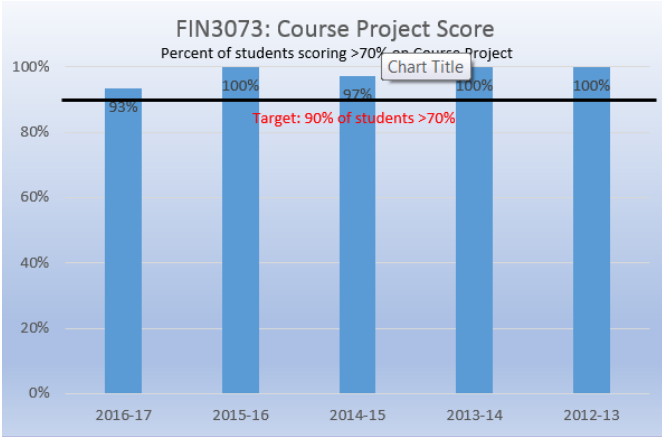
The MFT average score for MVNU 2016-17 seniors was 152 which is at the 62nd percentile and tells us that 38% of test takers nationally scored BELOW our average score. Percentile rankings imply that lower is better (MVNU would want a ranking above the 50<sup>th</sup> percentile to have an average score that exceeds the national average.) Moreover, the percentage of MVNU students exceeding the national average declined this year as compared to the previous cohort.

Method 3: Strategic  
Audit score in  
MAN4033

90% of  
students score  
>80%



			<p>Students continue to show excellent performance on the strategic audit. This course is now taught by a new instructor and it is encouraging that students are continuing to be successful on this comprehensive assignment.</p>					
<p>SLO 2: Articulate the impact of personal and professional integrity upon organizational decision making in light of biblical truths</p>	<p>Method 1: Pre/Post Faith Integration Papers MAN2003/MAN4033</p>	<p>Assess results &gt;60% and show value added from pre/post test</p>	<p>Findings Method 1: Students are continuing to show improvement through higher scores from pre-post test results.</p>	<p>Continue to monitor progress</p>				
	<p>Method 2: MAN4013/ACC4013 Business Ethics final paper score</p>	<p>90% of students score &gt;80%</p>	<div data-bbox="856 597 1558 1062" data-label="Figure"> <p><b>MAN4013: Final Paper Score</b> Percent of students scoring &gt;80% on Final Paper</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of students scoring &gt;80%</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>82%</td> </tr> <tr> <td>2015-16</td> <td>100%</td> </tr> </tbody> </table> <p>Target: 90% of students &gt;80%</p> </div> <p>This course is being taught by a new faculty member who implemented the assignment in 2015-16, thus it was reasonable to add this as an assessment measure during the 2016-17 revision of the department's assessment plan. Scores for the final paper not only measure the impact of personal and professional integrity upon organizational decision making in light of biblical truths, but also reflect students' ability to articulate such values through proper writing mechanics. It is postulated that the lower number of students meeting the target score of 80% is a reflection NOT of the impact of personal and professional integrity concerns, but of other noise in the assessment measure such as writing mechanics. We will continue to monitor this measure and see if a specific section of the rubric score needs pulled out as opposed to using the overall rubric score.</p>			Year	Percent of students scoring >80%	2016-17
Year	Percent of students scoring >80%							
2016-17	82%							
2015-16	100%							

