Department of Accounting and Finance
Program Outcome Assessment Report
Finance Program
AY 2010-2011

Authors: Dr. Larry J. Prather
Dr. David A. Romer

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Department Chair
Department of Accounting and Finance

Dean, John Massey School of Business
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Mission Statements

John Massey School of Business Mission Statement

The mission of the John Massey School of Business of Southeastern Oklahoma State University is to be the premier regional business program in southeast Oklahoma and north Texas. We will prepare our business and aerospace students to meet the challenges in a competitive and ever-changing global economy by providing an excellent and continuously improving learning environment that emphasizes both academic and applied knowledge and research. We will further assist in the economic development of the region by providing effective application of knowledge with small and midsize businesses and Native American Tribes.

The John Massey School of Business Mission Statement has been reviewed by both of the professional accrediting bodies that grant accreditation to business schools (AACSB and ACBSP). Both professional accrediting bodies found the mission statement to be suitable.

Department of Accounting and Finance Mission Statement

The primary mission of the Department of Accounting and Finance is to offer baccalaureate programs in the academic disciplines which are designed to provide academic excellence in undergraduate education as well as practical experience. The department is dedicated to preparing the students to excel and to be successful in a diverse global environment. Additionally, these programs can stimulate the students to develop an interest in lifelong learning.

The Department of Accounting and Finance Mission Statement has been reviewed by both of the professional accrediting bodies that grant accreditation to business schools (AACSB and ACBSP). Both professional accrediting bodies found the mission statement to be suitable.

Finance Program Mission Statement

The primary mission of the finance program is to prepare students for the practical and professional aspects of the practice of finance. Grounded in the principle that the role of management is to maximize ethically the long-run stakeholder wealth, the finance program provides students with the knowledge, skills, and ability to compete successfully in the global economy. Students completing the program will be well prepared to work as financial analysts, financial managers, financial planners, registered representatives, and many other professional positions.

The finance curriculum is designed to ensure that students will receive a sufficient breadth and depth of coverage to provide a solid foundation for many career paths within the field of finance. Finance students will learn finance terminology in order to effectively communicate in a professional setting, and finance theories so that they can make informed and pro-active data-driven financial decisions. Financial decision making will be aided through mathematical computation and/or statistical analysis of data.

The Finance Program Mission Statement was revised in preparation for the AACSB accreditation visit. The revised mission statement was presented and approved by the Finance Advisory Board which is comprised of local finance professionals. Many of the advisory board members are either SE alumni of employ our finance graduates. The mission statement has also
been reviewed by both of the professional accrediting bodies that grant accreditation to business schools (AACSB and ACBSP). Both professional accrediting bodies found the mission statement to be suitable.

Introduction and Analysis of Inputs

The finance faculty believes that the finance student is our product and we strive to produce a high-quality product that will be sought-after by employers. We also believe that creating a high-quality product requires a high-quality production process. We view the production process as a five step process that requires: (1) recruiting high-quality students into the program, (2) providing good technology support services, (3) recruiting a highly qualified faculty that can effectively communicate complex material to students, (4) developing a well thought out curriculum that covers requisite knowledge, skills, and abilities as stated in the missions statement, and (5) establishing a feedback system that provides information about the quality of our product that can inform changes (external analysis).

Concerning items (1) and (2) above, the finance faculty believes that the admissions process is satisfactory and that the input quality of finance students is consistent with achieving our goals. In addition, support services are adequate for our classes which are primarily taught in a traditional face-to-face setting. This belief is based on classroom performance and day-to-day activities.

As for the finance faculty, item (3) above, all finance courses have been taught by full time finance faculty since fall 2007. All three finance faculty hold a doctorate in finance, have presented papers at finance conferences, and have published in a refereed academic journal. In addition, two of the three finance faculty have worked in the field of finance. Thus, they have the ability to bring a “real world” perspective into the classroom. This is a testimony to the fact that faculty are well trained, current, and capable of bringing new information into the classroom. Two professional accrediting agencies have reviewed the credentials of the finance faculty during the past three years (AACSB & ACBSP) and cited no concerns. Finally, all three finance faculty are classified AQ1 by AACSB International standards, which is the highest possible classification. While this screening process ensures that the faculty are highly qualified, it fails to determine if the faculty can effectively communicate to students. Thus, external analysis is also required.

