

Program: **MSBA (Finance) Degree** (Fogelman College of Business & Economics) - Spring 2019

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Executive Summary

2018-2019

Summary: The MSBA in Finance is an established program in the Fogelman College, but was initially aligned with MSIS program and shared a common set of learning goals and outcomes. Those initial MSBA goals and outcomes were replaced for this assessment cycle with a newly-developed set that more accurately reflect the nature of the program and the study of Finance at the Graduate level.

For the MSBA Degree (Finance), four (4) learning goals including a total of nine (9) individual learning outcomes were assessed in AY 2018-19. Faculty teaching the identified sections were provided with a pre-defined rubric for evaluating student skills across the degree's learning outcomes. For the MSBA degree the degree goals assessed were in these four broad areas: (1) Financial Knowledge, (2) Preparation for Financial Careers, (3) Terminal Degree Exposure, and (4) Professional Skills. Within each of those were one or more specific and measurable learning outcomes (LOs) that were individually assessed. A rubric of Fair (score=1), Good (score=2), or Exemplary (score=3) was used to assess each student's skills within a given LO. The scores of all students were consolidated and a benchmark of no more than 20% at the fair level (score=1) for a given LO was established for corrective actions.

Results: A broad cross-section of MSBA students enrolled in multiple course sections were assessed in this cycle (Fall 2018/Spring 2019) with two LOs falling short of the 20% benchmark: LO1 (Financial Knowledge) and LO4 (Professional Skills).

Improvements taken: For LO1, the MSBA program has integrated selected quickmba (open website) self-study finance components into the program curriculum to help students better demonstrate their understanding of investments and portfolio management. For LO4, two corrections were applied: (1) the MSBA faculty convened a subcommittee to determine the best means of improving students' ethical decision-making skills with recommendations implemented in AY 2019-20 and (2) the MSBA faculty have integrated more Excel self-study resources into selected courses, added Python programming to FIR-7840, and stepped up participation and tracking of MSBA students in the FISC/BMC program to improve their independent skills using software tools for financial decision-making.

| OUTCOMES | MEANS OF ASSESSMENT & BENCHMARKS/TASKS | RESULTS | ACTION TAKEN & FOLLOW-UP |
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| <p>LO1: Possess both theoretical and practical financial knowledge and skills consistent with 21st century organizational needs.</p> <p>Outcome Status: Active</p> | <p>Course Embedded Assessments – In Fall 2018 / Spring 2019 semesters students were assessed in identified MSBA course sections taught by multiple faculty using a predefined rubric. Individual students were scored at one of three levels: 1=Fair, 2=Good, 3=Exemplary The results for all students included in the assessment were consolidated by LO and reviewed by a faculty committee.</p> <p>Benchmark (and how determined): The department’s goal is that any LO with a Fair (score=1) of 20% or more required corrective action.</p> | <p>Reporting Cycle: 2018 - 2019 Result Type: Criterion Not Met A review of results from the assessment process showed that 40% of the assessed MSBA students scored at the Fair (1) level on LO1 in demonstrating their understanding and application of investments and portfolio management. This did not meet the established benchmark and merited corrective action.</p> | <p>Action Taken: The 40% Fair level fell below the program’s benchmark. To address this shortcoming, the MSBA program has integrated selected quickmba (open website) self-study finance components into the program curriculum.</p> |
| <p>LO2: Successfully pursue industry careers in the field of finance.</p> <p>Outcome Status: Active</p> | <p>Course Embedded Assessments – In Fall 2018 / Spring 2019 semesters students were assessed in identified MSBA course sections taught by multiple faculty using a predefined rubric. Individual students were scored at one of three levels: 1=Fair, 2=Good, 3=Exemplary The results for all students included in the assessment were consolidated by LO and reviewed by a faculty committee.</p> <p>Benchmark (and how determined):</p> | <p>Reporting Cycle: 2018 - 2019 Result Type: Criterion Met A review of results from the assessment process showed that at least 80% of assessed MA-ECON students scored at the Good (2) or Exemplary (3) levels on LO1 and thus met the benchmark.</p> | <p>Action Taken: Because the benchmark was met for LO2, no corrective actions were required.</p> |

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| | <p>The department’s goal is that any LO with a Fair (score=1) of 20% or more required corrective action.</p> | | |
| <p>LO3: Be exposed to academic opportunities for future success in a terminal degree.</p> <p>Outcome Status: Active</p> | <p>Course Embedded Assessments – In Fall 2018 / Spring 2019 semesters students were assessed in identified MSBA course sections taught by multiple faculty using a predefined rubric. Individual students were scored at one of three levels: 1=Fair, 2=Good, 3=Exemplary The results for all students included in the assessment were consolidated by LO and reviewed by a faculty committee.</p> <p>Benchmark (and how determined): The department’s goal is that any LO with a Fair (score=1) of 20% or more required corrective action.</p> | <p>Reporting Cycle: 2018 - 2019 Result Type: Criterion Met A review of results from the assessment process showed that at least 80% of assessed MA-ECON students scored at the Good (2) or Exemplary (3) levels on LO1 and thus met the benchmark.</p> | <p>Action Taken: Because the benchmark was met for LO3, no corrective actions were required.</p> |
| <p>LO4: Become well-rounded financial professionals.</p> <p>Outcome Status: Active</p> | <p>Course Embedded Assessments – In Fall 2018 / Spring 2019 semesters students were assessed in identified MSBA course sections taught by multiple faculty using a predefined rubric. Individual students were scored at one of three levels: 1=Fair, 2=Good, 3=Exemplary The results for all students included in the assessment were consolidated by LO and reviewed by a faculty committee.</p> | <p>Reporting Cycle: 2018 - 2019 Result Type: Criterion Not Met A review of results from the assessment process showed that the assessed MSIS students scored at the Fair (1) level in both recognizing and addressing ethical challenges (33%) and independently using finance software tools for decision-making (25%). This did not meet the established benchmark for LO4 and</p> | <p>Action Taken: The 33% and 25% levels fell below the program’s benchmark as established by the MSBA program. To address these shortcomings, the MSBA faculty: (1) convened a subcommittee to determine the best means of improving students’ ethical decision-making skills within the program with recommendations implemented in AY 2019-20</p> |

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| | <p>Benchmark (and how determined): The department’s goal is that any LO with a Fair (score=1) of 20% or more required corrective action.</p> | <p>merited corrective action.</p> | <p>and (2) integrated more Excel self-study resources into selected courses, added Python programming to FIR-7840, and stepped up participation and tracking of MSBA students in the FISC/BMC program.</p> |
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