	<p>Method 1: Strategic Audit score in MAN4033</p>	<p>90% of students score &gt;80%</p>	 <p>MAN4033: Strategic Audit Score Percent of students scoring &gt;80% on Strategic Audit</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of students scoring &gt;80%</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>100%</td> </tr> <tr> <td>2015-16</td> <td>100%</td> </tr> <tr> <td>2014-15</td> <td>84%</td> </tr> <tr> <td>SP14</td> <td>100%</td> </tr> </tbody> </table> <p>Target: 90% of students &gt;80%</p> <p>Students continue to exceed desired outcomes on this comprehensive assignment.</p>	Year	Percent of students scoring >80%	2016-17	100%	2015-16	100%	2014-15	84%	SP14	100%	<p>Target has been met in recent years.</p> <p>Continue to monitor progress</p>			
Year	Percent of students scoring >80%																
2016-17	100%																
2015-16	100%																
2014-15	84%																
SP14	100%																
<p>SLO 3: Apply critical thinking skills</p>	<p>Method 2: FIN3073 Financial Management Course Project Score</p>	<p>90% of students score &gt;70%</p>	 <p>FIN3073: Course Project Score Percent of students scoring &gt;70% on Course Project</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of students scoring &gt;70%</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>93%</td> </tr> <tr> <td>2015-16</td> <td>100%</td> </tr> <tr> <td>2014-15</td> <td>97%</td> </tr> <tr> <td>2013-14</td> <td>100%</td> </tr> <tr> <td>2012-13</td> <td>100%</td> </tr> </tbody> </table> <p>Target: 90% of students &gt;70%</p> <p>The Course Project in Financial Management is a comprehensive case that applies complex assessments of firm performance to publically-traded firms. This is an assignment that requires significant critical thinking skills, as students have to not only apply the formulas, ratios, decision criteria, etc, but also have to find the correct data and company information to use, which is a tedious and confusing process. Evidence shows that over the past several years, the majority of students are able to obtain a passing score on this assignment.</p>	Year	Percent of students scoring >70%	2016-17	93%	2015-16	100%	2014-15	97%	2013-14	100%	2012-13	100%		
Year	Percent of students scoring >70%																
2016-17	93%																
2015-16	100%																
2014-15	97%																
2013-14	100%																
2012-13	100%																

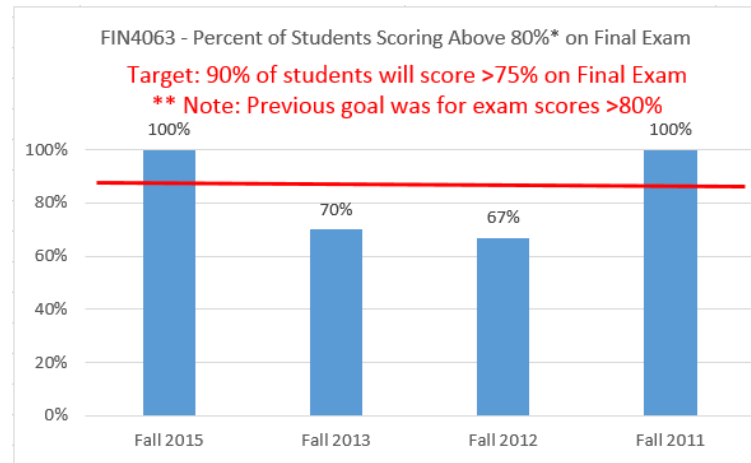
<p>SLO 4: Model effective oral and written communication skills</p>	<p>Method 1: Globus Presentation Score</p>	<p>90% of students score &gt;80%</p>	<div data-bbox="856 142 1579 618" data-label="Figure"> <p>MAN4033: GLO_BUS Presentation Score</p> <p>Percent of students scoring &gt;80% on GLO-BUS Presentation</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of students scoring &gt;80%</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>100%</td> </tr> <tr> <td>2015-16</td> <td>100%</td> </tr> <tr> <td>2014-15</td> <td>100%</td> </tr> <tr> <td>2013-14</td> <td>100%</td> </tr> <tr> <td>SP 13</td> <td>100%</td> </tr> </tbody> </table> <p>Target: 90% of students &gt;80%</p> </div> <p>The GLO-BUS Presentation Score is used to measure the students' ability to effectively communicate orally. The goal is for 80% of students to score 80% or higher using a standardized rubric on their GLO-BUS Presentation. Evidence shows that all students are able to meet the desired score of 80% or above on this assignment.</p>	Year	Percent of students scoring >80%	2016-17	100%	2015-16	100%	2014-15	100%	2013-14	100%	SP 13	100%	<p>Target has been met in recent years.</p> <p>Continue to monitor progress</p>	
Year	Percent of students scoring >80%																
2016-17	100%																
2015-16	100%																
2014-15	100%																
2013-14	100%																
SP 13	100%																
<p>SLO 5: See next page.</p>																	