As for the curriculum, item (4) above, the entire finance curriculum was reviewed by the finance faculty and the finance advisory board. The finance faculty developed course guides for each course before the AACSB accreditation visit in fall 2008. These course guides detail topical coverage, measurable course goals, and an approximate allocation of time devoted to each topic. The purpose of these guides is to provide a frame of reference for a course in case a course must be taught by another faculty member or adjunct. By using the course guide, any subject matter expert should be able to come in and teach a course very similar to the one taught by the regular professor. This will ensure a standardization of curriculum that did not exist before 2007. The AACSB visit team reviewed documentation again and found no shortcomings in 2008 and ACBSP completed their review in 2010 and came to similar conclusions. Course guides were reviewed, revised, and refined by the finance faculty during 2009-10 academic year to reduce gaps and overlaps and reflect changes made to assessment feedback. The course guides were provided to the Finance Advisory Board for review in the spring of 2010 and they were unable to find any shortcomings.
In summary, two professional accrediting bodies (AACSB and ACBSP) have reviewed the finance program and have found zero deficiencies with faculty or raised any curricular issues. Moreover, the accrediting agencies posed no concerns about the quality of students or support for teaching. However, a solid faculty and curriculum are necessary but not sufficient conditions for producing high-quality graduates. Thus, an output-based assessment is needed to supplement the input-based assessment.

Goals, Learning Outcomes, and Assessment Methods

Table 1 shows the broad goals, learning outcomes, assessment methods, and results applicable to all business school graduates. These non-discipline specific criteria are important for all business programs and form a foundation of business knowledge, skills, and abilities needed to be successful after graduation.

Table 2 lists the broad discipline specific goals of the finance program. The assessment method used was the external benchmarking using the Educational Testing Service Major Field Test (MFT) in Business. The MFT in Business is given to graduating seniors enrolled in the capstone course (MNGT 4633 Business Policy). The MFT in Business is an objective, near end-of-program test for the Business disciplines. The content of the Major Field Test in Business reflects the basic knowledge and understanding gained in the core undergraduate curriculum. The test is a two-hour, multiple-choice examination designed to assess mastery of concepts and principles as well as knowledge expected of students at the conclusion of a major in specific subject areas. Tests go beyond measurement of factual knowledge, however, because they also evaluate students' ability to analyze and solve problems, understand relationships, and interpret material. Students are required to interpret graphs, diagrams, and charts related to the field of business. The test covers assessment indicators in nine areas: Accounting, Economics, Management, Quantitative Business Analysis, Finance, Marketing, Legal and Social Environment, Information Systems, and International Issues.
# Table 1 Learning Goals, Outcomes, Assessment Methods and Results

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>External Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1. Communication - communicate effectively.</strong></td>
<td>NA</td>
</tr>
</tbody>
</table>
| **Goals 2. Problem solving - apply critical thinking skills to problem solving.** | 1. Greater than or equal to overall MFT Norm Mean  
2. Greater than or equal to all MFT Assessment Indicators  
[Finance Seniors from MNGT4633] Proficient. See Figures 1-12                                                                                      |
| **Goals 3. Ethics - identify and assess ethical issues in business.**          | 1. Greater than or equal to overall MFT Norm Mean  
2. Greater than or equal to all MFT Assessment Indicators  
8 Finance Seniors from MNGT4633 Proficient. See Figures 1-12                                                                                         |
| **Goal 4. Technology - apply current technology to problem solving.**         | 1. Greater than or equal to overall MFT Norm Mean  
2. Greater than or equal to all MFT Assessment Indicators  
8 Finance Seniors from MNGT4633 Proficient. See Figures 1-12                                                                                         |
| **Goal 5. Integration/synthesis - utilize discipline-specific knowledge in the formulation of solutions to problems including process improvements, the creation of new products, and the creation of new programs.** | 1. Greater than or equal to overall MFT Norm Mean  
2. Greater than or equal to all MFT Assessment Indicators  
8 Finance Seniors from MNGT4633 Proficient. See Figures 1-12                                                                                         |
| **Goal 6. Leadership, Teamwork and Collaboration - possess the skills necessary to give direction and guidance, and to delegate work tasks in a manner which proves to be effective and which motivates others to do their best in both a manager/subordinate and a team setting.** | NA                                                                                                                                                                                                                  |
| **Goal 7. Diversity - understand the diversity of the local and global communities, including cultural, social, political and economic differences.** | NA                                                                                                                                                                                                                  |
| **Goal 8. Career Development - prepare for productive personal and professional lives.** | NA                                                                                                                                                                                                                  |
| **Goal 9. Mathematics and Quantitative Modeling - use quantitative and statistical methods to analyze and solve management problems.** | 1. Greater than or equal to overall MFT Norm Mean  
2. Greater than or equal to all MFT Assessment Indicators  
8 Finance Seniors from MNGT4633 Proficient. See Figures 1-12                                                                                         |
| **Goal 10. Corporate Governance Demonstrate - possess an understanding of corporate structures and corporate responsibility to corporate constituents and society.** | 1. Greater than or equal to overall MFT Norm Mean  
2. Greater than or equal to all MFT Assessment Indicators  
8 Finance Seniors from MNGT4633 Proficient. See Figures 1-12                                                                                         |

