INSTITUTIONAL EFFECTIVENESS REPORT

Instructions: For academic units, the content will focus on the assessment of student learning outcomes. Each degree program must submit a plan and report separately (i.e., a department with bachelor and master’s degree programs must submit a plan and report for each program). The report should represent work accomplished during summer, fall, and spring of the past year. While the majority of the report may be completed during the summer before the report is due, reports must be submitted annually by September 30.

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<thead>
<tr>
<th>Academic Department or Division:</th>
<th>Report Year: 2011-12</th>
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<tbody>
<tr>
<td>Accounting and Finance</td>
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<td>Degree Program: BBA in Finance</td>
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<td>Telephone: 229-333-5967</td>
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REPORT OF ASSESSMENTS

Enter assessments conducted during the previous year by Core, Major, and/or Graduate levels. The data/evidence results provided in this section should tie directly to last year’s Institutional Effectiveness Plan. Delete any sections (Core, Major, Graduate) below which are not applicable to the reviewed program.

MAJOR LEARNING OUTCOME(S) ASSESSED:

Consistent with the plan, all learning outcomes were assessed during the current assessment cycle. Students are able to:

- LO #1 - Demonstrate a working knowledge of corporate finance, financial institutions, markets and instruments.
- LO #2 - Demonstrate an ability to gather, interpret, and analyze financial information.
- LO #3 - Demonstrate knowledge of current issues related to finance.

DESCRIPTION OF ASSESSMENT CONDUCTED, INCLUDING CLASS AND TERM:

- Varies by goal as discussed in the accompanying document

TARGETED LEVEL OF PROFICIENCY:

- A learning outcome was satisfied if students achieved 70% or better (unless otherwise noted)

NUMBER OF STUDENTS ASSESSED:

- Varies by learning goal but the number is documented within.

DATA/EVIDENCE RESULTS (INCLUDE QUALITATIVE OR QUANTITATIVE SUMMARY; RAW DATA SHOULD BE INCLUDED IN AN ATTACHMENT):

- This is noted in the measurement tool and results section of the attached document

USE OF RESULTS TO MAKE IMPROVEMENTS (PROVIDE A BRIEF EXPLANATION FOR EACH INSTANCE OF USAGE OF RESULTS TO MAKE IMPROVEMENTS, CLEARLY CONNECTING EACH TO DATA/EVIDENCE RESULTS ABOVE):

- This is included in the action plan (if applicable) area of the attached document
<table>
<thead>
<tr>
<th>TITLE</th>
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<tbody>
<tr>
<td>Department Head/Director</td>
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<td>October 1, 2012</td>
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<td>Dean</td>
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<td>Provost and Vice President for Academic Affairs</td>
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LO# 1: Knowledge

The knowledge goal was assessed by sub-areas: Financial Management and Financial Institution Management.

Financial Management (FIN 3350/spring 2012)

The learning outcome is that students demonstrate an understanding of the theory and application of financial management including:

a) understanding the concept of shareholder wealth maximization and how it relates to the three primary decisions made by the firm’s management
b) computing discounted and compounded values using the time value of money
c) comprehending the difference between cash flow (finance terminology) and profit (accounting terminology)
d) measuring the risk of a portfolio of publicly traded stocks
e) valuing bonds and stocks given appropriate parameters
f) calculating a firm’s cost of capital

Measurement Tool: course embedded examination questions.

Results: 80% of the students achieved 70% or better.

Action Plan – none required

Financial Institution Management (FIN 4760/fall 2011)

The learning outcomes are that students will be able to:

a) Understand the special functions of financial intermediaries and the impact of financial intermediation on the U.S. economy
b) Gather relevant financial details of various financial intermediaries and their federal regulators using computer technology
c) Comprehend the different risks associated with financial intermediation and how these risks are interrelated
d) Measure the effect of interest rate risk on net interest margin using the repricing model and on the market value of equity using the duration model
e) Distinguish between measuring risk of an individual borrower and risk of an entire portfolio
f) Identify appropriate off-balance sheet mechanisms to mitigate various risk exposure

Measurement Tool: course-embedded examination questions

Results: 75% of the students achieved 70% or better.

Action Plan: The instructor decided to introduce a computer software simulation program (ProBanker) during the spring 2012 semester to facilitate greater understanding through evaluation, analysis, and/or application.
LO #2: Analysis and LO #3 Current Issues

The finance faculty added both a new course and a new learning experience to better facilitate both the analysis (LO #2) and introduction of current issues (LO #3). Faculty focused attention on the initial implementation of these new learning experiences and creating new assessment tools needed to evaluate their impact on the program.

Financial Institution Management (FIN 4760/spring 2012)

Initial evaluation: The ProBanker software allows students to enter financial decisions such as lending rates, deposit rates, and reserve estimations into a program that uses faculty imposed economic conditions to simulate the result of these decisions on the market value of the financial institution. The initial implementation used both the autobank and competitive bank functions. The autobank function allows the students to enter and re-enter decisions as a pedagogical tool. The competitive function forces each group of students to compete in a common market place. One group did finally understand the consequences of their decisions and thus won the competition. Other groups were not profitable or went bankrupt.

Action Plan – The course will be restructured in fall 2012 to incorporate liquidity and liability management chapters from the textbook prior to the ProBanker assignment.

Advanced Portfolio Management (FIN 4720/spring 2012)

Initial assessment and evaluation: FIN 4720 is designed to give students a chance to apply investment strategies and risk assessment tools. Students are challenged to make asset allocation decisions and to create portfolios for different client profiles, as well as to present their decisions in class. In addition, asset valuation models and ethics problems are discussed. Spring 2012 was the first semester the course was offered, and the selected textbook proved to be slightly challenging, and excessively theoretical and abstract for our student body. Although all of the students exceeded the application and communication requirements of their portfolio and presentation assignments, the theoretical concepts and the related exam sections proved to be challenging for them. FIN4720 also serves as a preparation environment for the future portfolio managers of our college’s Student Managed Investment Fund. Hence, it has proved to be an effective tool for our students to apply investment principals before they join the actual management team of our portfolio.

Action Plan – For Spring 2013, the relevant material from the existing textbook for the Investments Course (FIN4520) will be adapted and the curriculum of the course will be more application-based to suit the needs of undergraduate students’ needs.