Departmental/Program Assessment Report Form 2019-20

Assessment reports will be completed through Qualtrics to make it easier to share and compile data across campus. The reporting questions are similar to the questions used in the past, but with some additional detail requested in some areas to help us in collecting and analyzing college and institution-wide data on assessment practices. Your assessment reports will be maintained on file electronically on a password secure site (SharePoint). Other individuals on campus will have access to your reports.

Please complete one Assessment Report per learning outcome that you are reporting on.

Please identify your department or program and the name of your assessment liaison:

Department/Program: Business
Assessment Liaison: Dr. Michele Gee
Report Prepared by: Michelle Gabor, CPA and MBA

1. What learning outcome did you assess for this report? (Reminder - If you assessed multiple learning outcomes this academic year, you should complete a separate report for each outcome.)
PLLG 3 Each student understands and is able to apply alternative security valuation models, compute the cost of capital, and analyze the risk and return dimensions of business investment proposals.

2. Which of the institution-wide shared learning goals does this outcome connect to?
➢ Communication (1)
➢ **Reasoned Judgment (2)**
➢ Social and Personal Responsibility (3)
➢ Other (4)

3. Is this the first/initial assessment of the selected learning outcome? (select one):
➢ **Yes**
➢ No

If you answered yes, please skip Question 4 and move to Question 5. If you answered no, please move to question 4.

4. Which of the following best describes this assessment report (select one):
➢ Follow-up assessment related to curricular changes (closing-the-loop).
➢ Follow-up assessment to address issues with the previous assessment process (e.g. collect more data, redesigned the assessment tool, etc.).
➢ Routine assessment of the outcome.

5. What assessment tool(s) or method(s) did you utilize? (Check all that apply)
- ➢ Survey (1)
- ➢ Standardized exam (2)
- ➢ Exam from a course or courses (3)
- ➢ **Assignment from a course or courses (4)**
- ➢ Student portfolios (5)
- ➢ Direct observation of student work or performance (6)
- ➢ Other (7) _____

6. What type of measurement did you utilize?
1. **Direct** (asking students to demonstrate their learning) (1)
2. Indirect (asking students to self-report their perceived level of learning) (2)
3. A combination of the above (3)

7. What delivery mode did you use to collect your data? (Check all that apply)
- ➢ Face to face course(s) (1)
- ➢ **Online course(s) (2)**
- ➢ Hybrid course(s) (3)
- ➢ Flex Option (Competency Based) course(s) (4)
- ➢ Not tied to a course (5)
- ➢ Other: Please Specify: _____

8. What was the approximate sample size of this assessment (i.e. number of students assessed)? Fill in your answer here: ___30_____

9. Beyond the general details provided above, what student work was collected and how was it evaluated? The purpose of this question is to allow you to elaborate on the previous questions, and present the scope of the assessment and its relationship to student attainment of the specified learning outcome. Please reference the curriculum map, if used.

In fall 2019 MBA 732 online, Business Lecturer Gabor presents course material via online lectures, reading assignments, videos, practice Excel simulations, and working with students individually and in groups who have questions about the material.

Students' homework is evaluated according to the rubric for PLLG3 (Appendix A). The homework requires students to perform analytical calculations based on information provided as well as qualitative questions regarding business decision-making. Students perform the calculations and use the results to recommend a course of action. The scope of this assessment can be further broken down into three focus areas:

1. **Security Valuation and Decision-Making** Application of available information to security valuation models and to financial decisions.
2. **Financial Asset Risk and Return Analysis** Ability to analyze the risk and return dimensions of financial assets.

3. **Cost of Capital and Decision-Making** Use of available information to make decisions using the risk-adjusted discount rate or cost of capital.

Each student's lowest assignment score is dropped in the final grade calculation. Therefore, there is more than one assessment for each learning goal.

10. What were the results of this assessment? Please attach any supporting documents that you feel would be useful to the reviewers.

