



- II. Program Learning Outcomes:** A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcome(s) review activities\*.

There have been no changes in the program learning outcomes since the last interview. Updates with respect to the BIS program have been made and are reflected below.

An entry-level graduate with an Associate of Applied Science Degree in Financial Management from Sinclair Community College will be able to:

| <b>Learning Outcomes</b>  | <b>Related Courses</b>                    |
|---|---|
| 1. Apply quantitative skills and accounting skills appropriate to the Financial Management occupation the student has prepared to enter.                                | ACC 111, 112, 113; MAT 105; FIN electives |
| 2. Prepare as well as interpret financial statements.   | ACC 113; FIN 215, 256, 245                |
| 3. Demonstrate understanding of computers at a level compatible with job demands.   | BIS 160; FIN electives                    |
| 4. Analyze problems and make informed decisions.  | FIN 215; FIN electives                    |
| 5. Exhibit positive attitude and work habits in professional/occupational situations. Practice human relations skills on the job and in other interpersonal situations. | MAN 205, 225; PSY 122; FIN electives      |
| 6. Demonstrate an understanding of the importance of financial institutions as it affects the economy, the community, businesses and individuals.                       | ECO 202, 203; FIN 255; FIN electives      |

| <b>Learning Outcomes</b>  | <b>Related Courses</b>                    |
|---|---|
| 7. Aware of the services that financial institutions offer to government, correspondence.   | FIN 230; FIN electives                    |
| 8. Become familiar with financial regulation and examination – chartering, regulation agencies, examinations, internal controls, safeguards, and accounting.  | FIN 165, 230; FIN electives               |
| 9. Explain the relationships of financial institutions in the community and their dual desire to make profits and provide valuable services to the community. | FIN 148,182,195; FIN electives            |
| 10. Develop human relations skills that are necessary for employers of financial institutions in establishing good customer communications and relationships. | FIN 180,200,202; FIN electives            |
| 11. Demonstrate an understanding of typical automated office operations utilized by financial intermediates.  | FIN electives                             |
| 12. Analyze and make decisions relevant to the needs of the community and of financial institutions.  | FIN 205, 250; FIN electives               |
| 13. Think rationally, systematically and logically to solve problems through proper means of analysis/synthesis.  | ECO 201, 202, 203; FIN 215, FIN electives |
| 14. Develop an understanding of human creativity and its relation to society.   | HUMANITIES electives                      |

**III. Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. Formative Assessment Method(s): a measurable indicator of success in attaining the student in-progress learning outcome(s).

Formative assessment is completed on a course-by-course basis. Course projects are used in many courses to assess student learning. Projects in financial management require students to do research within the local community that involves gathering information, analyzing data and then making a recommendation. In FIN 246, Principles of Investment, students track a mutual fund or a stock portfolio throughout the quarter. FIN 200, Consumer Credit, requires students to do research within the community on banking services. In FIN 202, Consumer Credit Counseling, students develop a consumer credit plan for a debt-distressed person. Feedback from the faculty helps students to recognize strengths and shortcomings.

- b. Summative Assessment Method(s): a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

Summative assessment takes place in two required internship courses (FIN 270) the last two quarters in the program. Both Sinclair Community College faculty and employers provide evaluation on student performance. No standard tool is used although feedback generally includes student interpersonal skills, team communication skills, work place behaviors and bank operations concepts and procedures. Each student derives five internship objectives in conjunction with their work supervisor and faculty liaison. The student's assessment is based on meeting those objectives.

**IV. Results:** A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

There are no cumulative results of student performance available for program evaluation. Informal feedback indicates that students are performing at an acceptable level. The current cohort of students (approximately 30) has not yet reached the summative assessment (internship stage). Currently there are a limited number (4-5 per year) of financial management majors so cumulative results are difficult to attain. Hiring institutions are generally satisfied and highly value the student graduates. An area of concern relates to student awareness of bank operations. Solving this issue is difficult due to the individualized needs of various banks. This need might be better addressed through corporate service training.

- V. **Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

Curriculum changes have developed a large cohort of students currently. The department is working on recruiting more students for the next cohort. Additional curricular change is anticipated Fall 2001 in an effort to streamline course offerings and maximize content coverage. Some of the bank operations courses, which were not serving student and employer needs, will be replaced with material covered through special topics courses and Corporate Services offerings.

- VI. **General Education:** A description of where and how within the major the three primary general education outcomes\* (communication, thinking, values/citizenship) are assessed.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Case studies used in the financial management courses require students to write. Faculty do not currently use the written communication checklist to evaluate writing skills. Student writing skills have room for improvement overall.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

FIN 202 and 246 require students to work in groups on course projects. The teamwork requires interpersonal communication skills. Faculty do not currently use the oral communication checklist to evaluate these skills. Internships expect and assess the quality of student team and interpersonal skills generally. Students demonstrate oral communication competence in line with their profession.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Case studies used in many financial management courses such as FIN 200, 205, 215, 245, and 246 emphasize problem solving and critical thinking skills. Students demonstrate a high degree of critical thinking and problem solving skill and the department is very satisfied with this outcome.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, and service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

ECO 201, 202, 203 all address values and citizenship issues due to the social nature of local and global economics. MGT 205 and 225 address business ethics by establish guidelines for professional ethics and standards for behavior in the industry. Community and citizenship issues are further advanced through activities requiring students to visit local institutions in order to complete assignments.

**VII. Recommendation(s)/Comment(s):**

General education should investigate the addition of mathematical minimum skills.

- \* Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.