Comment (O1): Verify # of students assessed.
<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>External Assessment</th>
<th>Number/Type of Students</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1. Read, interpret, forecast, and analyze the financial statements of firms.</td>
<td>1. Greater than or equal to MFT on the Accounting Assessment sub score.</td>
<td>8 Finance Seniors from MNGT4633</td>
<td>Proficient. See Figures 3 &amp; 4.</td>
</tr>
<tr>
<td>Goal 2. Understand and apply economic theory to assess the impact of monetary and fiscal policy on the economy and the firms that make up the economy.</td>
<td>1. Greater than or equal to MFT on Economics Assessment sub score.</td>
<td>8 Finance Seniors from MNGT4633</td>
<td>Proficient. See Figures 3 &amp; 5.</td>
</tr>
<tr>
<td>Goal 3. Explain the role of a firm’s managers, the management process, agency problems, and how agency problems can be mitigated.</td>
<td>1. Greater than or equal to MFT on Management Assessment sub score.</td>
<td>8 Finance Seniors from MNGT4633</td>
<td>Proficient. See Figures 3 &amp; 6.</td>
</tr>
<tr>
<td>Goal 4. Use statistical concepts to formulate and test various business hypotheses.</td>
<td>1. Greater than or equal to MFT on Quantitative Business Analysis Assessment sub score.</td>
<td>8 Finance Seniors from MNGT4633</td>
<td>Proficient. See Figures 3 &amp; 7.</td>
</tr>
<tr>
<td>Goal 5. Understand the role of finance and solve business related finance problems.</td>
<td>1. Greater than or equal to MFT on the Finance Assessment sub score.</td>
<td>8 Finance Seniors from MNGT4633</td>
<td>Proficient. See Figures 3 &amp; 8.</td>
</tr>
<tr>
<td>Goal 6. Understand how marketing concepts apply to the goal of the firm and apply marketing concepts to maximize shareholder wealth.</td>
<td>1. Greater than or equal to MFT Marketing Assessment sub score.</td>
<td>8 Finance Seniors from MNGT4633</td>
<td>Proficient. See Figures 3 &amp; 9.</td>
</tr>
<tr>
<td>Goal 7. Understand the legal and social environment and its impact on firms and society.</td>
<td>1. Greater than or equal to MFT Legal and Social Assessment sub score.</td>
<td>8 Finance Seniors from MNGT4633</td>
<td>Proficient. See Figures 3 &amp; 10.</td>
</tr>
<tr>
<td>Goal 8. Use information systems to make presentations, access data, manipulate data, analyze, data, and report findings of studies.</td>
<td>1. Greater than or equal to MFT Information Systems Assessment sub score.</td>
<td>8 Finance Seniors from MNGT4633</td>
<td>Proficient. See Figures 3 &amp; 11.</td>
</tr>
<tr>
<td>Goal 9. Understand the importance of international business and how international economic conditions effect foreign exchange rates.</td>
<td>1. Greater than or equal to MFT International Issues Assessment sub score.</td>
<td>8 Finance Seniors from MNGT4633</td>
<td>Proficient. See Figures 3 &amp; 12.</td>
</tr>
</tbody>
</table>
External Assessment Results

The Major Field Test Comparative Data

Goals Assessed: JMSB 2, 3, 4, 5, 9, & 10 and FIN 1, 2, 3, 4, 5, 6, 7, 8, & 9

ETS MFT data was used for comparison with the results achieved locally. The norm group represents 83,323 senior students from 564 institutions who took the test. Figure 1 shows the results since AY05/06 for the overall scores and the MFT norm mean. Due to major changes in the MFT in 2006, data before 2006 cannot be compared to data that are more recent. The minimum and maximum score is 120 and 200, respectively.

In Figure 1, for the JMSB overall score (the diamond-shaped points), a 95% confidence interval is provided around the mean. Since the confidence interval contains the ETS MFT overall average score (the vertical bars), no statistically significant difference exists between the JMSB average score and the overall average of the norm group.

The JMSB overall average has fluctuated slightly from year to year, as has the MFT overall average. However, there has been no statistical difference between the JMSB overall average and the MFT overall average for any period since fall 2002. Despite our significant efforts to improve the quality of education, MFT scores do not bear out a statistical change for business students overall. However, the overall score are a reflection that the overall quality of our business education is sound.

Figure 1  Trend of Overall Average Score for the JMSB vs. MFT Norm

![Chart showing trend of overall average score for the JMSB vs. MFT Norm from AY05/06 to AY10/11 with confidence intervals for the JMSB overall mean score and the ETS overall mean score.](chart.png)
Figure 2 presents data from the MFT exam relating learning and student transfers for all JMSB students. Note that the data are based on students’ self reporting. In addition, a transfer student was defined as a student who had taken 9 or more business core hours at another school. No information was collected that provided detail on which courses transferred.