These assignment results are reported to assess student learning of PLLG3 and the focus areas defined in question 9.
 ➢ Homework assignment 2 evaluates students' ability to analyze individual stock and portfolio risk and return by applying analytical tools. This aligns with focus areas 1 and 2.
  ➢ Homework assignment 3 evaluates students' ability to analyze factors involved in debt financing including interest rates and risk impact on bond valuation. This aligns with focus areas 1 and 2.
  ➢ Homework assignment 5 evaluates the students' ability to calculate the cost of capital and to evaluate how the cost of capital impacts a firm's capital investment decision-making process. This aligns with focus area 3.
  ➢ Homework assignment 6 evaluates students' ability to calculate capital investment expected return using different quantitative methods and to evaluate a capital investment's estimated cash flow implications and risk factors in order to make business capital budgeting decisions. This aligns with focus area 3.
  The analytical methods and concepts in modules 2 and 3 are built upon in modules 5 and 6 since the return on financial assets for investors is the cost of equity and cost of debt in a firm's cost of capital used for capital investment decision-making.

The following tables and charts show the results of the homework assessments. Exemplary is an assignment score of 90% or better; satisfactory is 75% - 89.99%; below 75% is unsatisfactory. The tables show the percentage of students with assignment scores in each category.

	Exemplary		Satisfactory		Unsatisfactory	
	HWK 2	HWK 3	HWK 2	HWK 3	HWK 2	HWK 3
1.Security Valuation and Decision-Making	80%	80%	10%	17%	10%	3%
2. Financial Asset Risk and Return Analysis	80%	80%	10%	17%	10%	3%

	Exemplary		Satisfactory		Unsatisfactory	
	HWK 5	HWK 6	HWK 5	HWK 6	HWK 5	HWK 6
3.Cost of Capital and Decision-Making	53%	67%	20%	33%	27%	0%

Student Scores HWK 2 and 3

Student Scores HWK 5 and 6
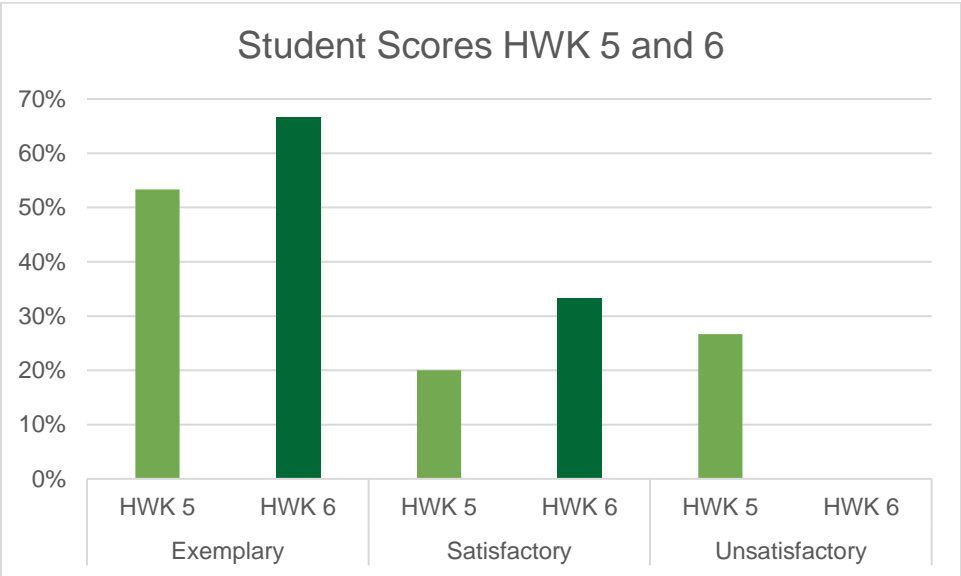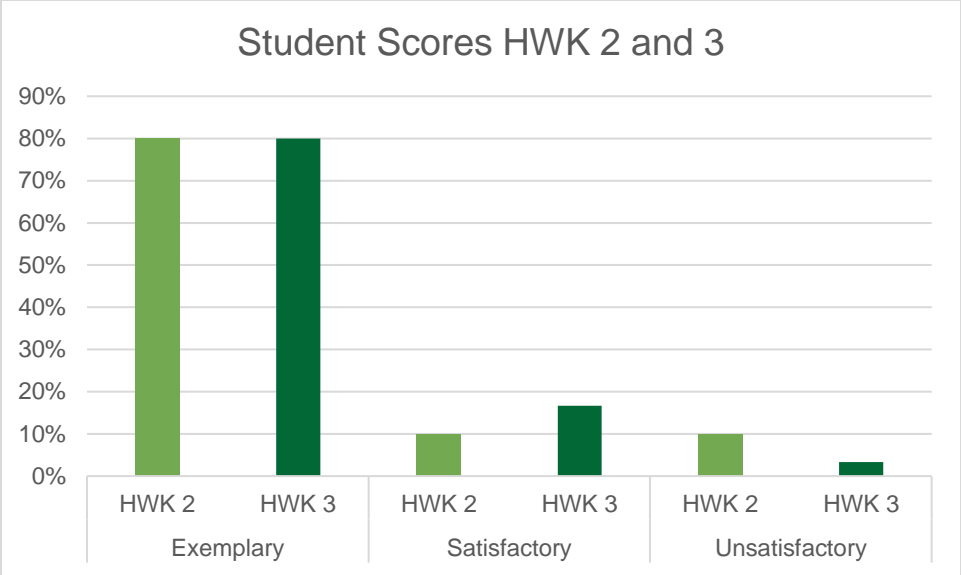
Students' results improved in all areas with the second assessment of the identified learning goals. The module 3 learning builds on module 2 learning, with students having additional practice and exposure to key valuation models and identifying the elements of risk and return decision making. The Instructor provided solutions and explanations for homework 2 questions, so students had correct calculations and understanding of concepts for homework 3.

