**ASSURANCE OF LEARNING**

**COMPLETING THE PROCESS**

It is important to know if our students are reaching the highest possible level of understanding of course and program learning objectives. To reach that goal, we assess the level of understanding of those objectives, and in those cases where that understanding is not adequate, plan to improve the next outcome. This form will help to assess the data collected, attempt to interpret it and plan effective changes in course delivery or structure in future semesters. Please complete this form for each core course in order for us to internally document this process and provide a guide for similar problems in the future.

**Program**: \_\_\_\_\_Finance\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Program learning goal/objective assessed**: \_\_\_\_\_\_1: Disciplinary Content Knowledge: Valuation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Core Course # and title**: ­­­­­\_\_\_\_\_\_\_422 Advanced Managerial Finance\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Goal Assessment Team (GAT) Chair and Members**: ­­­\_\_\_\_\_Tom, Vijay, Sue and Yatin\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(1) Briefly list the measures used to assess student learning (for example: case studies, exams etc.)**

In-class case study

**(2) Based on the assessment results what conclusions do you draw?**The results indicate concerns about developing the free cash flows (FCFs) for the target firm, but student estimates of the FCFs appear to be within plus/minus ten percent of the suggested values. This is evidenced by the perfect performance on estimating the market value of the firm’s equity (Criteria #4).

**(3) Are there any contextual factors affecting these results? (For example: student class standing, faculty experience teaching the course, course format [hybrid/flipped, online], class size, diversity of majors, etc.)**

**(4) Based on the results, describe any changes you anticipate making in teaching the course to improve the student learning.**In the Fall 2019 semester, as part of the end of the semester SWS case write-up on merger analysis, students will use in-class peer editing as part of the writing process. During this class period, peer review and discussion about the cash flow forecasting process will be presented.

**(5) Based on the results, describe any changes you anticipate making in assessing the course.**The course will be assessed in Fall 2020 (deferred from Winter 2020 semester).

**(6) Based on the results, describe the curricular or programmatic changes you will make to improve student attainment of the selected goal/objective.**The process of collaborating with another student (and/or students) should re-enforce the forecasting method. Additionally, the topic of mergers and the development of cash flows will be reviewed as one of the key concepts on the final exam.

**(7) Based on your recommendations for improvement, please describe**

* The expected timeline for each of the recommended actions
* Any potential barriers you anticipate in implementing the recommended actions

Fall 2019—Implement in-class peer review of final SWS writing assignment on mergers.

**(8) To what extent did the department/unit as a whole (or a subgroup) engage in this**

**assessment process?**All participated

**(9) What else can the Assessment Committee do to help you meaningfully assess student learning?**

**The Unit Heads of Management, Marketing, Finance, Economics and the Director of School of Accounting will be responsible for overseeing changes recommended by GATs for the assessment of learning goals housed in their units. They will also be required to follow up with documented evidence of the changes implemented.**