**Figure 2: AY10/11 Transfer vs. Non Transfer Students by Area**

In addition to the overall scores from Figures 1 and 2, Figure 3 shows the average score for the nine assessment indicators for Finance majors only. The scale represents the middle 90% overall score for all institutions. For all institutions, approximately only 5% of students scored less than 30 (the lower end of the scale) and only 5% of students scored more than 80 (the higher end of the scale). The minimum and maximum score is 20 and 100, respectively. Similar to Figure 1, the JMSB Finance average scores are represented with the diamond-shaped points and are bounded by a 95% confidence interval.
Goals Assessed: JMSB 2, 3, 4, 5, 9, & 10 and FIN 1, 2, 3, 4, 5, 6, 7, 8, & 9.

Figure 3 indicates that finance majors scored statistically lower in quantitative analysis, marketing, and information systems than the EFT MFT mean. This is a big change from last year where finance majors scored statistically higher than the comparative mean in accounting, economics, quantitative analysis, finance, and international issues. Moreover, finance majors score above the norm in management, marketing, legal, and information systems; however, the results are not statistically significant. We are not able to explain these results and believe they are an anomaly or driven by an outlier. Given the small sample size, one score could skew the distribution.

Figure 3  AY10/11 Finance Major Scores by Area

Goals Assessed: JMSB 2, 3, 4, 5, 9, & 10 and FIN 1.
Trends for each of the nine areas are presented below. Figure 4 depicts the trend of finance student’s accounting sub score. The accounting sub score has been variable over time. In AY05/06, the finance major’s mean equaled the MFT mean. In AY07/08 through AY09/10, accounting sub scores improved dramatically and our students outperformed the MFT mean and the difference was statistically significant. For some reason, the accounting sub score dropped in AY 10/11 and is below the MFT mean. The accounting faculty has had several faculty changes during this period. An endowed chair was hired in 2006, but we lost a faculty member in 2008 and hired a replacement.
Goals Assessed: JMSB 2, 3, 4, 5, 9, & 10 and FIN 2.
Figure 5 depicts the trend of finance student’s economics sub score. The economics sub score is very stable from AY06/07 until AY08/09, and the finance major’s mean slightly exceeded the MFT mean; however, the difference was not statistically significant. This represents an improvement over the scores in AY05/06. AY09/10 finally produced statistically higher scores in economics but in AY 10/11 the scores fell to below the MFT mean.
Goals Assessed: JMSB 2, 3, 4, 5, 9, & 10 and FIN 3.
Figure 6 depicts the trend of finance student’s management sub score. The management sub score was been stable from AY06/07 through AY08/09, and the finance major’s mean is statistically below the MFT mean. This represents deterioration from the scores in AY05/06. However, in AY09/10 and AY10/11 he scores improved and finance majors scored higher than the MFT mean, but the difference is not statistically significant.

Figure 6 Trend of Finance Majors vs. National Norm by Management Sub Score

Goals Assessed: JMSB 2, 3, 4, 5, 9, & 10 and FIN 4.
Figure 7 depicts the trend of finance student’s quantitative business sub score. For a typical Finance major, there is a two year lag between the business statistics course (BUS 2633) and taking the MFT. Between the fall of 2007 and 2010, the newest finance faculty member taught all of the business statistics courses. In 2010, the statistics course was taught by members of another department.
Goals Assessed: JMSB 2, 3, 4, 5, 9, & 10 and FIN 5.
Figure 8 depicts the trend of finance student’s finance sub score. Since AY05/06, the finance sub scores have greatly exceeded the MFT mean and the difference is statistically significant. What the graph does not show is that the students’ percentage of correct responses increased from 47.6 in AY05/06 to 84 in AY09/10. However, the scores dropped dramatically in AY 10/11. There were no changes to the finance curriculum or faculty during this period however, two finance courses were taught as online courses for the first time. However, this drop is also consistent with the drop seen in other functional areas and is thought to be an anomaly.

As discussed in the Introduction and Analysis of Inputs section, numerous changes were made to the finance curriculum beginning in fall 2006. A finance endowed chair arrived in fall 2006 to assist the only finance professor. Due to a shortage of finance faculty, some finance courses were being taught by adjuncts prior to fall 2007. Since SE had no documents standardizing its courses, the endowed chair transplanted four courses from his previous school and developed a fifth course. In fall 2007, a third finance faculty member joined the team. This was also a welcome addition since he had significant teaching experience. At that point, adjuncts were no longer used to teach any finance courses.

