



Student Learning Outcomes (SLOs) Report for Accredited Programs (updated 9/17/24)

Program Type: **Accredited Program**

Program Name: Finance, B.S.B.

Submitted By: Crystal Lin, Assistant Chair of Accounting and Law, BAIS, and Finance

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Submission Date: 10/15/2024

Review Cycle:

- Even Year
- Odd Year

Review Round and Instructions

- **Round A** (Associate Dean review): Submit this cover sheet and a copy of the annual (or periodic) report most recently submitted to the accrediting agency; your accreditation report should address assessment.
- **Round B** (Associate Dean + VPAA review): Submit this cover sheet and the following:
 - evidence of ongoing accreditation (document confirming accreditation status, which could be a letter from the accrediting agency)
 - annual (or periodic) accreditation report submitted to agency
 - this SLO report, which provides a summary of the program's collection and evaluation of its annual assessment data*
 - an optional cover memo (not to exceed one page), which briefly describes any information or highlights the department believes would be important to demonstrate academic excellence and program quality

If your program completed a significant review (accreditation application and/or the full 8-year IBHE report) in the last calendar year, then you may, with permission from the VPAA or designee, substitute either of these major reports for your typical Student Learning Outcomes report. **To be approved, these documents must substantively discuss assessment, outcomes, and data, and have been prepared and submitted within the same calendar year.*

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15th** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name:

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

Student Learning Outcome (SLO)	What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results , and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an undergraduate learning goal (ULG) : writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
Critical Thinking: Students question, examine, evaluate, and respond to finance problems or arguments.	Examinations and projects in FIN 3780.	Target: 70% of students will score 70% or better or “Satisfactory” or better on the exam questions or project. Results: 70% are satisfactory or better. Faculty are responsible for administration. Initial results are distributed by e-mail then discussed at regular faculty meetings.	Yes
Critical Writing and Research: Students research companies and write reports	Company research project in FIN4220	Target: 70% of students will score 70% or better or “Satisfactory” or better on the exam questions or project. Results: 88% are satisfactory or better. Faculty are responsible for administration. Initial results are distributed by e-mail then discussed at regular faculty meetings.	Yes

<p>Speaking and Listening: Students prepare, deliver, and evaluate formal presentations</p>	<p>Financial planning project presentations in FIN4500</p>	<p>Target: 70% of students will score 70% or better or "Satisfactory" or better on the exam questions or project. Results: 100% are satisfactory or better.</p> <p>Faculty are responsible for administration. Initial results are distributed by e-mail then discussed at regular faculty meetings.</p>	<p>Yes</p>
<p>Quantitative Reasoning: Students produce, analyze, interpret, and evaluate data and information on finance topics</p>	<p>Objective test questions in FIN3720</p>	<p>Target: 70% of students will score 70% or better or "Satisfactory" or better on the exam questions or project. Results: 73% are satisfactory or better.</p> <p>Faculty are responsible for administration. Initial results are distributed by e-mail then discussed at regular faculty meetings.</p>	<p>Yes</p>
<p>Responsible Citizenship: Students make informed ethical decisions based on an understanding of the interactions between finance and society</p>	<p>Examinations and projects in FIN4500</p>	<p>Target: 70% of students will score 70% or better or "Satisfactory" or better on the exam questions or project. Results: 83% are satisfactory or better.</p> <p>Faculty are responsible for administration. Initial results are distributed by e-mail then discussed at regular faculty meetings.</p>	<p>Yes</p>
<p>Finance knowledge: Students use finance terminology and concepts appropriately in financial decision-making</p>	<p>Objective test questions in FIN3730</p>	<p>Target: 70% of students will score 70% or better or "Satisfactory" or better on the exam questions or project. Results: 74% are satisfactory or better.</p> <p>Faculty are responsible for administration. Initial results are distributed by e-mail then discussed at regular faculty meetings.</p>	<p>Yes</p>

PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

Finance faculty have reviewed and overhauled its assessment plan, including formulated a new set of Student Learning Outcomes that align with the University Learning Goals. We assigned the assessment of each Student Learning Goals to a specific course and made instructors of that course responsible for implementing assessment and collecting data. New assignments/projects/tests were selected by faculty to collect data.

B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

During this assessment period, all target scores are met. Compared to the last assessment report, the highlight is that for SLO "Speaking and Listening", 100% of students scored 70% or higher. This has improved a lot from our last report, in which 86% of students scored 70% or higher. This assessment period is the first time we collected data on SLO "Responsible Citizenship", the data was missing in our last report.

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
9/20/2024	Candra Chahyadi, Ingyu Chiou, Trang Doan, Crystal Lin, David Martin, Douglas A Zuhone	Updated Student Learning Outcomes, assigned SLOs to courses
10/3/2024	Candra Chahyadi, Ingyu Chiou, Trang Doan, Crystal Lin, David Martin, Douglas A Zuhone	Initial results shared with faculty

Dean Review and Feedback

The Finance (FIN) program has been determined to submit a positive assessment plan by this reviewer. The FIN program has made great strides in revising and improving the implementation of future assessment and the gathering of data.

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All efforts by the FIN group is to prepare for the future of the School of Business as they work on their accreditation plan with the Association to Advance Collegiate Schools of Business (AACSB). In future reports, attention should be given as to how the assessment results are being used to improve student learning and drive positive program modifications.

David Wayne Digitally signed by David
Wayne Melton
Date: 2024.11.25
15:46:05 -0600

Dean or designee: Melton

Date: 11/25/2024

VPAA Office Review and Feedback (for "Round B" SLO report only)

B.S.B. Finance

The Finance B.S.B. program has improved its framework for gathering instruments for measuring outcomes. However, the next steps for using the data remain unclear. For instance, the group will need to consider how to make use of the findings. What does 73% of students meeting the target of 70% mean for a particular learning outcome? How can the discoveries help guide the program's improvement of curriculum and level of preparation for all majors? Perhaps the committee could administer a periodic survey for majors, asking students to describe their progress and challenges in completing degree requirements, as well as their level of preparation for job attainment.

Dr. Suzie Park, Asst VPAA, Interim

1/31/25

VPAA or designee



Date