<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>	<div data-bbox="835 154 1585 609" data-label="Figure"> <p style="text-align: center;"><b>Percentage of students participating in service, mission, and/or multi-cultural activities</b></p> <p style="text-align: center; color: red;">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>2009-10</td> <td>34.04%</td> </tr> <tr> <td>2010-11</td> <td>10.64%</td> </tr> <tr> <td>2011-12</td> <td>17.02%</td> </tr> <tr> <td>2012-13</td> <td>23.40%</td> </tr> <tr> <td>2013-14</td> <td>10.64%</td> </tr> <tr> <td>2014-15</td> <td>72.73%</td> </tr> <tr> <td>2015-16</td> <td>88.89%</td> </tr> <tr> <td>2016-17</td> <td>82.35%</td> </tr> </tbody> </table> </div> <p>Though data shows inconsistent results towards meeting this goal, variability in data collection is likely to blame. Surveys from 2010-2014 were conducted through Alumni surveys. The 2015 &amp; 2016 data was collected with senior business students before they graduated. The most recent year surveys were also completed by seniors before graduation, but only 17 of 41 students had survey results available that could be evaluated for this assessment measure. Surveying students while still in school is believed to provide better information and will continue to be used in the future. It is anticipated that more consistent and reliable data will be collected with future cohorts.</p>	Year	Percentage	2009-10	34.04%	2010-11	10.64%	2011-12	17.02%	2012-13	23.40%	2013-14	10.64%	2014-15	72.73%	2015-16	88.89%	2016-17	82.35%	<p>Continue to monitor progress and establish appropriate data collection systems for long-term trends to be better identified.</p>	
Year	Percentage																						
2009-10	34.04%																						
2010-11	10.64%																						
2011-12	17.02%																						
2012-13	23.40%																						
2013-14	10.64%																						
2014-15	72.73%																						
2015-16	88.89%																						
2016-17	82.35%																						
	<p>Method 2: Finance majors have only one assessment method for this SLO, as Finance majors are not required to take ABT3073 Business Communication</p>	<p>n/a</p>	<p>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.</p>																				
<p>SLO 6: See next page.</p>																							

SLO 6:  
Summarize core theories and practices of the finance discipline

Method 1:  
Final exam in  
FIN4063  
Intermediate I

90% of  
students score  
>75%

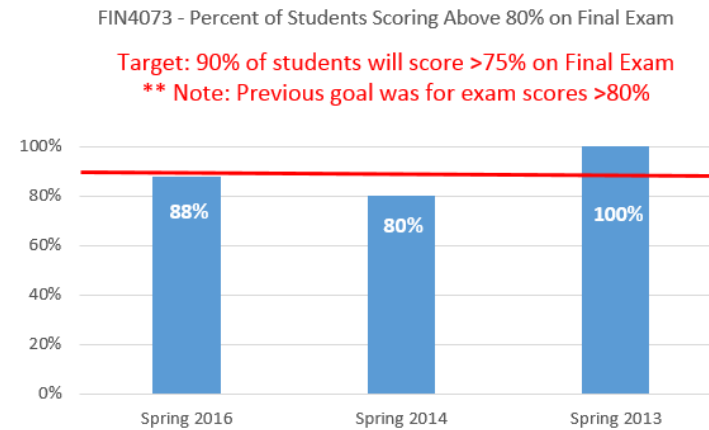


This alternate year course was not offered in 2016-17, but will be offered in Fall 2017. Data shows that students are generally meeting the target, and it is likely that percent will increase as the exam score of 75% or higher was instated during the 2016-17 Assessment Plan Revision. This is a change from the 80% or higher that was previously targeted. Therefore, a higher percentage of students meeting this goal in future semesters is expected.

Continue to  
monitor  
progress

Method 2:  
Final exam in  
FIN4073  
Intermediate II

90% of  
students score  
>75%



			<p>This alternate year course was not offered in 2016-17, but will be offered in Spring 2018. Data shows that students are generally meeting the target, and it is likely that percent will increase as the exam score of 75% or higher was instated during the 2016-17 Assessment Plan Revision. This is a change from the 80% or higher that was previously targeted. Therefore, a higher percentage of students meeting this goal in future semesters is expected.</p>		
	<p>Method 3: MFT post-test Finance sub score</p>	<p>Exceed National Average</p>	<p>During the data collection phase of this year's annual report, it was discovered that MFT will not report sub-scores at the individual student level. Even after contacting MFT directly, it was confirmed that sub-scores are available only at the department level, but never the student level. Department sub-scores are unreliable measures of student learning in the Finance program, as the non-finance majors' scores in this area would move the average of the scores obtained by the Finance majors. Therefore, this Finance-specific sub-score is obsolete in this assessment plan and should be removed during future assessment plan revisions.</p>		