In addition to the faculty changes and curricular changes initiated as part of the JMSB AASCB International accreditation efforts, in the fall of 2006, the finance faculty reviewed the Principles of Finance course (FIN 3113) for material coverage. The decision was made to reduce coverage of some topics in favor of increasing the depth of other material. The full impact of those changes should now be reflected in the results because those students that were first introduced to the revised finance course should have graduated (and should be in this MFT group). In addition to those changes, finance students benefit directly from having the other finance courses that are required of their major.
Goals Assessed: JMSB 2, 3, 4, 5, 9, & 10 and FIN 6.
Figure 9 depicts the trend of finance student’s marketing sub score. From AY05/06 through 08/09, the marketing sub scores have been below the MFT average. Also, the data for AY08/09 indicates that the finance students’ marketing sub scores are statistically below the MFT mean. However, AY09/10 results suggest that finance students score above the MFT mean. While the results are not statistically significant at the 5% level, they are significant at the 10% level. Consistent with the scores in many other areas, scores reversed the trend in AY 10/11 and are believed to be an anomaly.
Goals Assessed: JMSB 2, 3, 4, 5, 9, & 10 and FIN 7.
Figure 10 depicts the trend of finance student’s legal sub score. From AY06/07 through AY08/09, the legal sub scores have been below the MFT average. However, those results are not statistically significant. In AY09/10 and AY 10/11, scores improved and exceed the MFT mean, but the results are not statistically significant.

![Figure 10 Trend of Finance Majors vs. National Norm by Legal Sub Score](image)

Goals Assessed: JMSB 2, 3, 4, 5, 9, & 10 and FIN 8.
Figure 11 depicts the trend of finance student’s information systems sub score. During AY06/07 and AY07/08, the information systems sub scores were statistically below the MFT average. However, AY08/09 data showed some improvement and while sub scores continued to be below the MFT mean, they were no longer statistically significant. AY09/10 showed greater improvement and scores but again the trend reversed in AY 10/11 and are thought to be an anomaly.
Figure 11 Trend of Finance Majors vs. National Norm by Information Systems Sub Score

Goals Assessed: JMSB 2, 3, 4, 5, 9, & 10 and FIN 9.
Figure 12 depicts the trend of finance student’s international issues sub score. Finance students were statistically below the MFT mean in AY05/06 through AY07/08. However, scores for AY08/09 are slightly higher than the MFT mean. We believe this is because a number of finance majors began taking International Finance (FIN 4443) in the fall of 2007. AY09/10 scores are even better and finance majors scored statistically higher than the MFT mean. In AY 10/11 scores dropped to the MFT mean. However, as explained above, due to course scheduling, some students are either taking international finance during the semester the MFT is given or will take it the following semester. Thus, it is not possible to determine the full effect of adding the course to our curriculum.
Finance Internships

In addition to MFT data, finance internships are used to assess goals 2-5 and 9-10. Perhaps this is even more important because we do not have the ability to control the questions on the MFT and using only the MFT data as a benchmark for program quality requires the assumption that MFT data adequately assess the students preparedness to enter the workforce. Internships also directly address goals 1, 6, and 8, which are not tested by the MFT.

Unfortunately, the number of students completing an internship is very small. During the past five years, only about 6 finance students have completed an internship instead of a traditional class. At the end of the internship, the student’s supervisor at the firm is required to complete an evaluation of the student. Thus far, all student evaluations have been very positive and several have led to job offers upon graduation.

Finance Advisory Board Comments

Members of the Finance Advisory Board are local business persons and many of them employ our graduates. Thus, their comments are also shed light on the quality of our program. Like internships, Finance Advisory Board comments are used to assess goals 2-5 and 9-10 which are measured by the MFT and directly address goals 1, 6, and 8, which are not tested by the MFT. Comments from the Finance Advisory Board are always positive concerning the quality of our students.

Figure 12 Trend of Finance Majors vs. National Norm by International Sub Score

![Chart showing trend of Finance Majors vs. National Norm by International Sub Score.](chart.png)
Analysis – Strengths/Weaknesses

In AY 09/10 finance majors scored higher than the MFT mean in all nine areas assessed by the MFT. Moreover, the scores are statistically higher than the comparative mean in accounting, economics, quantitative analysis, finance, and international issues. Moreover, the trend was positive for all assessed areas. The decrease in scores in AY 10/11 are thought to be anomalous and will be monitored.

Because all finance courses have been recently reviewed, and scores of finance students have been solid, the action plan is to monitor future results to ascertain what changes, if any, become apparent over a five-year period. We will use input from finance students, the Finance Advisory board, and internal assessment such as performance on course work to inform changes.

Embedded course assessment is continuing to evolve and is being developed by a committee.

Program Modifications

Numerous modifications have been made during the past five years to finance program based upon assessment results. Perhaps the greatest change is the addition of two of the three finance faculty. In addition, the finance faculty have worked together to minimize gaps and excessive overlaps in topical coverage and used feedback from internal assessment to revise course content. Course descriptions have been changed, course guides have been developed, new courses have been added, and finance minor was added. Course guides were revised again last year because we now seem to have a stable system. These course guides were provided to the Finance Advisory Board for review and comment and no deficiencies were noted.