With 27% of students in the unsatisfactory category for homework 5, solutions and explanations for homework 5 were provided in detail and students were contacted on an individual basis. There were 8 students with unsatisfactory scores on homework 5. When contacted, 5 of the students stated that they had exceptionally busy workloads in other courses that week and opted to use homework 5 as their assignment to be dropped since the Instructor drops the lowest homework assignment score. Of the other 3 students, 2 stated the solutions provided helped them understand the calculations and concepts and one student did not respond. In the second assessment, homework 6, all students scored in the exemplary or satisfactory categories.

11. How were other instructors (faculty, lecturers, and adjuncts) involved with the assessment process?

A subgroup of faculty comprised of Dr. Chi-Wing Fok, and Dr. Sahar Bahmani, reviewed/discussed assessment results and helped put together this assessment report. The subgroup is also planning to present the results to the department of business in a future department meeting.

12. As a result of this assessment, were any changes proposed? If yes, please describe and indicate the projected timeline. Please comment on any barriers to implementation.

The following changes were proposed and implemented for spring 2020:
1. Added additional instructional videos in lecture materials and additional practice problems with particular focus on analyzing the costs of different types of capital and estimating a firm's weighted average cost of capital (WACC)
2. Added a "Course Readiness" module with Excel guides, math practice, and formula reviews to better prepare students who do not have a finance or accounting for the computation work
3. Added discussion assignments in modules 3 and 6 focused on evaluating risk and return concepts and business decision-making in relation to current events to reinforce the relevance and applicability of valuation tools and the impact on a firm's cost of capital and subsequent capital investment decisions
4. Increased availability and time for asynchronous virtual study help

Appendix A

PLLG 3. Each student understands and is able to apply alternative security valuation models, compute the cost of capital, and analyze the risk and return dimensions of business investment proposals.

	Exemplary Score 90% or higher	Satisfactory Score 75 – 89.99%	Unsatisfactory Score below 75%
Application of available information to security valuation models and to financial decisions.	The student shows a clear understanding of all aspects of alternative security valuation model applications. The student can elaborate on the relationships between economic events and security valuation.	The student shows an understanding of alternative security valuation model applications. The student recognizes relationships between economic events and security valuation.	The student shows a weak understanding of alternative security valuation model applications. There is little recognition of the relationships between economic events and security valuation.
Use of available information to make decisions using the risk adjusted discount rate or cost of capital.	The student shows a clear understanding of all aspects of the risk adjusted discount rate or cost of capital and can fully respond to making decisions using these concepts.	The student shows an understanding of the cost of capital definitions, the risk adjusted discount rate, and can generally apply the concepts.	The student shows a weak understanding of the basic aspects of the cost of capital or risk adjusted discount rate. The student has difficulty computing and recognizing the various components of the cost of capital definitions and the risk adjusted discount rate.
Ability to analyze the risk and return dimensions of financial assets.	The student can compute risk and return measures and apply them to complex financial data. The student can fully elaborate on the complexity of alternative financial asset risk and return tradeoffs in real settings.	The student can compute risk and return measures and apply them to complex financial data. The student shows recognition of the complexity of alternative financial asset risk and return tradeoffs in real settings.	There is evidence that the student cannot compute risk and return measures using financial data. The student shows little understanding of the complexity of alternative financial asset risk and return tradeoffs in real settings.