Web-based /IETV Additional Assessments

The finance program offered one IETV course during the 2009-2010 academic year with Dr. Topuz teaching FIN 3113 Business Finance. IETV courses are evaluated by the students utilizing a standard university evaluation form at the end of the semester. Faculty and student complaints and comments on technology issues dominated any discussion of the delivery system. Learning issues were secondary to the technology problems.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester Offered</th>
<th>Offered Online (Yes or No)</th>
<th>Offered Blended (Yes or No)</th>
<th>Offered as Face-to-Face (Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 2633</td>
<td>Summer 09</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>FIN 2633</td>
<td>Summer 09</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>FIN 3113</td>
<td>Summer 09</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>FIN 3113</td>
<td>Fall 09</td>
<td>No-IETV</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

In the summer of 2009, two finance courses, FIN 3113 Business Finance and FIN 2633 Personal Finance were taught by Dr. Romer and Dr. Topuz, respectively, as web-based courses. BUS
2633 Business Statistics was also taught by Dr. Romer. SE’s Distance Learning Council evaluates courses taught online with results expected by the end of the fall semester. The current long-term plan is to continue offering core business courses by web during the summer. Faculty evaluation, degree program needs, and administrative/budgeting are the primary considerations in offering the courses by these methods.

Separate assessment instruments, if necessary, will be developed for the courses which have concurrent IETV and face-to-face versions.

**Faculty Contribution**

Jim Speers contributed by providing the ETS MFT data and accompanying figures and tables. The finance faculty (Drs. Larry Prather and Dave Romer) developed the report and action plan.

**Future Assessment**

The John Massey School of Business Assurance of Learning Committee has reviewed our program and has made some recommended changes. The documents in the appendix are the revised JMSB goals and draft rubrics use for assessment. Data has been collected for some of these goals and tentative evaluations have begun. However, JMSB faculty have not formally approved the goals or rubrics and assessment results have not been shared with the entire faculty.

**Abbreviations and Acronyms**

- **AACSB** – Association to Advance Collegiate Schools of Business International
- **ACSBP** – Association of Collegiate Business Schools and Programs
- **AQ1** – A designation used by AASCB to indicated the highest level of academic qualification for a faculty member
- **AY** – Academic year
- **BUS** - Business
- **ETS** – Educational Testing Service
- **FIN** – Finance
- **IETV** – Interactive television
- **JMSB** – John Massey School of Business
- **MFT** – Major Field Test
- **MNGT** – Management
- **SE** – Southeastern Oklahoma State University
## John Massey School of Business Learning Goals

<table>
<thead>
<tr>
<th>GOALS</th>
<th>OBJECTIVES</th>
<th>TRAITS</th>
</tr>
</thead>
</table>
| **1. Communication:** JMSB graduates will be effective communicators with the ability to prepare and deliver oral and written presentations using appropriate technologies. | a. Students will create well written documents on a business topic  
b. Students will deliver an effective oral presentation on a business topic. | Written Communication:  
Clear Logic & Organization  
Effective use of Language/Style  
Correct Spelling and Grammar  
Clear Purpose  
Excellent Development of Ideas  
Correct Citation and Documentation  
Effective Use of Technology  
Oral Communication:  
Effective Organization  
Knowledge of Content  
Persuasive Conclusion  
Excellent delivery  
Effective use of body language  
Effective use of Media  
Effective Use of Technology |
| **2. Problem Solving:** JMSB graduates can apply critical thinking skills, quantitative methods and technology to problem solving. | a. Students will demonstrate a working knowledge of the problem solving method. | Define the problem  
Research and gather information  
Generate plans to solve problem, integrating relevant factors in decision making.  
Select and implement best solution  
Communicate the results |
| **3. Ethics:** School of Business students possess the knowledge and understand the significance of making ethical business decisions. | a. Students will demonstrate an understanding of the process of making ethical decisions. | Evaluate business actions and decisions for ethical dilemmas.  
Recognize affected stakeholders and their perspectives.  
Consider the potential impact of various solutions from an appropriate perspective.  
Assess result of business decisions. |
| **4. Leadership and Teamwork:** JMSB graduates possess the leadership skills necessary to give direction and guidance, and to delegate work. | a. Students will demonstrate the ability to initiate and carry out projects in a group setting. | Leadership  
Makes Fair Decisions  
Research & Gather Information  
Share Information  
Punctual  
Fulfill Team Role's Duties |
tasks in a manner which proves to be effective and which motivates others to do their best in both a manager/subordinate and a team setting.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>OBJECTIVES</th>
<th>TRAITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Business Knowledge: JMSB graduates will have an understanding of the functional areas of business and how they relate to each other.</td>
<td>a. Students will demonstrate a working knowledge of each functional area of business.</td>
<td>Seniors will take the MFT in Business</td>
</tr>
</tbody>
</table>

Participate in Discussions
Listen to Other Teammates
## Problem Solving Rubric

**JMSOB**

<table>
<thead>
<tr>
<th>Traits</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Excellent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define the problem</td>
<td>Student does not identify the problem.</td>
<td>Student does identify the problem.</td>
<td>Student clearly identifies the problem and underlying issues.</td>
<td></td>
</tr>
<tr>
<td>2. Research and Gather Information</td>
<td>Student does not collect any viable data.</td>
<td>Student collects basic information.</td>
<td>Student collects data in a way that demonstrates advanced understanding.</td>
<td></td>
</tr>
<tr>
<td>3. Generate plans to solve problem, integrating relevant factors in decision making.</td>
<td>Student does not generate plans.</td>
<td>Student generates an adequate number of solutions, appreciating some relevant factors.</td>
<td>Student provides many alternative solutions and demonstrates the use of integrated knowledge in creative solutions to unfamiliar problems in unfamiliar contexts.</td>
<td></td>
</tr>
<tr>
<td>4. Select and implement best solution</td>
<td>Student does not implement a plan.</td>
<td>Student solves the problem using best solution.</td>
<td>Student clearly solves the problem using best solution and makes adjustments as necessary.</td>
<td></td>
</tr>
<tr>
<td>5. Communicate the results</td>
<td>Student does not provide a logical interpretation of the findings.</td>
<td>Student provides a logical interpretation of the findings.</td>
<td>Student provides an interpretation using terminology related to the problem and clearly identifies why the chosen plan is best.</td>
<td></td>
</tr>
</tbody>
</table>

1 = Unacceptable, 2 = Acceptable, 3 = Exemplary
# Leadership/Collaboration/Teamwork Evaluation Rubric

<table>
<thead>
<tr>
<th>Trait</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>Uses inappropriate power bases and tactics. Operates independently of the group. Refused to take leadership roles.</td>
<td>Plays an active role in generating new ideas. Displays initiative in getting tasks organized and completed and helps others.</td>
<td>Appropriately addresses power and its use as a critical leadership task. Is able to create an empowering environment in which all team members contribute to shared team goals. Provides focus and direction.</td>
</tr>
<tr>
<td>Makes Fair Decisions</td>
<td>Usually wants to have things their way instead of considering all views.</td>
<td>Usually considers all views.</td>
<td>Always helps team to reach a fair decision. Treats all team members with respect.</td>
</tr>
<tr>
<td>Research &amp; Gather Information</td>
<td>Collects very little to no information--some relates to the topic.</td>
<td>Collects some basic information--most relates to the topic.</td>
<td>Collects a great deal of information--all relates to the topic.</td>
</tr>
<tr>
<td>Share Information</td>
<td>Relays very little information to teammates--some relates to the topic.</td>
<td>Relays some basic information--most relates to the topic.</td>
<td>Relays a great deal of information--all relates to the topic.</td>
</tr>
<tr>
<td>Punctual</td>
<td>Rarely does the assigned work--often needs reminding. Relies on others to do the work.</td>
<td>Usually does the assigned work--rarely needs reminding. Hands in most assignments on time. Meets minimum requirements of assignments.</td>
<td>Always does the assigned work without having to be reminded. Hands in all assignments on time. Assignments are thorough, and professional in appearance.</td>
</tr>
<tr>
<td>Fulfill Team Role's Duties</td>
<td>Performs very little duties of assigned team role.</td>
<td>Performs nearly all duties of assigned team roles.</td>
<td>Performs all duties of assigned team role.</td>
</tr>
<tr>
<td>Participate in</td>
<td>Either gives too little information or</td>
<td>Offers some information--most is</td>
<td>Offers important, relevant information. Seeks group</td>
</tr>
<tr>
<td>Discussions</td>
<td>information which is irrelevant to topic.</td>
<td>relevant.</td>
<td>commitment to common goals.</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------</td>
<td>----------</td>
<td>----------------------------</td>
</tr>
<tr>
<td><strong>Listen to Other Teammates</strong></td>
<td>Usually doing most of the talking—rarely allows others to speak. Often argues with teammates</td>
<td>Demonstrates willingness to help other group members when asked. Listens to the ideas of others.</td>
<td>Actively listens to others and acknowledges the work of others.</td>
</tr>
</tbody>
</table>
# Oral Communication Rubric

**JMSOB**

<table>
<thead>
<tr>
<th>TRAIT</th>
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<th>Acceptable</th>
<th>Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Audience has difficulty following presentation because there is no sequence of information. Presentation was either too short or too long. Some key points do NOT have a corresponding slide.</td>
<td>Student presents information in logical sequence which audience can follow and was close to the time parameter. Appropriate number of slides.</td>
<td>Student presents information in logical, interesting sequence which audience can follow and stayed within the time parameter.</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Student does not have grasp of information; student cannot answer questions about subject.</td>
<td>Student is at ease with content, but fails to elaborate. Uses appropriate sources and is objective.</td>
<td>Student demonstrates full knowledge (more than required) with explanations and elaboration. Research goes beyond minimum requirements.</td>
<td></td>
</tr>
<tr>
<td><strong>Quality of conclusion</strong></td>
<td>Missing or poor. Not tied to analysis. Does not summarize points that brought the speaker to this conclusion.</td>
<td>Adequate. Summarizes presentation's main points, and draws conclusions based upon these points.</td>
<td>Goes beyond &quot;average&quot; in delivering a conclusion that is very well documented and persuasive.</td>
<td></td>
</tr>
<tr>
<td><strong>Voice quality and pace</strong></td>
<td>Demonstrates one or more of the following: mumbling, hard to understand English, too soft, too loud, too fast, too slow.</td>
<td>Can easily understand -- appropriate pace and volume.</td>
<td>Excellent delivery. Modulates voice, projects enthusiasm, interest, confidence.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of Technology</strong></td>
<td>Visuals were unclear, unattractive, or unprofessional. Did not support presentation and contained several spelling and/or grammatical errors.</td>
<td>Some visuals used distracting slide design. There was at least one spelling or grammatical error.</td>
<td>Visuals were clear and professional. Visuals reinforced the presentation. There were no spelling or grammatical errors.</td>
<td></td>
</tr>
</tbody>
</table>

1 = Unacceptable  
2 = Acceptable  
3 = Exemplary
# Writing Rubric

## JMSOB

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic &amp; Organization</td>
<td>Does not develop ideas cogently, uneven and ineffective overall organization, unfocused introduction or conclusion</td>
<td>Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.</td>
<td>Develops ideas clearly, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion.</td>
<td></td>
</tr>
<tr>
<td>Style</td>
<td>Lacked smooth, clear, readable prose, contains clichés and wordiness, generally ineffective word choice.</td>
<td>Used smooth, clear, readable prose throughout most of the paper, few clichés, occasional wordiness, generally appropriate word choice.</td>
<td>Used smooth clear, readable prose in a superior way throughout, no clichés or wordiness, consistently effective word choice.</td>
<td></td>
</tr>
<tr>
<td>Spelling and Grammar</td>
<td>Writing contains frequent spelling and grammar errors which interfere with comprehension</td>
<td>While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread</td>
<td>The writing is essential error-free in terms of spelling and grammar</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose and focus of the writing are not clear to the reader</td>
<td>The writer has made good decisions about focus, organization, style, and content so as to achieve the purpose of the writing.</td>
<td>The writer’s decision about focus, organization, style, and content fully clarify the purpose and keep the purpose at the center of the piece</td>
<td></td>
</tr>
<tr>
<td>Development of Ideas</td>
<td>Many ideas unsupported, confusion between personal and external evidence, reasoning flawed</td>
<td>Supports most ideas with effective examples, references, and details, makes key distinctions</td>
<td>Explores ideas vigorously, supports points fully using a balance of subjective and objective evidence, reasons effectively making useful distinctions</td>
<td></td>
</tr>
<tr>
<td>Citation and Documentation</td>
<td>Frequently incorporated source material unclearly or documented sources inaccurately or incorrectly.</td>
<td>No more than a few clarity problems incorporating source material or in documenting sources accurately and correctly</td>
<td>Correctly and clearly incorporated source material into the paper, documented sources accurately and correctly</td>
<td></td>
</tr>
<tr>
<td>Use of Technology</td>
<td>Paper did not have a professional, balanced appearance, pages were not numbered, and/or headings were not in parallel form.</td>
<td>Paper had a professional, reasonably well-balanced appearance, pages were numbered, and any headings were in parallel form.</td>
<td>Paper had an extremely professional, balanced appearance, pages were numbered, and headings were in parallel form.</td>
<td></td>
</tr>
</tbody>
</table>

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**Notes:**
- **Logic & Organization:** Evaluation focuses on the development of ideas and organization within paragraphs, transitions, and overall structure.
- **Style:** Assesses prose clarity, word choice, and overall readability.
- **Spelling and Grammar:** Checks for errors in spelling, grammar, and word choice.
- **Purpose:** Evaluates the clearness of the writing's focus and purpose.
- **Development of Ideas:** Evaluates the strength and organization of ideas.
- **Citation and Documentation:** Considers the integration and accuracy of source material.
- **Use of Technology:** Evaluates the professional appearance and formatting of the paper.

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